

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

A report on the quality of education in

**Parcyrhun Primary School
Villiers Road, Ammanford
Carmarthenshire
SA18 3HB**

School number: 6692050

Date of inspection: 28/06/10

by

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Introduction

Parcyrhun 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 Parcyrhun Primary School took place between 28/06/10 and 01/07/10. An independent team of inspectors, led by Carolyn Jane Thomas, 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). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

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

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

| | |
|----------------|---|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | 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 **full** 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. Parcyrhun Primary school is situated in the village of Rhydaman and is a category A/B school. The social and economic background of pupils is varied, including a high proportion of economically disadvantaged families. Socio economic profiles highlight Pantyffynnon Electoral division as the 14th most deprived area in Carmarthenshire in Income and Employment and the most deprived area in terms of Health and 9th in terms of education. 18.55% of pupils are eligible for free school meals, which is above the local authority (LA) and national averages.
2. The school provides education for pupils aged three to eleven. 63 pupils have been identified as having additional learning needs (ALN) which is above the average and 12 pupils have statements of special educational needs. 94% of pupils come from homes where English is the first language and no pupil comes from a home where Welsh is the first language. There are 2-4 children "looked after" by the Local Authority.
3. The school receives pupils from the full range of abilities. The results of baseline assessments are generally below that of children of a similar age.
4. At the time of the inspection, there were 180 full time pupils and 19.5 full time equivalent Nursery pupils. The number on roll is rising.
5. The headteacher was appointed in September 2009 having previously been the acting headteacher for twelve months. There are no other significant changes since the last inspection.
6. The school was last inspected in June 2004.

The school's priorities and targets

7. The school's priorities and targets include:-
 - care for all children;
 - provide a broad and balanced curriculum in order to nurture lively, enquiring minds and positive attitudes towards learning;
 - encourage every child to develop as an individual and in so doing acquire understanding, knowledge and skills;
 - emphasise learning and academic success so that literacy and numeracy skills are effectively developed;
 - promote close contact with parents;
 - develop personal and moral values and tolerance to others ways of life;
 - create an inclusive and caring school ethos; and
 - set appropriate targets for continuous improvements.

8. School targets for 2009-2010:

- to raise standards in literacy and mathematics;
- increase the use of incidental Welsh throughout the school;
- ensure that the governing body plays a full part in the school;
- to improve levels of attendance;
- to improve the level of boys' achievement through early identification and implementation strategies to improve standards; and
- to continue to ensure that training opportunities are consistent with both the needs of the school and the individual.

Summary

9. Parcyrhun Primary School has improved significantly since the last inspection and particularly in the quality of teaching and in most of the subjects inspected. The quality of care and support provided, procedures for self-evaluation, planning for improvement and leadership and management have a number of outstanding features.

Table of grades awarded

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

10. During the time of the inspection, standards of achievement in subjects inspected in lessons were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 9% | 79% | 12% | 0% | 0% |

11. Pupils' achievement in lessons (88%) is higher than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2008/09 which indicated that standards are grade 1 or 2 in 85% of lessons in primary schools in Wales. However, it is below the percentage of lessons (12%) in which pupils' achievement is grade 1.

12. The school has set realistic and challenging targets in English, mathematics and science for 2010. In 2009 the school met its targets in all core subjects at both key stages.
13. During the time of the inspection, standards of achievement in subjects inspected in lessons were as follows:

Foundation Phase areas of learning

| Area of learning | Grade |
|---|-------|
| Personal and social development, wellbeing and cultural development | 1 |
| Language, literacy and communication skills, English first language | 2 |
| Language, literacy and communication skills Welsh first language | 2 |
| Welsh language development | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 2 |
| Creative development | 1 |
| Physical development | 1 |

Grades for standards in subjects inspected in key stage 1 and key stage 2

| Subject | Key stage 1 | Key stage 2 |
|--|--------------|-------------|
| Foundation Phase | 1 | 1 |
| Welsh first language | 2 | 2 |
| Welsh second language | 3 | 3 |
| English | 2 | 2 |
| Mathematics | 3 | 3 |
| Science | 2 | 2 |
| Information and communication technology | 2 | 2 |
| Design and technology | 2 | 2 |
| History | 1 | 1 |
| Geography | 2 | 2 |
| Art and design | 2 | 2 |
| Music | 2 | 2 |
| Physical education | No judgement | 2 |
| Religious education | 2 | 2 |

14. In 2009, at the end of key stage 1, the percentage of pupils achieving Level 2 in English, mathematics and science was below the averages for Wales and the local authority (LA). In Welsh first language, the school performed above the LA and national averages. In comparison to the family of schools entitled to the same free school meals, the school performed in the bottom 50 per cent for English and mathematics and in the third quartile for Welsh and science. The core subject indicator (English/Welsh, mathematics and science combined), places the school in the lower quartile boundary and the lower 50 per cent for the family of schools.

15. Similarly in 2009, at the end of key stage 2, the school performed below the LA and Wales averages in English, mathematics and science and significantly above in Welsh first language. When benchmarked against the family of schools, the school performed in the fourth quartile for English and mathematics and the third quartile for science. The core subject indicator (English/Welsh, mathematics and science) placed the school in the third quartile and the bottom 50 per cent for the family of schools.
16. The overall trend at both key stage 1 and key stage 2 is generally upward and shows considerable improvement since 2007. Detailed monitoring and tracking of all pupils' progress supports this. The value added to pupils' learning as they move through the school is good. There has been a significant difference in the performance of boys and girls at key stage 2, but this gap has now been addressed and has closed significantly with boys' performance now much closer to that of girls.
17. The judgements of the inspection team matched those of the school in five of the seven key questions. The team disagreed with the school over key question 3 and 6, which was given a grade 1 instead of the school's grade 2. This is because the team judged that there are outstanding areas of strength to warrant the higher grade.
18. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Foundation Phase outcomes
19. The education provided by the school meets the needs and interests of pupils well. Standards are close to age-related expectations and pupils make good progress in relation to their starting point and capabilities. As a result, their achievement is good. Most achieve or exceed their agreed learning targets. However, although pupils are involved in assessing their own work and that of others, their knowledge of how to improve their work is not as well developed.
20. Across the school, pupils' communication, numeracy and ICT skills are good. Their independent learning and problem solving skills are good as are their thinking skills. However, their bilingual skills are not as well developed in key stage 1 and key stage 2.
21. Pupils' attitudes to work are very positive across the school. In the Foundation Phase and both key stages, they are enthusiastic learners who enjoy their work. Behaviour is good and pupils are very polite, friendly and respectful. Their personal, moral and wider development is good. Attendance and punctuality are satisfactory.
22. Pupils' personal, social, moral and wider development is good. They respond positively in assemblies and reflect on important issues in life responsibly. Their awareness of cultural diversity and equal opportunities is outstanding as is their awareness in the workplace.

The quality of education and training

Grades for teaching

23. The quality of teaching in the lessons seen is as follows:-

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 30% | 52% | 18% | 0% | 0% |

24. The quality of teaching in the lessons observed at grade at 1 is significantly higher than the national average reported in HMCI's report for 2008/09 which indicates that teaching at grade 1 is 17%. However the overall teaching at grade 1 and grade 2 is slightly lower than the 85% noted in HMCI's report.
25. The teaching of children in the Foundation Phase is good overall. Teachers provide good opportunities for pupils to use and develop bilingual skills in all areas taught. The quality of teaching for pupils with additional learning needs is good with no important shortcomings.
26. The good and outstanding features of teaching in key stages 1 and 2 include:
- a very effective recall of previous learning experiences;
 - high levels of challenges given to pupils;
 - very good skills and strategies for gaining and maintaining pupils' interest;
 - good opportunities for pupils to reflect and to work independently;
 - high quality interventions by teachers as pupils work on their tasks;
 - good use of a variety of teaching strategies and the use of relevant resources;
 - effective planning with well focused aims shared with the pupils;
 - very good learning tasks, which meet various needs;
 - good questioning skills; and
 - well structured plenary sessions, which reinforce the lesson aims and the key skills.
27. Where teaching has shortcomings, the pace of lessons is too slow and there is little use made of the plenary sessions to discuss the learning objectives.
28. All teachers are good role models. The quality of the working relationship between them and pupils is good and based on fairness and mutual respect. In turn, this promotes motivation and learning effectively.
29. Learning support assistants (LSA) are very effective in their roles and make a valuable contribution to the quality of teaching and learning. They support the pupils very well and have a good understanding of child development.
30. The quality of assessment, recording and reporting is good and meets statutory requirements. Assessment is regularly undertaken in order to track the progress pupils make and in the best examples it effectively informs the next steps in teaching and learning. Annual reports to parents are good and meet statutory requirements. They give a very positive and detailed picture of pupils' progress in all subjects, as well as comments on social and personal development.

31. There is a broad and balanced curriculum which is well planned and meets the needs of the range of pupils and statutory requirements well. This includes outstanding provision for personal and social education (PSE). At the foundation phase the provision meets the needs of children well and covers each area of learning. Suitable schemes of work ensure continuity and progression and provide very good flexibility at key stage 2 to cater for skills development as pupils move through the school. There is adequate provision for developing pupils' bilingual skills in Welsh and English. Spiritual, moral, social and cultural development is outstanding and is promoted very well through a variety of outstanding learning experiences and collective worship.
32. The school develops outstanding links with parents and partnerships with other schools and with the wider community. Information to parents is of good quality. It promotes equal opportunities for all pupils to participate in after school clubs and all aspects of school life. It is working hard to develop pupils' awareness and understanding of sustainable development and global citizenship and their problem solving and decision making skills.
33. There is an outstanding quality of care, support and guidance for pupils. The school has good induction programmes to help new pupils to settle in. They feel welcome and are supported by teachers and other pupils. LSA's provide outstanding support, where necessary, in the classroom. The monitoring of attendance and behaviour is good. The school makes the safety and well being of pupils a priority. This is an outstanding feature.
34. The provision for pupils with additional learning needs (ALN) is outstanding and the school's procedures for identifying them at an early stage are very effective. An appropriate register of learners with additional learning needs is maintained indicating the range of support given at the school action and school action plus stages of the code of practice. Learners on the register have their own individual educational plans. These are very well written and understood and used by all. They include targets and achievement criteria and identify appropriate strategies to use. Annual review procedures meet all legal requirements. Parents are involved fully throughout the process.
35. The school promotes very good race relations across the curriculum and in all its activities. The school is committed to working towards racial equality promoting positive approaches to difference and fostering respect for people from all cultural backgrounds. This is an outstanding feature of the school.

Leadership and management

36. The newly appointed headteacher leads the school very well. She has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. She provides a purposeful sense of direction for the school. The high quality of leadership is also evidenced by the way in which the very effective deputy headteacher and senior staff have been able to ensure that the school has made good progress. Subject leaders provide effective leadership for their subjects and have good opportunities to monitor standards and learning,

however their monitoring of teaching is not as well developed. Performance management is conducted well.

37. The governing body is supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement. They make a good contribution to the self-evaluation process and help set the strategic direction of the school effectively. The governing body meets all statutory requirements.
38. The school's procedures for self evaluation are outstanding. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information about the school's performance. All staff are fully involved in the self evaluation process, either as individuals or as part of a team, in completing self evaluations and action plans for curriculum areas.
39. The information gathered through self-evaluation is directly used to develop strategic planning. Areas identified as being in need of improvement are targeted in the school's improvement plan (SIP). Realistic and challenging targets are consistently focused on raising standards. Since the appointment of the headteacher the school has made good progress in addressing issues raised by the last inspection.
40. The school has an appropriate number of teachers who are suitably qualified. They have a wide range of expertise and experience, which are used well both in lessons and in the provision of extra-curricular experiences. Pupils have access to appropriate learning resources that match the demands of the curriculum; the quantity is generally good and well managed.
41. The accommodation is good. The outside area for the Foundation Phase is developing well and is planned to enable the children to learn through play and, although there are some issues with the accommodation, all areas are used well. The buildings are in good decorative order overall and are well maintained.
42. Financial management is good and the school is on course to meet its financial commitments this year. All available resources are effectively managed so that the school achieves good value for money.

Recommendations

43. In order to improve the school in the areas inspected, the staff and the governing body need to:

R1 improve pupils' standards in mathematics and Welsh second language in both key stages. **

R2 ensure that the school improves pupils' standards in bilingualism **

R3 develop further the effectively planned system for monitoring the quality of teaching.**

R4 further develop pupils' understanding of global citizenship.**

** These recommendations had been identified by the school prior to the inspection.

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

44. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

45. During the time of the inspection, standards of achievement in subjects inspected in lessons were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 9% | 79% | 12% | 0% | 0% |

46. Pupils' achievement in lessons (88%) is higher than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2008/09 which indicated that standards are grade 1 or 2 in 85% of lessons in primary schools in Wales. However, it is below the percentage of lessons (12%) in which pupils achievement is grade 1.

Grades for standards in areas of learning

| Area of learning | Grade |
|---|-------|
| Personal and social development, wellbeing and cultural development | 1 |
| Language, literacy and communication skills, English first language | 2 |
| Language, literacy and communication skills Welsh first language | 2 |
| Welsh language development | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 2 |
| Creative development | 1 |
| Physical development | 1 |

Grades for standards in subjects inspected in key stage 1 and key stage 2

| Subject | Key stage 1 | Key stage 2 |
|--|--------------|-------------|
| Foundation Phase | 1 | 1 |
| Welsh first language | 2 | 2 |
| Welsh second language | 3 | 3 |
| English | 2 | 2 |
| Mathematics | 3 | 3 |
| Science | 2 | 2 |
| Information and communication technology | 2 | 2 |
| Design and technology | 2 | 2 |
| History | 1 | 1 |
| Geography | 2 | 2 |
| Art and design | 2 | 2 |
| Music | 2 | 2 |
| Physical education | No judgement | 2 |
| Religious education | 2 | 2 |

47. In 2009, at the end of key stage 1, the percentage of pupils achieving Level 2 in English, mathematics and science was below the averages for Wales and the local authority (LA). In Welsh first language, the school performed above the LA and national averages. In comparison to the family of schools entitled to the same free school meals, the school performed in the bottom 50 per cent for English and mathematics and in the third quartile for Welsh and science. The core subject indicator (English/Welsh, mathematics and science combined) places the school in the lower quartile boundary and the lower 50 per cent for the family of schools.
48. Similarly in 2009, at the end of key stage 2, the school performed below the LA and Wales averages in English, mathematics and science and significantly above in Welsh first language. When benchmarked against the family of schools, the school performed in the fourth quartile for English and mathematics and the third quartile for science. The core subject indicator (English/Welsh, mathematics and science) placed the school in the third quartile and the bottom 50 per cent for the family of schools.

49. The overall trend at both key stage 1 and key stage 2 is generally upward and shows considerable improvement since 2007. The value added to pupils' learning as they move through the school is good. There has been a significant difference in the performance of boys and girls at key stage 2, but this gap has now been addressed and has closed significantly with boys' performance now much closer to that of girls outcomes
50. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
51. The education provided by the school meets the needs and interests of pupils well. Standards are close to age-related expectations and pupils make good progress in relation to their starting point and capabilities which is generally below that of other children of the same age. As a result, their achievement is good. Most achieve or exceed their agreed learning goals which are very challenging.
52. Pupils' communication, numeracy and ICT skills are good. However their bilingual skills are less developed. Their independent learning and problem-solving skills are good as are their thinking skills.
53. Pupils' attitudes to their work are very positive across the school. In both key stages they are enthusiastic learners who enjoy their work.
54. The education provided by the school meets the needs and interests of pupils well. Standards are close to age-related expectations and pupils make good progress in relation to their prior attainment and capabilities. As a result, their achievement is good. Most achieve or exceed their agreed learning targets.
55. The standard of behaviour is good. Pupils are mostly polite and respectful towards staff, visitors and each other.
56. Attendance averaged 92.3% for the three terms prior to the inspection. This is slightly below local and national averages. Unauthorised absence is below local and national averages. Registration meets requirements and punctuality is good overall. Good support is provided for long term absentees and there was one exclusion during the year leading up to the inspection.
57. Pupils' spiritual, social, moral and cultural development is outstanding. They respond positively in assemblies and reflect on important issues in life responsibly. However, pupils' understanding of global citizenship is under developed and is an issue that the school is actively addressing.
58. Pupils are given many excellent opportunities to learn about the diversity of beliefs, attitudes and social and cultural traditions through the curriculum and extracurricular visits and visitors. All children respond positively to the opportunities to take responsibility, i.e. School Council, Eco Committee and playground buddies. They are aware of equal opportunities and are keen to look out for each other. This is an outstanding feature.

59. Pupils' experiences and opportunities to learn about their own community and further afield are outstanding as is preparation for the world of work. They are well prepared for taking an active role in the life and work of the community. In lessons and various role play situations they discuss knowledgeably the different types of work people do and the ways in which people look after and care for their community. Their involvement in community based activities has made a positive impact on their knowledge and understanding of the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

60. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

61. The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 30% | 52% | 18% | 0% | 0% |

62. The quality of teaching in the lessons observed at grade at 1 is significantly higher than the national average reported in HMCI's report for 2008/09 which indicates that teaching at grade 1 is 17%. However the overall teaching at grade 1 and grade 2 is slightly lower than the 85% noted in HMCI's report.
63. The teaching of children in the Foundation Phase is good overall. Teachers provide sufficient opportunities for pupils to use and develop bilingual skills in all areas taught.
64. The good and outstanding features of teaching in key stages 1 and 2 include:
- a very effective recall of previous learning experiences;
 - high levels of challenges given to pupils;
 - very good skills and strategies for gaining and maintaining pupils' interest;
 - good opportunities for pupils to reflect and to work independently;
 - high quality interventions by teachers as pupils work on their tasks;
 - the use of a variety of teaching strategies and the use of relevant resources;
 - effective planning with well focused aims shared with the pupils;
 - learning tasks, which meet various needs;
 - good questioning skills; and
 - well structured plenary sessions, which reinforce the lesson aims and the key skills.
65. Where teaching has shortcomings, the pace of lessons is too slow and there is little use made of the plenary sessions to discuss the learning objectives.

66. Teachers are good role models. The quality of the working relationship between them and pupils is very good and based on fairness and mutual respect. In turn, this promotes motivation and learning effectively. The atmosphere in classes is calm and conducive to learning. Teachers generally have high expectations and pupils' efforts are frequently praised. High priority is given to the promotion of equal opportunities.
67. Teachers have a good knowledge and understanding of the subjects they teach and are aware of recent curriculum initiatives and developments. Lesson plans clearly state what pupils will learn. Planning in most instances takes account of the needs of individual pupils, including those with additional learning needs, (ALN) special educational needs (SEN) and the more Able and Talented.
68. Teachers provide good language models for pupils to copy. Incidental Welsh is used often by teachers and teaching assistants in the day-to-day routines. However, teachers do not provide sufficient opportunities for pupils to use and develop bilingual skills in all subjects taught.
69. All classroom support staff are very effective in their roles and make a valuable contribution to the quality of teaching and learning. The majority are capable and knowledgeable and make a significant contribution to pupils' achievement and personal well-being.
70. Assessment, recording and reporting procedures have good features and no important shortcomings, reflecting substantial improvements in systems and application since the last inspection. Present provision meets statutory requirements for assessing and reporting learners' achievements in full.
71. The school has a detailed tracking system in place, accessible to all members of staff, which effectively monitors learners' progress and identifies those in need of additional support. A wide range of information from standardised tests and statutory assessment is used to supplement teachers' assessment and assist the process of setting targets for learners at the end of each phase and stage of their education. Whole school assessments occur at regular intervals throughout the academic year.
72. The school has compiled pupil profiles of samples of pupils assessed work in the core subjects of Welsh, English, mathematics and science. These have been compiled jointly with other schools in the Dyffryn Aman area in order to strengthen consistency in teacher assessment at the end of key stage 2. Subject portfolios in the other subjects have been compiled within the school. Analysis of pupil assessments is undertaken by subject leaders and shared with all the staff.
73. The quality of assessment undertaken in the nursery class and the baseline assessment undertaken after children start full time education is used effectively to meet children's needs. A useful initial child profile is produced in the nursery before reception baseline assessment is completed. The Foundation Phase has established an efficient system of recording observations of children's learning on post-it notes. These notes inform future planning effectively so that planned

activities are tailored to meet individual needs. The notes are permanently recorded in individual assessment profiles.

74. There is a good marking policy which gives clear guidance to teachers on how to mark learners' work. Assessment procedures in the foundation subjects are underdeveloped. Recently produced subject portfolios contain a range of work with indications of specific National Curriculum levels achieved. Teachers' awareness of individual learners' standards and progress in these subjects is less secure. There are some excellent examples of marking which responds positively to learners' achievement and effort whilst simultaneously giving pertinent points for improvement. This helps them concentrate on what they need to do to improve, giving appropriate guidance on the next steps to take in their learning.
75. Learners' understanding of the purpose and nature of assessment is good. They confidently point to their individual learning targets which are prominently displayed in their work books, and on the walls. They celebrate success when achieved in a corporate manner with fellow peers. The practice of encouraging learners to evaluate their own work in order to promote self assessment skills is a developing strength throughout the school. In the nursery and reception class, positive verbal feedback is used effectively to help most children understand the progress they have made.
76. The quality of annual reports to parents is good and meets statutory requirements. Annual reports give a positive detailed picture of learners' progress in all subjects as well as comments on social and personal development. Learners' targets are also shared with parents and this is good practice. Parents are formally invited to discuss their child's progress with teachers at regular intervals. Parents state they are welcome to discuss their child's progress at any time and most feel they are kept well informed about their child's achievements. Parents and carers of learners with additional learning needs are well informed and have full regular access to consultations and reviews.

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

Grade 1: Good with outstanding features

77. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
78. Overall the quality of learning experiences provided for the majority of the school's learners is outstanding. Within its highly inclusive ethos for learning, all learners have equal access to every area of the curriculum and most activities offered by the school. This is reflected well in the high levels of interest the majority of learners display in their work. The school caters extremely effectively for the wide range of learners' needs and interests. The broad and balanced curriculum fully meets the statutory requirements of the Welsh Assembly

Government, including those for religious education and collective worship. The school uses the expertise of many outside agencies effectively to access and supplement the curriculum. These include the local clergy, members of the police and the school nurse, having a positive impact on learners' experiences of the outside world.

79. The overall quality of educational provision for the under -fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. All children are given a good start to their education.
80. The school is embracing a skill based curriculum to good effect. Policies, practices and procedures have been agreed and adopted to ensure that the curriculum is made interesting for learners, clearly reflected in discussions with them. The new curriculum orders 2008 successfully underpin recent reviews of schemes of work successfully. This has had a positive effect on standards, for example in Religious education and in history.
81. The school makes good provision for the development of learners' basic skills across the curriculum in all subjects. The inclusion of key skills in teachers' planning and classroom displays is good. The development, continuity and progression of key skills are underpinned by a well defined key skills ladder. Planning to promote learners' bilingual skills is in place, but it is not consistently put into practice.
82. Provision to promote learners' understanding of their Welsh heritage is generally good. Y Cwricwlwn Cymreig is developed through the celebration of St David's Day, and reference to Welsh culture and heritage is evident across the curriculum. However, provision for bilingualism is not as well developed.
83. The school's out of hours and off site provision is outstanding. An extensive range of well planned, relevant educational visits and visitors bring a particular relevance to all learners' academic and social learning. The locality provides a very good range of readily available resources for educational opportunities. Residential learning courses for learners in upper key stage 2 to Llangrannog also offer good opportunities for the development of responsibility, consideration of others and social skills as well as developing subject specific skills.
84. The school provides a wide range of clubs during and after the school day. These are led by enthusiastic members of staff or members of professional sports organisations. These clubs include activities involving various sports, rugby, skipping, art and craft, gardening, golf and drama. In discussions, learners are enthusiastic in their support for the clubs provided by the school.
85. The school provides a very good breakfast club which many learners attend. Boys and girls have equal opportunity to participate in all sporting and creative activities. Inter-schools games and competitions are a valuable part of school life, offering tremendous opportunities for learners to extend their talents as well as contributing greatly to health and in promoting self esteem and teamwork.

86. The provision for learners' social, moral, spiritual and cultural development is outstanding as is their personal development.. Learners play a very active, robust part in the school community. They are involved in raising funds for a number of charitable organisations. This positively enhances their sense of responsibility and understanding of their own and other communities. The many sporting events with other local schools provide a wealth of opportunities for learners' social interaction with other children.
87. The school successfully develops a framework of moral values that underpin learners' personal behaviour. It successfully promotes the values of honesty, fairness and respect for the truth. In all aspects of daily school life there is a strong emphasis on learners showing high levels of consideration for their peers. The provision for personal and social education is a very well established part of the curriculum. For example, clear and appropriate attention is given to sex education and personal safety in relation to substance misuse issues.
88. The school actively promotes cultural development. Learners are aware of and appreciate the many characteristics of Wales as a nation and this is reflected in much of the work displayed around the school. Learners' cultural awareness is further developed through subjects such as geography and religious education.
89. Outstanding opportunities are provided for learners' spiritual development. Daily acts of collective worship meet statutory requirements and are of a Christian nature, allowing time to reflect on the issues raised. Assemblies help to foster learners' personal development and recognise achievements most effectively.
90. The provision for and effect of extra-curricular and off-site activities is outstanding.
91. There are numerous clubs for activities such as healthy schools cooking, sign language, rugby, football, garden, computer, reading and several others. Off-site provision includes numerous day and residential trips to locations such as the Pendine education centre and Llangrannog Urdd centre.
92. Partnerships with parents, the community and other academic institutions are outstanding. A number of individuals spoke to the inspection team to describe how the school plays a positive part in the life of the immediate locality and the town of Ammanford.
93. The PTA organises many events and raises good money for the school. Members of the community visit the school to speak to pupils about their experiences or help with work in the garden.
94. Excellent transition links exist with Dyffryn Amman secondary school and also a local nursery that is based on site. Pupils visit the high school regularly during Year 6 and teachers attend standardisation and moderation events. More able and talented pupils attend Dyffryn Amman's 'Blue Skies' programme from Year 5 onwards.

95. Student teachers from Trinity University College, Carmarthen and National Vocational Qualifications (NVQ) students from Coleg Sir Gar attend on work placements. Pupils from Dyffryn Amman secondary school attend on work experience.
96. Pupils' enjoyment of the curriculum is enhanced through numerous and outstanding day and residential trips plus visits from people of interest. The school maximises its provision in this respect.
97. Links with employers are good overall and a number of people visit pupils to speak about their work. No members of staff have attended placements in industry that would help develop curricular planning, teaching and learning.
98. All pupils are ensured equal access to all areas of the curriculum and school activities such as school trips. A breakfast and after school club are in place each day.
99. Education for sustainable development and global citizenship is well developed overall, with some outstanding features such as the new garden area. The school has achieved the Silver Eco Schools award. Pupils grow their own vegetables through the garden club and involve themselves in litter-picks and other Eco related community events. Recycling is embedded in school life and includes paper, card, ink cartridges, mobile phones, CDs and school uniform.
100. Links with other countries are being developed and the occasional speaker has addressed the school on issues in India and elsewhere. However, global citizenship is under developed and an objective of the school.
101. Enterprise awareness education is good overall but needs to be strengthened across all age groups. At the time of the inspection, staff had recently been trained in a Financial Literacy package that will be developed in the future.
102. The school does good work to prepare children for lifelong learning. They are given a sense of democracy and responsibility through School Council and Eco Committee membership. They learn about working with others through transition arrangements and joint activities with cluster schools. IT and Welsh language skills education help equip them for their place in the workplace and their community. The school supports the local PESS programme and pupils enjoy excellent sporting opportunities. It has achieved Healthy schools status.

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

Grade 1: Good with outstanding features

103. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
104. The manner in which the school cares for and guides its pupils is outstanding. The school provides a happy, safe and caring environment for its pupils and

works closely with a range of agencies and support services. It quickly identifies and effectively reacts to individual needs and requirements extensively using its comprehensive links with external agencies to good effect. There are very effective links with specialist teachers and the multi disciplinary approach is particularly beneficial for pupils in challenging and vulnerable circumstances.

105. Links with parents are an outstanding feature of the school. The school enjoys close and very effective partnerships with parents which contributes significantly to the quality of support and guidance offered to pupils. An outstanding feature is the way the headteacher regularly consults parents and listens carefully to them, taking into consideration their views and opinions. Parents are very supportive, speaking enthusiastically about the open door policy and stating that they feel confident in approaching the school with any concerns in the knowledge that they will be addressed both promptly and sensitively.
106. The School Council compares favourably with any other in terms of their commitment to hard work and personal responsibility. The council meets regularly and provides pupils with a voice. Consequently their views can be heard, listened to and acted upon when appropriate. Members of the council say that they appreciate this and are proud of the changes to school life that they have instigated.
107. Induction arrangements to help new pupils to settle are good. New parents and pupils visit the school during the term prior to starting and an information pack is issued which is valued by the parents. This applies to new pupils whether through age or because of transferring in from another school.
108. The good arrangements for monitoring how behaviour, attendance and punctuality affect pupils' performance are robust. Pupils are expected to attend regularly and arrive punctually. Attendance targets set by the governors are realistic.
109. The entire staff is committed to applying the behaviour policies consistently and pupils are rewarded through different schemes when they comply. This contributes significantly to the good standards achieved by the pupils. The Education Welfare Officer (EWO) works closely with the school to maintain and improve its attendance level to good effect.
110. A 'First Day Response' system is operated for those pupils who are absent in the morning without explanation.
111. The school's work on encouraging the healthy development of pupils is outstanding. Pupils are encouraged to eat fresh fruit and healthy snacks and fresh water is readily available. They also benefit from a wide range of physical and sporting activities which contributes to their health and well-being.
112. The canteen sources most of its produce locally and lunchboxes are monitored for unhealthy content. There is also a daily fruit shop.

113. There are clear and well-documented procedures in place that contribute to pupils' well-being when in the school's care. The school is mindful of its responsibility for the health, welfare and well-being of pupils. Comprehensive and thorough risk assessments are completed appropriately. First aid training is regularly updated. All staff are qualified First Aiders and support staff have attended manual handling training. Year 6 pupils have also been given First Aid lessons and this is an outstanding feature of the school.
114. Year 1 pupils are taught the principles of Kerbcraft and two pupil road safety monitors check on parking and vehicular movement outside the school gates.
115. There are good child protection arrangements in place. Arrangements for safeguarding pupils are robust, with current checks for all employees and adult helpers at the school in place. The Headteacher is the designated Child Protection Officer and has a deputy to cover her absences. A link Governor also covers this field. All adults in the school are well aware of the correct procedures to be followed and training for all is regularly updated.
116. The overall quality of provision for additional learning needs is good with no important shortcomings. This provision fully complies with the code of practice. Early, well focused intervention is a school practice that serves learners well. Staff organise appropriate teaching strategies and, through individual education plans, most work is clearly adapted to meet individual needs. They ensure that learners with additional learning needs are fully integrated into the life of the school. IEP's vary in quality but most include targets and achievement criteria and identify appropriate strategies to use. Group withdrawal and well directed in-class support effectively meets the needs of learners with additional learning needs. There are clear and thorough procedures for identification, including regular screening, tracking and formal assessment.
117. An appropriate register of learners with additional learning needs is maintained and parents are involved fully throughout the process.
118. Learners on the additional needs register are generally well supported within their respective classes. They benefit not only from carefully considered lesson organisation to meet their needs, but also from targeted intervention. Where learners are withdrawn for individual support, the expertise of the teaching assistants in this area is a real strength. The skills of teaching and support for learning are combined to good effect.
119. The school makes good use of outside agencies, including speech therapists, the educational psychology service, social services and the health authority. All specialist input is incorporated into individual programmes and this has a positive impact on learners' skills and development, hence learners receiving such support achieve well.
120. The school is totally committed to ensuring that all pupils are treated equally and is highly effective in promoting gender equality and actively addressing the issues of stereotyping. All activities are open to both boys and girls and the school actively encourages non-stereotypical choices of free activities or sport.

121. Pupils are given an excellent variety and depth of opportunities to learn about other cultures, nationalities and religions. Staff are aware of pupils' differing abilities and backgrounds and treat everyone equally.
122. There are clear measures in place to record and deal with instances of oppressive behaviour and this is an outstanding feature. The Headteacher records all such events, albeit they are rare, and informs parents as early as possible. Pupils feel comfortable in reporting incidents to staff. Staff members apply the clear behaviour policies consistently and evenly.
123. There are good procedures in place to support disabled pupils although there were no wheelchair users on roll at the time of the inspection. Parents of potential pupils with disabilities are invited to view the site in advance. There is a Disability Equality Action Plan and policy in place.

Leadership and management

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

Grade 2: Good features and no important shortcomings

124. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
125. The headteacher leads the school well. She has a clear sense of purpose and direction which is effectively communicated to all staff and the Governing Body. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. Their commitment is evident in all aspects of the life of the school.
126. The school's outstanding commitment to equality of opportunity is demonstrated in the good progress made by pupils with ALN and the way in which pupils from different backgrounds are rapidly accepted into the life of the school. This commitment to equal opportunities and racial equality is evident in all aspects of the school and makes it a successful inclusive school.
127. The headteacher is supported well by the deputy headteacher and senior management team. Subject leaders provide effective leadership for their subjects and have good opportunities to monitor standards and learning. However, their monitoring of teaching is less well developed. The leadership of the school has set and achieved a series of realistic and challenging targets for pupils' achievements.
128. The school takes appropriate account of national priorities. An action plan is in place for the implementation of the Foundation Phase and the revised curriculum and good progress is being made in implementing these initiatives.

129. Performance management is conducted well and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual.
130. The GB is supportive of the headteacher and staff. The governors are proud of the school and are committed to school improvement. Assessment data is used to assist the governors in evaluating the effectiveness of the school's policies and strategies and to identify strengths and weaknesses across the school, but first hand observations would make this more effective. They make a good contribution to the self-evaluation process and help set the strategic direction of the school effectively. The GB meets all statutory requirements. All statutory documents and procedures have been adopted and implemented.

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

Grade 1: Good with outstanding features

131. The findings of the inspection team do not match the judgement made by the school in its self evaluation report. This is because the team judged that there are outstanding areas of strength to warrant the higher grade.
132. The effectiveness with which the school's performance is monitored and evaluated is good with outstanding features.
133. The headteacher, deputy headteacher and senior managers have an outstanding awareness of strengths and weaknesses in their areas of responsibility gained through extensive and on-going monitoring. Monitoring activities include formal lesson observations, informal visits to classrooms, on-going discussions with colleagues, detailed reviews of pupils' work and discussion with pupils. Extensive monitoring has been particularly effective in reviewing recent changes to the curriculum. Good use is also made of the expertise within the LA.
134. A positive culture of self-evaluation is very well established since the appointment of the headteacher. Excellent use is made of the information gained from monitoring to inform the self evaluation process and the planning process.
135. All staff understand their role and are fully involved in the process. Support staff feel fully involved and understand their role in the setting of future targets.
136. Good account is taken of the views of everyone who has an interest in the school's work. The views of parents are sought both formally and informally through the use of questionnaires. The effort the school makes to seek the views of pupils is good. Pupils are continually consulted through the School Council, Eco Committee and through the use of suggestion/worry boxes.

137. A detailed self-evaluation report is completed annually and takes into account the views of all interested parties. The school's current self-evaluation report is concise and very accurate. It is based on evidence obtained from monitoring activities with reference to performance-related data and trends over time. It clearly identifies strengths and weaknesses. Governors have been involved in agreeing the current self-evaluation report but do not play a sufficiently active role in the process of self-evaluation.
138. Clear links are evident between the school's self-evaluation and priorities identified in the school development plan. The school improvement plan is an effective strategic document with detailed priorities and appropriately challenging targets for pupils are included for the current year. Appropriate resources are allocated to ensure that targets are achievable. An outstanding feature is the way in which new initiatives are monitored regularly with plans amended when necessary. The upward trend at the school is the direct result of actions taken by the school.
139. Progress since the last inspection is good. Issues identified as needing improvement, for example standards in design and technology and religious education, are good whilst history is outstanding. Pupils are now given opportunities to present their work in different ways and this is a good feature.

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

Grade 2: Good features and no important shortcomings

140. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
141. The school has an appropriate provision of suitably qualified and experienced teaching staff to teach all the subjects of the school's curriculum and meet the needs of learners effectively. All staff members have up to date job descriptions linked to their roles. Very good use is made of specialist teachers, for example the teaching of French to learners in Year 3 and 4, successfully linking the school with its receiving secondary school.
142. The school is well provided with highly motivated and well trained teaching assistants who work effectively with teachers. They make a significant contribution to learning throughout the school, providing well focused, good support through structured intervention programmes in the development of learners' literacy and numeracy skills. Valuable support is also provided by a wide range of volunteers.
143. There are effective arrangements for performance management and the continuous development of staff. Teachers update their teaching skills and knowledge by attending in-service training sessions both within and outside school. These training needs are matched to the needs, requirements and priorities of the school and to the personal development of individual members of

staff. Teaching assistants undertake specific accreditation courses relevant to their roles and take part in appropriate in house training.

144. The school has adopted effective procedures in accordance with statutory requirements for workforce remodelling and for reducing teachers' work load. Teachers' preparation, planning and assessment time is used and managed well.
145. The school secretary and ancillary staff, including midday supervisors, cleaners and notably the caretaker, make a significant contribution to the efficient administration and daily routines within the school. This makes a valuable contribution to the overall quality of the school.
146. Learners have ready access to a wide range of good quality resources appropriate to their age and needs. Resources are closely linked to the school's priorities for development. Recent investments, such as interactive whiteboards in the majority of teaching areas and additional reading books, have had a positive impact on learners' standards and achievement.
147. The accommodation is suitable for the number on roll and delivery of the curriculum. The buildings are well maintained and used effectively.
148. Classrooms are of good size. A number of outstanding murals around the site, plus good displays of children's work, create a good learning environment, including those in some toilet blocks. The grounds are well maintained and hold a good number of play and learning areas.
149. Financial management is good and the school is on course to meet its financial commitments this year. Priorities are set by the headteacher and the GB finance committee. Good financial protocols enable the headteacher to manage the financial implications of maintaining a very good staffing level and updating equipment to meet the requirements of the foundation phase. All available resources are effectively managed and given the high quality of the provision the school achieves good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 2: Good features and no important shortcomings

Personal and social development, wellbeing and cultural development

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| Nursery | Grade 1: | Good with outstanding features |
| Reception | Grade 1: | Good with outstanding features |

Outstanding features

150. In the Nursery, nearly all children are exceptionally confident and sociable with adults and other children, often from a very low starting point. They show great respect for the rights of others, they willingly share toys, equipment and their teachers' time.
151. The majority of children in the reception classes ability to work with partners is outstanding.

Good features

152. All children have a good understanding of the routines in the nursery classes, and are developing a good level of independence. They move quickly between activities, both indoor and outdoors, responding promptly to direction. They willingly take responsibility for their own equipment, tidying up quickly at the end of the session.
153. In the reception classes all children confidently experiment with new learning opportunities. Older children's ability to concentrate for long periods of time is good. They become very involved in the tasks which are provided for them. This supports their learning and enables them to benefit in full from the activities they engage in.
154. Most children in the nursery are successfully developing the independence in dressing and undressing themselves for outdoor activities. They put on their own protective clothing and outdoor clothes when necessary, asking for help when they need it. In the reception classes all children show a great awareness of issues related to personal hygiene, for example they understand the need to wash their hands after being in the garden.
155. Reception children are beginning to develop a positive understanding of their own and others cultures.

Language, literacy and communication skills

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| Nursery | Grade 2: | Good features and no important shortcomings |
| Reception | Grade 2: | Good features and no important shortcomings |

Good features

156. Nearly all children in the nursery listen well, particularly at the start and end of lessons. All children speak as well as they are able to and older children express a range of ideas enthusiastically, particularly when describing the animals in the jungle.
157. All children in the reception and nursery are confident emergent writers and the more able achieve a good standard using their knowledge of letter sounds to build simple words. All children in the reception classes are making good progress in developing their formation of letters and hold their pencils correctly.
158. The development of children's early reading skills is good. Nearly all nursery children recognise their own name. Younger children handle books well with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail. Reception children continue to develop their reading skills and the majority read a simple text accurately. The most able use a good range of skills to decipher unknown words. Their confidence in using their knowledge of letter sounds is good.

Shortcomings

159. There are no important shortcomings.

Welsh language development

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| Nursery | Grade 2: | Good features and no important shortcomings |
| Reception | Grade 2: | Good features and no important shortcomings |

Good features

160. All nursery children make good progress in exploring the Welsh language. They confidently respond in Welsh during whole group sessions. They use simple words and greetings accurately. Many reception children correctly name colours and the pronunciation of many is very clear.
161. Nearly all children in nursery and reception show they understand a good number of instructions given in Welsh, by responding quickly and purposefully in a range of situations.
162. Most children listen attentively to songs and rhymes in Welsh. Reception children join in with some enthusiasm.
163. Most children in the reception count to ten accurately in Welsh.

Shortcomings

164. There are no important shortcomings.

Mathematical development

Nursery Grade 2: Good features and no important shortcomings
Reception Grade 2: Good features and no important shortcomings

Good features

165. All nursery children show an awareness of number when working independently. They count accurately and confidently when working in the role-play area and when working in the sand and water. Many younger children count accurately to ten. Many reception children explore higher numbers with good understanding.
166. All nursery and reception children respond well to problem-solving activities, for example a few more able children successfully identify a way of cooking in the jungle.
167. Most children accurately place jungle animals in order of height. All reception children successfully compare the size of different animals identifying the largest and the smallest.
168. All children are making good progress in developing their early mathematical concepts when they work in the sand and water. Their understanding of full and empty, more and less, is developing well.

Shortcomings

169. There are no important shortcomings.

Knowledge and understanding of the world

Nursery Grade 2: Good features and no important shortcomings
Reception Grade 2: Good features and no important shortcomings

Good features

170. Many nursery children talk confidently about their homes and where they live. They accurately name a wide range of animals with which they are familiar and unfamiliar. They know that animals live in different habitats. Most reception children recall accurately the simple facts related to jungle animals, including what they eat, where they live and how they catch their food.
171. Many reception children are developing a good awareness of the seasons and their features. In discussion they demonstrate a good knowledge of time and what times of the day certain events happen.
172. Many children have a good knowledge about the work people do. The majority of reception children name a large number of people who help them both in school and in the wider world.

Shortcomings

173. There are no important shortcomings.

Physical development

Nursery Grade 1: Good with outstanding features
Reception Grade 1: Good with outstanding features

Outstanding features

174. Most nursery children achieve outstandingly well when they work in the outdoor area. They climb and balance with very good control. They move very confidently when they walk, skip and jump.

Good features

175. All children handle small tools such as paintbrushes, pencils and scissors with good control and are developing their skills well. All reception children throw and catch small balls accurately. During outdoor activities, many skilfully manoeuvre a range of wheeled vehicles following a chosen path.

176. Most children know and understand the importance of diet and rest. They are developing a good knowledge of healthy and unhealthy foods.

177. All children show a good awareness of space and control their bodies well to avoid other children when working in the classroom.

Shortcomings

178. There are no important shortcomings.

Creative development

Nursery Grade 1: Good with outstanding features
Reception Grade 1: Good with outstanding features

Outstanding features

179. All children who make animal models create exceptionally high quality models. They mark the play dough with great care and use small pieces imaginatively to create tusks and tails.

180. All children confidently assume a role when they play in the jungle and the level of their imaginative play is very good.

Good features

181. Most children know a wide range of simple songs and nursery rhymes which many sing tunefully. All younger children respond well to music and a few can follow the beat. A few more able succeed in keeping the beat by clapping. They join in enthusiastically during hymn singing in the assemblies.

182. Nearly all children use a range of materials effectively to create pictures and models. All reception children paint skilfully when creating their own pictures.

Shortcomings

183. There are no important shortcomings.

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| Welsh first language |
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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

184. In the Welsh-medium classes, most of the pupils in both key stages use Welsh as a natural medium of communication, showing the ability to listen intently to teachers' presentations and to each other's contributions. All pupils make good progress in oral skills. The majority of the pupils respond confidently using correct forms and suitable vocabulary.

185. At key stage 1, all pupils make consistent progress in the different aspects of the reading process. They read with expression and use their phonetic knowledge in order to build unfamiliar words.

186. The majority of pupils can discuss what they have read and give good reasons for enjoying a story. They succeed in defining and discussing terms that are relevant to the world of books.

187. Many pupils have a sound knowledge of the essentials of writing, including some punctuation conventions. They can write confidently and appropriately for personal and factual purposes. They display an increasing understanding of the features and structure of a range of genres. More able pupils are beginning to use more complex sentence structures in longer pieces of writing.

188. The ability of the majority of older pupils in key stage 2 to read fluently and meaningfully is good as they familiarise themselves with a variety of different fictional and factual texts. They use a range of sources in order to gather information. They can express an opinion clearly and describe experiences maturely.

189. All pupils write in a range of forms, including letters, reports, poetry and stories. They write for a variety of real and imaginary audiences. Older pupils use various Welsh constructions, idioms and paragraphs effectively.

Shortcomings

190. There are no important shortcomings.

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| Welsh second language |
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| Key stage 1: | Grade 3: | Good features outweigh shortcomings |
| Key stage 2: | Grade 3: | Good features outweigh shortcomings |

Good features

191. Many pupils in key stage 1 use good pronunciation of words and phrases with appropriate expression. They respond appropriately to requests indicating good listening skills. Younger pupils correctly identify specific words within a simple text, and read individual words correctly when presented. Many use words such as “ga i” to request items from their peers and teacher.
192. Most pupils ask each other basic questions such as “Pwy wyt ti?” “Sut wyt ti?” and they reply appropriately. They have an increasing understanding of weather conditions and use them in a correct context.
193. The majority of pupils can count correctly in Welsh to a high number. The more able can use the numbers to identify correctly various objects. They also have a good knowledge of animal names.
194. Most key stage 2 pupils listen well and are confident when using sentence structures and patterns both in their writing and when speaking. Many pupils have good pronunciation and intonation, indicating good understanding of what they are saying. They have a good knowledge of phrases indicating various moods and they use these correctly in an appropriate context when replying to questions such as “Sut wyt ti?”
195. A few older pupils use various questions when creating simple dialogues based on Dewi Sant. They use appropriate verbs in the past tense to state what they did the day before.

Shortcomings

196. Many pupils in key stage 1 need to refer to visual examples of writing patterns before they attempt to write.
197. In key stage 2, only a few pupils are able to use a variety of extended sentences to express themselves in their writing and when speaking.

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| English |
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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

198. Most pupils in both key stages make good progress in developing their speaking and listening skills. In key stage 1, younger pupils listen carefully to a story as it is read to them and comment sensibly on incidents and events. Older pupils in key stage 1 read simple poems with good expression. The majority can read their own work clearly and confidently.
199. Most pupils in key stage 1 make good progress in learning to read. They make good progress in developing their phonic skills and most pupils use the terms vowel and adjective correctly. The majority of pupils are able to tackle unfamiliar words confidently.
200. By the end of key stage 1, many pupils achieve good standards in their writing. In year 2, many pupils use adjectives to enliven their writing. Most pupils' handwriting is legible; they are meticulous in their use of capital letters and their use of basic punctuation is increasingly secure.
201. Most pupils' reading skills develop well as they progress through the school, so that by the end of key stage 2, most pupils read fluently, accurately and with very good expression. Most older pupils adopt appropriate character voices when reading aloud. Older pupils make good use of the school library to select fiction and non-fiction books to read for pleasure and information. Throughout key stage 2, pupils make increasingly effective use of dictionaries and thesauri.
202. Pupils in key stage 2 develop their spelling skills well through the study of phonetic structures of words. They select the correct phoneme from alternatives thoughtfully and a few can give reasons for their choice. The majority of pupils attempt to write neatly and legibly.
203. Pupils throughout key stage 2 write in a range of genres and for variety of audiences. When writing informal letters or invitations, most pupils set out their letters correctly and use paragraphs well to organise their writing. A few year 4 pupils are beginning to use adverbs to enhance their writing.
204. Pupils at the end of key stage 2 create interesting stories. There is increasing clarity and imagination in their writing. Pupils in year 6 marshal the arguments for and against various issues. The majority of pupils argue cogently and use supporting facts well.

Shortcomings

205. Many pupils in Year 2 depend on "work sheets" and this often inhibits their creativity.

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| Mathematics |
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| Key stage 1: | Grade 3: | Good features outweigh shortcomings |
| Key stage 2: | Grade 3: | Good features outweigh shortcomings |

Good features

206. In key stage 1 the majority pupils have a good developing understanding of place value and are able to read, write and arrange numbers with increasing confidence and accuracy. They recognise sequences of numbers. At the end of the key stage, pupils are beginning to use the four rules of addition, subtraction, multiplication and division.
207. In key stage 1, nearly all pupils are able to read the hour and half hour from an analogue clock. They use everyday non-standard and standard units to measure length and mass. All pupils have good developing skills in the use of money.
208. Many pupils recognise a range of two-dimensional shapes and are able to name some of their characteristics.
209. Many pupils are able to use tally charts when they gather information and they record their results using diagrams and block graphs.
210. The majority of younger key stage 2 pupils are developing a good understanding of the place value of large numbers. They use the four rules with increasing confidence and are able to work quickly and correctly when computing mentally and in written form. They are developing skills to recognise and generalise in words, patterns that arise when solving problems.
211. Many older key stage 2 pupils are able to recognise proportions of a whole and use fractions and decimals to describe these. They use decimal notation in recording money and recognise negative numbers in the context of temperature.
212. All pupils classify shapes in various ways and draw common 2-D shapes in different orientations on grids and achieve good standards.

Shortcomings

213. Pupils at the end of both key stages are not developing the ability to solve mathematical problems in a practical way using a variety of techniques.
214. At the end of key stage 2, pupils' recall of addition and multiplication facts is underdeveloped.
215. Pupils' abilities to present data in a variety of ways are underdeveloped. There is insufficient progression in their understanding and development of graph work.

| |
|----------------|
| Science |
|----------------|

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

Good features

216. In Key Stage 1, all pupils are confident to explore science in a variety of different contexts. They are developing a good understanding for the need for fair testing and most are able to predict outcomes by drawing from their experiences.
217. The observation skills of the majority of the pupils are developing well. Most are able to differentiate between living and non-living things, and have observed and evaluated the conditions needed to grow healthy plants.
218. They can correctly label the external parts of the body and identify the larger bones in the human skeleton.
219. They experiment with different everyday materials and understand how these change in shape when stretched, squashed or twisted. They have a good understanding of the effect of heating and cooling on materials through their cooking activities and that some changes are irreversible.
220. Pupils know that there are many kinds and sources of sound; that sound travels away from sources and are heard when they enter the ear. They carefully investigate which materials will reduce the sound of an alarm clock through a fair test.
221. In lower key stage 2, pupils are developing their scientific enquiry skills very well and are able to explain the importance of fair testing and controlling variables. They use their scientific knowledge in order to draw conclusions. They communicate their findings in a variety of ways.
222. Older pupils show a good knowledge of circuits and electricity. They plan investigations and carry out tests to confirm predictions and test hypothesis. They achieve good standards.
223. Upper key stage 2 pupils can name and locate many of the internal organs of the body and understand particularly the functions of the heart. The majority can successfully design a suitable investigation to show how exercise affects pulse rate and record the findings accurately on a line graph.

Shortcomings

224. There are no significant shortcomings.

| |
|--|
| Information and communications 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

225. Pupils in key stage 1 use a wide range of ICT equipment with confidence. They use word processing packages effectively to present their written work. They successfully record data using a suitable program. Pupils use digital cameras, microscopes, talking boards and listening and recording devices to good effect. Many are becoming confident users of the interactive whiteboard.
226. Most pupils in key stage 1 understand how to use the icon tool in order to edit their work in a variety of contexts. Most can describe what they are doing and state the next steps needed to complete a task. Most pupils can save and print their work.
227. The majority of key stage 2 pupils have a good understanding of how to use ICT comfortably and safely. They search for information through the school website in order to minimise risk to themselves and others. They have a good awareness of the dangers of disclosing personal details.
228. Most of the lower key stage 2 pupils produce presentations about Queen Victoria and Henry VII to a good standard.
229. They demonstrate good skills in editing still pictures and adding text. Older pupils use text and background music to create an engaging presentation of the story of the Green Knight.
230. Many pupils have developed a good range of publishing skills to produce posters, invitations and calendars.
231. The majority of the older pupils are confident at using data-handling packages to good effect e.g. working out sales in a shop. Many are able to cut a spreadsheet confidently from a data-handling programme and paste it into a word-processing programme. Pupils are able to gather specific data in a variety of forms and show a good understanding of graphic representation.

Shortcomings

232. There are no important shortcomings.

Design and 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

233. In key stage 1, all pupils develop good skills of working together and independently in their designing and making. They learn to use tools and equipment safely and make an effective range of artefacts. They talk about their ideas and sketch, measure, choose suitable materials, assemble and join materials.
234. In key stage 1, pupils respond well to a set design task, they use good problem solving strategies. They make individual choices and agree on group choices as they design and make a racing vehicle.
235. In both key stages all pupils apply appropriate health and safety measures when they use tools and equipment safely during food preparation.
236. In key stage 1, all pupils investigate and evaluate different pizzas. They use information gathered on preferred ingredients when they design their own pizzas and achieve good standards.
237. In key stage 2, all pupils investigate different types of bread and bread wrappers. They evaluate these collaboratively and then design their own. They apply healthy eating messages and consider nutritional needs as they make Chapattis. They achieve good standards.
238. At both key stages, all pupils evaluate each other's work sensitively against set criteria and offer positive ideas for improvement.
239. Their designing and making skills are developed in KS2 where pupils test products against their initial design specification and demonstrate more confidence in using materials. They achieve good standards.
240. The majority of pupils apply appropriate knowledge and skills from other subjects, especially science, mathematics and art very well. Their work on designing and making jewellery is a good example.
241. In Key stage 2, many pupils show skill when working independently and in groups using construction kits, when designing and making windmills. Pupils take pride in exhibiting and evaluating each other's work.
242. At both key stages pupils are developing their control skills through entering and storing instructions in a range of programmable toys.
243. All pupils in key stage 2 test and modify instructions in order to write a programme for a toy to trace different routes to create simple 2D shapes. They do this to a good standard.

Shortcomings

244. There are no important shortcomings.

History

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

245. Key stage 1 pupils develop a very good awareness of change over time through studying classrooms old and new and toys of today and the past. They successfully distinguish and offer mature reasons and explanations between photographs of present day events and events in the past. This is an outstanding feature.
246. These pupils are developing a very good sense of chronology; they successfully sequence events in their own development and learn that events are celebrated to recall important historical events.
247. Older pupils in key stage 1 are aware that there are a number of ways to find historical information and they successfully use books, photographs and artefacts to very good effect. They use role play very well to develop empathy between themselves and the characters in stories. They communicate their findings in a variety of ways, for example through very good written and oral accounts.
248. In Key stage 2, pupils gain an outstanding awareness of chronology and correctly place periods in history studied in relation to the present day. Younger pupils empathise effectively with people living in the Victorian times and working down the mines. Older pupils understand the significance of World War 2 as they study and reflect using Victorian literature as a stimulus. They are able to interpret data effectively and describe features of past societies to identify change based on photographic evidence of the locality.

Good Features

249. Older pupils discuss important events and are able to demonstrate their understanding of chronology to a very high standard. They research the effects of change brought about in Tudor times and how these changes have affected the life and developments in their own locality. They have an outstanding awareness of life in the Victorian era and are able to identify many of the causes and consequences of the main events of change associated with increases in population in cities. They understand that the living conditions of the rich and poor of those times varied considerably.
250. Older pupils study history through drama in a very effective way, which enhances their learning and understanding of the lives of members of Tudor families. Their ability to appreciate and enact the various roles ensures they are able to make very good comparisons between the quality of life and working conditions of people at that time and today. This is an outstanding feature.

Shortcomings

251. 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

252. Nearly all pupils are able to draw a picture of the school and note some geographical features both near to and further from their homes, such as shops, parks and mountains.
253. Many pupils identify some simple road signs and they explain correctly what they mean.
254. Most pupils have good early mapping skills as they draw detailed, well illustrated maps when visiting Amanford. Most interpret correctly the symbols on the key of a map.
255. Most key stage 1 pupils name several geographical features accurately when talking about their maps such as trees, lakes, farms, beach and bridge. Pupils use accurate directional language when describing directions to guide people to Fell Peak.
256. Most pupils in the lower key stage 2 make good progress in their geographical enquiry skills from their various studies. They draw simple maps of localities noting accurately the main geographical features including shops, schools and houses.
257. Pupils in key stage 2 undertake a local study project and they study roads, transport links and the physical differences between years ago and now. They record their findings in a very mature way. They are good map-readers. They use O.S maps well to find and present location information. They accurately identify symbols and locate places and environments using co-ordinates and 4 figure references.
258. Most pupils can accurately produce a simple map of the school noting its main features such as railings, outdoor classroom and the surrounding roads and houses. Pupils highlight the school and its surroundings on a given street map and produce an accurate key.
259. Older key stage 2 pupils describe K.V. Kuppam in some detail. They note the differences in houses there and the way of life. Nearly all the pupils can note some of the features such as shop, schools and cinema.
260. They conduct surveys to find out what can be done to reduce the amount of car journeys to school. They maturely develop their ideas to find answers and draw conclusions.
261. In discussions nearly all pupils are able to estimate distances between Amanford and Llanelli and other places of interest to them.

Shortcomings

262. There are no important shortcomings.

| |
|-----------------------|
| Art and design |
|-----------------------|

| | | |
|---------------------|-----------------|--|
| Key stage 1: | Grade 2: | Good features and no important shortcomings |
| Key stage 2: | Grade 2: | Good features and no important shortcomings |

Good features

263. In both key stages nearly all pupils are developing a good knowledge of the work of a variety of artists, including local Welsh artists. They use their work as a stimulus to produce their own examples in various styles and in two and three dimensions.
264. They experiment with a range of media including paint, crayons and chalks to produce pictures particularly as illustrations to topic work. Pupils' pencil drawing skills developing line and tone show good progression.
265. In key stage 1, all pupils experiment with paints and develop skills in brush techniques as they create effective backgrounds for their collage pictures of the seaside. They experiment with rough and smooth texture materials to create different effects.
266. They use a range of media including paint, crayons and chalks to produce pictures and observational studies, particularly of fruit. Most carefully observe features such as colour and texture. They choose various objects to print to create a repeating pattern.
267. In key stage 2, the majority of pupils show a development in observational, sketching and imaginative skills in their investigative work on William Morris. They made observational copies of his designs based on plants and flowers. They have used their investigative knowledge well to produce clay tiles based on his work.
268. They use line, tone and colour well as they create observational representations of a 'miner's lamp'. They skilfully capture the effect of shadows. They develop a growing awareness of proportion and imaginatively attempt to incorporate this into their work.
269. Pupils use their investigative skills well as they compare patterns from different cultures. They research Indian patterns on the internet and compare these to traditional Welsh patterns on original Welsh quilts.

Shortcomings

270. There are no important shortcomings.

| |
|--------------|
| Music |
|--------------|

| | | |
|---------------------|-----------------|--|
| Key stage 1: | Grade 2: | Good features and no important shortcomings |
| Key stage 2: | Grade 2: | Good features and no important shortcomings |

Good features

271. Pupils in both key stages enjoy music. Pupils throughout the school acquire musical knowledge, skills and understanding by direct engagement with the elements of music through a good range of practical activities.
272. The standard of singing is good. When singing hymns in assembly pupils pay attention to dynamics as well as to conveying the mood of the hymn. Older pupils can maintain a part in a two part chorus.
273. In key stage 1, pupils investigate voice sounds enthusiastically. They use word rhythms to create a musical composition of 'a train journey'. They are beginning to develop the skills to refine their musical ideas and evaluate their work in order to improve it.
274. Many pupils are able to distinguish between crotchets and quavers and understand 'crescendo and diminuendo'.
275. They are beginning to handle and play musical instruments with confidence. More able pupils give very good reasons for their choice of instrument.
276. In key stage 2, nearly all pupils develop a good understanding of the musical elements. They appraise music from a range of styles. They compose and evaluate compositions well using a range of instruments. They comment sensitively and evaluate the work of their peers and are able to suggest improvements. This is a very good feature.
277. Many pupils learn to play the recorders, other woodwind and brass instruments as well as the harp. Many play in pairs or in groups for a purpose as they play for pupils to enter and leave the hall at assembly time.

Shortcomings

278. There are no important shortcomings.

Physical education

Key stage 1: No judgement

Key stage 2: Grade 2: Good features and no important shortcomings

279. No lessons were observed in key stage 1. However, the team held discussions with staff and pupils and looked at the portfolios produced by the school. Consequently there is insufficient evidence to make a judgement at key stage 1.

Good features

280. In key stage 1, nearly all pupils dress appropriately and are aware of the effects of physical exercise and healthy eating on their bodies. They succeed in producing sequences of movement.

281. In key stage 2, all pupils show increasing control of their ability to change direction and movement, as and when required. They all work hard. They work very well in groups and are very supportive of individuals who need additional support.

282. In lower key stage 2, most pupils display excellent competitive, creative and problem solving skills in adventurous activities, devising different strategies to solve problems such as crossing the yard without touching the ground using and carrying a limited number of boxes and mats from one side to another. Many offer very good evaluations of their performance and suggestions for refinements.

283. Nearly all pupils in upper key stage 2 work very well in groups as they refine their athletic performances. They watch each other's performance carefully, measure long and high jumps accurately with a tape measure. They make good progress in evaluating performance by identifying good features and suggesting ways to improve. They use appropriate vocabulary when discussing their performances.

Shortcomings

284. There are no important shortcomings.

Religious education

| | | |
|---------------------|-----------------|--|
| Key stage 1: | Grade 2: | Good features and no important shortcomings |
| Key stage 2: | Grade 2: | Good features and no important shortcomings |

Good features

285. Across the school, pupils foster a good awareness of the importance of an unprejudiced and constructive attitude towards people of different creeds. In both key stages nearly all pupils are aware of the main festivals of world religions, for example they celebrate the main festivals of Christmas, Easter, Diwali and Chinese New Year.
286. The majority of pupils know of the history relevant to the religious traditions of Wales such as the history of Saint David and his efforts and sacrifice to spread Christianity.
287. The majority of key stage 1 pupils have an increasingly awareness of the main stories of the Bible, such as the birth of Jesus and the Ten Commandments. Pupils are aware of messages from these stories and apply them to home and school lives. They become increasingly aware of, and are sensitive to, the needs of others and understand that living things should be treated with respect.
288. The majority of key stage 1 pupils know that Christians worship in a church or chapel. Through visits to local places of worship, pupils have an informed understanding of the main features of the buildings. They confidently list the features of the places of worship. They know of the main festivals of the Christian faith such as Christmas and Easter and the significance of rituals linked with them.
289. In key stage 2, the majority of pupils have a good understanding of the customs and creeds such as Islam and the majority have a sound understanding and knowledge of the religious features of Muslims. They understand Judaism and study kosher food as part of their understanding.
290. A substantial majority of pupils in key stage 2 understand the importance of the Bible as a sacred book for Christians. They realise that other religions have their own sacred books such as the Qur'an for the Muslim, or Torah for Jews and that they should treat them with respect.
291. Older pupils ask questions about their experiences and feelings making suggestions to change the world and make it a better place. They make connections between their own experiences and the religious beliefs and practices associated with Christian traditions such as marriage. They discuss and understand that people believe in things that they cannot necessarily see.

Shortcomings

292. There are no important shortcomings.

School's response to the inspection

On behalf of the pupils, parents and staff of Ysgol Parcyrhun, the governing body would like to thank the inspection team for their courtesy and professionalism during the recent school inspection. We feel that this inspection has been thorough, fair and detailed and that the report is a true reflection of the strengths and ethos of Ysgol Parcyrhun.

The recent improvements and development of the school have been highlighted in the report and the high standards of self-evaluation, the effective provision for all pupils and the school's involvement in the wider community have been recognised.

We appreciate the comments on the quality of care and inclusion of all pupils.

We look forward to continuing to maintain our high standards and further develop as a school. We are proud of the outstanding features highlighted in the report particularly with the percentage of Grade 1 lessons which is higher than recent national figures. We are happy that this report recognises the good and outstanding features which are a daily feature of school life. We hope to use the recommendations to further develop as a successful school.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Parcyrhun Primary School |
| School type | Primary inc Foundation Phase |
| Age-range of pupils | |
| Address of school | Villiers Road Ammanford Carmarthenshire |
| Postcode | SA18 3HB |
| Telephone number | 01269 593398 |

| | |
|--|----------------------|
| Headteacher | Mrs Bethan Martin |
| Date of appointment | September 2009 |
| Chair of governors / Appropriate authority | Mr Chris Jones |
| Registered inspector | Mrs Carolyn J Thomas |
| Dates of inspection | 28.06.10 - 01.07.10 |

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 | 19.5 | 29 | 23 | 23 | 28 | 29 | 21 | 27 | 199.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 9 | 2 | 10.6 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 17.5:1 |
| Pupil: adult (fte) ratio in nursery classes | N'A |
| Pupil: adult (fte) ratio in special classes | 1.5:1 |
| Average class size, excluding nursery and special classes | 20.8 |
| Teacher (fte): class ratio | 1.2:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|-------|-------|----------------|
| Term | N | R | Rest of school |
| Spring 2010 | 94.9% | 92.5% | 92.4% |
| Summer 2009 | 91.4% | 93.3% | 92.7% |
| Autumn 2009 | 93.3% | 91.8% | 90.15 |

| | |
|--|-------|
| Percentage of pupils entitled to free school meals | 19.5% |
| Number of pupils excluded during 12 months prior to inspection | 1 |

Appendix 3

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

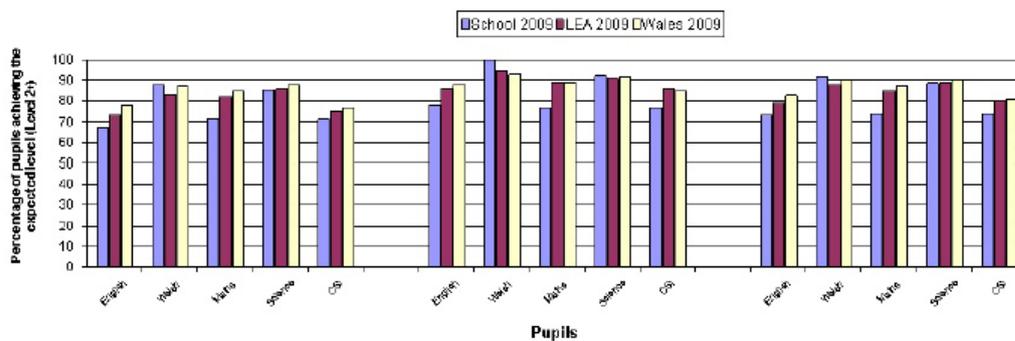
Parcyrhun Primary School
Carmarthenshire

LEA/School no: 669/2050

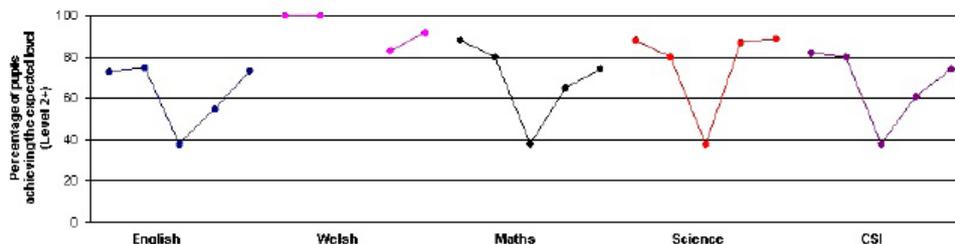
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| English | 67 | 73 | 78 | 78 | 86 | 88 | 73 | 79 | 83 |
| Welsh | 88 | 83 | 87 | 100 | 95 | 93 | 92 | 88 | 90 |
| Maths | 71 | 82 | 85 | 77 | 89 | 89 | 74 | 85 | 87 |
| Science | 86 | 86 | 88 | 92 | 91 | 92 | 89 | 89 | 90 |
| CSI | 71 | 75 | 77 | 77 | 86 | 85 | 74 | 80 | 81 |



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 16 per cent and up to 24 per cent eligible for FSM

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | 73 | 75 | | 84 | | 92 | |
| Welsh | | 85 | 92 | 93 | | 100 | |
| Maths | 74 | 80 | | 88 | | 96 | |
| Science | | 85 | 89 | 92 | | 100 | |
| CSI | | 74 | | 82 | | 90 | |

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- 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.

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

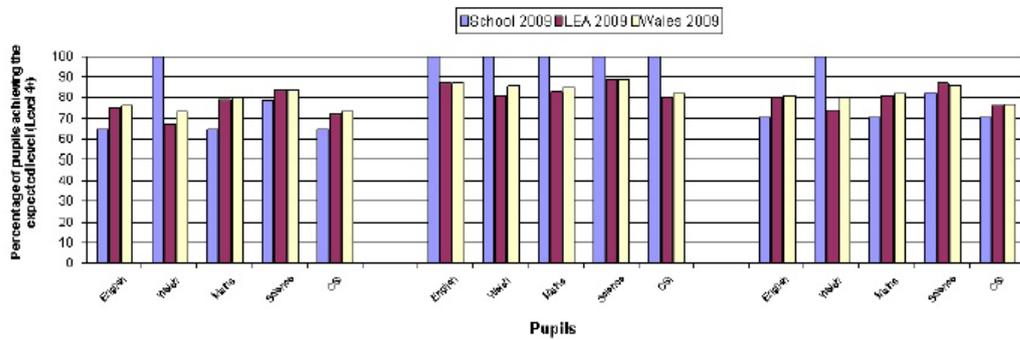
Parcyrhun Primary School
Carmarthenshire

LEA/School no: 669/2050

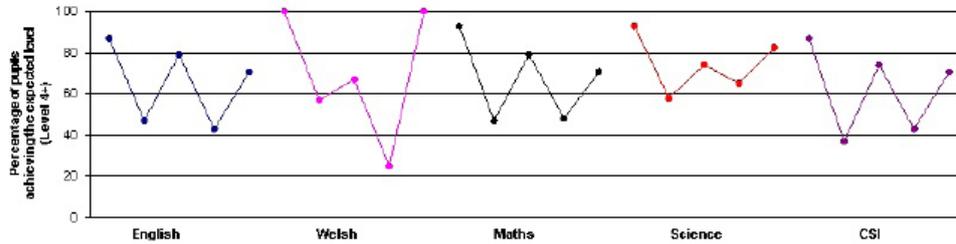
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

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 | 64 | 75 | 76 | 100 | 87 | 87 | 71 | 80 | 81 |
| Welsh | 100 | 67 | 73 | 100 | 81 | 86 | 100 | 74 | 80 |
| Maths | 64 | 79 | 80 | 100 | 83 | 85 | 71 | 81 | 82 |
| Science | 79 | 84 | 84 | 100 | 89 | 89 | 82 | 87 | 86 |
| CSI | 64 | 72 | 73 | 100 | 80 | 82 | 71 | 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 16 per cent and up to 24 per cent eligible for FSM

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | 71 | 74 | | 82 | | 87 | |
| Welsh | | 67 | | 78 | | 89 | 100 |
| Maths | 71 | 76 | | 83 | | 88 | |
| Science | | 80 | 82 | 88 | | 94 | |
| CSI | | 69 | 71 | 77 | | 83 | |

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.

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of 9 inspector days at the school. They were assisted by the school's nominee. There was no peer assessor.

These inspectors visited:

- 45 lessons
- Registrations, assemblies and acts of collective worship: and
- A range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors, a representative of the LA and parents before the inspection;
- teachers and support staff;
- groups of pupils in all classes;
- the school council and eco committee; and
- other people associated with the school.

The team also considered:

- the school's self-evaluation report;
- 34 responses to a parents' questionnaires
- documents provided by the school before and during the inspection; a wide range of pupils' past and present work; and
- samples of pupils' reports.
- after the inspection, the team held meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|--|
| Mrs Carolyn Jane Thomas Registered Inspector | Led on: Context, Summary. Recommendations and Appendices Key Questions 1,2, 6 and 7 Foundation Phase, English, history, geography, Welsh second language and Religious education |
| Mrs Buddyg Bates Team Inspector | Led on: Key Questions 3,4 and 5 Welsh first language, science, mathematics, design and technology, ICT, music, art and design and physical education |
| Mr Dylan Jones Lay Inspector | Contributed to Key Questions 1, 3, 4 and 7 |
| Mrs Bethan Martin | Nominee |

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Parcyrhun Primary School for the co-operation and assistance both before and during the inspection.

Contractor

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