Inspection under Section 10 of the
Schools Inspections Act 1996

Ysgol Gynradd Gymraeg Gwauncaegurwen
New Road
Gwauncaegurwen
Ammanford
SA18 1UN

School Number: 6712149

Date of Inspection: 13 February 2006

by

Dafydd Gwynfor Evans
15682

Date of Publication: 19 April 2006

Under Estyn contract number: 1113405
The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

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* secondary schools;
* special schools;
* pupil referral units;
* independent schools;
* further education;
* adult community-based learning;
* youth support services;
* LEAs;
* teacher education and training;
* work-based learning;
* careers companies; and
* the education, guidance and training elements of Jobcentre Plus.

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* makes public good practice based on inspection evidence.

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Ysgol Gynradd Gymraeg Gwauncaegurwen 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 Ysgol Gynradd Gymraeg Gwauncaegurwen took place between 13/02/06 and 15/02/06. An independent team of inspectors, led by Dafydd Gwynfor Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

- **Grade 1**: 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.”
**Year groups and key stages**

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

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

**Primary phase:**

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y 1</th>
<th>Y 2</th>
<th>Y 3</th>
<th>Y 4</th>
<th>Y 5</th>
<th>Y 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

**Secondary phase:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Y 7</th>
<th>Y 8</th>
<th>Y 9</th>
<th>Y 10</th>
<th>Y 11</th>
<th>Y 12</th>
<th>Y 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

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. Ysgol Gynradd Gymraeg Gwauncaegurwen is a natural bilingual primary school which serves the village and the surrounding rural area. There has been considerable change in the economic and social structure of the area following the decline in the traditional industries such as the coal industry. According to the school, the pupils come from an area which is mixed with regard to social background. Currently, approximately 15% of pupils are entitled to free school meals which is lower than the county average of 21.6%.

2. There are 139 pupils on the school's register, namely 114 full time pupils from reception age to Year (Y) 6 and 25 children who attend the nursery on a part-time basis. At the time of the last inspection during the spring term 2000, the number of pupils on roll at the school was the same, namely 139. The school is arranged into five mixed age group classes: nursery and reception, Y1/2, Y2/3, Y4/5 and Y5/6. One pupil has a statement of special educational needs (SEN) and there are 18 others with additional learning needs.

3. The school is designated as naturally bilingual. Some 35% of pupils come from homes where Welsh is the main language of the home. Welsh is used as the medium of teaching in the nursery/reception and in Key Stage (KS) 1. In KS2, pupils are taught through the medium of Welsh and English with the aim of the pupils being bilingual by the time they transfer to the secondary school at 11 years of age.

4. The school was last inspected during the Easter Term 2000. The headteacher has been in post since September 2005.

### The school's priorities and targets

5. Amongst the priorities listed in the school development plan (SDP) for 2005-2006, attention is given to the following:
   - staffing issues;
   - developments in the field of information and communications technology (ICT);
   - personal and social education;
   - pupils’ self-evaluation and target setting;
   - developing the role of the subject co-ordinators, and
   - issues concerning the use of rooms and the building.
Summary

6. Ysgol Gymraeg Gwauncaegurwen is a caring community where each child, of whatever age, gender, ability and needs, receives equal opportunities. Since the last inspection, the school has made progress in some areas but some aspects require further attention. The inspection team agreed with the judgements made by the school in five out of the seven key questions. Where there was a difference of opinion, the inspection team awarded a lower grade for those questions.

Table of grades awarded

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

Standards

7. During the inspection, overall standards of achievement were as follows:

<table>
<thead>
<tr>
<th>Pupils' standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>52%</td>
<td>38%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

8. Pupils' standards of achievement in the lessons observed were higher than the Welsh Assembly Government’s all-Wales target by 2007 of 98% of standards being satisfactory (grade 3) but lower than the target of 65% (grade 1 or 2) being good or better.

Subjects and/or Areas of Learning For Under-fives

9. The overall standard of educational provision for children under five years of age is appropriate for their needs. Children make good progress towards the Desirable Outcomes for Children's Learning.

<table>
<thead>
<tr>
<th>Language, literacy and communication</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and social development</td>
<td>1</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>2</td>
</tr>
<tr>
<td>Creative development</td>
<td>1</td>
</tr>
<tr>
<td>Physical development</td>
<td>2</td>
</tr>
</tbody>
</table>
Grades for standards in subjects inspected

10. Five subjects were inspected in KS1 and KS2, standards of achievement in these subjects are as follows:

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Information technology</td>
<td>Grade 2</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Geography</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Religious education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>

11. The majority of pupils make appropriate progress in gaining new skills, information and understanding and succeed in achieving the agreed learning objectives.

12. Pupils with SEN make good progress and achieve the targets set for them.

13. Children under five make good progress in their skills in language and communication, numeracy and using ICT in their work across the curriculum.

14. Pupils in KS1 achieve standards which are good overall in their language, literacy and communication skills. The majority of pupils in KS2 listen well with a small minority having difficulty in focussing at times. Their speaking and reading skills are developing well. The best pupils achieve good standards in writing across the curriculum. These skills are not as sound amongst pupils of average or lower abilities.

15. Pupils in KS1 and KS2 achieve grade 2 standards in numeracy. They use these skills well in other subjects such as science and geography. Pupils in both key stages make good use of their ICT skills with the older pupils achieving very good standards.

16. According to their age and ability, pupils achieve grade 2 standards in bilingualism. Pupils in KS2 use their knowledge of Welsh and English effectively in completing their work across the curriculum.

17. Pupils show good development in problem solving and their collaborative skills. Their creative and overall personal and social skills are also developing well.

18. At the end of KS1 in 2005, pupils’ attainment in the core subjects of the NC, according to the core subject indicator, was higher than for the county and Wales. In Welsh and mathematics, the results were higher than the county and Wales averages and in science, higher than the county and corresponding to the national average. In comparison with similar schools across Wales, the school’s results, on average over the last three years, show that the school is performing between the median and upper quartile according to national benchmarking. The percentage of pupils who attain level 3 is on average lower then the national percentage.

19. In KS2 in 2005, pupils’ attainment in the core subjects of the NC by teacher assessment according to the core subject indicator was lower than the county and national averages. In all the subjects, namely Welsh, English, mathematics and science, the results were lower than those of the county and nationally. In comparison with results in similar schools across Wales, the school’s results on average over the last three years show that the school is performing in the lower
quartile according to benchmarking evidence. The number of pupils attaining level 5 has decreased during the last three years. In 2005, approximately six per cent attained that level in English mathematics and science and 13% in Welsh, which is significantly lower than the national averages in each of the subjects.

20. In KS2 in the last two years, the girls performed better than the boys in tests. The school does not monitor the performance of boys and girls over a period.

21. Pupils are interested in their work and they enjoy completing the tasks and activities set for them.

22. Pupils in KS1 have a clear understanding of the nature and purpose of their work and they make good progress towards attaining their potential. Although pupils in KS2 have an appropriate awareness of that which is expected from them in lessons, they do not have sufficient awareness and understanding of what they need to do to improve.

23. The behaviour of the vast majority of pupils in the class and around the school at break time and lunchtime is consistently good. However, the behaviour of a small minority impairs the learning of the remainder of pupils in their class. Pupils are aware of what is expected of them and they are courteous and considerate.

24. The average attendance of pupils for the three terms prior to the inspection was 94.6%. The majority of pupils are punctual in the morning and the daily timetable runs smoothly.

25. Pupils are aware of the importance of moral values and equal opportunities. These are promoted well by the school within religious education and personal and social education lessons. An awards assembly is held weekly where pupils are presented with awards which acknowledge their achievements.

26. The partnership between the school and the community of which it is a part are very good. The school holds services on Christian festivals in the local church and chapels. Pupils visit homes for the elderly and the disabled in the area. Members of the community come into the school regularly to listen to the pupils read or to share their experiences and interests with them. Members of the police and fire service come to talk to the children about their work. Pupils learn about the world of work through visitors who come to the school and through visits to local industries, such as the open cast mine and also Awel Aman Tawe who share the site with the school.

The quality of education and training

27. The quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>26%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>0%</td>
<td></td>
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</tbody>
</table>

28. The good and outstanding features of the teaching include detailed planning, clear objectives, skilled questioning, the use of varied teaching techniques and resources and nurturing the pupils' bilingual skills effectively.

29. Where there are weaknesses in the teaching, the lesson objectives are insufficiently clear and the tasks not challenging enough. There is a lack of pace in the teaching.
30. The quality of assessment procedures in the early years and for pupils with SEN is good. Good features outweigh some shortcomings in KS1 and KS2. The core subjects are assessed regularly but not the foundation subjects and religious education. Assessment and test results are analysed and the appropriate information is kept on the progress of each pupil. However, pupils are insufficiently involved in the process of setting short term targets, their review and assessment. Pupils’ work is marked regularly but comments for improvement are inconsistent. The annual reports conform to statutory requirements.

31. The school provides equal access to a broad and balanced curriculum. Planning shows clear progression across the school. Pupils’ basic and key skills and their bilingual skills are developed well.

32. Learning experiences are enriched by a wide variety of extra-curricular activities. Effective use is also made of visits and visitors to the school.

33. Pupils’ spiritual, moral, social and cultural development is promoted well through the variety of learning experiences offered to pupils.

34. Pupils have a very good awareness of issues related to sustainable development.

35. The school has a strong partnership with its parents. They are very supportive of the school and come in to help when there is a need.

36. The school is a close community, with a caring and friendly atmosphere. The school has well-developed policies which effectively promote equal opportunities and diversity.

37. Pupils with additional learning needs are identified and assessed early and the school has effective systems to support their learning. The provision for pupils with SEN is good and meets the needs of the Code of Practice. However, insufficient support is provided for individuals of lower ability in KS2.

38. There is an effective policy and clear procedures for the protection of children. The school has a comprehensive health and safety policy which gives clear guidelines to staff. The school does not carry out risk assessments regularly under the supervision of an appropriate sub-committee.

Leadership and management

39. The school has clear aims and values of which the pupils, staff, governors and parents are aware. The school’s practices promote equal opportunities and there is a happy relationship between staff and pupils.

40. The school is purposefully led and managed. A new headteacher and deputy headteacher were appointed to the school in September 2005. The senior management team (SMT) has started to discuss managerial and strategic matters but SMT meetings are not yet formalised to promote the work of setting priorities and giving direction to the work of the school.

41. The school has systems for monitoring performance. A three-year programme has been adopted and reports are prepared for staff and governing body meetings. However, the present procedures are insufficient to ensure that pupils’ standards of achievement and the quality of the provision are being thoroughly and appropriately evaluated.
42. The SDP contains details of the priorities and targets for the 2005/06 school year together with a timetable for completion of the work. It does not, however, set quantifiable targets which would help to measure the success of the work with regard to pupils’ standards of achievement and the quality of the educational provision.

43. The school’s self-evaluation report was drawn up through consultation with the staff of the school and members of the governing body. It identifies the strengths together with some issues for improvement. The inspection team agreed with the judgements made by the school in five out of the seven key questions. Where there was a difference of opinion, the inspection team awarded a lower grade to those questions.

44. The governing body is very supportive and full and sub-committee meetings are held regularly. Members contribute well to the strategic planning of the school in matters concerning staffing, resources and buildings. Their role in relation to monitoring standards of achievement and the quality of the educational provision is insufficiently developed.

45. The school has addressed some of the key issues identified in the last report well, namely raising standards in geography and information technology and eliminating the unsatisfactory teaching. However, further attention needs to be given to writing standards in Welsh in KS2 and there is insufficient progress in the self-evaluation arrangements and planning for improvement.

46. The school is appropriately staffed to support the number of pupils on roll. The assistants and ancillary staff make a valuable contribution to the school. Currently, best use is not made of the specialisms of teaching staff through exchange of classes and there is an imbalance in the support given in different classes.

47. The school has a good supply of resources and staff make effective use of available resources, especially ICT resources. There are gaps in some subjects, such as Welsh and religious education.

48. The quality of the buildings is good with good and extensive facilities in all areas of the school. The building itself, the yard and the land around the school are orderly and tidy. Displays of a high standard are found in all areas of the school. The quality of the cleaning within the school is of a high standard.

49. Effective use is made of local educational sites to enrich the pupils’ learning.

50. The school’s budget is managed efficiently and effectively and the school offers good value for money.

**Recommendations**

In order to improve, the school needs to:

A1 attend to the weaknesses identified in Welsh and mathematics in KS2;

A2 within the school’s assessment procedures:

- provide a means of evaluating standards in the foundation subjects and religious education;
- involve the pupils more in the process of target setting and promote their understanding of what they need to do in order to improve;*
• standardise the system of marking across the classes;

A3 within the school’s self-evaluation procedures:
• further develop the role of the subject co-ordinators in relation to evaluating pupils’ standards of achievement across the school;*
• develop the role of governors in monitoring standards and the quality of the provision;

A4 set quantifiable targets in the SDP in order to measure the success of the school’s work with regard to pupils’ standards of achievement and the quality of the educational provision;

A5 provide additional support to some pupils of lower ability in KS2 in the context of reviewing the way that the specialisms of teaching staff and the contribution of teaching assistants are used across the school;*

A6 establish a sub-committee for health and safety and carry out regular risk assessments.

* Aspects of these have been included in the school’s current development plan.

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 with no important shortcomings**

51. The inspection team’s findings agree with the judgement of the school in its self-evaluation report.

52. During the inspection, pupils’ overall standards of achievement in the lessons observed were as follows:

<table>
<thead>
<tr>
<th>Pupils’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils’ standards of achievement</td>
<td>10%</td>
<td>52%</td>
<td>38%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

53. Pupils’ standards of achievement in lessons observed were higher than the Welsh Assembly’s All Wales target by 2007 of 98% of lessons being satisfactory (grade 3) but lower than the target of 65% (grade 1 and 2) being good or better.

54. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and the children make good progress towards the Desirable Outcomes for Children’s Learning.

<table>
<thead>
<tr>
<th>Areas of learning</th>
<th>Children under five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>
55. Five subjects were inspected in KS1 and KS2, standards of achievement in the subjects are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Information technology</td>
<td>Grade 2</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Geography</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Religious education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>

56. The majority of pupils make appropriate progress in gaining new skills, information and understanding and they succeed in achieving the agreed learning aims.

57. Pupils with SEN make good progress and achieve the targets set for them.

58. In their work across the six areas of learning, children under five make good progress with their skills in language and communication, numeracy and use of ICT.

59. Pupils in KS1 achieve standards which are good overall in their language, literacy and communication skills. They listen well and become more confident in talking with their peers and adults about matters which are within their experience and interest. They read in order to find simple information and write for different purposes.

60. The majority of KS2 pupils listen well with a small minority having difficulty concentrating at times. They speak well using the natural dialect of the area confidently. Overall, they use their reading skills appropriately to find information from different sources. The more able achieve good standards in writing across the curriculum. These skills are not as sound amongst pupils of average or lower ability.

61. Pupils achieve grade 2 standards in numeracy. They use these skills well in subjects such as science and geography. Pupils in both key stages make good use of their skills in ICT as they undertake work across the curriculum. Older pupils in the school achieve very good standards.

62. In accordance with their age and ability, pupils achieve grade 2 in bilingualism. Pupils in KS2 use their knowledge of Welsh and English effectively when completing their work across the curriculum.

63. Pupils show good development in problem-solving and collaborative skills. Their creative and overall personal and social skills are also developing well.

64. At the end of KS1 in 2005, pupils' attainment in the core subjects of the NC, according to the core subject indicator, was higher than for the county and Wales. In Welsh and mathematics, the results were higher than the county and Wales averages and in science, higher than the county and corresponding to the national average. In comparison with similar schools across Wales, the school's results, on average over the last three years, show that the school is performing between the median and upper quartile according to national
The percentage of pupils who attain level 3 is on average lower than the national percentage.

65. In KS2 in 2005, pupils’ attainment in the core subjects of the NC by teacher assessment according to the core subject indicator was lower than the county and national averages. In all the subjects, namely Welsh, English, mathematics and science, the results were lower than those of the county and nationally. In comparison with results in similar schools across Wales, the school’s results on average over the last three years show that the school is performing in the lower quartile according to benchmarking evidence. The number of pupils attaining level 5 has decreased during the last three years. In 2005, approximately six per cent attained that level in English, mathematics and science and 13% in Welsh, which is significantly lower than the national averages in each of the subjects.

66. In KS2 tests, the boys performed better than the girls in the last two years. The school does not monitor the performance of boys and girls over a period.

67. Pupils are interested in their work and they enjoy undertaking the tasks and activities set for them. Overall they work well together in pairs or groups and are also developing the ability to work independently.

68. Pupils in KS1 have a clear understanding of the nature and purpose of their work and make good progress towards attaining their potential. Although pupils in KS2 have an appropriate awareness of what is expected of them in lessons, they do not have sufficient awareness and understanding of what they need to do in order to improve.

69. The behaviour of the vast majority of pupils in the classroom and around the school at break time and lunchtime is consistently good. However, there is a small minority whose behaviour impairs the learning of the remainder of the pupils in their class. Pupils are aware of the schools expectations in relation to behaviour. They are considerate and show respect and courtesy to each other, all staff and visitors to the school. The school has a rewards system in order to promote good behaviour. No instances of aggressive behaviour or bullying were seen during the inspection but the school has procedures in place should the need arise.

70. Pupils’ average attendance for the three terms prior to the inspection is 94.6% with an average of 0.21% for unauthorised absence over the same period. Although the school regularly reminds parents of the importance of good attendance and punctuality, it is concerned that a minority of parents take their children on holiday during the school term. It is also concerned that a small core of pupils are consistently late in the mornings. The school does not currently have a formal policy for attendance or a target to aim at. The Educational Welfare Officer visits the school each month in order to monitor the situation and address any problems that arise. The registering of attendance meets statutory requirements.

71. Pupils are aware of the importance of moral values and equal opportunities. These are promoted well by the school within religious education and personal and social education lessons. An awards assembly is held weekly where pupils are presented with awards which acknowledge their achievements.

72. The partnership between the school and the community of which it is a part is very good. Visits within the local community and the good links with individuals,
businesses and the different agencies in the locality, help to develop pupils' understanding of their community and work place.

73. The school celebrates Christian festivals with services in the local church and chapels. Pupils visit homes for the elderly and disabled in the area. Members of the community regularly come into the school to listen to children read or to share their experiences and interests with them. Pupils learn about the world of work through visitors who come to the school such as members of the police and fire service. Visits to local businesses and industries, such as the open cast works and Awel Aman Tawe who share the same site as the school, promotes pupils’ understanding of the workplace.

**The quality of education and training**

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

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

74. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.

75. The quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>9%</td>
<td>65%</td>
<td>26%</td>
<td>0%</td>
<td>0%</td>
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76. These averages are higher than the Welsh Assembly Government target of 95% of lessons being grade 3 or better and 50% being grade 2 or better.

77. Teachers have a good relationship with the pupils. This impacts positively on pupils’ attitudes to work and their readiness to work purposefully during lessons.

78. Teachers have a good knowledge of the subjects they teach and are aware of recent developments. The short-term planning of the majority of teachers pays good attention to lesson objectives and methods of working.

79. Where teaching is good with outstanding features, teachers:

- plan purposefully and in detail with clear learning objectives at the beginning of the lesson which are effectively shared with the pupils;
- question skilfully and penetratingly in reviewing previous work and hold evaluation sessions which strengthen the learning.
- use a wide range of resources and artefacts, including the interactive whiteboard, to stimulate interest, explain concepts and develop pupils’ understanding and skills;
- have a good balance between class, group and individual work with an appropriate use of time when pupils undertake their activities;
- effectively nurture pupils’ proficiency in bilingualism, through careful reinforcement, together with encouragement and support which are well targeted, and
- work together effectively in partnership with the assistants and this has a positive effect on pupils’ development and progress.
80. In the percentage of lessons which were awarded grade 3, the lesson objectives were unclear and the tasks insufficiently challenging to stretch the more able pupils. Teachers tend to over-direct the pupils and this restricts the opportunities they have to predict or solve problems. At times, the pace of the lesson was too slow to ensure the full attention of pupils.

81. Pupils with SEN are taught effectively, they have skilful support from the SEN teacher and support staff.

82. Overall, the quality of assessment is good and enables the school to identify pupils’ individual strengths and weaknesses and highlight areas for development.

83. The progress and development of children under five are assessed and recorded appropriately and complete records kept on them. The quality of assessment which is done in the nursery class and the baseline assessment done after the children start their full-time education in the reception class is good.

84. Core subjects are assessed termly, at the end of an unit or work and at the end of a stage. This contributes well towards fostering awareness of the achievements of each child. However, there is no comparable structure for the assessment of the foundation subjects and religious education.

85. Analysis of NC assessment results is used, together with the results of a wide range of standardised tests to identify strengths and weaknesses of work in the core subjects. A progress tracking form is also kept which gives useful information on the performance of pupils throughout their time in the school.

86. The procedures for assessing and identifying pupils with SEN are good and challenging targets are set for pupils in the individual educational plans (IEPs).

87. Pupils’ work is marked regularly, but the written comments for improvement are inconsistent.

88. The school has begun the work of setting individual targets for pupils; however, pupils are insufficiently involved in the steps of setting short-term targets or in the process of their reviewing and assessment.

89. Work has started on developing subject portfolios. They contain examples of levelled work but the contribution of these documents to the process of standardising work and providing guidance on the way forward is limited.

90. Parents are welcomed formally to two meetings annually to review their child’s work and they are welcomed to visit informally at any time.

91. Annual reports to parents conform to statutory requirements. With some exceptions, they contain constructive comments on pupils’ achievements in the areas of learning and suggestions for improvement.
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

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

92. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

93. The school provides equal access to a broad and balanced curriculum which is appropriate to the needs of pupils of all abilities. The curriculum for children under five years of age is of good quality and successfully promotes the Desirable Outcomes for Children’s Learning. A wide range of experiences are provided in the six areas of learning.

94. The school has clear subject policies and the schemes of work show definite continuity in the NC subjects and religious education. However, not all schemes of work have been adapted or reviewed for the teaching and learning needs across the key stages.

95. The development of basic and key skills are identified in teachers’ short-term planning. Overall, they are developed well but there is no procedure for monitoring their use in order to ensure balance in their development.

96. The school promotes pupils’ bilingualism well. Pupils receive good opportunities to develop their ability to use Welsh and English.

97. Pupils benefit from equal opportunities which enable them to contribute to a wide range of extra-curricular activities which enrich their experiences and broaden their horizons.

98. There is a good range of after school clubs, such as sports, computers and brass band, which gives pupils the opportunity to refine and extend their talents. Good use is made of visits and visitors to strengthen the activities and enrich the pupils’ education. Pupils receive valuable experiences through visits to specific places such as Techniquest, St Fagans and Big Pit. Older pupils benefit from residential experiences at Margam Park and Llangrannog. Visitors’ specialisms are shared with pupils and this strengthens their awareness, understanding and respect of their community.

99. The school has good provision for the personal and social education of pupils. The School Council, the Eco Council and Y6 mentors make a valuable contribution in this area. The introduction of circle time has made a significant contribution to the development of pupils’ self esteem and confidence. However, the school has not developed a structured provision for presenting personal and social education throughout the school.

100. Homework is set regularly, and the work is a good extension of school work in numeracy and language.

101. Pupils’ spiritual, moral, social and cultural development is promoted well through a variety of learning experiences offered to them. Pupils’ spiritual development is developed through taking an active part in daily acts of collective worship and close links with the chapel and church.

102. Pupils moral and social development is good. The sharing of moral messages is an obvious element of the provision and pupils respect each other, adults and visitors. As a result, pupils have a clear sense of ownership and responsibility
towards each other and their environment. Collecting towards good causes such as the Pakistan earthquake appeal, Children in Need and Operation Christmas Child promotes pupils' understanding of citizenship. The School Council is very aware of their responsibility as representatives of their class and they show enthusiasm for the work.

103. Pupils’ cultural development is good. Pupils receive a range of experiences in the school and the wider community to develop their Welshness and an awareness of their roots. The Cwricwlwm Cymreig is a notable feature of the provision in subjects such as history, geography, art and music.

104. Pupils understanding of other cultures are regularly developed through the prominent attention given to other religions and in raising awareness of European diversity through the Comenius projects.

105. The school has a strong partnership with its parents. Parents are very supportive of the school and help as the need arises. The school holds formal meetings termly but under the school’s open door policy an informal meeting is available at any time. Parents receive regular correspondence reminding them of any activities or issues which arise. The school prospectus and annual governors’ report to parents meet with statutory requirements. The Parents Teachers and Friends Association is very active in holding regular events. These events receive good support and raise a substantial sum of money for the school.

106. The school takes advantage of its community in order to enrich the pupils’ experiences. Members of the community come in to listen to pupils reading and others to share their experiences and interests with them. Pupils throughout the school visit various places in the community to strengthen their work in class. The school has a good partnership with the Community Council who have ensured a grant for them from the Assembly in order to develop the Children’s Club after school.

107. There are strong curricular and social links with the secondary schools at Cwmtawe and Ystalyfera. Even though the school has no formal partnership with Ysgol Dyffryn Aman, the majority of pupils transfer to that school. The school also has good links with other primary schools in the area.

108. Pupils have a good awareness of sustainable development issues. The school is working towards green flag accreditation as an Eco-School. Members of the Eco Club are well informed and active in promoting recycling, saving energy and dealing with waste in the school. They hold numerous activities in the school and the community in order to promote these aspects.

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

Grade 2: Good features and no important shortcomings

109. The inspection team’s findings do not agree with the grade 1 which the school gave in its self-evaluation report.

110. The school is a close community, with a caring and friendly ethos. All staff know their pupils well and the pupils receive personal and educational guidance of
good quality. Pupils state that they can turn to members of staff for support and guidance when needed.

111. The school has well developed policies which promote equal opportunities and diversity effectively. Pupils' successes are celebrated in a variety of ways, including awards assemblies where they receive individual praise, such as ‘Seren yr wythnos’ and appropriate certificates, they take pride in this.

112. Staff in the school regularly monitor pupils' attendance, punctuality and behaviour. The Educational Welfare Officer visits the school each month in order to monitor behaviour and attendance and there are procedures in place to respond immediately to any instances which may arise.

113. The school has a good relationship with the parents, they work closely with the teachers to satisfy the needs of their children and monitor their progress. Pupils’ progress is carefully noted, and they receive additional support according to their needs, such as in mathematics. Parents state that the school respects their opinions and responds promptly to any concerns which they express. The school has also recently circulated a questionnaire to parents in order to receive their viewpoint on different aspects of school life. The home/school agreements are completed satisfactorily.

114. There are good procedures for welcoming pupils to the school for the first time. The parents' handbook and the nursery handbook contain useful information to help new children to settle in well at the school.

115. Pupils are well supervised in classes, at break times and also at the end of the day as they leave the site. The lunchtime supervisors have clear guidelines on how to support the children.

116. Appropriate information is given to older pupils regarding the dangers of issues such as drugs and the school deals appropriately with sex education. The school nurse discusses personal development with the older pupils.

117. Pupils with additional learning needs are identified and assessed early and the school has effective systems in order to support their education. The process of identifying individual educational needs is good, effective use is made of appropriate tests and there is a careful system of recording. However, insufficient support is offered to some pupils of lower ability in KS2.

118. The provision for pupils with SEN is good and meets the requirements of the Code of Practice. Pupils with SEN, including the statemented pupil, receive good support. The support sessions where pupils with SEN, and others who need additional support, are withdrawn from class are generally well connected to work in the classroom.

119. All pupils with SEN have IEPs which contain realistic targets. There are regular opportunities for parents to take a full part in the reviewing process. The school ensures that pupils with SEN are fully included in the life of the school. The school makes an additional contribution from its own budget in order to support these pupils.

120. There is an effective policy and clear procedures for the protection of children. The headteacher, as the designated individual, has overall responsibility and several members of staff, including casual staff, have received the appropriate training. There are good links with the social services.
121. The school has a comprehensive health and safety policy which gives clear guidelines to staff. The school holds fire drills at least termly with an additional fire drill after school hours in order to ensure the safety of the Children’s Club and Awel Aman Tawe who share the same site. Regular risk assessments under the supervision of an appropriate sub-committee are not carried out.

122. The school ensures that parents are informed immediately if a pupil has been injured and the accident book records any incidents in detail. All staff in the school have received first aid training but the school has identified the need to update their qualifications in this area.

123. The school has effective strategies to ensure that bad behaviour does not impair the progress of pupils. There are policies in place and all staff are aware of the procedures. No instances of oppressive behaviour or bullying were observed during the inspection.

124. The school has clear policies for promoting equal opportunities, racial equality and diversity. The school takes advantages of opportunities during collective worship and within the curriculum to promote pupils’ awareness of diversity within society. However, there are areas in the building, namely access to the computer suite and the gymnasium that are unsuitable for pupils with physical disabilities. The governing body is aware of this and is planning in order to improve the situation.

### Leadership and management

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

**Grade 3 : Good features outweigh shortcomings**

125. The inspection team’s findings do not agree with the grade 2 judgement given by the school in its self-evaluation report.

126. The school has clear aims and values which are known to pupils, staff, governors and parents. The school’s practices promote equal opportunities and there is a happy relationship between staff and pupils.

127. The school is purposefully led and managed. In September 2005, a new headteacher and deputy headteacher were appointed to the school. They have started discussing managerial and strategic issues but meetings of the senior management team are not yet formalised to promote the work of setting priorities and giving a clear direction for the work of the school in the future.

128. The school has systems for monitoring performance. A three-year programme has been adopted and reports are prepared for staff and governing body meetings. There is no evidence that the present system is used effectively enough in order to impact on pupils’ standards of achievement.

129. The school’s performance management system is operational. Staff’s teaching and professional needs are investigated appropriately through professional interviews together with the process of setting and reviewing individual targets. The newly qualified teacher receives effective support.

130. The governing body is very supportive and meetings of the sub-committees and full governing body are held regularly. Members contribute well to the strategic planning of the school in matters concerning staffing, resources and buildings.
131. Members have started the process of monitoring the quality of the provision through classroom visits by members of the curriculum sub-committee. However, with the exception of matters relating to SEN, governors are not linked to any curricular or whole-school aspects. Their role has not developed sufficiently to enable them to have a clear picture of standards which pupils achieve and the quality of the educational provision.

132. The governors’ finance sub-committee manages the school’s budget effectively. The school has a significant sum of money in reserve. It is proposed to use some of this money to develop a resources room and safeguard staffing levels at the school. Even so, there is a need to augment the resources in some areas.

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

| Grade 3: Good features outweigh shortcomings |

133. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.

134. Following the last inspection, the school formulated procedures for self-evaluation and performance appraisal. The subject co-ordinators carry out reviews of work in each subject in accordance with the whole-school monitoring timetable. The implementation of the plan is not based firmly enough on measurable data and sufficient first hand evidence in order that co-ordinators can come to a valid conclusion on pupils’ standards of achievement.

135. The school has started to collect examples of pupils’ work in the form of portfolios but at the moment their contribution to the process of ensuring improvements is limited.

136. The SDP contains details of the priorities and targets for the school year 2005/06 together with a timetable for completing the work. It does not, however, set quantitative targets that would assist in measuring the success of work in relation to pupils’ standards of achievement and of the quality of the educational provision.

137. The school’s self-evaluation report was drawn up through consultation with the staff of the school and the governing body. The school’s judgement on matters concerning the quality of teaching and training was based on an appropriate range of evidence. However, a broad enough range of first hand evidence was not used in order to come to sound conclusions regarding standards across the school.

138. The inspection team agreed with the judgements made by the school in five out of the seven key questions. Where there was a difference of opinion, the inspection team awarded a lower grade to those questions.

139. The school has effective arrangements for gathering pupils’ opinions through the School Council and the Eco Council and the opinions of parents through questionnaires.

140. Some of the key issues identified in the last report have been addressed well. The school succeeded in raising standards in information technology and geography. The unsatisfactory teaching has been eliminated and the pupils are learning more independently. However, shortcomings remain with regard to
standards in Welsh in KS2 and shortcomings were also highlighted in mathematics in KS2. There is insufficient progress in the arrangements for self-evaluation and planning for improvement and monitoring does not sufficiently focus on pupils’ standards of achievement and the quality of the provision.

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

<table>
<thead>
<tr>
<th>Grade 2: Good features and no important shortcomings</th>
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<tbody>
<tr>
<td>141. The findings of the inspection team agree with the judgement formed by the school in its self-evaluation report.</td>
</tr>
<tr>
<td>142. The school is appropriately staffed in order to support the number of pupils on roll. The permanent teachers are experienced and possess appropriate qualifications. Currently there is one newly qualified teacher on a short-term contract and another teacher employed on a supply basis.</td>
</tr>
<tr>
<td>143. There is a part-time teacher supporting pupils with additional learning needs. A peripatetic teacher is used to deliver the music curriculum at the school and there are other peripatetic teachers who offer brass and drum tuition.</td>
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<td>144. A full-time nursery assistant is employed together with a part-time assistant. These, together with the classroom assistants, make a valuable contribution to the work of the school.</td>
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<td>145. The SDP identifies the need to remodel the school’s workforce. The inspection team agrees with this judgement. Currently staff expertise is not used through exchange of classes and there is an imbalance in the support given in the different classes.</td>
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<tr>
<td>146. The school has an appropriate policy for staff development. Staff have attended a number of courses which has contributed well to the development of their subject knowledge, the teaching and learning.</td>
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<tr>
<td>147. The secretary, kitchen staff, mid-day supervisors and caretaker carry out their duties effectively. The school is kept orderly and clean.</td>
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<tr>
<td>148. The school has a good supply of resources to support the NC. Staff make effective use of the resources available and of local resources and other resource centres. There is a good supply of reading and reference books in the classrooms and in the library. However, there is a need for a greater variety topical material in Welsh and artefacts for religious education.</td>
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<tr>
<td>149. The school makes good use of its information technology resources and the SDP identifies the intention to develop the provision further.</td>
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<tr>
<td>150. The quality of the buildings is good. The main building, the yard and land around the school are orderly and tidy. The standard of cleaning within the school is high. In all areas of the school there are displays of a high standard which give prominence and appropriate acknowledgement of the pupils’ work.</td>
</tr>
<tr>
<td>151. There is an appropriate enclosed play area for the children under five, a spacious hard-surfaced yard and extensive playing fields. Inside the school, there is a hall, gymnasium, library and computer room. The teaching space is extensive for pupils of all ages. Currently, access to the gymnasium and computer room is unsuitable for pupils with physical disabilities.</td>
</tr>
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</table>
152. Effective use is made of local educational sites to enrich the pupils’ learning.

153. The school gives good value for money. Investments since the last inspection, namely in information technology hardware and software, have led to measurable improvements in standards.

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

<table>
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<tr>
<th>Under 5s</th>
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<tbody>
<tr>
<td><strong>Language, literacy and communication skills</strong></td>
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**Grade 2: Good features and no important shortcomings**

154. The educational provision for children in the nursery and reception promote the Desirable Outcomes for children under five effectively. Welsh is the medium of learning.

**Good features**

155. Pupils benefit from a broad and balanced curriculum based on the principles of early years education as identified in the Desirable Outcomes for Children's Learning [ACCAC].

156. A high percentage of pupils come from non-Welsh speaking homes and in hearing and emulating the language patterns of the adults, they quickly come to use the language.

157. Children in the nursery/reception class listen intently to instructions and classroom presentations. They enjoy listening to a wide range of stories. They confidently and with keen interest talk about their experiences over the weekend. After listening to the story “Inc Tafod Pinc”, they can re-tell the story clearly.

158. Children in reception handle books well and start to realise that there are a number of different types. They quickly come to understand how books work and start to respond like readers. They can confidently name their favourite authors and books.

159. Three-year-old children respond well to the opportunities to make marks on paper using writing implements dexterously. The writing skills of four-year old children develop well as they over-write and under-write, whilst some start to write independently.

**Personal and social development**

**Grade 1: Good with outstanding features**

**Good and outstanding features**

160. Nursery children are developing into independent and confident individuals and they settle quickly in the school. They concentrate for increasing periods whilst undertaking appropriate tasks. They dress and undress sensibly in preparing for sessions in the open air and in the gymnasium. They understand the need to give everyone fair play and that everyone from time to time has to wait their turn.
161. Children in reception behave very well and co-exist happily. They are sensitive to the needs and feelings of other children and show a readiness to listen, focus and share. The attitudes of the full-time children towards learning and the confident and enthusiastic way they face new experiences is an exceptional feature of their personal and social development.

Mathematical development

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<th>Grade 2: Good features and no important shortcomings</th>
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**Good features**

162. Nursery children develop well in their understanding of small numbers and in the ability to place things in sets of three or less. They understand the concept of ‘more’ and ‘less’ and they can sort and arrange items with regard to amount or size. They understand the function of money as they use it in the role-play corner in “Caffi Sali Mali”.

163. Children in the reception class count confidently, forwards and backwards, up to 15. They can identify the lowest number in a sequence and confidently match a digit with its symbol. They name two-dimensional shapes, discussing their features effectively; the more able understand what is different in three-dimensional shapes. They understand many concepts related to measurements namely largest/smallest, tallest/shortest and heavy/light. They use mathematical vocabulary increasingly correctly.

Knowledge and understanding of the world

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<th>Grade 2: Good features and no important shortcomings</th>
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**Good features**

164. In the nursery/reception classes, children talk confidently about themselves and their families. They know different types of workers, namely doctor, dentist and shopkeeper, and simple aspects of their work. They have good knowledge on the passing of the seasons and their features. Following a visit to the village park, they understand what is needed for plants to grow. They have a good knowledge of living things and creatures which are a part of their environment, such as birds of prey.

165. Children in reception have a good understanding of electronic items as they discuss parts of a computer and input instructions into the electronic toy. They can identify the days of the week in the correct order and start to recognise the concept of time and the sequence of yesterday, today and tomorrow.

Physical development

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<th>Grade 2: Good features and no important shortcomings</th>
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**Good features**

166. Children in the nursery/reception class understand that they need to warm up before undertaking physical activities. They are aware of the effect of exercise on the body and realise that the heart beats faster as they run, hop, jump and crawl around the gymnasium. They understand the necessity for safety rules in doing physical exercises. They show good spatial awareness.
167. Nursery children show increasing control in their physical skills as they steer and pedal bikes of different sizes around the enclosed yard.

168. The manipulative skills of nursery children are developing further. They skilfully and confidently use scissors, brushes and crayons. They are developing pencil control effectively as they start to form letters and numerals correctly and try to do their own individual writing.

Creative development

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<th>Grade 1: Good with outstanding features</th>
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Good and outstanding features

169. Three-year-old children recognise the main colours and colour and paint with increasing control. They produce a variety of effective pictures and paintings, mixing paint to create the different shades. They enjoy their experiences in “Caffi Sali Mali” and show confidence in role-play as a chef and a customer. They prepare appropriate sandwiches discussing sensibly the importance of eating healthily.

170. The four-year-old children make very good progress in developing their creative skills. They use dough skilfully to model and crayons to make self-portraits and colourful biscuits. They can use and paste a variety of materials to create a collage and models of a giraffe in various media. They sing a wide range of songs charmingly and contribute well to musical activities, they develop a good awareness of rhythm and beat.

Welsh first language

| Key Stage 1 – Grade 2: Good features and no important shortcomings |
| Key Stage 2 – Grade 3: Good features outweigh shortcomings |

Good features

171. Pupils in KS1 listen intently to a range of stimuli such as a story read to them by the teacher, the contributions of other pupils and to sound tapes.

172. They talk with individuals and in groups about matters within their experience and interest. The more able offer additional observations such as comments about their visit to the local park. They confidently take part in role-play activities arising from familiar work in the classroom.

173. They read words which are familiar to them and within their experience and succeed in developing this fairly fluently. They use the context to identify meaning and they make use of the sound of letters in order to decode a new word.

174. A significant number make good progress in writing. Their ability to punctuate, spell and form orderly sentences is developing well. They write for various purposes and hand-writing is developing appropriately.

175. The majority of KS2 pupils listen purposefully and the most able take part in discussions through offering extended comments. They express an opinion clearly and eloquently on matters which affect their local environment. They speak using the local dialect fluently and confidently.
176. The most able read correctly and understand clearly what they are reading. They gather information from a variety of sources including reference books and computer programs.

177. Their writing shows appropriate order and continuity in preparing reports and writing a letter. They write in a variety of forms and for different purposes. Overall, the most able write correctly with appropriate expression.

**Shortcomings**

**In KS2**

178. There are shortcomings with regard to structure of sentences, verbal forms, spelling and punctuation in the writing work of a significant minority of pupils.

179. Their creative writing work is not sufficiently extended.

180. Overall, pupils do not respond sufficiently to a variety of literary topics and materials.

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<th>Mathematics</th>
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<td><strong>Key Stage 1 - Grade 2: Good features and no important shortcomings</strong></td>
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<tr>
<td><strong>Key Stage 2 - Grade 3: Good features outweigh shortcomings</strong></td>
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**Good features**

181. In both key stages, pupils make effective use of counting strategies and adapt them well to complete mental tasks. They successfully include their mathematical skills in practical tasks across the curriculum. They discuss their work using mathematical language correctly.

182. Pupils in KS1 have a sound understanding of number bonds and the place value of all digits in number and use this to arrange numbers up to 100. They recognise sequence and patterns in numbers. They can differentiate between odd and even numbers confidently.

183. Pupils recognise the most common coins and can add simple sums of money correctly to make different totals. Pupils have a good knowledge of the features of two and three-dimensional shapes and the older pupils can interpret graphs effectively.

184. Pupils have a good knowledge of simple fractions which help them in their understanding of the concept of time. They can tell the time to the hour, half an hour and quarter of an hour.

185. Pupils in Y2 are starting to measure using standard and non-standard units and the most able can estimate through using a range of mental strategies. They gather a range of simple information, such as measuring parts of the body, and recording it in graph form. They discuss and analyse data with good understanding.

186. Older pupils in KS2 understand halving and doubling and use appropriate mathematical language. They confidently explain the methods used to find answers.
187. Pupils in KS2 use the four operations correctly and they have a good understanding of place value. They have an increasing knowledge and understanding of tables in dividing or multiplying.

188. Pupils in Y3 and Y4 use the four rules correctly to solve daily problems. They read times on the clock quickly and correctly to periods of five minutes. They recognise three-dimensional shapes and discuss their features confidently. They read, write and arrange numbers up to 1000, and understand the concept of division and recognise simple fractions well. They have a good understanding of money. They recognise different types of angles. They complete practical measuring and weighing activities confidently and show a good understanding of symmetry.

189. Pupils in Y5 and Y6 can handle data in a variety of situations. They have a good understanding of different types of graphs and they interpret them appropriately. Older pupils strengthen and extend their understanding further through carrying out field investigations. They analyse data concerning English football teams and undertake a census of ducks on five of the lakes of Snowdon.

190. Older pupils know that decimal forms, fractional and percentage can be equal to each other. They can confidently transfer their knowledge of the decimal notation to their work on metres and centimetres. They extend their understanding of the number system to include negative numbers.

191. Pupils in B5 and B6 have a good understanding of the properties of triangles and they measure area effectively. In Y6, pupils measure angles correctly, count regular and irregular perimeter shapes confidently, and read and plot co-ordinates in the four quadrants well.

192. Pupils are developing a good understanding of co-ordinates which they use practically in other subjects, for example geography. They use ICT very effectively to gather, interpret and represent data.

Shortcomings
193. The problem-solving skills of pupils in KS2 are insufficiently developed.
194. The skills of some pupils in explaining the methods they used to find answers are underdeveloped.

Information technology

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

Outstanding features
195. Pupils in KS1 and KS2 possess very good basic skills. They have frequent opportunities to practice these skills as the school has invested extensively in ICT equipment.
196. Pupils in KS2 use ICT to share, exchange and integrate different forms of information. In preparing PowerPoint presentations of a high standard, they show a good awareness of audience.
197. They input information into a database. They show the results in graph and chart form. They interpret their findings skilfully and question the credibility of their results.

198. They use the Internet effectively to search for information. They know how to send an e-mail and attach a document. They can insert pictures into a word processor in order to create leaflets, pictures and posters.

199. Their modelling skills are developing effectively. They can change the values in a Logo procedure, examine patterns and make simple predictions about their results.

**Good features**

200. Pupils in KS1 can open a program, add to a file which already exists and save it in order to use it in the future. They can create a picture on the screen in order to illustrate a story.

201. Pupils in KS1 communicate information and ideas in different forms. They use their word processing skills to present information and pupils in Y2 can adapt a text through changing the font, size and colour of the text.

202. They can input information into an existing database and display the information in graph form.

203. They develop their modelling skills well through entering instructions in order to create movement in a floor robot.

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**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**

204. In KS1, pupils develop a sound awareness of their local area. They can discuss the features and location of their homes as well as draw a simple map of Parc y Werin. They can confidently refer to the geographical features of the village such as the street, shop, chapel, open cast mine and the Black Mountains. They can name nearby villages and towns and discuss the work of individuals within the community.

205. Pupils in Y2 know how to use the points of a compass and the relationship between a globe and an atlas. The more able can name the countries in Britain and place them correctly on a map.

206. Pupils in KS1 know the main features of the daily weather, they understand the changes in the seasons and can confidently discuss the different types of clothes worn in summer and winter.

207. In studying two contrasting communities, namely Gwauncaegurwen and Oxwich, pupils can discuss the similarities and differences in both areas using the appropriate geographical terminology.

208. In KS2, the vast majority of pupils can differentiate between human and physical aspects in describing the features of villages, towns and cities.
209. Pupils in Y3 and Y4 make effective use of maps to locate specific places and can discuss well the advantages and disadvantages of living in a village like Gwauncaegurwen compared with a city like Swansea.

210. The pupils' understanding of contrasting areas is developing well in KS2 through their study of Porthcawl. They show a good awareness that two places can have similar and different features. They are aware of some of the advantages of living in Porthcawl and can make suggestions as to why people from the city and the valleys want to take a holiday there.

211. Pupils in KS2 have a very good understanding of the way people can affect the environment and why it is important to protect it. They have a very good awareness of the features of different sources of energy and begin to become aware of their effect on the environment.

212. Year 5 and 6 pupils' understanding of a less economically developed country is developing appropriately. They can refer to some of the similarities and differences between St Lucia and Wales. The older pupils can identify the continents and oceans on a map of the world.

213. Pupils in both key stages benefit from a wide range of extra-curricular experiences, such as the challenging and varied Eco programme. The school is about to receive the Green Flag Gold Certificate for its work in relation to conserving the environment for the future. Pupils are aware of the importance of sustainable development and global citizenship.

214. The school's links with schools in Europe, such as the Comenius project, further broadens the pupils' geographical information and understanding and their appreciation of language and heritage.

Shortcomings

215. Pupils' mapping skills in KS1 are underdeveloped.

216. The awareness and understanding of pupils in KS2 of a less economically developed country is insufficiently developed.

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

217. Pupils in both key stages are developing an appropriate knowledge and understanding of beliefs and cultures of Christian and other religions in accordance with the local agreed syllabus.

218. Pupils of all ages become aware of the way believers of different religions worship and the customs related to their festivals and celebrations.

219. Pupils in both key stages receive opportunities to visit places of worship such as the local chapels and church, Mosque and Synagogue. They have opportunities to enquire and discuss relevant issues with important leaders such as the Archbishop of Wales.

220. Pupils in KS1 have good knowledge of familiar stories from the Bible. They can retell them orally, in pictures and in writing.
221. Pupils in KS1 can describe their visit to the local church well. They refer to the importance of special areas such as the font and pulpit, and their significance. They describe the vicar’s work correctly.

222. They are aware of the important celebrations and festivals in Christianity and can refer to Hindu celebrations such as Divali.

223. Pupils in KS2 are aware of the way in which people’s lives are affected by their own and other people’s religious beliefs.

224. They know how and why believers of various religions worship, meditate and celebrate their religion.

225. Pupils in Y4 and Y5 know the significance of Lent in the Christian calendar. They also have a good understanding to the customs and traditions relating to Islam and can refer to some of the religious artefacts used by Moslems.

226. Pupils in Y5 and Y6 have a good knowledge of the role of religious leaders both locally and nationally. Their understanding of the concept of symbolic religion is developing well. They know of the Jewish customs relating to worship and that they are different to those in other religions.

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**School's response to the inspection**

The inspection recognises and acknowledges the improvements in standards of teaching and learning at the school. It notes that we have eliminated the unsatisfactory teaching and shows that by now 74% of the teaching is good or very good. This, together with the comments in relation to the attitudes of our children towards learning and attainment, satisfies us as staff as well as motivating us to maintain and raise standards further. It is good to see that the inspectors’ comments acknowledge how good our provision is for additional learning needs and the good work that the school does in identifying children early in their school life. The report identifies some aspects of education for children of lower abilities which need attention but also acknowledges the good standards of teaching and provision which is already offered.

We are proud of the inspectors’ positive comments regarding the hard work of the teaching and ancillary staff and the intimacy and friendliness of staff towards each other and with the children. This is fitting testimony of the positive ethos and caring atmosphere which exists at the school. The report also raises those good aspects which are the foundation of environment the school’s efforts to create a community and habitat which is secure and happy and promotes the education and personal development of the children. The improvements clearly identified in the report are testimony to the efforts, constant work and professionalism of all the staff at the school together with the willing commitment and co-operation of the governors and parents.

The school will be preparing an Action Plan as a result of the report in order to respond to the recommendations made by the inspectors. As identified in the report, there are already plans to develop the input of children in the process of setting their own targets, to develop the role of the co-ordinators with regard to evaluating the pupils’ standards of achievement and to develop the way staff expertise is used.
across the school. The comments made in the report convince us of our ability to move forward confidently in that direction.

It is also obvious that there are weaknesses which affect the attainment of children in the core subjects at the end of KS2. We will need to address the analysis of results more efficiently in order to respond effectively and raise standards. It is also clear that we need to look closely on how we assess foundation subjects and refine that process so that we can be more efficient. These will be a priority for the school.

Where possible, we will respond to the weaknesses identified by the end of this school year whilst other matters will be transferred to the revised SDP. Amongst these will be the priorities already noted; our strategy for developing children’s input into their own personal targets; developing purposeful and effective procedures for subject co-ordinators and to develop the role of the governors in monitoring the quality and standards of the provision in the school.

An Action Plan will be prepared in response to the recommendations and will be sent to each parent. The governors’ annual report to parents will also report on any developments.
Appendix A

Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Ysgol Gynradd Gymraeg Gwauncaegurwen</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Nursery and Primary</td>
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<tr>
<td>Age-range of pupils</td>
<td>3 – 11</td>
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<tr>
<td>Address of school</td>
<td>New Road Gwauncaegurwen Ammanford</td>
</tr>
<tr>
<td>Postcode</td>
<td>SA18 1UN</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01269 824956</td>
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Headteacher                   | Mr Keri Graham Morgan                |
Date of appointment            | September 2005                       |
Chair of governors             | Mrs Gwenda Thomas AM                 |
Registered inspector           | Mr D Gwynfor Evans                   |
Dates of inspection            | 13 -15 February 2006                 |

Appendix B

School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>N (fte)</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Total</th>
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<td>Y1</td>
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<td>15</td>
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<tr>
<td>Y3</td>
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<td>Total</td>
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<table>
<thead>
<tr>
<th>Number of teachers</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
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<tbody>
<tr>
<td>Number of teachers</td>
<td>6</td>
<td>1</td>
<td>6.7</td>
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Staffing information

<table>
<thead>
<tr>
<th>Pupil: teacher (fte) ratio (excluding nursery and special classes)</th>
<th>18.3</th>
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<tr>
<td>Pupil: adult (fte) ratio in nursery classes</td>
<td>10:1</td>
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<tr>
<td>Average class size, excluding nursery and special classes</td>
<td>24.6</td>
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<tr>
<td>Teacher (fte): class ratio</td>
<td>1.34:1</td>
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Percentage attendance for three complete terms prior to inspection

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<thead>
<tr>
<th>Term</th>
<th>N/R</th>
<th>KS1</th>
<th>KS2</th>
<th>Whole School</th>
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<tr>
<td>Spring 2005</td>
<td>85.16</td>
<td>95.8</td>
<td>94.8</td>
<td>95.13</td>
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<td>Summer 2005</td>
<td>81.47</td>
<td>93.25</td>
<td>93.85</td>
<td>93.65</td>
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<tr>
<td>Autumn 2005</td>
<td>83.8</td>
<td>94.1</td>
<td>95.53</td>
<td>95.05</td>
</tr>
</tbody>
</table>

Percentage of pupils entitled to free school meals | 15
Number of pupils excluded during 12 months prior to inspection | 0
## National Curriculum Assessment Results

### End of Key Stage 1:

#### National Curriculum Assessment KS1 Results 2005
(National Data 2004)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher Assessment</th>
<th>Number of pupils in Y2: 18</th>
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<tbody>
<tr>
<td></td>
<td>Percentage of pupils at each level</td>
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<tr>
<td>Welsh</td>
<td>Teacher Assessment</td>
<td>School</td>
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<tr>
<td>Mathematics</td>
<td>Teacher Assessment</td>
<td>School</td>
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<td></td>
<td></td>
<td>National</td>
</tr>
<tr>
<td>Science</td>
<td>Teacher Assessment</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National</td>
</tr>
</tbody>
</table>

#### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

- In the school: 89
- In Wales: 80

D  Pupils who have been disapplied from the statutory arrangements
W  Pupils who are working towards level 1

### End of Key Stage 2:

#### National Curriculum Assessment KS2 Results 2005
(National Data 2004)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher Assessment</th>
<th>Number of pupils in Y6: 15</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of pupils at each level</td>
<td>D</td>
</tr>
<tr>
<td>English</td>
<td>Teacher Assessment</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National</td>
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<tr>
<td>Welsh</td>
<td>Teacher Assessment</td>
<td>School</td>
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<tr>
<td>Mathematics</td>
<td>Teacher Assessment</td>
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<tr>
<td>Science</td>
<td>Teacher Assessment</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National</td>
</tr>
</tbody>
</table>

#### Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment

- In the school: 66
- In Wales: 72

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

Evidence base of the inspection
• The school was inspected by a team of three inspectors over a period of seven inspector days.
• The headteacher was the nominee.
• Twenty-three lessons or parts of lessons were inspected as well as a selection of pupils’ practical and written work.
• Inspectors listened to pupils reading.
• Inspectors observed registration, collective worship and other activities during the inspection.
• Discussions were held with staff and pupils regarding their work.
• Discussions were held with the School Council and the Eco Council.
• All documents presented by the school before and during the inspection were analysed.
• Pre-inspection meetings were held with the staff, parents and governing body.
• Seventeen parents attended the pre-inspection meeting and the eighteen questionnaires returned by them were analysed.
• Post-inspection meetings were held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
<th>Subject responsibilities</th>
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<tbody>
<tr>
<td>Mr D Gwynfor Evans Rgl</td>
<td>Context Summary and recommendations</td>
<td>Welsh information technology religion education</td>
</tr>
<tr>
<td></td>
<td>Key questions 1, 5, 6 and 7 Appendices</td>
<td></td>
</tr>
<tr>
<td>Mr Ogwyn Phillips Team</td>
<td>Key Questions 2, 3 and 4</td>
<td>Mathematics geography children under five</td>
</tr>
<tr>
<td>Mrs Janice Davies Lay</td>
<td>Contributions to questions 1, 3, 4 and 7</td>
<td></td>
</tr>
<tr>
<td>Mr Keri Morgan Nominee</td>
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</table>

Acknowledgement

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

Contractor:
EPPC/Severn Crossing Ltd
Suite H, Britannic House
Llandarcy
Neath SA10 6JQ