

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

**YSGOL RHYS PRICHARD
LLANFAIR ROAD
LLANDOVERY
CARMARTHENSHIRE
SA20 0HY**

SCHOOL NUMBER: 669/2084

DATE OF INSPECTION: 21-24 JANUARY 2002

BY

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REGISTERED INSPECTOR: W248 17717**

DATE: 25 MARCH 2002

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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 :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CoP	-	Code of Practice
EWO	-	Education Welfare Officer
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
NC	-	National Curriculum
NQT	-	Newly Qualified Teacher
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Rhys Prichard is situated on the outskirts of the small town of Llandovery within Carmarthenshire LEA. The main building was erected in 1910. In order to provide for increasing numbers, cabins were erected at the back of the school yard. It was designated a Community School in September 1999. There are two streams in the school – the A stream, where pupils are taught mainly through the medium of Welsh, and B stream where English is the main medium. There are 219 pupils on the school roll at present. The under-fives class is a Welsh medium class. Because of long term ill health, the head has been absent from the school for a substantial period of time before and during the inspection.

The school states that half the pupils come from rural areas while the remainder come from the town of Llandovery itself. The area is neither prosperous nor economically disadvantaged and pupils represent the full range of ability and generally they are neither advantaged or disadvantaged. Approximately 20% come from homes where Welsh is the mother tongue and 1% from ethnic backgrounds; 14% are eligible for free school meals. There are six pupils who are statemented for SEN and 33 others are on the SEN register.

The school's general aims are to ensure that every pupil is received into a welcoming and secure atmosphere, where children have equal opportunities to fulfil their true potential.

The school's priorities this year are to establish a play area for the under-fives, to separate out and update reading resources in the school library, to augment ICT resources, to improve the condition of the cabins and plan for the provision of PSE within the curriculum.

The school was last inspected in June 1996.

2. MAIN FINDINGS

The main findings of the report

Ysgol Rhys Prichard has many strengths. The recent period has been difficult for the school, but many of the problems have been overcome. Teachers are caring, have a good relationship with pupils and are enthusiastic for the success of the school.

- Standards are judged to be satisfactory or better in around 95% of the lessons observed, of which about 37% is good and 10% very good.
- The educational provision for the under-fives, taken overall, is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

- Standards in the six areas of learning for the under-fives are as follows:

Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactor y
Creative development	Good

- Standards in KS1 and KS2 in the statutory subjects of the curriculum are as follows:

	KS1	KS2
Welsh	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Satisfactory
Welsh second language	Good	Good
Design and Technology	Good	Good
Information Technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Very Good	Very Good
Music	Good	Good
Physical Education	Satisfactory	Satisfactory
Religious Education	Good	Satisfactory

- Children under five make good progress as they apply and improve their developing skills in literacy, numeracy and ICT. Standards and progress across the curriculum in KS1 and KS2 are good in literacy and ICT; they are satisfactory in numeracy. Pupils in both key stages listen attentively, discuss confidently and write in a range of contexts. They use the Internet and CD-ROM program to acquire information; however, opportunities are lost to introduce numeracy in a number of classes.
- Moral, social and cultural development is good; spiritual development is satisfactory. Pupils develop a good awareness of the difference between right and wrong and respond well to responsibilities. They benefit from visits to the community. Although class assemblies and key stage assemblies contribute well to pupils' moral development, opportunities are often lost to reserve periods for silent personal meditation, in order to promote spiritual development.
- Pupils' behaviour and attitudes are good on the whole. The school is aware of the lack of self discipline among a small number of pupils and teachers take steps to deal with the cause quickly and efficiently.
- Attendance levels are satisfactory. Parents understand the procedures for explaining absences and there is total co-operation.

- Throughout the school, the quality of teaching is around 94% satisfactory or better in the lessons observed, of which about 40% is good and 14% very good. Teaching varies between classes which contain pupils of the same school year.
- The quality of assessment, recording and reporting is satisfactory. Specific aspects of the core subjects in KS1 and KS2 are assessed twice a year and individual targets are set for pupils each term in literacy and numeracy, Although teachers' marking comments are positive, they do not always show pupils the way ahead. Occasions are held twice a year for parents to discuss their children's work; there are some differences in the quality of the comments in reports across the school.
- The quality of the curriculum is good. It is broad, relevant and balanced, and for the under-fives it provides appropriate opportunities for development. Very good attention is paid to the curriculum Cymreig in history, geography and art. The local area is prominent in curriculum provision and, often, work is stimulated by visits to the community. Appropriate homework is set, but there is inconsistency in the provision across the school. Examples of lack of progression were seen in some subjects throughout the school.
- The quality of pupils' support, guidance and welfare is good. Parents report that pupils are happy and feel safe in school. Equal opportunities are given to all pupils in school activities, although some examples of stereotyping were observed in the choices of boys and girls during the inspection.
- The provision for pupils with SEN is very good. Extremely effective support is given by a part-time support teacher employed by the LEA, a specialist teacher within the school, a nursery assistant and four classroom assistants. Pupils with SEN have access to all areas of the NC and the constant support they receive ensures that they integrate well into the life and work of the school.
- The quality of partnership with parents and community, schools and other institutions is good. Parents contribute in practical ways by raising additional funds and assisting with activities. Advantage is taken of the specialisms of members of the community to contribute to lessons. The school has good links with the school to which pupils transfer.
- On the whole partnership with industry is satisfactory. The school receives local sponsorship and visits to industries which exist in the community are arranged.
- The quality of self-evaluation and planning for improvement is unsatisfactory. The document, which was drawn up recently, is limited and does not contain criteria for evaluating nor does it address costs. The school has not produced a detailed evaluation of the targets set in the SDP 1998-2001. LEA data is not used to analyse national test results nor to plan and set future measurable targets.
- Staffing, accommodation and learning resources are good. Teachers have appropriate qualifications and the school is appropriately staffed for the number of pupils. All adults within the school make a valuable contribution to pupils' learning, although best use is not always made of classroom assistants.
- With the exception of the outside of one mobile cabin, the building is in good condition. However, there is generally a lack of space for the under-fives. The exhibitions in the hall

are attractive and reflect the curriculum which is provided. On the whole resources are good apart from large equipment for the under-fives.

- The quality of leadership and efficiency is satisfactory. The school does not have a current SDP nor an effective self-evaluation document. Additionally, it does not have a clear vision for the current year nor for the future. Day to day routines are, however, effective and the school provides satisfactory value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards are judged to be satisfactory or better in around 95% of the lessons observed, of which about 37% is good and 10% very good.

- Standards for the under-fives are good in all the six areas of learning except for physical development which is satisfactory.
- In KS1 standards are good in English, Welsh, Welsh second language, mathematics, science, design and technology, history, geography, music and religious education. They are very good in art and satisfactory in information technology and physical education.
- In KS2 standards are good in English, Welsh, Welsh second language, mathematics, design and technology, history, geography and music. They are very good in art. They are satisfactory in science, information technology, physical education and religious education.
- In national tests and assessments, the percentage in KS1 achieving level two across the core subjects in 2001 is quite close to the national figure, although it is somewhat lower in the core subject indicator. However, the number achieving level three in English, science and Welsh is substantially lower than the national figure. The lack of level three results is also a feature of previous years in some of the core subjects. Standards in English fall into the lower quartile on the national benchmark for similar schools; Welsh is in the median quartile and mathematics and science are above the median. The core subject indicator is close to the lower quartile on national benchmarks for similar schools.
- In national tests and assessments in KS2 in 2001 the number achieving levels four and five are significantly higher than the national figures in English, mathematics and science and higher in Welsh. There is no difference between the performance of boys and girls. Compared to the national benchmarks of schools in the same category, the figures in English and mathematics in KS2 in 2001 are in the upper quartile; science figures are close to the higher quartile and figures for Welsh are above the median.
- In KS2 over the last three years, results in English are significantly higher than national figures for each year. Figures in Welsh have been inconsistent, but over the last three years, their average has inclined to be close to the national average.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards and achievement made by pupils across the curriculum are good in early years. In KS1 and KS2 standards across the curriculum are good in literacy and use of ICT. Standards in numeracy are satisfactory in both key stages.

- Children under five make good progress as they apply and improve their developing skills in literacy and numeracy and their use of ICT across the six areas of learning.
- In KS1 and KS2 pupils listen attentively and respond very well in English and Welsh. They discuss confidently with their teachers, peers and visitors to the school. They make substantial progress in speaking Welsh in a range of contexts across the curriculum; they speak extensively about their local area and use local dialect as they share experiences. They learn vocabulary and terminology appropriate to the subjects they study.
- Pupils use books and other texts for research in a number of subjects. They use the school library to research historical and scientific topics. They respond enthusiastically to stories about historical characters, such as the story about Susan Rees in the Coal Mine.
- Writing skills in a range of contexts develops well in English and Welsh. Pupils are able to adapt their writing styles to suit different texts and audiences.
- Development in pupils' number skills in a range of contexts is varied. In the older class in the Welsh stream in KS1 advantage is taken regularly of opportunities to highlight numeracy skills, for example in registration periods and in design and technology, history, geography and physical education lessons. In KS2 number skills are developed in a range of contexts such as handling and recording data in geography and science but the use of numeracy in other subjects and contexts is limited.
- Pupils' ICT skills develop well on the whole and purposeful use is made of them in a range of activities. Pupils use the Internet and various CD-ROM programs to research and acquire knowledge. They record information in science, geography and mathematics on tables and graphs and produce design and technology plans on the computer.
- The school has a policy for key skills, but has not yet developed procedures to ensure progress in key skills across the school.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Moral, social and cultural development is good; spiritual development is satisfactory.

- Pupils are aware of those less fortunate than themselves and raise money for charitable causes regularly.
- Pupils develop a good understanding of the difference between right and wrong; they co-operate and play together in harmony.

- When given the opportunity, older pupils respond well to responsibility, for example, selling crisps at break time. They show care towards younger pupils when playing in the school yard.
- Pupils benefit from a wide range of educational visits and these contribute towards the good understanding they have of the school's relationship with the community. The school provides occasional extra-curricular activities.
- The school meets statutory requirements for daily worship. Although class assemblies contribute well to the moral development of pupils, opportunities are often lost to reserve periods for quiet personal meditation.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes are good on the whole.

- Some very good examples of behaviour and attitudes towards work were observed during the inspection which contributed effectively to pupils' learning.
- The school is aware of the lack of self-discipline among a small number of pupils and teachers deal with any incidents promptly and effectively.
- The school has clear policies which contain effective rules to promote good behaviour and positive attitudes to prevent bullying.
- No case of bullying was seen during the inspection.

4.3 Attendance

Standards are satisfactory.

- The school conforms with statutory requirements for registering pupils.
- Parents understand the procedures for explaining absences and there is total co-operation. Examples of unauthorised absences are rare.
- Although there are no specific targets set to improve attendance, vigilance is maintained with regard to absences with the aid of an effective computer system.
- The school works closely with the LEA's EWO.

5. QUALITY OF EDUCATION

5.1 Teaching

Throughout the school the quality of teaching is around 94% satisfactory or better in the lessons observed, of which about 40% is good and 14% very good.

- In the under-fives class the quality of teaching is at least satisfactory in all the sessions observed, of which about 65% is good.
- In KS1 teaching is around 87% satisfactory or better, of which about 33% is good and 24% very good. The quality of teaching in the Welsh medium class at the upper end of the Welsh stream is of special quality.
- In KS2 teaching is satisfactory or better in around 98% of lessons, of which about 23% is good and 13% very good.
- Almost without exception, teachers are good linguistic role models. There were very good examples of teachers in classes in both streams enriching pupils' language.
- A number of teachers overuse their voice unnecessarily and impair the ethos of the class.
- Where teaching is good or very good, teachers communicate learning outcomes clearly and share them with pupils; lessons are carefully planned, the pace is good, tasks are challenging and teachers link lessons with previous experiences. Pupils are stimulated by the enthusiasm shown by some teachers.
- Where teaching is satisfactory, and sometimes unsatisfactory, lessons are not well planned, the pace is slow and tasks are not challenging, pupils are not given opportunities to extend their responses, they are not led to think deeply about the subject and do not develop independence in their learning.
- Most teachers have good subject knowledge across the curriculum and use various and purposeful strategies during teaching sessions.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting are satisfactory.

- Teachers know pupils well and are aware of their abilities.
- The under-fives are assessed according to the LEA's baseline assessment guidelines.
- Specific aspects of the core subjects are assessed twice a year in KS1 and KS2. Recently, the process of annotating work was started and some teachers write comments on the way ahead. Work is not levelled at present. Samples are kept in pupils' individual folders. Language and mathematics tests are administered regularly and results, together with pupils' reports, are included in the folders.
- Work has started on the process of keeping portfolios in language and science. Work samples have been levelled and annotated. At present, there is no portfolio for mathematics nor for any foundation subjects.
- Assessment opportunities are noted in teachers' plans.

- Individual targets are set for pupils in literacy and numeracy each term. Pupils are given opportunities to contribute to the planning of targets and occasionally for assessing their own development.
- The school has a marking policy and work is marked regularly. Usually, constructive comments are made, but they do not always offer assistance on how to improve the content.
- Twice a year opportunities for parents to see their children's work and discuss targets for improvement are arranged. Reports contain comments on all the subjects of the curriculum, but there is some difference in quality between classes. Under-fives' reports do not present a complete picture of children's achievements in the six areas of learning.

5.3 Curriculum

The quality of the curriculum is good. It is broad, relevant and balanced.

- The curriculum for children under five is good on the whole, except for physical development; learning areas are related to the school's themes.
- Policies and schemes of work are in place for all the subjects of the statutory curriculum. Although they are the LEA's schemes, many are related to the needs of the school. Teachers' short term plans are clear, but differentiation is not a prominent feature of the planning. There is not always parity or progression in the work provided for pupils of the same age in the two streams. However, good examples were seen of planning for parity in both streams at the upper end of KS2.
- Very good attention is paid to the curriculum Cymreig in history, geography and art.
- The local area is given prominence in curricular provision. Visits to the community and beyond enrich and often stimulate cross-curricular activities well.
- Many peripatetic teachers visit the school to support aspects of the curriculum.
- Pupils are given appropriate extra-curricular experiences and often take a prominent part in the activities of the community. The Urdd is popular with pupils in both streams.
- Appropriate homework is set, which supports learning in numeracy and literacy; there is inconsistency, however, in the provision across the school.
- The school has started to provide for PSE in KS2 according to the ACCAC guidelines.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is good.

- The general aims of the school place strong emphasis on the care and welfare of pupils and 'Golden Rules' are designed to promote pupils' social development skills and foster a good relationship with others.
- The school has a good number of policies, which are appropriate and practical in terms of support, guidance and pupils' welfare.
- Clear guidelines are in place for child protection and consistent attention is given to health and safety matters.
- Parents report that pupils are happy and feel safe in the school.
- During play times and at the beginning and end of the school day there is careful supervision.
- Some responsibility is given to pupils in the daily life of the school.
- Equal opportunity is afforded to all pupils in school activities, although examples of stereotyping were seen in the choices given to boys and girls during the inspection.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is very good.

- Procedures for the 39 pupils with SEN, including the six statemented pupils, are very good and meet the requirements of the CoP.
- Effective use is made of standardised tests to recognise pupils' needs early.
- Detailed records are kept of the progress of pupils on the SEN register by the school's SENCO. The SENCO provides daily teaching support for statemented pupils as outlined in the LEA provision. Detailed plans and appropriate IEPs are provided by all teachers supporting pupils on the SEN register.
- Pupils' progress is assessed frequently and the register is reviewed regularly.
- The part-time support teacher employed by the LEA, the specialist teacher within the school, the nursery assistant and four classroom assistants all give extremely effective support. Pupils receive additional help in language and mathematics in a separate room and make appropriate progress in line with their ability.
- Pupils with SEN are given full access to all areas of the NC and the constant support they receive ensures that they integrate well into the life and work of the school.

- Links with parents are good and good support is received by the governor with responsibility for SEN. Effective use is made of external agencies.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of partnership with parents, the community, schools in the area and other institutions is good.

- Most parents support the home/school contract. It includes meaningful aims and objectives which foster good relationships.
- Effective arrangements are made for parents, as individuals or groups, to visit the school, in order to discuss and receive reports on their children's progress; in addition, they are welcomed to the school at any time to discuss any concerns.
- Parents contribute in practical terms by raising additional funds and assisting with various activities.
- Close links are established with the local community by inviting parents and friends to attend concerts and services and through visits by pupils to the local community hospital and old peoples' homes.
- A charity of a former headmistress provides financial assistance to pupils and ex-pupils.
- Advantage is taken of the expertise of individual members from the community; for example, poets, artists and a potter contribute to the education of pupils.
- There are good social and administrative links with the local nursery school and with the secondary school to which the pupils transfer. Curricular meetings are held each term in order to exchange information and at times to borrow learning resources.
- Local agencies and organisations, which include initial teacher training institutions and colleges where nursery assistants are trained, are very supportive. Children benefit from these links.

5.7 Partnership with Industry

Partnership with industry is satisfactory.

- Although there is lack of industry in the area, relevant visits are organised in order to enrich pupils' experiences.
- The school receives exceptional support from the local bank in sponsorship and financial support.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The school does not have a current SDP. It is unclear what procedures are used by the school to evaluate standards of achievement in subjects and to monitor the quality of the educational provision.
- The document designed by the school in the Autumn term 2001 derives from the self-evaluation process, and lists five points to be included in the next SDP. Four of them deal with resources and the fifth discusses planning for procedures to implement the PSE scheme from September 2002 onwards. No criteria for evaluating tests nor for addressing costs are included in the document.
- Appropriate steps have been taken to respond to some of the targets set in the 1998-2001 SDP, although the criteria were not measurable and there were no specific ways of monitoring success.
- The school did not undertake a detailed self-assessment of the targets set in the 1998-2001 SDP, and no modifications were made to the document during the three years.
- Use of substantial data produced by the LEA to analyse and draw conclusions about national test results is satisfactory. However, the data is not used to plan the provision nor to set measurable targets for the future. Expectations, rather than targets are the low figures set for national test results in KS2 for 2002 and 2003.
- Short term measurable targets are set for individual improvement in language and mathematics. Pupils play an active part in the process. There is no statistical evidence that this strategy raises standards in specific skills.
- Recently, a procedure to complete evaluation forms has been established by the teaching staff. There are opportunities for self-evaluation, for stating personal needs and for suggesting appropriate training. Until now, self-evaluation has not been used to contribute to staff development.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is satisfactory.

During the inspection, and for a long period of time before that, the head was absent because of long term illness. A supply teacher has taught the deputy's class, in order to release him to be acting head.

- Because the SDP ended at the end of the last academic year, the school does not have a clear vision for this year or the future.

- Day-to-day routines are effective. During the inspection, lessons began on time and when classes change to teach across year groups in English and mathematics, time is not wasted.
- The part-time administrative officer gives very good support to the school and is fully informed about school organisation and other relevant issues.
- Teachers' curriculum responsibilities are appropriate. Subject co-ordinators are aware of their role and have job descriptions. Although co-ordinators have begun to benefit from non-contact time to monitor their subject, the monitoring is not specific enough to ensure progression in subjects throughout the school.
- The school has an effective SMT. Minutes of their recent meeting are available.
- Minutes are available of staff meetings and whole school INSET, although these are not sufficiently detailed, because they do not fully note what decisions are made, who is responsible for implementing them nor the time identified for putting them into practice.
- NQT arrangements, including the use of mentors, are appropriate.
- The GB is supportive of the school and appropriate sub-committees have been established. A number of members have subject responsibilities and develop a good awareness of the curriculum. The GB supervises expenditure effectively and financial resources are well managed.
- The school provides satisfactory value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good.

- Teachers are appropriately qualified and the school is suitably staffed for the number of pupils. Teachers attend INSET courses regularly.
- Nursery assistants and classroom assistants work very closely with the teachers and make a valuable contribution to lessons. However, best use is not always made of class assistants.
- A number of peripatetic teachers contribute successfully to pupils' education.
- The caretaker and support staff all contribute effectively to day-to-day procedures. The school is kept clean and tidy and the buildings are in good condition except for the outside of one mobile cabin.
- There is lack of space in the building for developing the physical skills of children under five and there is no separate safe area where the under-fives can play outside.
- The playground has been marked out for games and the school has a playing field which is used for a variety of games.

- Attractive, colourful displays celebrate pupils' work and contribute to an appropriate learning environment.
- Resources for all subjects are good on the whole, although there is a lack of big toys for the under-fives. The library is situated in the hall; it is difficult to create an appropriate atmosphere in this situation.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives, taken overall, is appropriate and they make good progress towards the Desirable Outcomes for Children's Learning.

Good features

- Development in language, literacy and communication skills is good. Children understand a range of language patterns and basic syntax, in order to express needs and to communicate about daily aspects of their lives. They recognise a number of letters and most are able to form them correctly. They give the correct answer to simple questions. They begin to handle books and to hold them correctly and a number recognise familiar words. They understand the function of writing as they endeavour to create a shopping list in the class cafe.
- Personal and social development is good. Pupils who have been settled in the school for a while play together well and work together contentedly. They understand that there is a time to listen and a time to talk. They also understand what is expected of them in class and most socialise well, waiting their turn and giving others a chance. They dress and undress themselves when necessary and are aware of the need for cleanliness.
- The development of mathematical skills is good. Children are able to count to ten. They know a variety of number songs by heart which confirms their understanding of number concepts. They are able to match a number with its symbol. They understand the concept of sequence and that different shapes have names. They begin to acquire mathematical language, such as long and short. They realise that important times of their day follow a routine. They understand the function of money when playing in the cafe and are able to use a balance to weigh.
- Development in children's knowledge and understanding of the world is good. In their study of living things, children become familiar with the parts of a plant and understand the habits of some animals. They know that there are many modes of transport and understand from their class visits that there are many exciting places in the world outside their classroom. They also learn how to behave as a customer and as a waiter in a cafe.
- Physical development is satisfactory. Children handle small table-top apparatus appropriately, including games, jigsaws and blocks, and many are able to use a computer

mouse confidently; they use a variety of writing, painting and colouring tools well. They steer a bike carefully and are able to find space well during hall sessions.

- Creative development is good. Children role play effectively, dressing up happily. They make a special effort to sing nursery rhymes and songs, which consolidate language patterns they learn. They can identify the sounds of untuned instruments. They produce realistic pictures of fish in the style of a famous artist. Their paintings of people and vehicles are detailed.

Shortcomings

- Children under five who share a class with KS1, do not have parity of experiences with children in the reception class.
- Lack of space and provision for large equipment inhibits the physical development of all children under five. There is insufficient space inside the school and no separate yard outside where children can practise their skills of pulling, climbing and sliding.

Welsh

Standards are generally good in both key stages. They are satisfactory at the lower end of KS1, but very good at the upper end of KS1.

Good features

- Younger Y1 pupils understand directions and simple discussions about their lives, daily routines and about a range of living things. They offer answers to simple, familiar questions.
- At the upper end of KS1 pupils listen attentively to session introductions. They are eager to display their understanding by asking questions and making comments on their experiences. They have a secure understanding of the local dialect. Their oral language is rich. They can recite numerous verses, they comment on each others' work and share their opinions clearly.
- A number of younger KS1 pupils are able to read together their class book; they pronounce words well and begin to put expression into their reading. A number build words correctly.
- At the upper end of KS1 pupils display eagerness and enthusiasm for reading. They are keen to read poetry books in class. They are able to find facts in reference books; they understand the difference between narrative and dialogue in books specially created for them, which deal with familiar things in their lives.
- At the lower end of KS1 pupils respond satisfactorily to written tasks, that require knowledge and descriptions. At the upper end of KS1 pupils produce extended written work. They create lively descriptions and write purposefully for a number of purposes across the curriculum. They use a range of linguistic forms which enriches their writing.

- Most pupils in KS2 respond well orally, and discuss aspects of stories with interest; they are eager to debate issues and plans for group tasks. Many use dialect naturally in their conversation.
- Most KS2 pupils read well. They benefit from regular reading periods and from the arrangement of taking books home regularly. They read a variety of books with meaning.
- KS2 pupils respond well to a variety of written tasks, for example, they produce reports on local events, write post cards from special places and produce dialogues based on Welsh myths. They also write newspaper reports on strange happenings, portraits of mythical characters, create cartoon strips and compare the poems of two poets.
- The standard of spelling is good on the whole in KS2 and pupils use dictionaries to assist them in their work.
- The standard of writing and presentation of work is good on the whole.

Shortcomings

- KS2 pupils do not always use Welsh to communicate in group tasks and they are not provided with sufficient regular experiences across the key stage to create poetry; books they read do not always correspond to their level.

English

In line with the LEA's language policy for schools which include category A pupils, English is not introduced formally in KS1 for these pupils. Standards are good in both key stages, with very good aspects at the upper end of the B stream.

Good features

- KS1 pupils listen well to presentations which include explanations on tasks, stories and poetry.
- In KS1 pupils discuss the needs of pets satisfactorily, and display that they can organise their ideas orally. They use language appropriately and correctly.
- KS1 pupils display confidence when reading descriptions of their pets to the rest of the class. When reading together from a story book they show understanding of the need to read meaningfully.
- A number of KS2 pupils speak very well, for example when performing a play in assembly, giving reasons for liking a poem and expressing their opinion on matters relating to the environment.
- Most KS2 pupils are able to scan for information to use in their written tasks or in order to take part in a discussion. They are confident when reading their work to the rest of the class and read well from the overhead projector.

- In KS2 pupils are given the opportunity to write for different purposes and audiences; for example, they review books, giving reasons why a friend should read the books and in Y5 and Y6 they write rhyming poetry and create invitations and posters. They also write instructions for simple tasks, as well as police reports and newspaper reports, and write to express an opinion and to persuade an audience.
- KS2 pupils realise that there are many conventions for writing; for example, they understand the essentials of a good story and the importance of including a lively dialogue and narrative.
- Pupils across KS2 understand a number of spelling rules, the use of punctuation, verb tenses and parts of speech. They use dictionaries well.
- Handwriting and presentation of work is satisfactory on the whole in both key stages.

Shortcomings

- There are no major shortcomings, but provision for writing poetry is not consistent across the school and use made of literature in English written by authors from Wales is limited.

Mathematics

Standards are good in both key stages.

Good features

- In both key stages, especially at the upper end of KS1 in the Welsh medium class, pupils respond well to emphasis placed on mental arithmetic; they use resources and mathematical games purposefully to consolidate new learning.
- Pupils in both key stages use mathematical language effectively and correctly.
- KS1 pupils recognise sequences; they are able to differentiate between odd and even numbers and use ordinals correctly. They halve and double numbers confidently and by the end of the key stage are able to recall their two, five and ten times tables. They are able to organise numbers up to 100 and have a secure knowledge of place value. They handle money competently.
- KS1 pupils create and analyse tables and graphs to represent data. They recognise two and three dimensional shapes and have a secure understanding of volume, length and weight.
- By the end of KS1, pupils' problem solving skills in the Welsh medium class are well developed.
- In KS2 pupils build effectively on the work of KS1. They develop problem solving skills and have an understanding of the four mathematical rules. They use calculators to check answers.

- Younger KS2 pupils handle money effectively. They have a good understanding of place value and fractions. They handle numbers in thousands with increasing confidence. They round off numbers correctly and display good understanding of the use of negative numbers.
- KS2 pupils collect, record and analyse data using tables and a variety of graphs.
- By the end of KS2, the most able pupils understand place value up to two decimal points and are able to discover square numbers confidently. They are familiar with multiplication tables and have an understanding of the connection between fractions, percentages and decimals.
- Y3 and Y4 pupils are able to tell the time to five minutes accuracy. They measure confidently in metres and centimetres. At the upper end of the school they know the corresponding time on the 12 and 24 hour clocks.
- Older pupils know the features and properties of two and three dimensional shapes. They know how to calculate perimeter and area of regular shapes. They have a good understanding of angles and degrees and use appropriate vocabulary when discussing them.

Science

Standards are good in KS1 and satisfactory in KS2.

Good features

- KS1 pupils understand the difference between various types of plants. They know the names of common flowers and trees. They observe carefully and record various features in drawings.
- Older KS1 pupils are able to describe clearly, using appropriate vocabulary for what they do, for example when discussing various seeds. They record the findings of their experiments such as floating and sinking investigations effectively on simple charts.
- KS1 pupils predict successfully, make appropriate observations and measurements and create a graph to show their results when investigating, for example, how high a ball bounces.
- KS2 pupils have a good understanding of the concept of a fair test when conducting investigations. They are able to predict what is likely to happen in an experiment, for example when investigating the effect of friction on speed and come to sensible conclusions.
- KS2 pupils' have a satisfactory understanding and knowledge of forces and energy. They can describe intelligently the effect of gravity on falling objects. They discuss magnetism satisfactorily, remembering relevant facts, and present reports on their findings in various ways.

- Relevant sources of information, such as reference books and a CD-ROM, are used effectively throughout the school to find information about subjects such as space and animals.
- Pupils from one of the Y5 classes show very good understanding of the functions of different parts of a plant, and have good knowledge and understanding of the effect of light, water and temperature on the growth of plants. They are able to discuss the importance of having favourable conditions for growth and explain photosynthesis confidently and intelligently, relating the work effectively to their visit to the National Botanical Gardens.

Shortcomings

- Much use made of commercial worksheets in KS2 limits the practical and investigative nature of tasks pupils are expected to complete, as opportunities are not always provided to choose appropriate equipment; generally, every pupil in the class does the same task.
- Throughout the school recording tends to be descriptive rather than analytical.
- Work is not sufficiently challenging for most KS2 pupils, for example progression is not clear in the tasks provided between pupils at the upper end of KS1 and pupils in KS2.

Welsh second language

Standards are good in both key stages.

An athrawes fro teaches each class in the B stream for one session a week and class teachers consolidate the work in further sessions.

Good features

- The school's Welsh ethos ensures that pupils realise that Welsh is the operational language in the school
- KS1 pupils listen and understand well. They respond to directions immediately and have a good understanding of phrases which include prepositions and simple nouns.
- Almost without exception, Y1 pupils can give the correct form of the response to simple questions asked. They are able to express needs and feelings using familiar phrases, They count, talk about the weather and note colours confidently.
- KS1 pupils can pronounce words when reading together well; they build words well and understand a number of language patterns.
- In KS1 pupils respond satisfactorily to basic written tasks.
- KS2 pupils show good understanding when responding to directions, for example, in physical education lessons, where prominent use of the language is made. They listen well to ensure understanding.

- KS2 pupils, who have been at the school for some time, pronounce words well. In singing sessions they pronounce a number of traditional Welsh songs accurately.
- At the lower end of KS2 pupils make a satisfactory contribution when responding to questions about pets. They are able to hold a simple conversation and can recall a number of linguistic patterns.
- Y5 pupils have a good understanding of verbs and use them when talking about parts of the body and the features of animals. Y6 pupils confidently take part in a dialogue which recreates a real situation.
- KS2 pupils are provided with reading books appropriate for their level. They read scripts together satisfactorily and the majority do this without hesitation. They read directions when playing a game as well as dialogues that consolidate linguistic patterns.
- KS2 pupils are given opportunities to write in a number of forms; for example, they create graphs of pets and record appropriate information about them. Pupils at the upper end of the school write creatively and correctly.

Shortcomings

- There are no major shortcomings, but often pupils are unwilling to give extended answers to questions because they know that short and correct answers are acceptable.

Design and technology

Standards are good in both key stages

Good features

- Older KS1 and KS2 pupils apply their knowledge and understanding to the design and technology process. They show good skills when working with a range of materials.
- Pupils are able to explain the processes linked to the subject. They make appropriately sketches, experiment with ideas and develop designs.
- In the best examples KS1 pupils discuss and create detailed plans for a hand puppet. They evaluate their plans purposefully, suggesting ways of making further improvements.
- Following a study of wheels and tyres, KS1 pupils experiment with kits and create mobile vehicles; they evaluate their effectiveness by seeing which vehicle moves best.
- Y3 and Y4 pupils develop different design and technology techniques when creating moveable parts in a variety of greeting cards.
- Y3 and Y4 pupils investigate different types of pencil cases and wallets by visiting a local shop and studying the choice available. They are enthusiastic when experimenting with

different methods and decorating media before choosing the medium which appeals to them most, in order to create a suitable decoration.

- Y5 and Y6 work together effectively to create fairground machines. They study gear systems, levers, pulleys and wheels. They note the equipment and skills used and plan purposefully before creating complex and striking machines. They evaluate their efforts purposefully.
- Y5 and Y6 pupils discuss the importance of choosing suitable material to create a bag to hold a swimming or sports kit. They plan carefully, paying attention to size, colour and design.
- In work on food technology Y5 and Y6 pupils investigate packs, prices and menus before creating interesting and varied pizzas.

Information technology

Standards are satisfactory in both key stages

Good features

- The computer is used satisfactorily by KS1 pupils. They print their work confidently.
- KS1 pupils use art programmes to create lively pictures.
- KS1 pupils make effective use of control devices such as a floor turtle to consolidate skills and to broaden their knowledge.
- In KS2, pupils are able to improve and correct their own work on the computer.
- KS2 pupils can combine pictures and text satisfactorily.
- A substantial number of KS2 pupils make effective use of the Internet and CD-ROMs to find information in a range of subjects. They can print pages from the Web successfully.
- In KS2 a small number of pupils use e-mail effectively to correspond with friends.
- Pupils throughout the school can use commercial educational programmes satisfactorily to consolidate numeracy and language skills.
- Effective and imaginative use is made of tape recorders and videos across the curriculum to consolidate skills and broaden knowledge.

Shortcomings

- Pupils do not do enough work on data handling in both key stages.
- Some inconsistency is seen across the school in pupils' ability to word process effectively. For example, every pupil in KS2 does not have the ability to use a wide range of the usual

features of a word processor, such as changing font, underlining and creating columns. Only a small number save and retrieve their work regularly.

- The development of KS2 pupils' computer skills are inconsistent, mainly because of the lack of appropriate planning to ensure progression from year to year.

History

Standards are good in both key stages.

Good features

- Pupils in both key stages are very aware of the wealth of history in their local area and take pride in the characters who contributed to it.
- In KS1 pupils develop their chronological understanding by studying the themes of travel and of toys yesterday and today.
- KS1 pupils understand the concept of old and new and a long time ago and use appropriate language and terminology when discussing differences between periods in the past, for example when comparing children's working conditions in the coal mines with today.
- Stories are used effectively in KS1 to develop pupils' understanding of history, for example the life of Susan Rees. Pupils discuss the way of life of the period eagerly and compare a week in the life and routine of a child in the coal mine with their own lives. At the upper end of KS1 they respond effectively to historical situations in a variety of written forms.
- KS2 pupils make good use of their visit to Castell Henllys in order to develop their understanding of the Celts. They show broad knowledge of the hill fort and the homes of the Celts, as well as their warring customs, their traditions and way of life. They have secure knowledge about a number of elements of the period.
- In KS2 pupils show a good understanding of the importance of studying and analysing evidence when undertaking historical investigation.
- KS2 pupils respond enthusiastically to work on the Tudor period. They use a variety of sources, such as videos, books, pictures and photographs of artefacts, to investigate and collect information about local people, events and the customs of the period.

Shortcomings

- There are no major shortcomings, but not much attention is given to the use of time lines as a method of assisting pupils' chronological understanding.

Geography

Standards are good in both key stages.

Good features

- In both key stages pupils develop an appropriate geographical vocabulary.
- KS1 pupils' knowledge about the local area, especially at the end of the key stage, is striking. They take pride in the Llandovery area and can name the main features of the area confidently.
- In KS1 pupils create simple maps of the local area. They are able to locate Llandovery on a map of Wales. They study maps of South Wales and by means of photographs, follow the course of the river Towy, noting important sites.
- KS1 pupils have sound information about the contrasting area of Rhandirmwyn; they compare both areas effectively and are given the opportunity to meet the local inhabitants. Older pupils in the Welsh medium class write extensively about their field visit to the area.
- KS1 pupils record the weather over a period of time in detail. They watch video recordings of weather presenters giving forecasts, in order to discuss the accuracy of the forecast. They use stories and nursery rhymes to consolidate their understanding of weather changes. They study the climate in different parts of the world and note on a map which animals live in different habitats.
- KS2 pupils are aware of environmental issues and individual's responsibility for the environment. They study the changes made when Sandy Water Park was created and the features of Snowdonia National Park. Older pupils correspond with a girl who lives at the foot of Snowdon and compare her daily pattern of life with their own.
- KS2 pupils' mapping skills are developed further by studying the contrasting area of Carmarthen. They use co-ordinates to locate different buildings and locations in the town.
- Older KS2 pupils compare weather data by comparing neighbourhoods; they discuss rainfall data and data on the temperature of Carmarthen and Rhandirmwyn intelligently. They use the Internet to get pictures of the River Towy and keep them on the computer, in order to create the course of the river. They create a data base and present their findings on the weather in graphs and charts.

Art

Standards are very good in both key stages.

Good features

- Teachers show respect towards pupils' art work and celebrate it by displaying it prominently in the classrooms and in the school hall.

- In their study of the sea KS1 pupils understand the effect of mixing colours by looking at how the colour blue changes. They use different media, such as, flour, sawdust, seashells, pasta and sand effectively to create seascape pictures. They use charcoal well to create pictures of sea shells.
- In their study of living things Y1 and Y2 pupils experience using different media to depict flowers and create animals. They use paint, materials and clay effectively.
- Y1 pupils are given the opportunity to print, and in their work they show a good understanding of how patterns develop. They also create effective pictures by using a computer program.
- KS1 pupils co-operate well to create a mural of flowers using a variety of colours and materials to produce the finished work.
- KS1 pupils are given opportunities to observe and copy the work of famous artists for example Van Gogh and Matisse. They understand that the environment is an inspiration to a number of artists from Wales, for example Alison Mercer and Tim Pugh.
- In KS2 pupils are given valuable experiences, when they create jewellery based on Celtic patterns. They observe patterns in Welsh blankets and are stimulated by the work of Rhiannon. They use clay, metal and paper maché and decorate the jewellery, showing a very good awareness of colour and pattern.
- Y3 and Y4 pupils work in groups to plan and create attractive temporary sculptures using media such as stone, feathers, wood, sand and shells. Their final efforts are very good.
- In KS2 a number of pupils' sketch books show good development in their awareness of tone and line.
- Older KS2 pupils co-operate with a local potter to throw pots, which are sold in the school fair. They work effectively in groups to decide on suitable decoration and colour for the pottery. They develop an effective understanding of colour, tone and shape. They record their ideas and share them with others.
- Y5 pupils create an effective mural, which conveys the story of Branwen. They use a range of materials skilfully in the work. There are very good examples of work of Y5 pupils, which emulate pictures by Augustus John's family.
- Pupils at the upper end of KS2 use watercolours effectively to create pictures of daffodils in response to William Wordsworth's famous poem.
- KS2 pupils' weaving work is of a high standard. Good examples were seen of this in paper, basket and in the use of the loom.

Music

Standards are good in both key stages,

Good features

- KS1 pupils can recall a number of nursery rhymes and traditional and modern songs. They sing robustly and the vast majority keep rhythm and pitch well.
- KS1 pupils are able to handle untuned instruments well and can note what instruments are suitable to convey quiet and loud sounds. In Y2 they use a range of instruments well to compose an accompaniment to the story of Llyn y Fan. They can combine instrumental sounds and physical movements to convey the main events of the story. They express their opinions well when evaluating their work.
- Y2 pupils respond well to a video of Dafydd Iwan's music and sing with gusto.
- KS1 pupils are given opportunities to listen to music which complements the term's theme, for example Carnival of the Animals.
- KS2 pupils sing very tunefully in sessions which combine classes across the two streams. They have a good repertoire, which includes popular songs from musical shows, which matches their interests. They keep pitch very well and have a good awareness of dynamics. They can keep their part when singing a song in the round.
- Younger KS2 pupils have the opportunity to study aspects of Elvis Presley's life and listen to his most famous music. They respond well.
- Y5 pupils compose an accompaniment to a well known Welsh legend. They concentrate and work together very well; individuals are eager to take on the role of conductor and the class realises the importance of this role.
- KS2 pupils have opportunities to learn to play the recorder. Their understanding of note values develops well and their tonguing and fingering skills develop from class to class.
- KS2 pupils are introduced to the music of other countries such as Africa and India, as they perform the music, for example in a Christmas concert.
- Y3 and Y4 pupils create a graphic music score, which uses percussion instruments and untuned instruments. Y5 pupils are able to sort instruments according to the families of the orchestra. As they listen to an orchestra, they can identify the prominent instruments in the music.
- A number of KS2 pupils take advantage of opportunities to learn the violin, harp, trumpet, flute and guitar taught by peripatetic teachers. They achieve good standards and occasionally are given the opportunity to perform in front of the school.
- Other musicians visit the school from time to time to develop pupils' understanding and awareness of aspects of music, such as scrap opera.

- KS2 pupils have frequent opportunities to perform at important events in the community.

Shortcomings

- There are no major shortcomings, except for lack of provision for studying the work of composers from Wales and insufficient opportunities in both key stages for pupils to sing individually or in small groups.

Physical education

During the inspection dance and gymnastic lessons were observed. No swimming sessions nor games lessons were seen. Based on the evidence, standards are satisfactory in both key stages.

Good features

- When taking part in folk dancing, KS1 pupils move satisfactorily in response to the music. They are familiar with the patterns of some folk dances and perform them with increasing confidence.
- In gymnastics Y6 pupils use space efficiently, showing satisfactory control over their bodies when moving on the floor. They work energetically, endeavouring to follow the teacher's instructions, in order to improve their performance.
- In dance lessons pupils across KS2 display ability to work together purposefully with a partner or within a group to perform a sequence of movements satisfactorily.
- Some KS2 pupils benefit from the experience of taking part in a variety of competitive games between schools in the area and in Urdd competitions.
- In both key stages, the vast majority of pupils wear appropriate clothes and shoes for physical education lessons.

Shortcomings

- Throughout the school pupils do not pay enough attention to the quality of movement when performing.
- KS2 pupils do not plan sufficiently before performing in dance and gymnastics.
- In dance lessons KS1 and KS2 pupils are not aware of performance criteria and do not evaluate their work satisfactorily.
- In dance lessons in KS2 there is a lack of flow and awareness of the whole body in performances.

Religious education

Standards are good in KS1 and satisfactory in KS2.

Good features

- Pupils in both key stages have good awareness of the Bible as a holy book. They have good knowledge and understanding of a number of Bible stories, including Old Testament tales and the parables of Jesus. They can recall the story of Noah and the parable of The Good Samaritan and retell them accurately.
- KS1 pupils show an understanding of ceremonies, such as baptism and marriage, for example when they study the story of Llyn y Fan.
- KS2 pupils appreciate the significance of Christianity's main festivals and are able to discuss their importance satisfactorily. They are able to explain the relevance of Bible stories to modern life.
- As a result of a "Pilgrimage Around Llandovery", older pupils have a satisfactory knowledge of the location and function of Christian buildings in the area.
- Across both key stages pupils produce sincere prayers and understand the significance of prayer. Some of the prayers are used effectively in school assemblies.
- Pupils throughout the school possess satisfactory information about the contribution of some of the great benefactors of the world.
- Through purposeful activities, such as raising money for charity, and through the life and work of the school, pupils develop a satisfactory understanding of the meaning of belonging to a Christian community and of the importance of respecting the environment.

Shortcomings

- There are gaps in some KS2 pupils' knowledge about the significance of Christian symbolism in relation to local places of worship; they have not been introduced to this aspect of the subject, as the school is transferring from one scheme of work to another.
- KS2 pupils have a limited knowledge and understanding of a number of elements related to the great religions of the world. Although older pupils have a basic knowledge of aspects of Hinduism and Muslim, they are not able to discuss the differences between various religions confidently and they do not sufficiently understand how creeds influence people's way of life.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made satisfactory progress on the whole since the last inspection.

The last inspection report indicated that the school needed to:

1. **raise standards in Welsh second language, ICT and some aspects of physical education;**
 - Standards in Welsh second language in the current inspection are now judged to be good. A programme was prepared to ensure progression of linguistic patterns throughout the school which are appropriate to the needs of the pupils. Some progress has been made in ICT and physical education and these subjects are now satisfactory.
2. **reconsider teachers' curricular responsibilities, including the headteacher and ensure better progression in curricular experiences from class to class.**
 - Some subject co-ordinators' roles were changed after the last inspection giving the head more responsibility. Levels of responsibility are now appropriate, but more monitoring is needed to ensure progression across subjects.
3. **build on the monitoring work done and ensure regular non-contact hours for curriculum leaders; in-service training should be prioritised carefully.**
 - A monitoring programme was established, introducing non-contact time for subject co-ordinators; INSET, since the last inspection, is appropriate to their needs.
4. **provide more support for one class which included a number of pupils with SEN.**
 - The pupils indicated are not now in the school. There is sufficient support for pupils with SEN currently and the provision for pupils with SEN is now judged to be very good.
5. **build on the work already done to improve the quality of assessment and recording and ensure that the information gained from the process has an effect on the experiences provided for the pupils.**
 - the quality of assessment and recording in the school is currently satisfactory.

8.2 Key Issues for Action

The school needs to:

- raise standards in the subjects that are satisfactory and respond to the shortcomings indicated in the report;
- give prompt attention to drawing up a SDP, in order to give the school a clear direction;
- ensure that subject co-ordinators monitor specific aspects of the subjects for which they are responsible, giving priority to ensuring progression;
- establish procedures for monitoring the quality of teaching and share the very good practice seen in some classes to ensure parity of experience for pupils;
- create a self-evaluation document which indicates the school's strengths and areas that need developing;
- improve provision for physical development for children under five years of age.

The inspectors who visited the school would like to thank the governors, head, staff and pupils for their courtesy and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Rhys Prichard
School type	Primary
Age -range of pupils	3.5-11
Address of school	Llanfair Road Llandovery Carmarthenshire
Post-Code	SA20 0HY
Telephone Number	01550 720736

Headteacher	Mr J R Davies
Date of appointment	1 January 1985
Chair of Governors	Mr D Owen
Registered Inspector	Mrs Eleri Betts
Dates of inspection	21-24 January 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	26	30	24	23	24	43	35	219

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19:1
Average class size, excluding nursery and special classes	21.9
Teacher (fte) : class ratio	0.9:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89.5%	92.1%	93.5%	91.7%
Term 2	92.7%	94.3%	94.1%	93.7%
Term 3	93.3%	94.2%	95.8%	94.4%

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

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2: 25						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	0	11	78	11	0
		National	1	0	2	11	62	24	0
	Task/test	School	0	0	0	11	67	22	0
		National	1	0	1	11	62	25	0
WE: Oracy	Teacher Assessment	School	0	0	0	11	83	6	0
		National	1	0	2	12	62	23	0
	Task/Test	School	0	0	0	11	72	17	0
		National	1	0	1	12	62	24	0
WE: Reading	Teacher Assessment	School	0	0	0	22	56	22	0
		National	1	0	2	17	56	24	0
	Task/Test	School	0	0	0	22	56	22	0
		National	1	0	2	17	52	28	0
WE: Writing	Teacher Assessment	School	0	0	0	22	72	6	0
		National	1	0	3	21	64	11	0
	Task / Test	School	0	0	0	22	67	11	0
		National	1	0	4	20	65	10	0
ENGLISH:	Teacher Assessment	School	0	0	0	29	71	0	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	0	29	71	0	0
		National	0	0	4	13	54	29	0
	Task/Test	School	0	0	0	29	71	0	0
		National	1	0	3	13	53	30	0
EN: Writing	Teacher Assessment	School	0	0	0	29	71	0	0
		National	0	0	5	13	70	12	0
	Task/Test	School	0	0	0	29	71	0	0
		National	0	1	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	0	100	0	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	16	56	28	0
		National	0	0	2	9	60	29	0
	Task/Test	School	0	0	0	4	60	36	0
		National	0	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	0	4	88	8	0
		National	0	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	76%	In Wales:	81%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
A Pupils who have failed to register a level due to absence
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 32						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	3	6	63	28	0
		National	0	0	1	n/a	0	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	0	3	56	38	0
		National	0	2	2	0	n	n	4	14	47	31	n
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	23	59	18	0
		National	1	0	1	n/a	0	1	4	24	49	20	0
	Test/Task	School	0	0	0	0	0	0	0	23	59	18	0
		National	1	2	0	2	n	n	2	22	48	23	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	6	44	47	0
		National	0	0	1	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	3	6	41	50	0
		National	0	2	1	1	n	n	4	19	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	3	6	53	38	0
		National	0	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	3	50	49	0
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	81%	In the school:	88%
In Wales:	68%	In Wales:	68%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

- The school was inspected over a period of four days by a team of four inspectors. Of the three professional inspectors, one was in the school for four days while the others were there for three days. The lay inspector was in the school for two days.
- School documentation was scrutinised closely before the inspection.
- One hundred and one lessons or parts of lessons were observed.
- Discussions were held with pupils in the classes, during break times and around the school.

- Formal interviews were held with all members of staff who held curricular and managerial responsibilities and informal discussions took place with all staff who were involved in the running of the school.
- Pupils' written work was closely scrutinised by looking at a sample of books in every subject across all classes.
- Nineteen parents attended the pre inspection meeting. Thirty-two questionnaires were returned and 90.6% of the answers were positive.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Eleri Betts	1. The school and its priorities 2. Main Findings 5.1 Teaching 5.3 Curriculum 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Early years Welsh Welsh second language English Art Music
Richard Thomas	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Zohrah Evans	3.1 Standards achieved in subjects and areas of learning 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement	Science Information technology Physical education Religious education
Nia Richards	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 6.3 Staffing, accommodation and learning resources	Maths Design and technology History Geography