

**Inspection under Section 28 of the  
Education Act 2005**

**A report on the quality of education in**

**Ffairfach Primary School  
Bethlehem Road  
Ffairfach  
Llandeilo  
Carmarthenshire  
SA19 6SY**

**School number: 6692061**

**Date of inspection: 10 May 2010**

**by**

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## Introduction

Ffairfach Primary School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Ffairfach Primary School took place between 10/05/10 and 12/05/10. An independent team of inspectors, led by Jeffrey Harries 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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 its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

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## Context

### The nature of the provider

- 1 This primary school is situated approximately half a mile from the centre of the town of Llandeilo, in the village of Ffairfach. The present school was built in 1900 and accepts children from the village and from a very wide catchment area. The school states that learners are drawn from an area that is neither prosperous nor economically disadvantaged.
- 2 The school has been identified in Category A by Carmarthenshire local authority (LA). In the Foundation Phase and mainly in key stage 1, learners are taught through the medium of Welsh; by the end of key stage 2, the school tries to ensure that the learners are fully bilingual. Some 12% of pupils come from homes where Welsh is the main language spoken.
- 3 Education is provided for learners between three and 11 years old. It is a very popular school and has seen an increase of over 60% in the number of learners since the previous inspection with 123 currently on the register, including 11 of nursery age who attend full time. They represent the full range of ability. Some 83% of the learners come from outside the village and 65% of them from outside the catchment. Some 3% are of multi-ethnic background. Approximately 90% of the learners have received pre-school education. Fourteen per cent of the learners have been registered as being entitled to receive free school meals, a percentage that is slightly lower than the Carmarthenshire average of 15.2% and the whole of Wales which is 17.5%. There are 24 learners on the special educational needs (SEN) register, which is 20% of the learners; three of them hold a statement and national curriculum (NC) disapplications.
- 4 The school has been a pilot school for the Foundation Phase since September 2004 and has expanded and extended the facilities considerably. There are three classes for key stage 2 learners, one of them in a temporary cabin on the school yard. The 'Mudiad Ysgolion Meithrin' Welsh nursery group is also housed in a cabin on the school site. The cabin is used on four evenings a week for the school's 'Clwb Hwyl'. The current budget employs 6.9 teachers, 10 part-time assistants and two part-time clerical assistants. The school gained the Basic Skills Agency's Quality Mark for the third time in 2008. It was last inspected during the summer term of 2004.
- 5 At the time of the inspection, a Foundation Phase teacher was on maternity leave and a supply teacher was teaching her class.

### The school's priorities and targets

- 6 The school's aims include:
  - developing learners' key skills;
  - developing learners self-discipline;
  - securing and promoting learners' well-being; and
  - developing learners' awareness of their language, their culture and local traditions.

- 7 The school's main priorities for 2009-2010 are:
- raising standards in Welsh, mathematics and science throughout the school;
  - raising the independent writing standards of boys at the end of the Foundation Phase and year (Y) 3;
  - ensuring additional support for learners with SEN;
  - further develop procedures for monitoring attendance and punctuality;
  - providing additional learning areas for learners in key stage 2;
  - further develop the self-evaluation processes; and
  - renew links with schools in Europe.

## Summary

- 8 Ffairfach Primary School is a good school with some outstanding features. It is managed by a very supportive governing body. The headteacher and staff work conscientiously to ensure the schools clear values. The learning experiences, the efficiency of use of resources and the provision for the Foundation Phase are clear strengths.

### Table of grades awarded

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

- 9 The inspection team agreed with the school's judgements in four of the seven key questions, reducing the grade in three questions.

### Standards

- 10 As the school has been piloting the Foundation Phase since September 2004, learners' attainment is not measured and no comparison is made with local, national or family of similar schools' averages.
- 11 At the upper end of key stage 2 in 2009, learners' attainment in Welsh was substantially lower than the local, national and family of schools' averages, it was higher in English and mathematics and similar in science. Learners' attainment at level 5 was higher in English and mathematics, similar in science and lower in Welsh. In comparison with similar schools in Wales, the school's performance was in the highest 50% but lower than the highest 25% of all and higher than the average for the family of similar schools. Attainment figures in 2009 were substantially higher in comparison with the last four years.

12 In 2009, boys' performance was slightly lower than that of the girls in key stage 2.

### Learners' standards

13 Standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	58%	21%	0%	0%

14 These percentages are lower than the national percentages for primary schools in Wales where 85% are Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2008-2009. Even so, the percentage of Grade 1 lessons is substantially higher than the national average of 12%.

15 The educational provision for children under seven years of age is appropriate to their needs and they make good progress towards the Foundation Phase outcomes.

### Areas of learning for 3 to 7 year-olds (Foundation Phase pilots)

Personal and social development, wellbeing and cultural development	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

16 The majority of learners with SEN make good progress in relation to the targets set for them.

### Grades awarded in the subjects inspected in key stage 2

17 In key stage 2, in the subjects inspected, standards are as follows:

Subjects	Key Stage 2
Science	Grade 2
History	Grade 2
Music	Grade 2
Physical education	Grade 3

18 Children's key skills are developing well in the Foundation Phase. They listen very intently and speaking skills are good but their reading and writing skills in Welsh are not so well developed. The use of numeracy skills across the curriculum is good and children make effective use of their computers and the interactive whiteboard to improve their learning. Children make very good progress in their thinking skills and in their personal, social, moral and wider development. They also make very good progress in their creative skills.

19 In key stage 2, most learners listen very intently in all lessons. Their speaking skills are good but their extended written and reading skills in English and Welsh across the curriculum are not as well developed. By the end of the key stage, they make good use of their numeracy skills and outstanding use of information and communications technology (ICT) to support their learning across a very wide range of subjects. The development of learners' creative skills is good, together with their problem solving skills.

- 20 Learners' bilingual skills are good in key stage 2.
- 21 In the Foundation Phase and in key stage 2, most learners are enthusiastic learners. They work with adults and their fellow learners, and readily engage in their work and concentrate. They are interested in their work and eager to give of their best, and have pride in their achievements.
- 22 Learners' behaviour is very good in the Foundation Phase and good for most learners in key stage 2 and this has a positive effect on their learning.
- 23 Good features outweigh shortcomings in learners' attendance. The average for the previous year was 91.7%. This figure is substantially lower than the national figure of 93.2% for learners of primary age. A percentage of parents take their children on holiday during the school term. Most learners are punctual and registration meets statutory requirements in each class.
- 24 Learners throughout the school make very good progress in their personal, social and moral development and in their wider development.

### **The quality of teaching and training**

- 25 In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
33%	49%	18%	0%	0%

- 26 The quality of teaching is somewhat lower than the national average for primary schools as reported by HMCI in his annual report for 2009. Nationally, the quality of teaching is Grade 2 or better in 85% of lessons. However, the percentage of Grade 1 teaching in the school is substantially higher than the national percentage of 17%.
- 27 Teachers are role models of a high standard and the quality of the working relationships between them and the learners is good. In key stage 2, teachers display good subject knowledge and there are outstanding aspects in the Foundation Phase. Planning for individual lessons is good and includes clear objectives. To a great degree, the work set corresponds to the differing abilities of learners.
- 28 The teaching assistants make a valuable contribution towards the teaching and learning; this support is outstanding in the Foundation Phase.
- 29 The good and outstanding features of the teaching include very lively presentations, very effective focus on the skills in question, high expectations and challenging tasks and very effective and appropriate intervention when learners need support when completing their tasks.
- 30 Shortcomings in the teaching include not very effective lesson management, structure and organisation, lessons developing at a less effective pace and limited opportunities during the closing session to deal with success in relation to the lesson objectives.
- 31 The quality of the assessment, recording and presenting of reports is good. In the Foundation Phase, effective use is made of staff observations for continuous assessment. In key stage 2, a specific programme is followed and good use is made of standard assessments in language and mathematics in the core subjects and end of key stage tests. Assessment procedures in the foundation subjects

- and religious education are more informal. There is an appropriate progress tracking system in place in order to monitor learners' development. Procedures for assessing learners with SEN are good.
- 32 There are good procedures for marking and setting personal targets. Procedures that include learners' involvement in setting individual targets and evaluating their progress are in its early stages.
  - 33 Annual reports to parents meet with statutory requirements and are of a good standard, especially in the core subjects.
  - 34 In the Foundation Phase, an outstanding range of interesting and stimulating learning experiences are planned both inside and outside the classroom. This is one of the school's outstanding features.
  - 35 In key stage 2, the school meets the aspirations of learners very well. It offers rich experiences that are based on interesting, challenging and direct activities. There are comprehensive policies, and the short and long term planning makes a very important contribution towards efforts to ensure continuity and progression in the different subjects. The focus on developing speaking, listening, application of number and problem solving skills and on promoting creative and thinking skills across the curriculum are developing effectively. The experiences provided for promoting ICT skills are good and outstanding at the end of key stage 2. The focus on promoting extended writing and reading skills throughout the curriculum is more limited.
  - 36 There is a homely and sound Welsh ethos throughout the school. The emphasis placed on and the provision for promoting bilingual skills is successful. The school places good emphasis on Welsh culture and there are appropriate procedures for promoting learners' knowledge and understanding of other cultures.
  - 37 The extra-curricular provision is very good with a number of rich after school experiences being offered and many appropriate visits are arranged for each class to many places both near and far. Visitors to the school play a very important part. These experiences are outstanding features. The provision relating to the personal and social education (PSE) programme contributes well in these areas. There are appropriate procedures for homework.
  - 38 Learners' moral and social development is promoted very well whilst the focus on spiritual development is good. The arrangements for collective worship meet statutory requirements and learners receive experiences of a high standard, where singing is a notable feature.
  - 39 The school has strong partnerships with the parents and they have signed the home/school agreement. There are many strong partnerships between the school and the local and wider community. It enjoys a very positive partnership with the Tre-Gib family of schools. The transition programme with Ysgol Tre-Gib is an outstanding aspect of the provision.
  - 40 The school is very active in extending learners' understanding in relation to education for sustainable development and global citizenship. The enthusiastic eco council plays an important part and the focus on restoring, respecting and recycling are key elements. Work related education and developing learners' entrepreneurial skills are not so well developed.

- 41 The school has good provision for promoting learners' healthy development and ensuring their safety and well-being. Staff know their learners well and learners say that they are welcome to ask teachers at any time if they do not fully understand any aspect of their work. There is a very good relationship with parents and carers.
- 42 Learners receive a many very rich experiences in relation to their personal and social development. The school council operates effectively and members take their responsibilities seriously and make an important contribution to the life and work of the school. The focus on raising awareness of the importance of healthy eating is developing well.
- 43 The induction programme for learners entering the nursery class is very good.
- 44 The school has good policies and measures to eliminate oppressive behaviour. Fairly recently, the school received advice and support from specialists relating to behavioural problems. The school has acted on the advice and on the whole, the situation has improved.
- 45 Attendance is monitored carefully by the school; even so, procedures have not led to raising attendance levels.
- 46 There is a policy for health, safety and well-being and learners receive good care. There are appropriate practical arrangements and thorough risk assessments are undertaken in relation to the site and the buildings. There is a policy relating to procedures for visits but no formal risk assessments are undertaken in relation to local visits. Issues of health and safety were discussed with the governing body.
- 47 A policy and procedures for child protection have been clearly drawn up. The headteacher is responsible for this area but a second person has not been designated with responsibility in her absence. All staff need to undertake update training in relation to child protection issues and arrangements.
- 48 Provision for additional learning needs (ALN) is good. There is good guidance from the coordinator and the special needs teacher. There are effective procedures in place for identifying learners' needs at an early stage.
- 49 Each pupil on the SEN register has an individual educational plan (IEP). The IEP includes appropriate and specific targets which to a great degree are only related to English language and mathematics.
- 50 The provision for promoting equal opportunities is good with outstanding features. It is ensured that each child has opportunities in competitions, sports, classroom activities and performances.

### **Leadership and management**

- 51 The quality of the headteacher's leadership is good. She has the vision to improve and develop the school further. She is ably supported by the teachers and the learning assistants. Her positive leadership ensures that the school's values, aims and objectives are realised.
- 52 The school gives full consideration to national priorities, for example, it has established the Foundation Phase outstandingly. In the school, links with other educational providers are very good.
- 53 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with the performance of

other schools and the family of schools. Annual targets are set but they are not sufficiently challenging year on year.

- 54 An effective system of staff evaluation promotes the continuous professional development of teachers and the support staff. Even so, remodelling the workforce has not taken place.
- 55 The governing body is very supportive of the school and undertakes its duties very conscientiously; members have a good awareness of their responsibilities. They are led outstandingly by an enthusiastic and ambitious chairman. Members meet regularly and through the headteacher's reports, receive comprehensive information on the school's life and work.
- 56 The role of the governing body in monitoring the quality of the provision is developing well. As individuals, many members take an active role as critical friends by visiting the school. The school has identified this as an area for further development.
- 57 The governing body fulfils its legal and regulatory requirements appropriately and its annual report to parents and the school prospectus conform fully to the statutory requirements.
- 58 The headteacher, governors and staff are committed to improving the standards of achievement. Each member of staff is involved in the self-evaluation process, giving consideration to the opinions of parents and pupils through questionnaires.
- 59 The role of the curricular coordinators in monitoring and evaluating work is developing comparatively effectively. They have a good overview of the education and of the resources provided, but their perception of standards of achievement is not so well developed. Their planning for improvement is implemented through the school development plan (SDP).
- 60 The SDP is a detailed document that clearly displays the school's priorities, and gives timetables, success criteria and agreed costs. There is a detailed outline of the issues to receive attention in the short and longer term.
- 61 The school works closely with the LA link adviser. Regular reviews are undertaken and these give the school a better appreciation of the quality of its provision and the standards achieved.
- 62 Performance management procedures have a good effect on staff development; they contribute effectively to the identification of the professional needs of each member of staff.
- 63 The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement and is supported by a wide range of documentary evidence.
- 64 The school has made good progress since the previous inspection. It has succeeded in piloting the Foundation Phase and raising standards of achievement and the quality of teaching outstandingly. It has improved the self-evaluation process and developed the role of the coordinators; however, the process does not ensure judgements for standards of achievement. There are sufficient support staff to provide for the Foundation Phase and registration fully conforms with Welsh Assembly Government (WAG) requirements.

- 65 The school has a good supply of teaching staff to present the curriculum and effective use is made of a very good supply of peripatetic staff. Teachers have the appropriate qualifications and a range of specialisms that are used effectively throughout the school.
- 66 The school has invested in an outstanding supply of enthusiastic classroom support staff who work very well with the teachers. They give very good support to small groups of children both within and outside the classes as well as supporting individuals and learners who need additional support to meet their SEN. This is an outstanding feature.
- 67 The accommodation is in a good condition and is kept clean and tidy. The area for teaching children in the Foundation Phase is very good and extensive use is made of it both inside and out. The governing body has ensured very stimulating accommodation for the children by building a number of new learning areas. This is an outstanding feature. Classrooms for older key stage 2 learners are rather limited for practical activities. Throughout the school, good use is made of the corridors and walls in order to display learners' work.
- 68 The school and governing body help to ensure that resources match their priorities for development. There is a very good range of resources for the curriculum. There is a very good supply of computers and interactive whiteboards and regular use is made of them. The school makes purposeful use of resources at the secondary school for physical education and swimming lessons.
- 69 The school has adopted effective procedures for managing planning, preparation and assessment (PPA) time in line with statutory requirements.
- 70 The governing body is diligent in its monitoring role and reviews and directs significant areas of expenditure. The school operates very effectively from day to day. The school's administrative officer fulfils her duties very effectively and efficiently.
- 71 Overall, the school provides good value for money.

## **Recommendations**

- 72 The school needs to:
- R1 raise standards in physical education in key stage 2;
  - R2 further develop reading and writing skills throughout the curriculum;
  - R3 raise levels of attendance;
  - R4 extend the provision for learners with SEN, including the needs relating to Welsh;
  - R5 develop self-evaluation procedures further;
  - R6 further develop procedures for entrepreneurship and learners entrepreneurial skills; and
  - R7 remodel the workforce.

The school is addressing aspects of recommendations 2, 3 and 5 in the current SDP.

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 2: Good features and no important shortcomings

- 73 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 74 As the school has been piloting the Foundation Phase since September 2004, learners' attainment is not measured and no comparison is made with local, national or family of similar schools' averages.
- 75 At the upper end of key stage 2 in 2009, learners' attainment in Welsh was substantially lower than the local, national and family of schools' averages, higher in English and mathematics and similar in science. Learners' attainment at level 5 was higher in English and mathematics, similar in science and lower in Welsh. In comparison with similar schools in Wales, the school's performance was in the highest 50% but lower than the very highest 25% and higher than the average for the family of similar schools. Attainment figures in 2009 were substantially higher in comparison with the last four years.
- 76 In 2009, boys' performance was slightly lower than that of the girls in key stage 2.

#### Learners' standards

- 77 Standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	58%	21%	0%	0%

- 78 These percentages are lower than the national percentages for primary schools in Wales where 85% are Grade 2 or better, as published in HMCI's report for 2008-2009. Even so, the percentage of Grade 1 lessons is substantially higher than the national average of 12%.
- 79 The educational provision for children under seven years of age is appropriate to their needs and they make good progress towards the Foundation Phase outcomes.

Area of learning	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development	1	1	1	1
Language, literacy and communication skills	2	2	2	2
Mathematical development	2	2	2	2
Knowledge and understanding of the world	1	1	1	1
Creative development	1	1	1	1
Physical development	1	1	1	1

- 80 The majority of learners with SEN make good progress in relation to the targets set for them.

## Grades awarded in the subjects inspected in key stage 2

81 In key stage 2, in the subjects inspected, standards are as follows:

<b>Subjects</b>	<b>Key Stage 2</b>
Science	Grade 2
History	Grade 2
Music	Grade 2
Physical education	Grade 3

- 82 Children's key skills are developing well in the Foundation Phase. They listen very intently to their teachers and the support staff. Speaking skills are good but their reading and writing skills in Welsh are not so well developed. The use of numeracy skills across the curriculum is good and children make effective use of computers and the interactive whiteboard to improve their learning. Children make very good progress in their thinking skills and in their personal, social, moral and wider development. They also make very good progress in their creative skills.
- 83 In key stage 2, most learners listen very intently in all lessons. Their speaking skills are good but their extended written and reading skills in English and Welsh across the curriculum are not as well developed. They make good use of their numeracy skills across a wide range of NC subjects and outstanding use of ICT to support their learning across a very wide range of subjects by the end of the key stage. The development of learners' creative skills is good, together with their problem solving skills.
- 84 Learners' bilingual skills are good in key stage 2. By the end of the key stage, pupils make effective use of details in Welsh to convey the essence of the meaning in English in speaking and listening. They write comparatively confidently in both languages.
- 85 In the Foundation Phase and in key stage 2, most learners are enthusiastic learners. They listen carefully to their teachers and collaborate with adults and their fellow learners, and readily engage in their work and concentrate. They are interested in their work and eager to give of their best, and have pride in their achievements.
- 86 Learners succeed, whatever their social, ethnic or linguistic background.
- 87 Learners make satisfactory progress towards attaining their potential and moving forward to the next stage of their learning. Key stage 2 learners have a developing perception of the factors that determine the standards which they achieve. They are beginning to set targets in literacy and numeracy to address their shortcomings.
- 88 Learners' behaviour is very good in the Foundation Phase and good for most learners in key stage 2 and this has a positive effect on their learning. They are considerate and show respect and courtesy towards each other and towards all staff and visitors to the school.
- 89 Good features outweigh shortcomings in learners' attendance. The average for the previous year was 91.7%. This figure is substantially lower than the national figure of 93.2% for learners of primary age. A percentage of parents take their

children on holiday during the school term. Most learners are punctual and registration meets statutory requirements in each class.

- 90 Learners throughout the school make very good progress in their personal, social and moral development and in their wider development. They display respect, care and concern for others and are accountable for their actions and their work and show honesty and fair play.
- 91 Learners show a very good awareness of matters concerning equal opportunities and respect towards diversity in society.
- 92 Through some links with local businesses, learners have a developing understanding of the world of work.
- 93 The school has a strong partnership with the community. Learners participate in many local activities.

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

### **Key Question 2: How effective are teaching, training and assessment?**

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

94 The findings of the inspection team do not agree with the Grade 1 judgement made by the school in its self-evaluation report as some shortcomings were identified in the teaching.

95 In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
33%	49%	18%	0%	0%

96 The quality of teaching is somewhat lower than the national average for primary schools as reported by HMCI in his annual report for 2008-2009. Nationally, the quality of teaching is Grade 2 or better in 85% of lessons. Even so, the percentage of Grade 1 teaching in the school is substantially higher than the national percentage of 17%.

97 Teachers are role models of a high standard and the quality of the working relationships between them and the learners is good and promotes motivation and learning extremely effectively. Teachers have a clear respect for learners as do most of the learners for their teachers. To a great extent, teachers have high expectations and learners' efforts are praised. The system for celebrating effort and attitude towards work is popular with the learners.

98 In key stage 2, teachers display good subject knowledge and there are outstanding aspects in the Foundation Phase. They are familiar with the most recent developments in primary education. In key stage 2, teachers' skills in promoting bilingual skills are good.

99 Teachers use a variety of teaching strategies and relevant resources effectively and in a third of lessons very effectively. Their class management is fair and there are good procedures to ensure equal opportunities.

100 Working together with the teachers, the teaching assistants make a valuable contribution especially in the Foundation Phase.

101 Planning for individual lessons is good and includes clear objectives. Aspects of assessment for learning are implemented in all classes and in most lessons the objectives, and often the skills in question, are shared with learners. In the best examples, they are revisited very skilfully during the closing sessions. To a great degree, the work set corresponds to the differing abilities of learners.

102 The good and outstanding features of the teaching include:

- very effective planning for a range of activities;
- very lively presentations;
- very effective focus on the skills in question;
- skills and strategies of a high standard for gaining and maintaining learners' interest;
- effective skills in feeding language;
- subject expertise of a high standard;
- effective questioning, high expectations and challenging tasks;
- appropriate and very effective intervention when learners need support in completing their tasks;
- very effective use of assessment for learning strategies; and
- very effective strategies when using the closing sessions for evaluating the learning.

103 Shortcomings in the teaching include:

- lesson objectives not being shared early enough nor clearly enough with learners;
- management, structure and organisation of lessons not effective enough;
- lessons developing at a less effective pace;
- limited opportunities during the closing session to deal with success in relation to the lesson objectives; and
- opportunities missed for extending the learning.

104 The quality of the assessment, recording and presenting of reports is good. There is a revised policy that gives clear guidance and effective support for procedures in these areas and the school has committed to the LA's assessment agreement.

105 Baseline assessment is undertaken for children under five and good use is made of standardised tests. A detailed analysis is undertaken of the information produced to identify needs and plan activities and experiences. In addition, effective use is made of staff observations for continuous assessment and the notes are used for further planning for groups and individuals.

106 In key stage 2, a specific programme is followed and good use is made of standard assessments in language and mathematics in the core subjects and end of key stage tests in order to identify strengths and aspects for development and also to set targets for learners. Assessment procedures in the foundation subjects and religious education are more informal. The system of keeping a

subject portfolio of levelled work is developing in the core subjects, which helps with standardising and moderating work. There is an appropriate progress tracking system in place in order to monitor learners' development in the core subjects and there are good strategies in place for identifying learners who are underachieving. Procedures for assessing learners with SEN are good.

- 107 There is appropriate focus on continuous assessment. Assessment opportunities are identified in the short term planning, but on the whole, informal methods are in place for using evidence to plan further for learners of all ages and abilities.
- 108 Good attention is paid to assessment for learning, which has a prominent place in the life and work of the school. There are appropriate procedures in place for promoting this venture and the focus on further developments in the field receive priority amongst the school's current targets.
- 109 Learners receive good feedback in relation to their work during lessons. The focus on getting learner to concentrate on evaluating their work and the work of their peers in relation to lesson objectives and the skills in question is an aspect that is developing well. There are good marking procedures and in the best practice, clear guidance is given to learners in relation to the way forward. Personal targets are set termly in language, mathematics and learners overall development. Procedures that include learners' involvement in setting individual targets and evaluating their progress are in its early stages.
- 110 There are suitable arrangements for providing information for those who have a valid interest in learners' progress and attainments and the school conveys the relevant information to the secondary schools and ensures that the governors are very knowledgeable of the achievements and attainments.
- 111 Annual reports to parents meet with statutory requirements. They outline learners skills and achievements in all subjects and are of a good standard, especially in the core subjects. Targets are identified for learners' further development and in the best examples, these are set out clearly. Parents receive opportunities to respond to and discuss the reports.

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

<b>Grade 1: Good with outstanding features</b>
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- 112 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 113 In the Foundation Phase, an outstanding range of interesting and stimulating learning experiences are planned for the children both inside and outside the classroom. This is one of the school's outstanding features.
- 114 In key stage 2, the school meets the aspirations of learners very well. It offers rich experiences that are based on interesting, challenging and direct activities. The provision of the outdoor area and the development of the large garden are a very important aspect in these contexts. Through the curriculum, learners' knowledge, understanding and skills are developed effectively.
- 115 The process of adapting the curriculum in key stage 2 to meet with the most recent requirements is developing well. There are comprehensive policies, and

the short and long term planning makes a very important contribution towards ensuring continuity and progression in the different subjects. There is a policy and good procedures for developing the key skills which includes specific focus in a skills session at the beginning of the day for key stage 2 learners. The focus on developing speaking, listening, application of number and problem solving skills and on promoting creative and thinking skills across the curriculum are developing effectively. The experiences provided for promoting ICT skills are good and outstanding at the end of key stage 2. The focus on promoting extended writing and reading skills throughout the curriculum is more limited.

- 116 There are many learning experiences that enable learners to develop a range of skills relating to independent aspects. Opportunities for learners to work together in pairs and groups are a very good aspect of the provision.
- 117 There is a homely and sound Welsh ethos throughout the school. The emphasis placed on and the provision for promoting bilingual skills is successful. The school places good emphasis on Welsh culture across the subjects and the general ethos of the school and the links with the Urdd movement are important contributions.
- 118 There are appropriate procedures and good curricular opportunities for promoting learners' knowledge and understanding of other cultures through work in geography and religious education.
- 119 The extra-curricular provision is good with outstanding features. Amongst the rich experiences offered to pupils is the football club, Dragon Sports and Urdd activities. There is a very successful cookery club for Y1 and Y2 learners. In addition, a vast number of activities and competitions in a wide range of sports are undertaken as well as competing in eisteddfodau.
- 120 Many appropriate visits are arranged for each class to many places both near and far, especially to locations linked with their historical, geographical and religious studies. Older learners receive opportunities to go camping. Visitors to the school, which include clerics, poets, storytellers, artists, musicians, carpenters and drama companies, as well as individuals locally, who share their expertise, play a very important part. These experiences are outstanding features.
- 121 Learners' moral and social development is promoted very well whilst the focus on spiritual development is good. The arrangements for collective worship meet statutory requirements and learners receive experiences of a high standard, where singing is a notable feature. They receive opportunities to offer an opinion but less evident were opportunities for reflecting on the themes of the services.
- 122 Very successful emphasis is placed on ensuring that learners are courteous to each other, staff and visitors. The attitudes of the majority towards education are healthy and enthusiastic. Learners' awareness of those less fortunate than themselves is raised and they respond very effectively and make much effort to collect money and contribute to worthy causes.
- 123 Experiences for promoting PSE are woven into the curriculum. Visitors, including those who are involved in the care services, an important role in relation to these areas. The school has received the second leaf in relation to healthy eating.
- 124 The school has strong partnerships with parents. There is clear communication between the school and the home through the prospectus, the home/school

- agreement, curricular information and the annual reports. There is a supportive and industrious parent teacher association who continue to improve the resources.
- 125 There are very strong partnerships between the school and the local and wider community. The community is very supportive of the school and its activities. In its turn, the school has established a very good relationship with the church and chapels, the bowling club and the old people's residential home. Very good use is made of the expertise and resources to support the curriculum. The school is used to trial the National Trusts educational resources for Tŷ Newton in Llandeilo.
- 126 The school enjoys a very positive partnership with the Tre-Gib family of schools. They meet regularly and contribute well towards developing different ventures within the schools. There are links of a high standard with the relevant secondary schools. Procedures for transferring learners are very good and help to ensure that they look forward to the next stage. The transition programme with Ysgol Tre-Gib is an outstanding aspect of the provision.
- 127 The school has established successful partnerships with a number of higher education establishments and provides opportunities for students who follow vocational courses and are supported well.
- 128 The school is very active in extending learners' understanding in relation to education for sustainable development and global citizenship. There is a clear policy that outlines the different aspects and activities. The school has gained the Eco-Schools gold medal and is moving forward towards gaining the green flag. The enthusiastic eco council plays an important part and the focus on restoring, respecting and recycling are key elements.
- 129 Less developed is the provision for work related education and entrepreneurship, aspects that the school is considering for further development. There are some visits to businesses and visitors from the business world. No member of staff has had the opportunity of a placement in the business world.
- 130 The school lays successful foundations for lifelong learning and community regeneration. Full consideration is given to national priorities in relation to equality, bilingualism and developments relating to ICT. In addition, learners receive good experiences of working independently and of developing their awareness of their responsibility towards the future of their community.

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

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

- 131 The findings of the inspection team do not agree with the Grade 1 judgement made by the school in its self-evaluation report as insufficient outstanding features were identified.
- 132 The special ethos in this school is acknowledged as one of its strengths. The respect shown to each learner, the emphasis on raising their self-esteem and the focus on developing awareness of the needs of others are characteristic features of its life and work. Staff know their learners well and on the whole, the school provides a good level of personal support and guidance for individual learners. Effort and success are celebrated effectively.

- 133 Learners say that they are welcome to ask teachers at any time if they do not fully understand any aspect of their work. This has a positive effect on learners' attitudes towards work and is one of the school's clear strengths. Very effective use is made of the support services.
- 134 There is a very good relationship with parents and carers. Equal opportunities extend to the parents through the information transferred and the effort to seek their opinions. The open door policy is an opportunity to welcome parents to discuss any concerns.
- 135 Learners receive many very rich experiences in relation to their personal and social development. Assemblies, the specific experiences throughout the curriculum and the contribution of a range of visitors make an important contribution to the development of the programme.
- 136 The school council and eco committee operate effectively. Members take their responsibilities seriously and make an important contribution to the life and work of the school in several areas.
- 137 The induction programme for learners entering the nursery class is very good and they receive very good support as they settle in.
- 138 The school has good policies and measures to eliminate oppressive behaviour that are implemented throughout the school and there is an emphasis on respect for others and their property. There is a good focus on rules, including the golden rules, and learners are very well aware of them. Staff know their pupils well and give them a full and fair hearing. Fairly recently, the school received advice and support from specialists relating to behavioural problems. The school has acted on the advice and on the whole, the situation has improved and is being carefully monitored.
- 139 Attendance is monitored carefully by the school and it is concentrating on unauthorised absence or low attendance. The importance of attendance is regularly emphasised and the school works with the welfare officer when needed. Even so, procedures have not led to raising attendance levels.
- 140 There is a policy for health, safety and well-being and learners receive good care. There are appropriate practical arrangements and thorough risk assessments are undertaken in relation to the site and the buildings. There is a policy relating to procedures for visits and risk assessments are received from a number of centres but no formal risk assessments are undertaken in relation to local visits. Issues of health and safety were discussed with the governing body.
- 141 A policy and procedures for child protection have been clearly drawn up. The headteacher is responsible for this area but a second person has not been designated with responsibility in her absence. All staff are aware of the procedure but their training has not been updated. The school benefits from the additional qualifications of two members of the governing body who are involved in child protection.
- 142 Provision for ALN is good. There is a relevant policy and good guidance from the coordinator and the special needs teacher. To a great extent, the provision reflects the recommendations of the Code of Practice.
- 143 There are effective procedures in place for identifying learners' needs at an early stage. Good use is made of general and specific diagnostic tests as well as the

expertise of teachers in order to discover the type of problems. The special needs teacher has an important role in this context.

- 144 Each pupil on the SEN register has an IEP. The IEP includes appropriate and specific targets which to a great degree are only related to English language and mathematics. There are no specific references to the needs in relation to Welsh in the IEPs. Targets in the IEPs are reviewed each term. Parents receive appropriate opportunities to see the plans and to discuss their child's progress but not all have been signed by them.
- 145 The needs of all children in the Foundation Phase in Welsh are supported through a specific programme, namely Popat, which is undertaken by an assistant.
- 146 The learning assistants have a good role which concentrates on individuals with statements and small groups. The special needs teacher makes a very good contribution in withdrawing groups to receive support in English and mathematics. She is supported very well by an assistant who offers a programme to reinforce the English skills of learners in Y3 and Y4.
- 147 Learners on the register receive help to improve their Welsh through the peripatetic teacher who visits for 3.5 hours a week.
- 148 The school has adopted good links with a number of external agencies. It calls on the expertise of the appropriate departments of the LA when needed.
- 149 The provision for promoting equal opportunities is good with outstanding features. It is ensured that each child has opportunities in competitions, sports, classroom activities and performances. The PSE programme makes a good contribution to procedures in relation to these.
- 150 The focus on promoting good racial relationships and the focus on respect for diversity is evident in the life and work of the school.
- 151 The provision to meet disability requirements is very good. Policies have been carefully drawn up to the school's needs and the site has been adapted to meet the accessibility needs of the disabled. Learners with physical difficulties are included in all aspects of the school's life.

## **Leadership and management**

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

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

- 152 The findings of the inspection team do not agree with the Grade 1 judgement made by the school in its self-evaluation report as insufficient outstanding features were identified.
- 153 The quality of the headteacher's leadership is good. She has the vision to improve and develop the school further. She is ably supported by the teachers and the learning assistants. Her positive leadership ensures that the school's values, aims and objectives are realised.
- 154 The school gives full consideration to national priorities, for example, it has established the Foundation Phase outstandingly. In the school, links with other

educational providers are very good. The school council helps learners contribute to, and directly influence the decisions that affect them.

- 155 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with the performance of other schools and the family of schools. Annual targets are set but they are not sufficiently challenging year on year.
- 156 In judging success and evaluating its performance, the school uses a good range of strategies, based on a range of quantitative evidence and data. Subject leaders undertake sampling of work, visiting classes and monitoring lessons.
- 157 An effective system of staff evaluation promotes the continuous professional development of teachers and the support staff. Even so, remodelling the workforce has not taken place.
- 158 The governing body is very supportive of the school and undertakes its duties very conscientiously; members have a good awareness of their responsibilities. They are led outstandingly by an enthusiastic and ambitious chairman. Governors ensure that the school's aims and objectives are fulfilled and are actively involved in setting the school's strategic direction. Members meet regularly and through the headteacher's reports, receive comprehensive information on the school's life and work.
- 159 The role of the governing body in monitoring the quality of the provision is developing well. As individuals, many members take an active role as critical friends by visiting the school.
- 160 The governing body fulfils its legal and regulatory requirements appropriately and its annual report to parents and the school prospectus conform fully to the statutory requirements.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 2: Good features and no important shortcomings</b>
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- 161 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 162 The headteacher, governors and staff are committed to improving the standards of achievement. Each member of staff is involved in the self-evaluation process, giving consideration to the opinions of parents and pupils through questionnaires.
- 163 Through the headteacher's reports, governors have a good understanding of the school's strengths and the priorities to be implemented through the SDP.
- 164 The role of the curricular coordinators in monitoring and evaluating work is developing comparatively effectively. They have a good overview of the education and of the resources provided, but their perception of standards of achievement is not so well developed. Their planning for improvement is implemented through the SDP.
- 165 The SDP is a detailed document that clearly displays the school's priorities, and includes timetables, success criteria and agreed costs. There is a detailed outline of the issues to receive attention in the short and longer term.

- 166 The school works closely with the LA link adviser. Regular reviews are undertaken and these give the school a better appreciation of the quality of its provision and the standards achieved.
- 167 A detailed assessment is undertaken of a range of assessment results and tests, including baseline assessment in the reception class, teachers' assessments, standardised tests and results of other assessments. The school makes good use of this analysis to earmark strengths and weaknesses.
- 168 Performance management procedures have a good effect on staff development; they contribute effectively to the identification of the professional needs of each member of staff.
- 169 The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement and is supported by a wide range of documentary evidence.
- 170 The inspection team agrees with the school's judgement of its strengths and areas for improvement and the judgements made in four out of the seven key questions, awarding a lower grade to key questions two, four and five.
- 171 The school has made good progress since the previous inspection. It has succeeded in piloting the Foundation Phase and raising standards of achievement and the quality of teaching outstandingly. It has improved the self-evaluation process and developed the role of the coordinators; however, the process does not ensure judgements for standards of achievement. There are sufficient support staff to provide for the Foundation Phase and registration fully conforms with WAG requirements.

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

**Grade 1: Good with outstanding features**

- 172 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 173 The school has a good supply of teaching staff to present the curriculum and efficient use is made of a very good supply of peripatetic staff. Teachers are appropriately qualified and have a range of specialisms that are used effectively throughout the school. Planning for delegating responsibilities is good and the job descriptions that everyone has give a clear outline of their responsibilities.
- 174 The school has invested in an outstanding supply of enthusiastic classroom support staff who work very well with the teachers. They give very good support to small groups of children both within and outside the classes as well as supporting individuals and learners who need additional support to meet their SEN. This is an outstanding feature.
- 175 Teachers attend a good range of training courses and this has a positive effect on their skills and understanding.
- 176 The accommodation is in a good condition and is kept clean and tidy. The area for teaching children in the Foundation Phase is very good and extensive use is made of it both inside and out. The governing body has ensured very stimulating accommodation for the children by building a number of new learning areas. This

is an outstanding feature. Classrooms for older key stage 2 learners are rather limited for practical activities. Throughout the school, good use is made of the corridors and walls in order to display learners' work.

- 177 The school and governing body help to ensure that resources match their priorities for development. Annual reviews are undertaken to ensure the sufficiency and suitability of resources. Overall, there is a range of very good resources for the curriculum. There is a very good supply of computers and interactive whiteboards and regular use is made of them. The school makes purposeful use of resources at the secondary school for physical education and swimming lessons.
- 178 The school has adopted effective procedures for managing PPA time in line with statutory requirements.
- 179 Expenditure decisions are linked well with the priorities in the school's plans. The most recent LA audit in September 2007 states that the managerial arrangements for the budget were good and all the shortcomings were addressed.
- 180 The governing body is diligent in its monitoring role and reviews and directs significant areas of expenditure.
- 181 The school operates very effectively from day to day. The school's administrative officer fulfils her duties very effectively and efficiently.
- 182 Overall, the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Foundation phase for 3 to 7 year olds (Foundation Phase pilots)**

#### **Personal and social development, wellbeing and cultural development**

##### **Grade 1: Good with outstanding features**

##### **Outstanding features**

- 183 The youngest children play outstandingly together, and form an appropriate relationship with the older children and adults. They respond very well to a wide range of new cultural experiences and display obvious self-control.
- 184 Older children concentrate for longer periods when engaged in their tasks. They show curiosity and develop positive attitudes towards learning and new experiences. They grow to become confident foragers in their outdoor activities. They take particular responsibility for their personal hygiene.

##### **Good features**

- 185 Younger children understand the class routines and increase in confidence as they explore new learning situations.
- 186 Older children make appropriate choices for activities and seek help when it is needed. They wait their turn, share equipment and treat all living things with concern.
- 187 All children develop a good awareness of their Welshness and of different cultures around the world. Older children develop a good awareness of different cultures in their studies of other religions. They treat others from different cultures in a way that shows respect and tolerance.

## **Shortcomings**

188 There are no important shortcomings.

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

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

#### **Good features**

189 Reception aged children listen very intently to stories. They remember and associate with the main message of a story. They understand that words and pictures convey meaning and begin to develop a phonic knowledge of words within a balanced and coherent programme.

190 Older children speak confidently, building on previous experience and expressing themselves clearly through choosing words purposefully. They gain significant confidence during role play and responding to questions. The majority read showing increasing understanding.

191 The older children recognise the importance of clarity, fluency and interest in communicating effectively. The majority reads with increasing independence, building on what they already know.

192 Younger children enjoy marking experiences and basic writing. They understand and respond well to commands and instructions in Welsh, and express feelings, likes, dislikes and needs confidently.

193 Older children produce pieces of early writing and the oldest children use ICT confidently when writing a series of sentences. They write clearly and neatly. They sing a wide range of songs and rhymes in Welsh.

#### **Shortcomings**

194 There are no important shortcomings but the reading skills of a minority of learners are underdeveloped.

## **Mathematical development**

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

#### **Good features**

195 Younger children use mathematical language in relevant contexts well. They remember a range of number rhymes, songs and games. They begin to sort, arrange, sequence, compare and count familiar things very carefully. The majority count to 10 confidently and arrange numbers accurately and understand the concept of 'less' and 'more'.

196 Older children develop mental mathematics strategies well as they add and subtract numbers. Children match shapes confidently. They develop a good understanding of the mathematics of money and time in role-play activities.

197 The oldest children are developing their mathematical language across a range of mathematics. They count forwards and backwards in different steps and develop an awareness of multiplication skills. They use appropriate equipment to solve problems and record and interpret data in graphic form well.

198 The thinking skills of children of all ages are developing well. They respond confidently to challenging questions, estimating, arranging information and conveying ideas confidently.

## **Shortcomings**

199 There are no important shortcomings.

## **Knowledge and understanding of the world**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

200 The youngest children have a very good understanding of the seasons and their characteristics. Through role-play, they become very knowledgeable of the work of a vet and how to treat animals.

201 Children of all ages use their ICT skills across a wide range of activities and succeed in steering a mobile toy confidently. Through regular visits, children have a wide knowledge of people and their work and a particular understanding of the life cycle of a spider and a butterfly.

#### **Good features**

202 The youngest children have a good understanding of the natural habitat of a range of animals and begin to appreciate the importance of the environment.

203 Older children raise chickens carefully in their experiments on new foods.

204 They begin to understand the usefulness of a variety of information sources.

205 The oldest children have a good knowledge of Welsh foods and traditions. They also have a good knowledge about food and life in China.

206 Children of all ages have a good knowledge and understanding of important people from the past.

207 Children have a good grasp of many stories from the Bible and begin to extract moral messages from them.

## **Shortcomings**

208 There are no important shortcomings.

## **Physical development**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

209 The youngest children use a very wide range of toys and equipment with very good control. They select and use a range of small equipment, giving very detailed consideration to their health and safety. They handle pencils, brushes and scissors with outstanding control.

210 In sports lessons, the older and oldest children grow in confidence in their basic actions of running, jumping, stepping and skipping.

211 Children of all ages use large equipment outstandingly to develop their cycling, climbing, pushing and pulling skills.

#### **Good features**

212 The oldest children have a good awareness of their own bodies and growth and the need to warm up and cool down after physical activities. They use space well and show increasing knowledge of rules of games as they play fairly.

## **Shortcomings**

213 There are no important shortcomings.

## **Creative development**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

214 The youngest children display outstanding skills as they use a very good range of materials in gluing, cutting, modelling and decorating activities. Children make imaginative choices of colours and media.

215 Older children use their creative skills outstandingly as they work with a local artist. They create pictures of a butterfly on the computer and make colourful models of them.

216 The oldest children experiment outstandingly when studying the work of Henri Matisse and emulate his work.

#### **Good features**

217 The youngest children begin to understand how music can be strong, quiet, slow and fast. They play simple pieces, linking the instruments with different aspects of the story in question.

218 All the children enjoy role-play and respond with enjoyment to rhythm in music.

219 When looking at the work of artists, the older children create a similar picture and use computers regularly to create images. All children are experienced in mixing colours, emulating the colours of the rainbow well.

## **Shortcomings**

220 There are no important shortcomings.

## **Science**

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

#### **Good features**

221 Learners in Y3 label different parts of a plant correctly and develop an appropriate awareness of the importance of different parts. They experiment effectively as they discover the importance of a stem in relation to absorbing water. As part of their work, they describe the research process well and the majority show that their awareness of the importance of fair testing is developing.

222 Previous work shows that they are concentrating well on the features of different materials and their suitability for different needs. They experiment well in finding reversible and irreversible changes in relation to a range of materials and investigate effectively to find which type of paper is best for absorbing water.

223 Learners in Y4 concentrate well on the concept of a living organic being and through experimenting reinforce their knowledge of the circumstances that are necessary for seeds to grow successfully. The majority has a good understanding of habitat and show good observational and research skills as they find the different habitats of small creatures around the school.

224 The majority of learners have a good knowledge of light sources. They use appropriate symbols in concentrating on different types of electrical circuits.

- 225 In Y5 and Y6, learners concentrate well on how shadows are formed and experiment effectively in finding which materials best reflect light. Previous work shows that they have investigated effectively in concentrating on separating and mixing different materials.
- 226 Learners at the upper end of the school look closely at the outside features of a range of plants and animals and make good use of a tree diagram to record and classify their information. As part of their study of living things and the world of nature, they show a good understanding of the food chain.
- 227 Through effective experimenting, learners in Y5 and Y6 develop a good understanding that different plants grow better under different conditions. They show detailed observational skills as they reinforce their understanding that different types of earth support the growth of different types of plants and the needs of different types of small creatures.
- 228 Throughout key stage 2, the majority of pupils show an appropriate awareness of the process of research, presenting information and coming to conclusions. At the upper end of the key stage, the skills of the majority of learners are good. They present information effectively in the form of diagrams and tables.

### **Shortcomings**

- 229 There are no important shortcomings.

## **History**

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

#### **Good features**

- 230 Throughout key stage 2, most learners develop good knowledge of life during the Celtic period. They make good use of a visit to Castell Henllys and St Ffagan in order to reinforce their understanding of the period. Learners at the lower end of the key stage concentrate well on developing their understanding of Celtic villages and houses. As part of their work, their awareness of the importance of artefacts and their understanding of the period are developing well.
- 231 Many learners in Y5 and Y6 show good awareness of where the Celts came from and the importance of iron in their daily lives. They make good use of pictures in order to extend their understanding of the period and show good awareness of different elements within the Celtic community.
- 232 Learners in key stage 2 make good use of their visit to St Ffagan in order to reinforce their understanding of many aspects relating to life in the Victorian era. They concentrate well on the difference between the lives of the rich and the poor. They develop good knowledge of benefactors such as Dr Barnardo. At appropriate levels, they make good use of time lines in order to develop their understanding of the chronology of the period.
- 233 At the lower end of the key stage, learners have a good understanding of school life during the second half of the eighteenth century. Learners in Y4 make effective use of documentation in discovering information about life in a nearby workhouse during the period. They show good skills in comparing daily life in the workhouse and life in an old people's home today. Learners in Y5 and Y6 concentrate well on the lives of children during the Victorian era and present good information on the life of a child in the coal mine in diary form. They begin to compare aspects of life at the beginning and end of the queen's rule well.

- 234 Throughout the key stage, learners are developing a good range of information about the Second World War, concentrating in particular of its effect on society. They make good use of a visit to a museum in Swansea and of artefacts in class in order to find information on the effect of the war on society in general and on the city in particular. At the lower end of the key stage, the majority of learners concentrate on the experiences of an evacuee whilst learners at the upper end of the key stage discuss rationing effectively. They ask an adult a range of appropriate questions about their experiences of the war and make good use of a range of artefacts, pictures and documents in order to develop their knowledge further.
- 235 Learners in Y5 and Y6 show good skills in investigating information from different sources on a number of aspects relating to the Second World War, including gathering information and comparing Churchill with Hitler. They concentrate very effectively on pictures, including propaganda posters and newspaper articles. Some make good use of extended writing to present their knowledge and understanding.

### **Shortcomings**

- 236 There are no important shortcomings.

## **Music**

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

#### **Good features**

- 237 Learners throughout the key stage show that they can sing tunefully and with discipline. They can sing a wide repertoire of songs in unison and simple part-songs with outstanding control.
- 238 Learners of all ages develop well in the way that they evaluate and express an opinion and the way that they work together well with partners and in groups to compose music.
- 239 In Y3, learners know a developing range of technical musical terms such as beat, crochet and quaver. The majority can read a clapping grid and keep a pause in the clapping when needed.
- 240 In Y4, they clap more complicated tempos and keep constant beats on the drums. They begin to succeed in evaluating their work and offering ideas on how to improve the performance.
- 241 Learners in Y5 and Y6 listen very intently to other orchestral presentations in order to differentiate within the musical elements. They compose well in groups in response to a musical stimulus, writing a graphic score on a computer. They play a range of instruments, using appropriate playing techniques. They discuss and evaluate their compositions and performances and those of others well.
- 242 Learners who receive tuition in playing wind, brass and string instruments are developing well. They read music confidently, use musical terms and produce sound well.

#### **Shortcomings**

- 243 There are no important shortcomings but in lower key stage 2, learners' skills in composing and playing percussion instruments are insufficiently developed.

## Physical education

### Key Stage 2: Grade 3: Good features outweighing shortcomings

#### Good features

- 244 The majority of learners, especially those at the upper end of key stage 2, display a good understanding of the importance of warming up and cooling down sessions for their hearts and muscles and resting the body at the end of sessions. The majority of learners dress appropriately for the different activities.
- 245 In their work relating to athletics activities, the majority of learners at the lower end of the key stage show satisfactory skills. The majority show appropriate skills and satisfactory control over their bodies when involved in jumping, skipping, running and throwing strategies.
- 246 At the lower end of key stage 2, the majority of learners display satisfactory skills in concentrating on basic dance movements. They display appropriate skills in using space and moving light-footedly. A small minority show good skills in these contexts.
- 247 When completing a series of activities relating to athletics, learners at the upper end of key stage 2 show good skills. They concentrate effectively on skipping, throwing the soft javelin and running. They use space effectively and work sensibly and experiment well with different strategies in completing their tasks.
- 248 Most learners at the upper end of the key stage show effective skills in evaluating their performances and the performances of others in order to create improvements. At the lower end of the key stage, the skills of the majority of learners in concentrating on these aspects are satisfactory.
- 249 All learners have the opportunity to develop their swimming skills and at appropriate levels, the majority make good progress.

#### Shortcomings

- 250 The athletics and dance skills of a minority of learners at the lower end of key stage 2 are insufficiently developed.
- 251 At the lower end of key stage 2, learners have limited skills in evaluating their performance and the performance of others in order to improve their work.
- 252 A minority of learners do not dress appropriately for lessons.

## School's response to the inspection

The report is a very fair reflection of the school's life from day to day. We thank the inspectors for their professionalism and the positive comments to steer the way forward.

The staff and governors will prepare an appropriate action plan and a copy will be sent to every parent. The annual report of the governing body to parents will also report on the progress we are making.

## Appendix 1

### Basic information about the school

Name of school	Ffairfach Primary School
School type	Primary including the Foundation Phase
Age-range of pupils	3-11
Address of school	Heol Bethlehem Ffairfach Llandeilo Carmarthenshire
Postcode	SA19 6SY
Telephone number	01558 822796

Headteacher	Miss Meinir Morgan
Date of appointment	September 1995
Chair of governors	Mr Phil Carpenter
Registered inspector	Mr Jeffrey Harries
Dates of inspection	10 – 12 May 2010

## Appendix 2

### School data and indicators

#### Number of pupils in each year group

Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	11	18	10	17	20	13	17	123

#### Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	6.9

#### Staffing information

Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.8:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.6:1
Teacher (fte): class ratio	1.35:1

#### Percentage attendance for three complete terms prior to inspection

Term	N	R	Rest of school
Spring 2010	N/A	90.5%	90.1%
Autumn 2009	N/A	89.5%	92.9%
Summer 2009	N/A	91.2%	93.4%

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

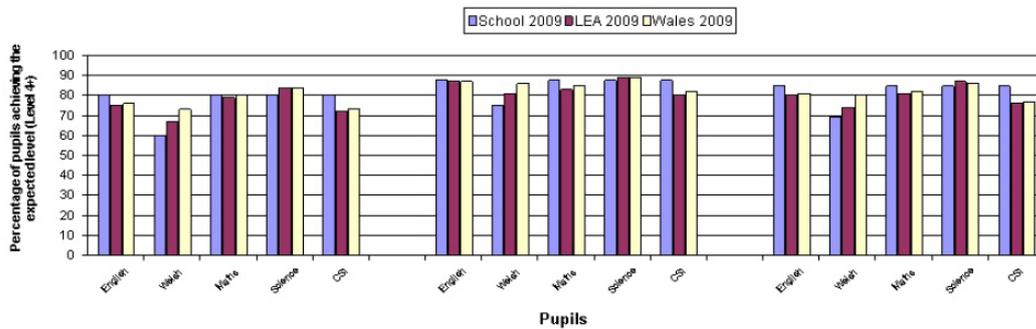
Ffairfach Primary School  
Carmarthenshire

LEA/School no: 669/2061

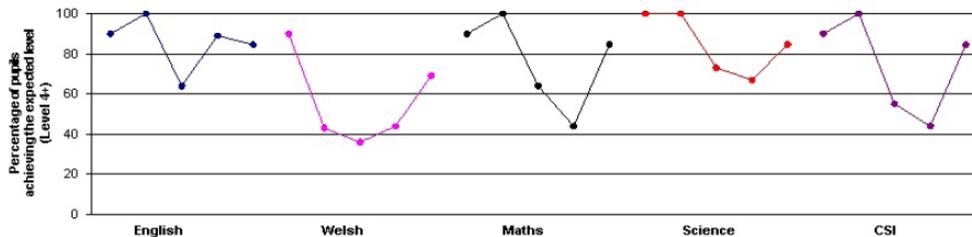
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	80	75	76	88	87	87	85	80	81
Welsh	60	67	73	75	81	86	69	74	80
Maths	80	79	80	88	83	85	85	81	82
Science	80	84	84	88	89	89	85	87	86
CSI	80	72	73	88	80	82	85	76	77



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

**More than or equal to 8 per cent and up to 16 per cent eligible for FSM**

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		78		85		92	
Welsh		69		80		90	
Maths		79	85	87		93	
Science		84	85	90		97	
CSI		72		81	85	88	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 25/09/2009

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## Appendix 4

### Evidence base of the inspection

The school was inspected by a team of four inspectors who were present at the school for a total of six inspection days and met as a team before the inspection.

#### Before the inspection:

- meetings were held with the headteacher, staff, governing body and 20 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 38 questionnaires returned were analysed and the team considered the results; 98% of the responses were positive; and
- school documentation was examined.

#### During the inspection:

- evidence was gathered based on inspecting classes in a total of 27 lessons or sessions across the age range;
- other observations were undertaken, including collective worship, registration, break time and lunch time;
- discussions were held with learners on aspects of their life and work at the school;
- inspectors listened to a representative sample of learners reading;
- inspectors examined learners work from each age group, in addition to work in class that was being displayed around the school.

#### After the inspection:

- meetings were held with the headteacher, staff and governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Jeffrey Harries Registered Inspector	Context, Summary, Recommendations and Appendices Key Questions 1, 5, 6 and 7 Foundation Phase, music
Brinley W Jones Team Inspector	Key Questions 2, 3 and 4 science, history, physical education
Veronica Williams Lay Inspector	Contributions to Key Questions 1, 3 and 4
Bethan Davies Peer Assessor	Contributed to all Key Questions
Meinir Morgan Headteacher	Nominee

### Acknowledgement

*The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.*

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