

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOL INSPECTIONS ACT 1996**

**YSGOL GYNRADD MAESYBONT  
MAESYBONT  
LLANELLI  
CARMARTHENSHIRE  
SA14 7SU**

**SCHOOL NUMBER: 669/2002**

**DATE OF INSPECTION: 3-5 FEBRUARY 2003**

**BY**

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**DATE: 7 APRIL 2003**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :**

CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NAfW	-	National Assembly for Wales
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
Y	-	Year

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## **PART 2: THE INSPECTION SCHEDULE**

### **1. CONTEXT**

#### **The school and its priorities**

Maesybont Primary School is a small school which is located in the village of Maesybont, near Gorslas, Llanelli, and receives pupils from the village and the surrounding area. Carmarthenshire LEA has designated the school a Category A school. In KS1, the pupils are educated through the medium of Welsh and mainly so in KS2; the aim is to ensure that the children are totally bilingual by the end of KS2. Approximately 25% of the children are from homes where Welsh is the predominant language spoken at home. The school indicates that the area is neither prosperous nor economically disadvantaged.

Education is provided for pupils between the ages of three and 11. There are 17 children on roll. There are no pupils from a multi-ethnic background. The majority of pupils have received pre-school education. There are no pupils registered as being entitled to free school meals. There are five pupils on the SEN register, none of whom carry statements.

The school, which was built in 1878, is organised on traditional lines with two classrooms and a dining room. The present budget permits two full-time teachers and a full-time teachers' aide to support children under five and assist pupils with SEN. The school gained the Basic Skills Quality Mark in January 2002 and the school was last inspected in the Summer Term 1997.

The school's aim is to create a caring and pleasant environment where pupils and staff can feel happy and safe, and to develop pupils' learning spiritually, morally, socially and culturally, so that they achieve their full potential.

The focus for the present academic year is to:

- maintain standards in numeracy and literacy;
- improve provision for children under five;
- further develop the arrangements for measuring improvement and to ensure effective leadership and management;
- create a central library in order to develop pupils' reading skills further;
- maintain current staffing levels.

### **2. MAIN FINDINGS**

#### **The main findings of the report**

Maesybont Primary School has a number of good features and provides a good standard of education for its pupils. The GB is supportive, and the headteacher, with the support of the KS1 teacher, provides clear and caring leadership. The positive ethos, the good standard of teaching and the pupils' behaviour and attitudes to learning are obvious strengths in the school.

## Educational standards achieved by pupils

- Pupils' educational standards are satisfactory or better in all the lessons that were observed, 11% of which are very good and 78% good.
- The general standard of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The standards in the six areas are as follows:

Language, Literacy and Communication Skills	Very Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Good

- In Key Stage 1(KS1), and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

	<b>KS1</b>	<b>KS2</b>
Welsh	Very good	Good
English	---	Good
Mathematics	Good	Good
Science	Good	Good
Design and Technology	Good	Satisfactory
Information Technology	Very good	Good
History	Good	Good
Geography	Very good	Good
Art	Good	Good
Music	Good	Satisfactory
Physical Education	No judgement	No judgement
Religious Education	Good	Good

- The standards and the progress children make in the key skills across the curriculum are consistently good in the early years. In KS1 and KS2, standards across the curriculum are very good in listening, good in speaking, writing, application of number and use of ICT. Standards in reading are satisfactory; pupils' higher order reading skills in searching for information in reference books are limited.

## Ethos of the school

- Pupils' moral development is very good and their social and cultural development is good; their spiritual development is satisfactory. Pupils develop a very good knowledge and appreciation of Wales' culture and heritage. Their awareness of other creeds and cultures, racial equality and world citizenship is developing well. Pupils are given limited opportunities to meditate quietly on a range of experiences.
- Pupils' behaviour and attitudes to learning are very good. There is a happy and organised atmosphere in the school and pupils are courteous and eager to co-operate.

- Pupils' attendance levels are satisfactory. Parents co-operate well by explaining reasons for absences, but the fact that some families take their holidays during the school term is a cause for concern.

### **Quality of Education**

- The standard of teaching is a strength of the school and contributes significantly to the good standards achieved by the pupils. The quality of teaching is satisfactory or better in all the lessons that were observed including 70% where it is good and 10% where it is very good.
- Teachers have a very good relationship with pupils and they know the pupils and their backgrounds very well. Teaching is consistently good and sometimes very good in language development of children under five and pupils in KS1. Effective techniques are used to develop pupils' bilingual skills in KS2. Teachers plan lessons well and pay attention to the teaching aims, continuity and progression. Organised, direct teaching, good classroom organisation and the good use of teaching resources develop the pupils' knowledge, understanding and skills effectively. Teachers make effective use of ICT to support teaching.
- In the lessons judged to be less effective, pupils are over-directed and they are given insufficient opportunities to work independently as a group nor to develop their investigative skills.
- The quality of assessment, recording and presentation of reports is good. The policy and guidelines for assessment and recording are effective and they are implemented well. There is no marking policy and although pupils' work is marked regularly, there is inconsistency in the practice with regard to indicating the way forward to pupils. Annual reports to parents comply with statutory requirements.
- The curriculum for children under five promotes the Desirable Outcomes for Children's Learning. In KS1 and KS2, a broad, balanced and varied curriculum is provided, which fulfils the requirements of the NC and religious education. The school has recently begun to adapt a number of schemes of work that have been prepared by the Local Education Authority (LEA) and national agencies in order to meet the school's particular needs and circumstances. Provision for homework is good and supports classwork effectively; the extra-curricular provision offered by the school is good.
- The support and guidance offered to pupils is good on the whole. The school's pastoral care is very good and the pupils feel at home in a friendly, welcoming, caring and safe atmosphere. Pupils are offered equal opportunities in all the school's activities. No school policy is available with regard to child protection in order to comply with statutory requirements. Cleaning materials and first aid equipment is located in the pupils' cloakroom in contravention of health and safety guidelines.
- Provision for pupils with SEN is satisfactory and pupils make satisfactory progress in line with targets set in their IEPs.

- There are good links between the school and parents, the community and other organisations. The school receives good support from the school's 'Parents and Friends' Association. There is a formal home-school agreement which includes meaningful aims to promote a good relationship. Neither the school's prospectus nor the GB's annual report comply fully with statutory requirements.
- Links with industry are good and continue to develop.

### **Management**

- The quality of self-evaluation and planning for improvement is satisfactory. A self-evaluation culture has been established and the process, which includes the staff and the governors, is at an early stage of development. The SDP is a useful document which notes appropriate priorities and strategies for their achievement. The system of monitoring curriculum subject areas is at an early stage of development.
- The quality of the school's leadership and management is good. The headteacher gives the staff clear and caring leadership in improving the educational provision and in planning to improve standards of achievement. The new GB is supportive of the school and is beginning to discharge its statutory obligations effectively. It deals effectively with the school's finances with support from the LEA. The school controls its resources appropriately and ensures very good value for money.
- Overall, the standard of staffing and accommodation is good. The school has suitable staff and sufficient rooms for the number of pupils at the school although space for under fives is restricted. There is no suitable covered area for physical education and there is no central library in order to develop pupils' higher reading skills and investigative work. The school has satisfactory learning resources for the majority of curriculum subjects and very good ICT resources.

### **Progress since the last report**

- Since the last inspection in 1997, the school has made good progress in meeting the targets set in the action plan.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards Achieved in Subjects and Areas of Learning**

Pupils' standards of achievement are satisfactory or better in all the lessons observed including 11% where they are very good and 78% where they are good.

- On the whole, children under fives' standards of achievement are good. They make very good linguistic progress with children from non-Welsh-speaking homes speaking fluently in Welsh by the time they are five years old. Their progress in personal and social development, mathematical and creative development, and their knowledge and understanding of the world is good. Progress in physical development is satisfactory. Baseline assessments indicate that children's attainment on entering the school is average for the vast majority of children.



- In KS1, standards are very good in Welsh, information technology and geography and good in the remaining NC subjects and religious education. It was not possible to make a judgement on standards in physical education. Children listen very attentively during lessons, they read very well in Welsh and they speak and write confidently in Welsh across the curriculum. They use ICT very confidently to support the learning and they have a very good knowledge and understanding of the local area.
- In KS2, standards are good in all the NC subjects and religious education apart from design and technology and music where standards are satisfactory. It was not possible to make a judgement in physical education. The standards of bilingualism achieved by the pupils are good. They display an increasing ability to transfer from one language to the other. In both key stages, there was an insufficient number of pupils taking the NC 2002 tests to make a valid judgement in comparison with national averages.
- Boys and girls make similar progress throughout the school. Pupils with SEN make satisfactory progress towards the targets set in their IEPs.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Across the curriculum, pupils' listening skills are very good and speaking, writing, application of number and use of ICT are good; their reading skills are satisfactory.

- Pupils' listening skills are very good throughout the school. In both key stages, they make good use of their oral skills in answering questions purposefully, making comments and sharing experiences effectively.
- The majority of pupils in both key stages and especially in KS1 contribute at length to discussions on a variety of subjects.
- The skills of the majority in reading for information in subjects across the curriculum are satisfactory. Their higher order reading skills when reading for information in reference books are limited.
- At levels appropriate to their age and ability, the majority of pupils display effective development when writing narratively and creatively in Welsh outside language lessons. KS1 pupils' skills are consistently good and, at times, very good in this context. Across KS2, at levels appropriate to their ages, pupils display good writing skills in differing forms and for varying purposes both in Welsh and English.
- KS1 and KS2 pupils use their reasoning and information analysis skills effectively in handling data in the different subjects across the curriculum.
- Pupils in both key stages make good use of their ICT skills across the curriculum. At times, KS1 pupils make very good use of these skills. Pupils in both key stages use the Internet and CD-ROMs to collect information in a variety of subjects. The majority of pupils make good use of their ICT skills to support their work in elements of mathematics and science. They very effectively develop their word processing skills to present information and understanding in different areas.

- There is no whole-school planning to develop key skills across the curriculum.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Moral development is very good and social and cultural development is good; their spiritual development is satisfactory.

- Pupils display great respect for adults and their fellow pupils and their property, and display a firm understanding of the difference between right and wrong; they are very courteous and welcoming to visitors.
- They develop a good understanding of their relationship with the community and their responsibility for the environment. They are aware of the less fortunate in the area and the wider world and charities benefit from pupils' support and parents' generosity.
- The school complies with the statutory requirements for corporate worship. Assemblies make an appropriate contribution to pupils' moral and social development and they concentrate effectively on moral values and elements.
- Pupils' spiritual development is developed in the morning assembly but the opportunities to meditate quietly on a range of experiences are limited. Pupils are given insufficient opportunities for quiet reflection and to foster their experiences of awe and wonder.
- Pupils develop a very good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other creeds and cultures, racial equality and world citizenship, is developing well, mainly through their work in religious education and geography.

### **4.2 Behaviour and Attitudes**

Behaviour and attitudes to learning are very good.

- There are clear and effective school policies as well as rules to promote good behaviour, discipline and prevent bullying.
- There is a happy and organised atmosphere in the school; pupils are courteous and keen to co-operate.
- Home and school co-operate closely in order to ensure good values and behaviour.

### **4.3 Attendance**

Attendance levels are satisfactory.

- The school complies fully with the statutory requirements for recording attendance.
- The vast majority of pupils arrive on time and lessons commence promptly every day.
- There is co-operation with parents in the matter of explaining reasons for absence. It is a matter of concern for the school that some families take their holidays during the school term.
- The school has not set specific targets for improving attendance.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching is a strength of the school and contributes significantly to the good standards achieved by the pupils. The quality of teaching is satisfactory or better in all the sessions observed including 10% where it is very good and 70% where it is good.

- Teachers have a very good relationship with the pupils and know them and their backgrounds very well. Pupils' efforts and good work are celebrated; constant encouragement ensures progress.
- Teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and at times very good in developing the language skills of under fives and KS1 pupils, and effective techniques are used to develop bilingual skills in KS2.
- The quality of teaching of under fives is founded on a sound knowledge and understanding of the Desirable Outcomes for Children's Learning. Learning resources and the teachers' aide are used effectively to ensure that the children have a good range of experiences and that they are extended in an appropriate manner.
- The staff's close co-operation ensures good provision and equal opportunities for all the pupils.
- Teachers plan their lessons well, paying attention to teaching aims, continuity and progression. Organised, direct teaching, good classroom organisation and good use of teaching resources develop pupils' knowledge, understanding and skills effectively.
- Teachers use a good range of teaching techniques and organisational strategies in order to ensure that all the pupils listen attentively and remain on task for an extended period of time. They make effective use of ICT to support the learning.
- Generally, teachers have high expectations, set demanding tasks and match the work to pupils' abilities well.
- Teachers provide a stimulating environment with good displays of pupils' work, which promote the teaching and learning.

- There are a number of direct experiences, either in the area, or beyond, which are a feature of the provision and the work that follows in the classroom ensures that pupils' experiences contribute to the development of the work.
- In lessons judged to be less effective, pupils are over-directed and consequently they are neither given sufficient opportunities to work independently as a group nor to develop their investigative skills.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting is good.

- The policy and guidelines for assessment and recording are effective and are implemented well.
- Good use is made of information gained from a number of tests and suitable means of assessing the achievements and progress of under fives have been established, based on the six areas of learning.
- Assessment opportunities are clearly noted in the short term planning and thorough use is made of the evidence obtained from current assessment in order to facilitate further planning.
- There is no marking policy, and whilst pupils' work is marked regularly, practice with regard to pointing out to pupils the way ahead is inconsistent.
- There is a record folder for each pupil where a range of evidence, progress and development is kept. A statement is made regarding each pupil's development in the different subjects at the end of each term. The folder contains samples of levelled work in the core subjects.
- Individual targets are determined for every pupil on a termly basis, in literacy, numeracy and personal development and these are discussed with pupils and their parents.
- The school tracks pupils' progress in detail and analyses test results and NC tasks annually.
- The annual reports to parents comply with the statutory requirements. They give a clear picture of individual pupil's development and note the way ahead in the core subjects. Usually, there is information about pupils' development in the foundation subjects and religious education.

## **5.3 Curriculum**

The curriculum is broad, balanced and varied and it fulfils the requirements of the NC and religious education.

- The curriculum for the under fives meets the requirements of the six areas of learning.

- Good quality policies for the curriculum subjects have been prepared; they offer the teachers clear guidelines.
- The school has recently begun to adapt a number of schemes of work prepared by the LEA and national agencies in order to meet the schools particular needs and its situation.
- There is no planning at whole school level to develop the key skills across the curriculum.
- Provision for homework is good and supports classroom work effectively.
- The school has begun to develop strategies for PSE. They ensure inclusive social provision very effectively.
- Educational visits and visits by individuals to the school make very important contributions to curriculum development.
- The school places very good emphasis on the Cwricwlwm Cymreig, and in this way develops the pupils' awareness of the history, culture and traditions of Wales. The process of devising opportunities of developing their awareness of other creeds and traditions is good.
- The extra-curricular provision the school offers is good. It includes cultural as well as sporting experiences. Competitions linked to Urdd activities, for example, make a good contribution to the school's curriculum.

#### **5.4 Support, Guidance and Pupils' Welfare**

Support and guidance is good.

- The school's pastoral care is very good and the pupils feel at home in a friendly, welcoming, caring and safe environment.
- The teachers and the ancillary staff know the pupils very well and the pupils find it very easy to turn to them for help and guidance.
- Pupils receive good leadership and guidance with their class work and personal development.
- Pupils are offered equal opportunities in all of the school's activities.
- Good attention is paid to health education and due attention to sex education within the curriculum. Staff promote pupils' personal and social skills by means of the experiences they give them and the very good example they set.
- There is a very close relationship between the home and the school and the arrangements for contacting parents during the day should the need arise, are good. Parents are given opportunities to visit the school before their children start and the close relationship

between the school and the secondary school facilitates the transfer process very effectively.

- There is no school policy that complies with statutory requirements, with regard to child protection.
- The staff's first aid qualifications have not been updated.
- Cleaning materials and first aid equipment have been placed in the pupils' cloakroom in contravention of health and safety guidelines.

## **5.5 Provision for Pupils with SEN**

The provision for pupils with SEN is satisfactory and the pupils make satisfactory progress in line with targets set by the IEPs.

- The school's SEN policy, which complies with the requirements of the new CoP, provides clear guidelines to those who are involved in SEN procedures. The nominated governor, who is familiar with the provision supports well and she supervises pupils' progress and the means by which the policy is operated.
- The headteacher, as the SEN co-ordinator, plans the provision and ensures that the liaison with class teachers and support staff is effective.
- There are five pupils on the school's SEN register (34%) who receive school support. These pupils are fully integrated within the two classes and have access to a broad, balanced curriculum.
- Under the guidance of the class teachers, the under fives and KS1 teachers' aide is used to help pupils to improve specific skills in literacy on a withdrawal from class basis, and to support at other times in the classroom. The tasks set reflect the pupils learning needs satisfactorily and they make satisfactory progress. No use is made of ICT to support teaching.
- The IEPs, which have been formulated for the pupils on the SEN register, are of satisfactory quality; they include appropriate learning objectives, which are regularly revised, but they do not give sufficiently firm instructions regarding the support the pupils are to receive. The IEPs are not integrated sufficiently in the classes as a part of the planning, the teaching and the learning.
- The school is considering the needs of gifted pupils. Challenging tasks give them good opportunities to develop to their full potential.
- The parents of children with SEN receive information regularly, they are aware of the process of planning IEPs and their contents, and they give specific help, where this is beneficial.
- The school has not been appropriately adapted for pupils with physical disabilities.

- There are appropriate links with external agencies.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

There are good links between the school and the parents, the community and other institutions.

- The school has a policy and effective strategies for fostering links with the community and local institutions.
- The school receives good support from the School's 'Parents and Friends Association.' They assist with class activities such as art and local history and they also work industriously to raise money to buy additional resources.
- There is a formal agreement between home and school, which contains meaningful objectives in order to foster a good relationship.
- Parents are regularly informed about the school's activities by means of letters.
- Close links are established with the community by taking part in concerts and services which are held in the local chapel and in the Botanical Garden. The school plays a prominent part in Urdd activities.
- There are good social and administrative links with local schools and the three secondary schools to which the pupils transfer.
- There are good links with agencies and institutions including the Police and Mudiad Menter Iaith Cwm Gwendraeth. Although there are no formal arrangements with an initial teacher training centre, students visit the school occasionally.
- Neither the school's prospectus nor the GBs annual report comply fully with statutory requirements.

## **5.7 Partnership with Industry**

Links with industry are good and continue to develop.

- The school has a relevant policy and strategies for partnership with industry, which effectively extend the pupils' knowledge and understanding of the world of work within their area.
- There are good links with local and national agencies and industries, including a number of small businesses and large and small companies.
- Several purposeful visits have been arranged to places such as Alcoa, Dawn Pac, The Botanical Garden and Leekes; they enrich pupils' experiences well.

- The school benefits from links with industry and business in order to extend teachers' skills and in order to extend the curriculum for the pupils. The headteacher has attended courses organised by Careers Wales and ELWa
- Pupils at the school have won two computers in competitions organised by S4C and the Botanical Garden. The school receives resources and financial contributions from some local industries.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is satisfactory.

- The self-evaluation culture, which includes the staff and the governors, is at an early stage of development. The documentation that has been produced is appropriate.
- An effective response has been made to the key issues and the weaknesses noted in the last inspection.
- Recently, the strengths and weaknesses of the school were analysed. The SDP is a useful document, which notes appropriate priorities together with strategies for their achievement. Strategies for monitoring the progress made towards achieving the targets are already in place.
- Appropriate use is made of national and county data to compare aspects of the school's performance against other schools' performance and effective use is made of information about pupils achievement standards in the core subjects to indicate measurable targets.
- The system of monitoring subjects across the curriculum has begun to develop.

### **6.2 Leadership and Efficiency**

The quality of leadership and management is good. The school's aims and values promote a caring ethos and give the school a clear sense of purpose and direction.

- The headteacher provides the staff with clear and caring leadership for improving the educational provision and planning for raising the standards of achievement. The whole community, including parents, co-operate wholeheartedly with the headteacher and staff for the benefit of all pupils.
- The headteacher has full-time responsibility for a KS2 class. With the remaining money available, the school has prioritised the employment of a full time assistant to support under fives, KS1 and SEN pupils.
- The staff share subject responsibilities and work closely with others including the LEA advisor, on curriculum development. Resources are effectively managed, standards are



monitored and investigations are held to designate areas for development and for staff training requirements.

- The new GB is supportive of the school and is beginning to fulfil its statutory obligations effectively. The governors receive information regularly from the headteacher and they understand their role and responsibilities. They deal effectively with funding with the support of the LEA. Formal curricular links were established recently to monitor provision and standards of achievement.
- The school has a mainly delegated budget, which is administered by the LEA. The financial support officer provides effective advice and support. The full committee of the GB monitors expenditure and sets the budget. The school manages its resources appropriately.
- The local authority conducted an audit of the school's finances in April 2001. It was noted that the budget was well managed.
- There is no clerical assistance in the school and the headteacher undertakes all the administrative tasks, often in her own time, to ensure that the school functions effectively on a day-to-day basis.
- The school complies effectively with the statutory requirements and pays attention to NAFW guidelines and offers very good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing and accommodation are good; resources are satisfactory.

- The number of staff is appropriate for the number of pupils and they are suitably qualified for the age of pupils they teach. The teachers' aide works very closely with the teachers and her role is beginning to develop. Every member of staff has a job description.
- The teachers benefit from a useful range of INSET experiences, which contribute to their professional development as well as to curriculum development, and other aspects of the life of the school. The process of performance management for teachers has been established.
- The classrooms are sufficiently large for the number of pupils and good use is made of these teaching areas; the displays of pupils' work are of good quality.
- Space for under fives is restricted and there is no suitable covered area for physical education. In addition, there is no central library to develop pupils' higher order reading skills and investigative work, but the aim of establishing a library is one of the school's priorities.
- The internal condition of the building is good, as is the standard of cleanliness.

- The school has satisfactory teaching resources for the majority of curriculum subjects with very good resources for ICT. However, more Welsh and English reference books are needed as well as gymnastic equipment.
- The effect that the provision of resources and their use has on pupils achievement standards is good.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The education provided for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children are admitted full-time in the term in which they have their fourth birthday. There are two reception age children in the school who come from non-Welsh speaking homes. They share the class with KS1 pupils and they receive support from a full-time teachers aide. Baseline assessment results indicate that children's attainment is average.

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

Language development, literacy and communication are very good.

#### **Good features**

- The children listen very attentively and benefit from hearing KS1 pupils. They respond very well orally to likeable characters in their story books. They discuss readily and naturally and become fluent in Welsh by the time they transfer to KS1. They form letters comparatively correctly as they copy words and they understand that written symbols have sounds and meanings. The children listen, respond to and remember songs, nursery rhymes, poems and rhymes in order to develop vocabulary and reinforce their oral skills.

#### **Mathematical development**

Children's mathematical development is good.

#### **Good features**

- The children recognise number concepts to five and they form numbers correctly in their early records. They recognise simple shapes and they have a developing knowledge of the mathematics of money as they buy and sell in the shop. They use mathematical language in relevant contexts such as shape, place, quantity and sum. They remember a range of counting rhymes, songs and games.

#### **Shortcomings**

- There are no obvious shortcomings, but children are not offered sand and water activities regularly in order that they may share measuring and comparing experiences.

## **Personal and social development**

Children's personal and social development is good.

### **Good features**

- Children play well together and they are willing to share and take their turn. They respect the teacher and the teachers' aide and display care and a fondness towards other children and adults. They begin to take responsibility for personal cleanliness and display increasing confidence in seeking help when needed. Their development is less effective when one or the other is absent.

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

Children's knowledge and understanding of the world is good.

### **Good features**

- Children begin to understand the order of the days of the week, the times of day and the seasons of the year and their characteristics. They understand that people's lifestyle can change with the passage of time. They begin to recognise some types of workers from the characteristics of their work. They make effective use of information technology to begin to understand decision making and problem solving.

## **Creative development**

Children's creative development is good.

### **Good features**

- Children handle equipment with increasing skill and they enjoy cutting and pasting paper. They use a variety of materials to create representative images such as pictures, drawings and structures. They derive pleasure and enjoyment from role-play in the shop, the Wendy house and the telephone kiosk. In formal music lessons with KS1, children have good opportunities to enjoy the rhythm of music and to create music with a variety of instruments and with their voices.

## **Physical development**

Children's physical development is satisfactory.

### **Good features**

- Children handle small apparatus such as painting equipment, pencils and scissors, confidently.

### **Shortcomings**

- There are few opportunities for the children to use large apparatus in order to develop their pushing, pulling, climbing and sliding skills.

## **Welsh**

Standards of achievement are very good in KS1 and good in KS2.

### **Good features**

- In both key stages, pupils listen attentively to stories, songs and presentations by teachers.
- Pupils in both key stages express themselves orally in a confident manner and they hold a discussion and express opinions articulately with increasing correctness. They are very ready to hold an intelligent conversation informally with their fellow pupils, teachers and strangers. They are able to discuss logically and clearly when working in pairs.
- Standards of reading are very good in KS1; they read correctly, fluently and with understanding and convey meaning clearly with appropriate intonation and in accordance with the guidance given by the punctuation.
- In KS2, reading standards are good. They read their own work and other printed resources aloud with comparative confidence. Pupils discuss stories and express opinions rationally and categorically about types of stories and the style of a book.
- In KS1, pupils display a good range of writing including letters, stories, dialogues and news. They punctuate with increasing accuracy and present their written work clearly and neatly.
- In KS2, they write extracts for different purposes using punctuation and mutations appropriately. Their spelling skills are developing appropriately and they have a good knowledge of nouns, adjectives and verb-nouns.
- Pupils use ICT effectively to present work in both key stages.

### **Shortcomings**

- There are no significant shortcomings but KS2 pupils higher order reading skills of skimming and scanning have not developed sufficiently and the standard of handwriting is inconsistent at times.

## **English**

In line with the language policies of the LEA for Welsh-medium schools, English is not introduced formally at KS1. Standards of achievement are good at KS2.

### **Good features**

- Pupils listen and respond well to instructions and explanations. They listen very effectively to their peers' contributions to discussions.
- The vast majority of pupils' speaking skills are good. They begin to develop an extensive vocabulary and make effective and extensive contributions to discussions. They respond

well to questions and offer appropriate comments when discussing the novel they are studying.

- By the end of KS2, the majority discuss their work effectively and express opinions, using language of a good standard when discussing work appertaining to Greek legends.
- Pupils' reading skills are developing well across the key stage. By the end of the key stage, the majority are reading fluently with appropriate expression; they display good understanding when they discuss the content of their reading.
- Pupils across the key stage display satisfactory progress in their information gathering skills from reference books.
- At levels appropriate to their age, the majority of pupils produce extended writing and present interesting work in their creative and factual writing. They produce work of a good standard including stories, descriptions, letters and dialogues. The majority have a good grasp of language conventions.
- Pupils make very good use of their word processing skills to present their written work.

### **Shortcomings**

- There are no significant shortcomings but the majority of pupils' higher order reading skills are limited and handwriting is inconsistent at times.

### **Mathematics**

Standards of achievement are good in both key stages.

#### **Good features**

- Pupils develop a good mathematical vocabulary across both key stages.
- In KS1, pupils attain good standards in their understanding of number and the value of money. They differentiate between odd and even numbers effectively, add and subtract correctly and count forwards and back in differently sized steps. Across the key stage, they solve simple problems in number and money very effectively.
- Pupils develop a good grasp of the 2, 5 and 10 times table and they respond quickly in mental tasks.
- Pupils sort objects according to size and shape effectively. They make good use of their research skills in weighing different objects and their use of centimetres in measuring work, which includes measuring the growth of flowers, is very good.
- Across KS1, pupils come to recognise two and three-dimensional shapes and their properties and they use two figure co-ordinates effectively. Their skills in creating simple graphs to record a variety of information are good. They make good use of ICT in this context.

- By the end of KS1, pupils develop a good understanding of halves and quarters, and of time in quarter hour segments.
- Across KS2, pupils have a good understanding of number and money and they have a firm command of length, weight and volume.
- At appropriate levels, KS2 pupils' mental skills are good. They discuss a variety of facts that belong to different numbers and do so very confidently including recognising the place value of different digits.
- Pupils at the lower end of KS2 display a good understanding of fractions. By the end of the key stage, they display a good understanding of the connection between fractions, percentages and decimals.
- Across KS2, pupils' understanding of angles is good. They measure the surface of different shapes effectively and they have a good grasp of two and three-dimensional shapes and their properties. They discuss positive and negative numbers well in their work on temperature. They display a good understanding of four figure co-ordinates.
- By the end of KS2, pupils display good research skills; they record and discuss data and make graphs to present findings effectively and make good use of their ICT skills.

### **Shortcomings**

- There are no significant shortcomings but, at levels appropriate to their ages, a minority of KS2 pupils have an unsure grasp of their multiplication tables.

### **Science**

Standards of achievement are good in both key stages.

#### **Good features**

- In both key stages, pupils describe and explain their work clearly, orally and in writing, using appropriate vocabulary.
- In KS1, in their study of physical processes, pupils have good understanding and knowledge of an electrical circuit. They make simple circuits using batteries, wires and bulbs. In their experiments, they come to understand that electrical devices will not work if there is a break in the circuit.
- They use ICT effectively including databases, when they indicate what electrical equipment there is in the different rooms of the school.
- KS1 pupils have a good understanding of forces in their study of magnets. They understand with certainty that forces are used when changing the shape of objects such as plasticene. They have a good understanding of how some everyday materials change when they are mixed. They record their experiments in detail.

- In their study of physical processes, KS2 pupils come to understand that sounds are made when objects vibrate. They experiment with the loudness of sounds and record their predictions.
- KS2 pupils record their observations in detail as they conduct research into changes in materials and they make good use of their mathematical skills to make careful measurements.

### **Shortcomings**

- There are no significant shortcomings but pupils do not have sufficient opportunities to plan investigations.

## **Design and technology**

Standards of achievement are good in KS1 and satisfactory in KS2.

### **Good features**

- KS1 pupils display effective planning skills as they investigate and make a moving character. They offer interesting ideas and refine their plans as to how they are going to illuminate the character's nose. They work effectively and independently in twos.
- KS1 pupils' work in building moving vehicles displays good planning and evaluation skills. The finished work displays good constructional skills.
- KS1 pupils experiment effectively with clay dough as they create different shapes to be joined by magnets. The finished products are very effective.
- KS2 pupils display satisfactory planning and evaluation skills as they create photograph frames from cardboard. The majority construct interesting and attractive frames. They create masks and scrolls of a good standard from cardboard and paper.
- As they set about planning to create an electrical toy, the majority of pupils in KS2 show that their skills with regard to presenting suggestions are developing effectively. When they experiment with different electrical circuits they display good skills as they solve the problems that arise.

### **Shortcomings**

- The skills of the majority of KS2 pupils as they plan the steps needed to make the finished article and evaluate the process effectively are not sufficiently developed.
- KS2 pupils' skills in working with a range of materials are limited.

## **Information technology**

Standards of achievement are very good in KS1 and good in KS2.

### **Good features**

- KS1 pupils make very good progress in their keyboard skills and handling the mouse. They display plenty of self-confidence and the ability to work independently when changing the font, saving their work, opening files and using the printer in a very effective manner.
- In KS1, pupils make very good use of their word processing skills to create a wide range of written work. They use art programs very confidently and their skills in searching for information on CD-ROMs are good.
- They make very good use of appropriate programs to support their learning in language and mathematics.
- The work done by KS1 on databases to create a variety of graphs is of a very high standard.
- In KS1, pupils experiment effectively and use the mouse very competently when creating a variety of situations including imaginary ones.
- Across KS2, pupils display very good skills when word processing. They use art programs very effectively to create different images.
- Across KS2, pupils' skills in the use of the Internet and the web are developing effectively. The majority make extensive use of their skills to collect information about different subjects.
- At levels appropriate to their age and ability, pupils' skills in storing information and using a database to create a variety of graphs are good.
- Pupils across the key stage are developing their understanding of using e-mail effectively and they have begun making good use of the digital camera.

## **History**

Standards of achievement are good in both key stages.

### **Good features**

- Across both key stages, at levels appropriate to their age and ability, pupils develop an appropriate historical vocabulary.
- KS1 pupils' awareness of the past is developing effectively by listening to stories about famous individuals including Jane Pritchard and Susan Rees and from hearing adults talking about their childhood.



- In KS1, pupils draw appropriate comparisons with the present by looking at artefacts and pictures in an old post office. They display a good understanding of the difference electricity makes to people's lives. They effectively discuss homes during the Age of the Celts on the basis of a visit to Castell Henllys.
- After visiting a Stuart manor house, KS1 pupils make very effective use of pictures appertaining to the visit, to make high standard observations about different rooms.
- KS2 pupils make good use of a visit to Castell Henllys to expand their knowledge about a number of aspects of life during the time of the Celts. They display a good understanding of different people who were a part of the society including the role of the priests. They present their knowledge and their understanding effectively including written and art work.
- In their study of the age of the Tudors, KS2 pupils display good understanding of the reasons for, and the effects of, the Acts of Union. They display good skills when discussing the concepts of fact and opinion.
- In KS2, pupils make very effective use of a manor house to develop further their understanding of a number of aspects of the life of the rich during the early modern period.
- KS2 pupils' work on social history during the Second World War is of a high standard. They display good awareness and make good use of the different types of sources including artefacts, photographs, newspapers and a range of other documentary evidence. They make very effective use of an interview with a person, who was a child during that time, to expand their knowledge by preparing very appropriate questions.
- An interesting element of their work is the very effective use they make of the school's Log book as a part of their study of the evacuees who came to the area.

### **Shortcomings**

- There are no significant shortcomings, but in both key stages the use pupils make of time lines to extend their chronological skills is limited.

### **Geography**

Standards of achievement are very good in KS1 and good in KS2.

### **Good features**

- Pupils in both key stages develop an extended geographical vocabulary. In KS1, they use correct terms when discussing their local area such as hill, river and post office. In KS2, they use correct terminology such as temperature, farming and planning.
- In KS1, pupils develop a very good knowledge and understanding of the properties of their local area. They describe in detail the physical and human features of their area.

- In KS1, pupils display a very good awareness of places outside their own locality in their study of Ammanford and Snowdon. They express firm opinions on the attractive and unattractive features of the two localities.
- In their geographical investigations, KS1 pupils make very good progress in their skills of collecting data and recording of field work. They follow instructions on maps, create sketch-maps, interpret symbols and keys and use four figure co-ordinates and references. They discover and locate places by using atlases and maps.
- KS1 pupils make very effective use of ICT to discover additional sources of information and to assist with the task of presenting information.
- In KS2, pupils build on the knowledge and the skills acquired in KS1. They have a good knowledge and understanding of the local area and they observe, collect and record information when undertaking a survey of the village. They produce accurate sketch-maps and interpret symbols and keys correctly. They use detailed four figure co-ordinates and references together with atlases and globes to locate places.
- In their early studies of planning boundaries, KS2 pupils have a developing awareness of how people affect the local environment. They research into the ways people care for the present and protect the environment for the future through sustainable development.
- In their study of a contrasting locality, KS2 pupils have a good knowledge and understanding of the Snowdon area. They explain in detail what sort of area the locality is and how it compares with Maesybont.
- Pupils use ICT effectively in order to assist the work of processing, sorting and presenting evidence.

### **Shortcomings**

- There are no significant shortcomings but skills of estimating and calculating distances by using scale have not developed sufficiently in KS2.

### **Art**

Standards of achievement are good in both key stages.

### **Good features**

- Art work is central to the school's exhibitions and this reinforces the pupils' curricular experiences. It creates an ethos which promotes and fosters a feeling of belonging amongst the pupils.
- In KS1, pupils' skills with regard to line, shape and form are developing well and they produce increasingly detailed work. They experiment with a variety of media.

- In KS1, pupils mix colours carefully, displaying a good awareness of tone. They blend the colours effectively when they produce different patterns.
- In their experiments on form, KS1 pupils make effective three-dimensional shapes and experiment with clay when they design and make plates to a good standard. They work together successfully to produce a good quality collage.
- In KS2, pupils build on the knowledge, understanding and skills acquired in KS1. They experiment successfully with techniques used by other artists including William Roberts, Jeffrey Steele, David Bell and others. They discuss their ideas and their feelings imaginatively and indicate clearly that they understand the techniques used by others.
- After tracing the information about Adrian Paul Metcalf on the web, KS2 pupils make elaborate three-dimensional paper patterns in the artist's form. In their study of the work of the sculptor Tim Pugh, pupils look effectively into texture and shape as they plan and create objects from natural materials.
- KS2 pupils sketch with increasing detail as they observe objects from nature using a pencil and pastel crayons.
- In both key stages, pupils use ICT effectively including recording imaginary observations.

### **Shortcomings**

- There are no significant shortcomings but KS2 pupils do not keep a sketch book to record information and observations.

### **Music**

Standards of achievement are good in KS1 and satisfactory in KS2.

### **Good features**

- KS1 pupils differentiate broadly within musical elements and use simple terms to describe how they are used for the purposes of expression.
- KS1 pupils sing songs in tune and play a simple pattern on a percussion instrument, whilst keeping time and a regular beat.
- Pupils become more confident in reading a graphic score and discuss effectively as they prepare to perform as a group emphasising dynamics.
- In KS2, pupils build satisfactorily on the knowledge, the understanding and the skills acquired in KS1.
- In response to a stimulus, KS2 pupils investigate satisfactorily a range of sound sources. They work with others to create simple compositions and differentiate satisfactorily within musical elements.

- In KS2, standards in singing are satisfactory. They sing in tune and control their breathing.
- Pupils who indicate an interest benefit from woodwind and brass instrumental tuition.

### **Shortcomings**

- KS2 pupils do not sing an expanding repertoire of simple unison and part songs.
- KS2 pupils' skills of developing and refining musical concepts have not developed sufficiently.

## **Physical education**

Owing to adverse weather conditions, physical education lessons were cancelled. As a result, there is insufficient evidence to make a valid judgement in both key stages.

### **Good features**

- From discussion with KS2 pupils and from other evidence, pupils derive pleasure from a satisfactory range of activities including football, rugby, cricket, rounders and athletics.
- The school's links with a football and a rugby club enhance the pupils' interest and involvement considerably.
- All the pupils at the school attend weekly swimming lessons one term a year, however, the pool is closed at present. The school notes that a significant proportion of the pupils attain the expected NC standards.

### **Shortcomings**

- In gymnastics, pupils skills in working at different levels have not developed sufficiently owing to a shortage of gymnastic equipment.

## **Religious education**

Standards of achievement are good in both key stages.

### **Good features**

- Across both key stages, pupils display a good knowledge and understanding of Christian festivals and celebrations. They are aware of Bible stories about living a good life and the contribution of Christians to good causes throughout the ages.
- KS1 pupils have a good knowledge of the different elements of the life and work of Jesus.
- In KS1, pupils confidently discuss the different parts of a chapel and are aware of the role of the minister in the local community; they connect his work with the concept of a leader.

- In KS1, pupils make effective use of pictures, artefacts and their personal experiences to develop a good awareness of the significance of the christening ceremony. They are aware of the different forms of the ceremony in chapels of differing denominations.
- In KS1, pupils have a good understanding of the importance of the Bible to Christians and by concentrating on the story of Feeding the Five Thousand, have compared the use of Welsh in an old Bible with the language in Beibl y Plant.
- KS1 pupils are aware of the importance of the Torah to Jews and they have expanded their understanding by creating their own scrolls.
- KS2 pupils have a firm understanding of the importance of places of worship and sacred volumes to Christians, Jews and Muslims. They make effective use of artefacts in this context.
- As a part of their work on the importance of festivals in religion, KS2 pupils are developing a good understanding of how Christians prepare for Easter. They develop an effective understanding of the significance of Lent.
- They display a good understanding in KS2 of the significance of festivals such as Rosh Hashanah to Jews and Diwali to Hindus. They make good use of their ICT skills to access relevant information.
- KS2 pupils develop further understanding of the Jewish religion by concentrating effectively on the story of Ann Frank.
- Pupils in both key stages make effective use of the mobile Mosque that they had in the school to develop a good understanding of a number of elements appertaining to the Moslem religion.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school was inspected during the Summer term 1997. It was specified that the school needed to act on six key issues, namely:

- **put further emphasis on developing and applying specific skills by means of the activities provided;**
- **ensure an appropriate pace to the learning across the curriculum;**
- **improve the accuracy of pupils' writing in Welsh and English in KS2;**
- **extend the more able pupils;**
- **plan purposeful learning opportunities more regularly for the under fives;**

- **ensure an appropriate balance between teacher presentation and pupils' activity within the learning programme.**

The school has made good progress in addressing the key issues noted in the last report.

- An audit of pupils' skills was undertaken and weaknesses were noted. A spelling scheme and a language programme were prepared to improve specific skills such as basic constructions and punctuation as well as revising the schools writing programme. Assistance was received from advisers, advisory teachers, athro bro and SEN teacher. In the 2003 inspection, it was judged that good progress has been made in developing pupils' specific skills although there is no planning at whole school level to develop the key skills across the curriculum.
- The teaching timetable, the planning strategies and the ancillary resources have been reviewed. INSET in management and curriculum subjects has been organised for teachers. The present inspection found that there is an appropriate tempo in all the lessons observed.
- The writing programmes in English and Welsh have been revised and evaluated and care has been taken to ensure that fundamental elements such as redrafting, linguistic correctness, spelling and punctuation receive appropriate attention. INSET in Welsh and English was organised for teachers and support was received from advisory teachers. Whole school targets were set to improve writing standards in both languages. At the moment, the school is in the process of constructing a literacy scheme of work. The present inspection found that there is good progress in the correctness of pupils' writing although the standard of handwriting is inconsistent at times.
- Differentiated, independent and extension work have been a focal point in order to ensure that able pupils achieve their potential; they have been given due time and attention. Whole school targets have been set for pupils to aim at. In the present inspection it was judged that the able pupils receive due attention and that they are achieving their potential.
- The provision was reviewed and adapted to provide structured activities and suitable equipment was bought. The teacher attended a course for under fives. Although space is restricted, it was judged in the present inspection that under fives have purposeful learning opportunities and make good progress. However, sand and water activities are not offered regularly in order that the children may share measuring and comparison experiences and there are few opportunities for the children to use large apparatus to develop their pushing, pulling, climbing and sliding skills.
- The teaching methodology, the use of time and the teaching momentum have been reviewed. Presentations have been revised in line with the agreed targets and individual lessons have been carefully planned. It was judged in the present inspection that the standard of teaching is consistently good with well-balanced lessons being taught on a regular basis.

## **8.2 Key Issues for Action**

In order to build on its strengths and good standards, the school needs to:

- maintain standards in the subjects and aspects judged to be good or very good and to raise standards in the satisfactory subjects and aspects by addressing the shortcomings noted;
- continue to adapt schemes of work to meet the specific needs of the school;
- devise a comprehensive policy for Child Protection;
- deal with the identified health and safety issues;
- comply fully with NAFW circular 14/01 and 15/01 in respect of the school prospectus and the GB's annual report to parents.

**The inspectors would like to thank the head, staff, children, parents and governors of the school for their welcome and co-operation during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Maesybont Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Maesybont Llanelli Carmarthenshire
Post Code	SA14 7SU
Telephone Number	01269 842266

Headteacher's name	Mrs Jessica Lewis
Date of appointment	September 2000
Chair of Governors/The Appropriate Authority	Mrs Marian Jones
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	February 3-5, 2003

### B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	3	3	3	1	4	1	17

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	9:1
Average class size, excluding nursery and special classes	9
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	91.4%	86.9%	96.2%	91.5%
Term 2	90.9%	93.5%	88.2%	90.8%
Term 3	96.6%	96.2%	96.2%	96.3%

Number of pupils excluded during 12 months prior to inspection.	0
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## C. Results of National Curriculum Assessments and Public Examinations

<b>National Curriculum Assessment KS 1 Results: 2002</b>	Number of pupils in Y2: 4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

<b>National Curriculum Assessment KS 2 Results: 2002</b>	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## D. The Evidence Base of the Inspection

The inspection was conducted by a team of three inspectors who spent a total of six inspector days in the school.

### Before the inspection:

- meetings were held with the headteacher and staff, the governing body and the parents; eight parents attended the pre-inspection meeting;
- questionnaires were distributed to all the parents and the 16 questionnaires that were completed were analysed; the inspection team noted the results;
- school documentation was examined.

### During the inspection:

- the evidence of the inspection was based on 29 lessons or parts of lessons across the age groups;
- a sample of pupils from both key stages were heard reading. Discussions were held with pupils about aspects of their work.
- a sample of their written and practical work in all subjects was examined.
- inspectors held discussions with the teachers at the end of the inspection days on a wide range of matters appertaining to the work of the school.
- the school's planning documents and its various files and records were considered.
- inspectors were present in whole school assemblies and at lunch time in the hall.
- meetings were held after the inspection with the headteacher, the staff and the governors.

## E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr J Harries Registered Inspector	1. The school and its priorities 2. Main findings 4.1 Standards achieved in subjects and areas of learning 5.1 Teaching 5.5 Provision for pupils with SEN 6.2 Leadership and Efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Early years Welsh Science Geography Music Art Physical Education
Mr R Thomas Lay Inspector	4.2 Behaviour and Attitudes 4.3 Attendance 5.6 Partnership with parents and the community, schools and other institutions 5.7 Partnership with industry	
Mr B Jones Team Inspector	3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.3 Curriculum 5.4 Support guidance and pupils' welfare 6.1 Quality of self-evaluation and planning for improvement 6.3 Staffing, accommodation and learning resources	English Mathematics History Design and Technology Information Technology Religious Education