

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gynradd Bancffosfelen  
Bancffosfelen  
Llanelli  
Carmarthenshire  
SA15 5DR**

**School Number: 669/2018**

**Date of inspection: 14–16 November 2005**

**by**

**Mr Wil Williams  
Registered Inspector WO88/67644**

**Date: 20 December 2005**

**Under Estyn contract number: T/036/05P**

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## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

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## **Context**

### **The nature of the provider**

1. Ysgol Bancffosfelen is a bilingual primary school that provides education for pupils between 3 – 11 years of age and is located some two miles from Pontyberem in the Gwendraeth Valley. The majority of pupils live in the village or on neighbouring farms.
2. There has been a gradual reduction in pupil numbers over recent years and in September this year there were 42 pupils on the school register. They are educated by three full-time teachers, one part-time teacher and three special educational needs assistants.
3. Welsh is the main language spoken in the homes of some 40% of pupils, but all pupils are expected to be fluent in Welsh and English by the end of Key Stage 2.
4. The area is described as being neither prosperous nor economically disadvantaged. Twenty one per cent of pupils are entitled to receive free school meals, a figure that is slightly higher than the national average.
5. The children are admitted to school at the beginning of the term of their fourth birthday. Pupils at the school represent the full range of ability and their levels of attainment vary greatly when they are admitted to school. Twenty two per cent of pupils have special educational needs, a figure that is slightly higher than the national average, four of whom have statements of special educational needs.
6. The school was last inspected in December 1999. During the two years prior to the inspection the school's staffing situation fluctuated greatly because of teacher absences. The current headteacher was appointed to his post in January 1998.

### **The school's priorities and targets**

7. The school's main priorities and targets for the period 2005-07 include:
  - Raising and maintaining standards in Welsh and mathematics across the school;
  - Developing further the role of the subject co-ordinators in monitoring the educational provision;
  - Ensuring that the outcomes of the standardised assessments inform the planning and teaching;
  - Developing pupils' awareness of the environment and sustainable developments.

## Summary

### Table of grades awarded

8. The findings of the school matched the judgement of the inspection team in five of the seven Key Questions. There was a difference of judgement in Key Questions 4 and 7 to the extent that the school awarded Grade 3 to these two key questions.
9. The inspection team adjudged the school's work to be as follows:

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	3
6 How well do learners and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

10. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	56%	44%	0%	0%

11. Standards achieved in the areas of learning and subjects inspected are as follows:

Areas of Learning	Under fives
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Subjects	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3

Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
13. All pupils at the school succeed regardless of their social or linguistic background. The pupils with special educational needs make good progress within their age and ability.
14. In the key skills, the under-fives make good progress in their communication and mathematical skills and they become increasingly confident in their use of information and communications technology. Learners have a good passive understanding of everyday instructions in Welsh.
15. Pupils in Key Stages 1 and 2 make good progress in their ability to use their communication skills. They make good progress in their mathematical skills and in their ability to use their information and communications technology to support their learning.
16. The pupils' bilingual competence is developing appropriately and by Year 6, a good percentage of them are able to speak, read and write Welsh in a limited number of curricular contexts. However, there is a lack of sufficiently purposeful planning in Key Stage 2 to develop the use of Welsh across all subjects.
17. Pupil attainments at the end of both key stages in 2005 were lower than the national average in all core subjects. The performance of girls was considerably better than the performance of boys at the end of Key Stage 2.
18. In relation to similar schools in terms of the percentage of pupils receiving free school meals, pupils' results in both key stages in all subjects were in the lowest quartile of national performance.
19. Pupils of all ages make good progress in their learning. They respond enthusiastically in their lessons and concentrate diligently on their work. Their ability to analyse their work and to indicate how it could be improved is limited.
20. The ability of pupils in both key stages to work independently has not developed sufficiently. This can be attributed to some extent to the tendency for some teachers to do too much on their behalf.
21. Pupils of all ages make good progress in their personal and social skills. They work happily with their fellow pupils, they are considerate of the feelings of other pupils and are committed to their work. The standards of behaviour of pupils of all ages are good.

22. Pupils' creative skills in both key stages are good, with some outstanding features.
23. Throughout the school, the pupils respect the diversity of other beliefs and cultural and social traditions. They have a good awareness of equal opportunities issues and of fairness. This is an outstanding feature at the school.
24. Average attendance levels at the school for the three full terms prior to the inspection were 91%, and there is room to improve. Pupils arrive punctually at school in the morning.

### **The quality of education and training**

25. In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	59%	36%	0%	0%

26. The quality of teaching for pupils with special educational needs and the under-fives is consistently good.
27. The quality of teaching in lessons is generally good. Teachers plan thoroughly, classroom organisation is effective and there is a good working relationship between teachers and pupils. The teachers have a sound knowledge of the subjects they teach; they make effective use of resources and they use appropriate teaching methods to reinforce the pupils' bilingual competence.
28. Where there are outstanding features to the teaching, the teachers' presentations are lively and stimulating, the tasks are challenging and there is very good pace to the lessons.
29. In a small minority of lessons, the teachers' presentations are too long and they slow the learning, the tasks fail to sustain pupils' interest and the work is not sufficiently challenging.
30. Assessment is thorough and of good quality. Pupils' work is marked regularly and the personal targets set for each pupil give them clear aims for improvement. The observations on pupils' work do not always explain clearly how they can improve their work.
31. The annual reports to parents give a clear picture of pupils' achievements in all subjects and they provide valuable comments about their social development.
32. There are schemes of work for all areas that ensure that the basic skills, the key skills and the Cwricwlwm Cymreig are adequately covered within the

- curriculum. The planning to introduce Personal and Social Education is not sufficiently purposeful and there are gaps in the provision.
33. There is a clear system in Year 6 for setting homework for the pupils, but this practice is not commonly used throughout the school.
  34. The curriculum is enhanced by a variety of educational visits and pupils develop valuable skills when participating in local activities such as eisteddfodau and sporting competitions. However, the range of extra-curricular activities provided is limited. This has been identified as an area for improvement in the school's self-evaluation report.
  35. The sessions of collective worship make a good contribution to pupils' understanding of moral issues, but little attention is paid in them to pupils' spiritual development.
  36. There is a good partnership between the school and parents. There is an active Friends' Association that organises a number of fund-raising activities to purchase resources for the school. There are effective procedures for communicating with parents.
  37. There is a good relationship between the school and the community and with other local primary and secondary schools.
  38. The school's strategies for dealing with social deprivation and challenging stereotyping is one of the outstanding features of its provision. Equal access and opportunities are provided for all pupils. There are sound policies for sex education, equal opportunities and racial equality.
  39. Due prominence is given in the curriculum to promoting education for sustainable development and practices such as operating a paper recycling system emphasise the importance of this field of activity. Pupils' experiences across the curriculum enable them to gain an appropriate range of skills that are valuable in terms of lifelong learning.
  40. The links with business and industry are few, and very little attention is paid to developing pupils' enterprise skills. The school has identified this in its self-evaluation report.
  41. The quality of care, leadership and support provided to pupils is good. The staff know each individual well and the pupils are happy at school. Effective steps are taken to ensure pupils' safety and there are appropriate procedures to promote good behaviour and to prevent bullying.
  42. The provision for identifying and supporting pupils with special education needs is good. They receive good class-based support by the assistants.
  43. The policies for sex education, equal opportunities and racial equality are well established and they are known to all members of staff. The school's provision promotes equal opportunities for all pupils, including those with

disabilities. The school succeeds well in developing pupils' understanding of other cultures.

### **Leadership and management**

44. The headteacher's positive leadership effectively co-ordinates the work of the staff and the governing body, and gives a clear sense of direction to the school's development. The school is managed effectively on a day-to-day basis and there are good arrangements for making contact with parents.
45. The teachers have recently taken on new curricular responsibilities, but they have not yet begun to undertake their roles as subject co-ordinators.
46. The governors fulfil their responsibilities very effectively. They know the school well and play an active part in its development, but their monitoring and evaluation role has not been sufficiently developed.
47. There are some good features in the school's self-evaluation strategies, although there are gaps in the arrangements. They have not been operational for long enough to lead to raising standards and improving educational provision.
48. There are good links between the outcomes of the self-evaluation process and the priorities outlined in the School Development Plan. The plan is generally good, but it fails to provide a sufficiently clear distinction between the main priorities and those that are less important.
49. The school has made good progress in three of the five Key Issues identified in the 1999 report. Standards in mathematics, information technology and physical education have improved, the provision for pupils with special educational needs is now good and every effort has been made to make the best use of the building and its facilities. More remains to be done on developing the role of subject co-ordinators and addressing some of the shortcomings in the teaching.
50. The school makes effective and efficient use of all its human resources. There are sufficient suitably qualified teachers to teach all aspects of the curriculum. There is an adequate supply of resources for the vast majority of areas, and effective use is made of all rooms at the school, together with its grounds. The classrooms are welcoming and colourful, with displays of pupils' work providing valuable teaching and learning resources.
51. The budget is tightly managed; the school provides good value for money.

### **Recommendations**

52. In order to improve the areas inspected at the school, the staff and governors need to:

- R1 raise standards in Welsh and physical education by addressing the shortcomings identified;
- R2 implement the self-evaluation programme and strengthen the monitoring role of the governing body;
- R3 develop the role of the subject co-ordinators in the self-evaluation arrangements;
- R4 undertake more purposeful planning in order to introduce the requirements of the Personal and Social Education Framework;
- R5 improve the provision for work-related education and develop the pupils' enterprise skills.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

- 53. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 54. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	56%	44%	0%	0%

- 55. Standards achieved in the areas of learning and subjects inspected are as follows:

Areas of Learning	Under fives
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Subjects	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2

Physical education	Grade 3	Grade 3
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56. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
57. A good majority of pupils achieve good standards in terms of their knowledge and skills and they achieve the targets set for them. The pupils with special educational needs make good progress within their age and ability. All pupils at the school succeed regardless of their social or linguistic background.
58. In the key skills, the under-fives make good progress in their communication and mathematical skills and they become increasingly confident in their use of information and communications technology. Learners have a good passive understanding of everyday instructions in Welsh.
59. Pupils in both key stages make good progress in all key skills. They are able to discuss, read and write in their first language with confidence and they use their mathematical skills with increasing accuracy. They make good use of their information and communications technology skills to support their learning.
60. The pupils' bilingual competence is developing appropriately. Welsh learners make good progress in their ability to speak, read and write the language and by the end of Year 6, the majority of them are able to use the language in a limited number of curricular contexts.
61. Pupil attainments at the end of both key stages in 2005 were lower than the national average in all core subjects. The performance of girls was considerably better than the performance of boys at the end of Key Stage 2.
62. In relation to similar schools in terms of the percentage of pupils receiving free school meals, pupils' results in both key stages in all subjects were in the lowest quartile of national performance.
63. Pupils of all ages make good progress in their learning. They respond enthusiastically in their lessons and concentrate diligently on their work. The vast majority of pupils understand the purpose and nature of the tasks in question, but they are uncertain when trying to analyse the strengths and shortcomings of their work and identifying how it could be improved.
64. The personal and social skills of pupils of all ages are good. They work well with their fellow pupils; they are very happy to discuss and to listen to the ideas of other pupils and are considerate of their feelings. Almost without exception, the pupils are committed to their work and they make productive use of their time.
65. Standards of behaviour are good in all classes. The vast majority of pupils behave responsibly in all situations in school and they respect the other pupils

and adults around them. By Year 6, they show a considerable degree of self-discipline.

66. Average attendance levels at the school for the three full terms prior to the inspection were 91%, and there is room for improvement. Pupils arrive punctually at school in the morning.
67. When given opportunities, pupils in Key Stage 2 work independently and they direct their own learning. However, there is a tendency amongst some teachers to do too much for pupils and to fail to give them direct responsibility for their own learning.
68. Pupils' creative skills in both key stages are good with some outstanding features. High quality works of art have been produced in all classes.
69. Throughout the school, the pupils respect the diversity of other beliefs and cultural and social traditions. They have a good awareness of equal opportunities issues and of fairness. This is an outstanding feature at the school.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessments?

#### Grade 3: Good features outweigh shortcomings

70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
71. In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	59%	36%	0%	0%

72. The quality of the teaching for pupils with special educational needs is consistently good. Likewise the teaching for the under-fives, although there is insufficient emphasis on using structured play activities.
73. The quality of teaching in lessons is generally good. Teachers plan thoroughly, classroom organisation is effective and there is a good working relationship between teachers and pupils. The teachers have a sound knowledge of the subjects they teach; they ensure that pupils are aware of lesson aims and give clear and concise instructions when setting tasks. They make effective use of resources, particularly so the interactive whiteboard, and they use appropriate teaching methods to reinforce the pupils' bilingual competence

74. Where there are outstanding features to the teaching, the teachers' presentations are lively and stimulating, the tasks are challenging and there is very good pace to the lessons.
75. In a small minority of lessons, the teachers' presentations are too long and they slow the learning, the tasks fail to sustain pupils' interest and the work is not sufficiently challenging.
76. Assessment is thorough and of good quality. The quality of assessment for the under-fives, and the baseline assessment, is good. In Key Stage 1 and Key Stage 2, pupils' progress is regularly assessed in all subjects and detailed records are kept of their progress.
77. Pupils' work is marked regularly and the personal targets set for each pupil gives them clear aims for improvement. The observations on pupils' work do not always explain clearly how they can improve their work.
78. The personal targets set for each pupil gives them a clear aim for improvement, but limited use is made of self-assessment strategies. The pupils with special educational needs are aware of the targets in their individual education plans and they strive hard to achieve them.
79. Purposeful use is made of national curriculum assessment results, standardised tests and teachers' assessments to plan and improve the learning.
80. The portfolios of pupils' work produced in Welsh and mathematics are useful tools to moderate teacher assessments. There are no comparable portfolios in other core subjects.
81. The annual reports to parents give a clear picture of pupils' achievements in all subjects and they give valuable observations about pupils' social development. They fully conform to statutory requirements.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 3: Good features outweigh shortcomings**

82. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
83. The programmes of study that has been planned in detail respond well to learning needs of pupils of all ages and ability.
84. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

85. There are appropriate schemes of work for all areas that ensure interesting, varied and differentiated experiences for all pupils. The opportunities to develop the basic skills and the key skills are indicated in each scheme. Due prominence is given to the Cwricwlwm Cymreig in the school's work programme.
86. There is a clear system in Year 6 for setting homework for the pupils, but this practice is not commonly used throughout the school.
87. The school promotes pupils' bilingual competence at all times but the planning in Key Stage 2 for developing the use of Welsh and English in the various subjects is not sufficiently purposeful.
88. The curriculum is enhanced by various educational visits and by visits by members of the community who come to share their experience and expertise with pupils.
89. Pupils develop valuable skills when participating in local activities such as eisteddfodau and sporting competitions, but the range of extra-curricular activities provided is limited. This has been identified as an area for improvement in the school's self-evaluation report.
90. The school does not have a comprehensive programme for introducing all the requirements of the Framework for Personal and Social Education and as a result there are important gaps in the current provision. The School Council was recently re-established but no circle time sessions are held.
91. The sessions of collective worship make a good contribution to pupils' understanding of moral issues but little attention is paid in them to pupils' spiritual development.
92. The opportunities provided for pupils to work with external agencies such as Menter Cwm Gwendraeth and the Police enhance their learning experiences and strengthen their involvement in the local community.
93. There is a good partnership between the school and parents and this was reiterated in the questionnaires received from parents and at the pre-inspection meeting. There is an active Friends' Association that organises several fund-raising activities to purchase resources for the school.
94. There are effective procedures for communicating with parents. The school handbook and the Annual Report of the Governing Body to parents is of good quality and conforms to statutory requirements.
95. There is a good relationship between the school and the community and pupils play a prominent part in local events and celebrations.
96. There is a highly productive partnership with local catchment primary schools. The schools work well together and they are currently engaged in developing resources for the interactive whiteboard.

97. There is a very effective partnership with the secondary schools to which the pupils transfer at the end of Key Stage 2. An appropriate bridging scheme is operated and there are good links between teachers in both sectors.
98. The school's strategies for dealing with social deprivation and challenging stereotyping is one of the outstanding features of its provision. Equal access and opportunities are provided for all pupils.
99. Due prominence is given in the overall curriculum and particularly so in geography lessons to promoting education for sustainable development. Day-to-day practices at the school, such as operating a paper recycling system emphasises the importance of this field of activity.
100. Pupils' experiences across the curriculum enable them to gain an appropriate range of skills that are valuable for lifelong learning. These include bilingualism, information and communications technology and numeracy skills, and personal and social skills. Not enough attention is given in the curriculum to promoting the independence of learners and to developing their ability to manage their own learning.
101. The links with business and industry are few and very little attention is paid to developing pupils' enterprise skills. The school has identified this in its self-evaluation report.

#### **Key question 4: How well are learners cared for, guided and supported?**

##### **Grade 2: Good features and no important shortcomings**

102. The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 3 for this key question. The shortcomings identified in the school's self-evaluation report were not sufficiently important to award Grade 3 for this Key Question.
103. The quality of care, leadership and support provided to pupils is good. The school works well with the Local Education Authority and makes effective use of a range of appropriate agencies.
104. The staff know the pupils well. Pupils feel that they are able to share any concerns or complaints freely with their teachers.
105. The parents have confidence in the care and guidance their children receive and the pupils are very happy at school. The parents appreciate the open door policy that enables them to discuss any concerns with staff.
106. The under-fives feel safe at school and the arrangements made for them to visit the class in the term before they start at school help them to settle in quickly.
107. The school works well with a number of agencies in order to promote the pupils' health and safety. The attention given to healthy foods, and the water

dispenser at school, raises pupils' awareness of good practices for healthy living. These aspects make a good contribution to the personal and social education curriculum.

108. There are good procedures for monitoring and promoting good behaviour and preventing bullying. Pupils benefit from the opportunity to discuss class rules before they are adopted. Where individuals cause concern, good support is available to them.
109. The registers conform to statutory requirements. The school makes good use of its computer system to effectively monitor the attendance levels of individual pupils.
110. The practical steps taken to ensure pupils' safety whilst they are at school are effective. These arrangements are clearly identified in school documentation and they are operated effectively.
111. Staff are knowledgeable about the guidelines for child protection and there are good arrangements for first aid.
112. The provision for identifying and supporting pupils with special education needs is good. The pupils receive good class-based support by the assistants and in small groups by the special educational needs co-ordinator. The close links between the school and the parents of these pupils promotes progress and co-operation.
113. The policies for sex education, equal opportunities and racial equality are well established and are known to all members of staff. The school's provision promotes equal opportunities for all pupils, including those with disabilities. The building adaptation programme in order to provide access for pupils with physical disabilities is ongoing.
114. The school succeeds well in developing pupils' understanding of other cultures. In a number of subjects the work reflects the importance the school places on tolerance and respect for others.

## **Leadership and management**

### **Key question 5: How effective are leadership and strategic management?**

#### **Grade 3: Good features outweigh shortcomings**

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. The headteacher's positive leadership effectively co-ordinates the work of the staff and the governing body, and gives a clear sense of direction to the school's development. The agreed aims, objectives and values are known to all and give a high priority to promoting the educational, emotional and

personal development of all pupils. Equality for all is promoted, both adults and pupils.

117. Under the leadership of the headteacher, the staff work together well as a team. They have recently taken on new curricular responsibilities, but they have not yet begun to undertake their roles as subject co-ordinators.
118. Appropriate consideration is given to national priorities. The school has gained the Basic Skills Agency Quality Mark for the second time; it is involved in the Eco Schools scheme and is waiting to join the national Healthy Schools initiative.
119. The school sets and meets challenging and realistic aims and targets. The detailed assessment procedures together with the county arrangements for testing and tracking pupils' progress enable the school to set ambitious and achievable targets for each pupil.
120. The Performance Management system is operated thoroughly. The performance of each member of staff is reviewed annually in the context of their professional needs and school priorities.
121. The school is managed effectively on a day-to-day basis and there are good arrangements for making contact with parents. Adequate time is provided for all members of the teaching staff for planning, preparation and assessment.
122. The governors fulfil their responsibilities very effectively. They know the school well and play an active part in its development. They discuss school policies in detail and act upon the information they receive from the headteacher, but their monitoring and evaluation role has not been sufficiently developed.

### **Key question 6: How well do learners and managers evaluate and improve quality and standards?**

#### **Grade 3: Good features outweigh shortcomings**

123. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
124. The findings of the school matched the judgement of the inspection team in five of the seven Key Questions. There was a difference of judgement in Key Questions 4 and 7 to the extent that the school awarded Grade 3 to these two key questions.
125. The school's self-evaluation arrangements are implemented by the headteacher by visiting classes, analysing data and evaluating pupils' progress in certain areas. Parents views have been gathered through questionnaires and the information received was analysed thoroughly. The outcomes of the self-evaluations were fully reported to staff and governors.

126. Little use is made of benchmarking data in order to compare the school's performance with comparable families of schools and the School Council was not included in the evaluations. The self-evaluation procedures have not been operational for long enough to lead to raising standards and improving educational provision.
127. There are some good features in the concise self-evaluation report presented to the inspection team prior to the inspection although there are gaps in all key questions. It shows that some self-evaluation arrangements have been established and that it is intended to develop them further.
128. There are good links between the outcomes of the self-evaluation process and the priorities outlined in the School Development Plan.
129. The School Development Plan is a useful tool for providing direction to the school's development over the next two years. The priorities include appropriate targets, success criteria and clear action steps and a realistic estimate of costs. The overall quality of the plan is good, but it fails to provide a sufficiently clear distinction between the main priorities and those that are less important.
130. The school has made good progress in three of the five Key Issues identified in the 1999 report. Standards in mathematics, information technology and physical education have improved. The provision for pupils with special educational needs is now good and every effort has been made to make the best use of the building and its facilities.
131. There is more work to be done on developing the role of subject co-ordinators and addressing some of the shortcomings in the teaching.

**Key question 7: How efficient are leaders and managers in using resources?**

**Grade 2: Good features and no important shortcomings**

132. The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 3 for this key question. The school's self-evaluation report over-emphasises the shortcomings in the buildings and learning rooms, but given that the shortcomings do not adversely affect the quality of the educational provision, they cannot be adjudged to be important shortcomings.
133. There are sufficient suitably qualified teachers to teach all aspects of the curriculum. Good use is made of teachers' expertise by exchanging classes, and responsibility for aspects and subjects are shared fairly amongst teachers.
134. The positive impact of in service training is to be seen on aspects of learning and teaching. The teachers' professional development is closely linked to the priorities identified in the School Development Plan.

135. The school makes effective and efficient use of all its human resources. The learning assistants work very effectively in classes to promote the progress of pupils in their care and the administrative officer makes a key contribution to the smooth running of the school.
136. The resources are of good quality and they are easily accessible to pupils. They provide full access for all pupils to all National Curriculum subjects. However, there are few items of large equipment for the under-fives and there is an insufficient collection of reading material for boys.
137. Although the structure of parts of the building requires attention, there is adequate space in most of the building for teaching and learning. Effective use is made of all rooms, the external play areas and of the spacious hall. The classrooms and other areas are welcoming and colourful, with displays of pupils' work providing valuable teaching and learning resources.
138. Financial management at the school is tight and it works effectively within its budget. The school development plan is used as a tool for future budget planning and the headteacher, the administrative officer and the governing body monitor expenditure very effectively. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### The under-fives

#### Grade 2: Good features and no important shortcomings

Areas of Learning	Under fives
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

139. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

#### Good features

##### *Language, literacy and communication*

140. The children listen well and respond enthusiastically. They understand instructions and use elementary language patterns correctly and purposefully when responding to questions and discussing a story. They hold books correctly and realise that pictures give them information about a book's content. They can recognise and correctly form a good number of letters and

they undercopy words neatly. Their Welsh skills are developing well after only a short period at school.

*Personal and social development*

141. The children respond well to the order of the day and they understand class behaviour expectations. They make choices for themselves and understand that they have to wait for their turn when playing a game. They know about the importance of personal care and understand that they have to care for their bodies, and that hygiene is important. They are sensitive to the needs and difficulties of other children and show respect and concern for living things.

*Mathematical development*

142. The children count up to 20 confidently and sing number songs correctly. They are able to correctly place numbers up to 10 on a number line. They can name and understand the features of two-dimensional shapes. They use the concept of 'more than' and 'less than' when comparing the weight of fruits. They realise that a graph can convey information and are able to arrange information based on shape and colour in sets. They know that money is required in order to buy things in the shop.

*Knowledge and understanding of the world*

143. The children know the main characteristics of the seasons. They have good colour recognition and can confidently name fruits and vegetables. They have a broad understanding of the way in which toys have changed over time. They know some of the differences between town and country and are well-informed about the various types of work. They are able to correctly place objects on a simple grid.

*Creative development*

144. The children use a range of media to create effective pictures. They use paint and crayons confidently and are able to print colourful patterns. They work effectively with clay to create attractive pots and make skilful use of a computer programme. They engage in effective role-play activities and sing tunefully with a good awareness of rhythm.

*Physical development*

145. The children exhibit good skills when handling pencils, crayons and printing equipment. They handle blocks and jigsaw pieces confidently and make effective use of cutting and pasting apparatus. They have a good awareness of their bodies when running, walking and jumping in physical education lessons, and they use good ball handling skills on the yard. They display increasing control when using bicycles on the yard.

**Shortcomings**

146. The children lack sufficient confidence to use the Welsh language as they undertake their activities.

Welsh
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**Key Stage 1 - Grade 3: Good features outweigh shortcomings**

## **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

### **Good features**

147. In Key Stage 1, the pupils listen well in a range of situations. They listen attentively to stories, to instructions and to each other. They speak clearly, expressing their needs clearly, and they use appropriate vocabulary when discussing their work.
148. The pupils read well. They have a good knowledge of letter sounds and they use appropriate strategies when decoding unfamiliar words. They use colour clues to help them to understand the contents of books, and are able to identify with characters in their favourite stories. The more able pupils read fluently and meaningfully.
149. Pupils in Key Stage 1 form letters correctly and they write simple words and sentences effectively. They have an appropriate knowledge of language and they use a range of punctuation marks correctly. The spelling and handwriting skills of the most confident writers are good. They use suitable adjectives when writing poems and they write in a lively fashion in various forms.
150. In Key Stage 2, the pupils converse confidently together and they discuss their work knowledgeably with adults. They speak clearly, and at the upper end of the school a small number of pupils express their opinions to very good effect. In Years 3, 4 and 5 the majority of pupils exhibit a willingness to listen and respond appropriately to questions and to express opinions.
151. A good majority of pupils read meaningfully and fluently. They read a variety of books and make effective use of dictionaries. Across the key stage, the pupils read aloud confidently and with appropriate intonation. At the upper end of the school, pupils exhibit advanced reading skills when looking for information on the Internet.
152. Pupils in Key Stage 2 write in a good variety of different forms. They vary their sentences and are aware that suitable adjectives and adverbs improve their writing. These elements are to be seen clearly in the poems produced under the guidance of a professional author. A minority of pupils in every class write in an extended manner, reflecting a sound awareness of methods to create effects such as the use of similes.

### **Shortcomings**

153. Inadequate vocabulary and lack of appropriate syntax has an adverse effect on the oral and written standards of approximately half the pupils at the school.

<b>Mathematics</b>
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## **Key Stage 1 - Grade 2: Good features and no important shortcomings**

## **Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

154. Pupils in Key Stage 1 read, write and arrange numbers with increasing accuracy. They know what each digit represents in two and three digit numbers. By Year 2, they are able to describe and extend simple number sequences including odd and even numbers, and can count forwards and backwards in ones or tens and are able to recognise patterns in a sequence of numbers.
155. Pupils have an appropriate understanding of addition and subtraction procedures and they understand that subtraction is the opposite of addition. They have memorised addition and subtraction facts up to ten and are able to use this information to make calculations with numbers larger than ten.
156. Pupils in Year 2 use standard units of measurement with appropriate accuracy and they handle money confidently. They can name three and two-dimensional shapes and are able to describe them according to their characteristics.
157. Pupils in Key Stage 1 make good progress in their ability to collect, record and interpret data.
158. Pupils in Key Stage 2 develop their own strategies for solving number problems. They have a sound understanding of place value, including decimal notation and money, and by Year 6, the pupils are able to multiply and divide numbers with 10 and 100. A good number of pupils can recall with ease addition and subtraction facts mentally and on paper, and they develop an appropriate range of mental work strategies. They have a good grasp of the four procedures and they use the calculator purposefully. Pupils have an appropriate understanding of fractions and percentages.
159. Pupils make purposeful use of standard units of measurement for length, mass and capacity in practical contexts. They have an appropriate understanding of the characteristics of two and three-dimensional shapes and are able to plot co-ordinates in the four quadrants.
160. By Year 6, the pupils collect, arrange and re-arrange and interpret data effectively. They have begun to use the scale of probability, using the appropriate vocabulary.

### **Shortcomings**

161. The ability of Key Stage 1 pupils to select the appropriate operation when solving problems has not been sufficiently developed.
162. Across Key Stage 2, groups of pupils are unable to handle number bonds and to recall multiplication facts with sufficient speed.

## Information technology

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### Good features

163. Pupils in Key Stage 1 use an appropriate range of information technology equipment and software with increasing skill in a range of different contexts. They produce pieces of written work independently on-screen, modifying the text as required. With assistance, they can save their work, retrieve and modify it before printing.
164. They have good mouse control in order to move images on the screen. They make effective use of art packages to create very skilful pictures and patterns, and with assistance, they are able to produce various graphs. They can control and direct the on-screen cursor effectively.
165. With assistance, they are able to search for information on the Internet.
166. A good number of pupils in Key Stage 2 are confident users of information technology equipment and software. They effectively communicate and exchange information in various forms, including text, graphs and pictures. They show a good mastery of the word processor when editing and modifying their work and they are confident in using the Internet to search for information from various websites. They make skilful use of art packages to produce good quality pictures and patterns.
167. Pupils' ability to use database programmes for recording, questioning and re-arranging data is developing well.

### Shortcomings

168. There are no important shortcomings.

## Geography

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### Good features

169. Key Stage 1 pupils' geographical investigative skills are good. They are able to produce a simple plan of the school and use pictorial symbols to indicate the location of various objects in the rooms. Year 2 pupils are able to describe their journey to school in detail and can give clear directions by using terms such as right, left and straight ahead. They use simple co-ordinates correctly to identify the locations of objects on a grid. They can locate Bancffosfelen

and parts of Wales on a map and know about the countries of the United Kingdom.

170. They are well-informed about their own locality. They can describe the facilities and services available in their village in appropriate detail, comparing them with those of a large town. They are able to discuss the relative distance of nearby villages and can suggest the most convenient ways of travelling to them.
171. In Key Stage 2, the pupils are able to ask a number of different and appropriate questions about the geographical features of the Snowdonia area and are able to use a good range of sources such as maps, pictures and information and communications technology to conduct a simple investigation. They are able to describe in detail the geographical features that give places character, using the relevant geographical terms.
172. Pupils are able to differentiate between human patterns and physical patterns in an area, displaying an appropriate understanding of the impact of human activity on the natural environment. They describe and offer intelligent explanations of the ways in which people can improve or damage environments, displaying a good awareness of the importance of conservation.

### **Shortcomings**

173. Pupils in Key Stage 1 have an uncertain grasp of the relationship between people and the environment.
174. The ability of pupils in Key Stage 2 to produce and use a variety of maps to different scales has not been sufficiently developed.

<b>Physical education</b>
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**Key Stage 1 - Grade 3: Good features outweigh shortcomings**

**Key Stage 2 - Grade 3: Good features outweigh shortcomings**

### **Good features**

175. In gymnastics lessons in Key Stage 1, pupils move energetically and respond in a lively manner to music. They make sensible use of space when moving in various ways, and they change direction and speed with confidence. They are able to create appropriate sequences of movements.
176. In dance lessons, pupils in Years 3, 4 and 5 respond sensitively to music and they work effectively at various levels. They conduct appropriate evaluations of each other's performances.
177. Pupils in Year 6 have a good awareness of parts of the body when engaged in gymnastics activities. They successfully produce sequences of movements,

using balance and creating different shapes with their body. They work well with a partner, evaluating the work sensibly, and improving their movements.

178. Pupils across the school know about the beneficial effects of exercise on the body and they have a good awareness of the importance of working safely.

### **Shortcomings**

179. In Key Stage 1, there is a lack of flow to the sequences of movements in gymnastics lessons.
180. A small number of pupils across Key Stage 2 exhibit a lack of control of their bodies, and a lack of awareness of the whole body, in dance and gymnastics lessons.

### **School's response to the inspection**

Ysgol Bancffosfelen is proud to receive the Inspection findings as they relate closely to the judgements made in the school's own self-evaluation document. The Inspection findings acknowledge the familial atmosphere and ethos of the school, the good relationships between staff and pupils, between the school and parents and between the governing body and the school.

The Inspection confirms that we have made progress in the majority of areas since the last Inspection in 1999. The report acknowledges the good work done by the staffing team to promote the children's development. We take pride in the fact that the children feel safe at school and that they receive very good care, support and guidance from staff.

The Inspection has also confirmed that we provide a broad, balanced and suitable curriculum that fulfils the needs of all pupils. The School Development Plan already incorporates issues identified by the Inspection Team and we shall now modify the Plan to incorporate the recommendations made. We shall strive to improve standards in Welsh and physical education by responding to the shortcomings identified by the inspectors. As the staffing complement is now complete we will be able to implement the self-evaluation programme in full, strengthening the monitoring role of the subject co-ordinators and the governing body. We shall arrange training for staff in order to establish a circle time system in all classes. In order to improve the provision for work-related education and the development of pupils' enterprise skills we shall seek to give pupils the opportunity to run a healthy eating shop during break times and work closely with local agencies such as Menter Cwm Gwendraeth.

Staff and Governors at the school will work together in order to focus on these action areas so as to secure the further development of the role and status of Ysgol Bancffosfelen in our community.

## Appendix A

### Basic information about the school

Name of school	Bancffosfelen
School type	Community
Age-range of pupils	3-11 years
Address of school	Bancffosfelen Llanelli Carmarthenshire
Post-code	SA15 5DR
Telephone number	01269 870272
Headteacher	Mr Glenn Evans
Date of appointment	January 1998
Chair of governors/ Appropriate authority	Mrs Deris Williams
Reporting inspector	Wil Williams
Dates of inspection	14-16 November 2005

## Appendix B

### School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	5	6	6	4	5	12	42

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11.6:1
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Autumn 2004	92.1	92.5
Spring 2005	85.3	90.1
Summer 2005	87	90.8

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix C

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	50%	In Wales	80%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2005</b>							Number of pupils in Y6	10				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School					10		20	40	30	70
		National	1				1	5	16	46	30	77
Welsh	Teacher assessment	School						20	10	30	40	70
		National	1		1		1	3	17	49	28	77
Mathematics	Teacher assessment	School						20	10	30	40	70
		National					1	3	17	46	31	78
Science	Teacher assessment	School						10	20	50	20	70
		National						1	11	50	37	87

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	70%	In Wales	72%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty two lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and

- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 3; 5 and 6.	Mathematics; information technology; geography
Mrs Z Evans	Team	Key questions 2; 4 a 7.	Under fives; Welsh; physical education
Mr E James	Lay	Contributions to key questions 1; 3; 4 and 7	

### School's Nominee:

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

## SUMMARY REPORT ON THE INSPECTION OF YSGOL BANCCFOSFELEN

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**Ysgol Bancffosfelen was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.**

**The inspection of Ysgol Bancffosfelen took place between 14-16 November 2005. An independent team of inspectors, led by Mr Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.**

**The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral social and cultural development.**

**The five-point scale used to represent all inspection judgements in this report is as follows:**

Grade 1	<b>good with outstanding features</b>
Grade 2	<b>good features and no important shortcomings</b>
Grade 3	<b>good features outweigh shortcomings</b>
Grade 4	<b>some good features, but shortcomings in important areas</b>
Grade 5	<b>many important shortcomings</b>

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

The findings of the school matched the judgement of the inspection team in five of the seven Key Questions. There was a difference of judgement in Key Questions 4 and 7 to the extent that the school awarded Grade 3 to these two key questions.

**The inspection team adjudged the school's work to be as follows:**

Key question	Inspection grade
How well do learners achieve?	3
How effective are teaching, training and assessment?	3
How well do the leadership experiences meet the needs and interests of learners and the wider community?	3
How well are learners cared for, guided and supported?	2
How effective are leadership and strategic management?	3
How well do learners and managers evaluate and improve quality and standards?	3
How efficient are leaders and managers in using resources?	2

### Standards

Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	56%	44%	0%	0%

**Standards achieved in the areas of learning and subjects inspected are as follows:**

Areas of Learning	Under fives
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Subjects	Key stage 1	Key stage 2
<b>Welsh</b>	<b>Grade 3</b>	<b>Grade 3</b>
<b>Mathematics</b>	<b>Grade 2</b>	<b>Grade 2</b>
<b>Information technology</b>	<b>Grade 2</b>	<b>Grade 2</b>
<b>Geography</b>	<b>Grade 2</b>	<b>Grade 2</b>
<b>Physical education</b>	<b>Grade 3</b>	<b>Grade 3</b>

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

All pupils at the school succeed regardless of their social or linguistic background. The pupils with special educational needs make good progress within their age and ability.

In the key skills, the under-fives make good progress in their communication and mathematical skills and they become increasingly confident in their use of information and communications technology. Learners have a good passive understanding of everyday instructions in Welsh.

Pupils in Key Stages 1 and 2 make good progress in their ability to use their communication skills. They make good progress in their mathematical skills and in their ability to use their information and communications technology to support their learning.

The pupils' bilingual competence is developing appropriately and by Year 6, a good percentage of them are able to speak, read and write Welsh in a limited number of curricular contexts. However, there is a lack of sufficiently purposeful planning in Key Stage 2 to develop the use of Welsh across all subjects.

Pupil attainments at the end of both key stages in 2005 were lower than the national average in all core subjects. The performance of girls was considerably better than the performance of boys at the end of Key Stage 2.

In relation to similar schools in terms of the percentage of pupils receiving free school meals, pupils' results in both key stages in all subjects were in the lowest quartile of national performance.

Pupils of all ages make good progress in their learning. They respond enthusiastically in their lessons and concentrate diligently on their work. Their ability to analyse their work and to indicate how it could be improved is limited.

The ability of pupils in both key stages to work independently has not developed sufficiently. This can be attributed to some extent to the tendency for some teachers to do too much on their behalf.

Pupils of all ages make good progress in their personal and social skills. They work happily with their fellow pupils, they are considerate of the feelings of other pupils and are committed to their work. The standards of behaviour of pupils of all ages are good.

Pupils' creative skills in both key stages are good, with some outstanding features.

Throughout the school, the pupils respect the diversity of other beliefs and cultural and social traditions. They have a good awareness of equal opportunities issues and of fairness. This is an outstanding feature at the school.

Average attendance levels at the school for the three full terms prior to the inspection were 91%, and there is room to improve. Pupils arrive punctually at school in the morning.

## The quality of education and training

**In the lessons observed, it was adjudged that the quality of teaching was as follows:**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	59%	36%	0%	0%

The quality of teaching for pupils with special educational needs and the under-fives is consistently good.

The quality of teaching in lessons is generally good. Teachers plan thoroughly, classroom organisation is effective and there is a good working relationship between teachers and pupils. The teachers have a sound knowledge of the subjects they teach; they make effective use of resources and they use appropriate teaching methods to reinforce the pupils' bilingual competence.

Where there are outstanding features to the teaching, the teachers' presentations are lively and stimulating, the tasks are challenging and there is very good pace to the lessons.

In a small minority of lessons, the teachers' presentations are too long and they slow the learning, the tasks fail to sustain pupils' interest and the work is not sufficiently challenging.

Assessment is thorough and of good quality. Pupils' work is marked regularly and the personal targets set for each pupil give them clear aims for improvement. The observations on pupils' work do not always explain clearly how they can improve their work.

The annual reports to parents give a clear picture of pupils' achievements in all subjects and they provide valuable comments about their social development.

There are schemes of work for all areas that ensure that the basic skills, the key skills and the Cwricwlwm Cymreig are adequately covered within the curriculum. The planning to introduce Personal and Social Education is not sufficiently purposeful and there are gaps in the provision.

There is a clear system in Year 6 for setting homework for the pupils, but this practice is not commonly used throughout the school.

The curriculum is enhanced by a variety of educational visits and pupils develop valuable skills when participating in local activities such as eisteddfodau and sporting competitions. However, the range of extra-curricular activities provided is limited. This has been identified as an area for improvement in the school's self-evaluation report.

The sessions of collective worship make a good contribution to pupils' understanding of moral issues, but little attention is paid in them to pupils' spiritual development.

There is a good partnership between the school and parents. There is an active Friends' Association that organises a number of fund-raising activities to purchase resources for the school. There are effective procedures for communicating with parents.

There is a good relationship between the school and the community and with other local primary and secondary schools.

The school's strategies for dealing with social deprivation and challenging stereotyping is one of the outstanding features of its provision. Equal access and opportunities are provided for all pupils. There are sound policies for sex education, equal opportunities and racial equality.

Due prominence is given in the curriculum to promoting education for sustainable development and practices such as operating a paper recycling system emphasise the importance of this field of activity. Pupils' experiences across the curriculum enable them to gain an appropriate range of skills that are valuable in terms of lifelong learning.

The links with business and industry are few, and very little attention is paid to developing pupils' enterprise skills. The school has identified this in its self-evaluation report.

The quality of care, leadership and support provided to pupils is good. The staff know each individual well and the pupils are happy at school. Effective steps are taken to ensure pupils' safety and there are appropriate procedures to promote good behaviour and to prevent bullying.

The provision for identifying and supporting pupils with special education needs is good. They receive good class-based support by the assistants.

The policies for sex education, equal opportunities and racial equality are well established and they are known to all members of staff. The school's provision promotes equal opportunities for all pupils, including those with disabilities. The school succeeds well in developing pupils' understanding of other cultures.

### **Leadership and management**

The headteacher's positive leadership effectively co-ordinates the work of the staff and the governing body, and gives a clear sense of direction to the school's development. The school is managed effectively on a day-to-day basis and there are good arrangements for making contact with parents.

The teachers have recently taken on new curricular responsibilities, but they have not yet begun to undertake their roles as subject co-ordinators.

The governors fulfil their responsibilities very effectively. They know the school well and play an active part in its development, but their monitoring and evaluation role has not been sufficiently developed.

There are some good features in the school's self-evaluation strategies, although there are gaps in the arrangements. They have not been operational for long enough to lead to raising standards and improving educational provision.

There are good links between the outcomes of the self-evaluation process and the priorities outlined in the School Development Plan. The plan is generally good, but it fails to provide a sufficiently clear distinction between the main priorities and those that are less important.

The school has made good progress in three of the five Key Issues identified in the 1999 report. Standards in mathematics, information technology and physical education have improved, the provision for pupils with special educational needs is now good and every effort has been made to make the best use of the building and its facilities. More remains to be done on developing the role of subject co-ordinators and addressing some of the shortcomings in the teaching.

The school makes effective and efficient use of all its human resources. There are sufficient suitably qualified teachers to teach all aspects of the curriculum. There is an adequate supply of resources for the vast majority of areas, and effective use is made of all rooms at the school, together with its grounds. The classrooms are welcoming and colourful, with displays of pupils' work providing valuable teaching and learning resources.

The budget is tightly managed; the school provides good value for money.

## **Recommendations**

In order to improve the areas inspected at the school, the staff and governors need to:

- R1 raise standards in Welsh and physical education by addressing the shortcomings identified;
- R2 implement the self-evaluation programme and strengthen the monitoring role of the governing body;
- R3 develop the role of the subject co-ordinators in the self-evaluation arrangements;
- R4 undertake more purposeful planning in order to introduce the requirements of the Personal and Social Education Framework;
- R5 improve the provision for work-related education and develop the pupils' enterprise skills.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.