

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

A Report on the Quality of Education in

**Ysgol Rhys Prichard
Llanfair Road
Llandovery
SA20 0HY**

School Number: 6692084

Date of Inspection: 22/01/08

by

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Ysgol Rhys Prichard was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Rhys Prichard took place between 22/01/08 and 24/01/08. An independent team of inspectors, led by Phil Mostert undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. This school is located on an extensive site on the outskirts of the small town of Llandovery. It provides education for 193 full-time pupils including 18 nursery pupils. Approximately 15% come from outside of the catchment area. There has been a small decrease in the numbers of pupils quite consistently over the past four years.
2. The school consists of two streams – Stream A in which pupils receive education mainly through the medium of Welsh, and Stream B where English is the medium of much of the teaching. Approximately 70% of parents choose to put their children in Stream A.
3. Approximately half of the pupils come from rural areas whilst the remainder come from the town of Llandovery itself. According to the school, the area is neither prosperous nor economically disadvantaged and overall, they are neither privileged or underprivileged. Approximately 32% of the pupils come from homes in which Welsh is spoken. Two per cent [2%] come from ethnic backgrounds. About 10% are entitled to free school meals. Forty eight pupils over five years old [25%] have additional learning needs [ALN], a percentage which is much higher than the national average; two of them have a statement of special educational needs [SEN].
4. New children are accepted on a full-time basis the term prior to their fourth birthday. Pupils from the full ability range are accepted.
5. The current head was appointed in January 2005. The school was last inspected in March 2002.
6. The school received a standard inspection this time.

The school's priorities and targets

7. The current priorities of the School Development Plan [SDP] include:
 - developing thinking skills;
 - preparing for the Foundation Phase;
 - reviewing staff numbers;
 - raising standards in mathematics;
 - preparing for the changes in light of the 2008 Curriculum.

Summary

8. Ysgol Rhys Prichard has a considerable number of good features. The head, with the skilful support of committed staff and a supportive governing body, has maintained good standards over the past few years.
9. The findings of the inspection team correspond to the evaluations made by the school in five of the seven Key Questions.

Table of grades awarded

The inspection team judged the school's work to be as follows:

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

Standards

Standards of achievement in the subjects inspected were as follows:

SUBJECTS	KS1	KS2
Welsh (first language only)*	Grade 2	Grade 2
Science	Grade 2	Grade 2
Art	Grade 1	Grade 1
Information Technology [IT]	Grade 2	Grade 2
History	Grade 2	Grade 3
Physical education	Grade 2	Grade 2

* Standards of Welsh second language were not specifically inspected.

Standards in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	58%	25%	0%	0%

10. Pupils' standards of achievement in lessons were higher than the Welsh Assembly Government [WAG] target for the whole of Wales by 2010 of 98% of lessons at grade 3 or better.
11. Each pupil has full access to a broad and balanced curriculum and equal opportunities to experience all of the school's activities.
12. The general quality of the educational provision for children under five is appropriate for their needs. Children make good progress towards the Desirable Outcomes for Children's Learning.
13. Early years children make good progress in their skills in speaking, listening, reading, writing, numeracy and information and communication technology (ICT). Their ability to solve problems and their creative skills are also good.
14. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading, writing, numeracy and ICT skills are good. Their creative skills and their ability to solve problems are also good.
15. At Key Stage 2, pupils in both A and B Streams make good progress in the key skills in English. Pupils in Stream A make good progress in key skills in Welsh. All pupils show good progress in their numeracy, ICT, their creative skills and their ability to solve problems.
16. The bilingual skills of pupils in Stream A are developing well. However the development of the bilingual skills of the majority of pupils in Stream B is inadequate at the end of Key Stage 2.
17. At Key Stage 1 in 2007, according to teachers' assessments, nearly 96% of pupils reached level 2 or higher in the core subjects of Welsh, mathematics and science at the end of the key stage. These figures are higher than the median for Wales [81%] for similar schools in terms of the percentage entitled to free school meals and place the school in the top quartile.
18. At Key Stage 2 in 2007, according to teachers' assessments, nearly 77% of the pupils reached level 4 or higher across the subjects [median for Wales 81%]. The result for 2007 places the school below the median [in the third quartile] in English and Welsh, compared with similar schools, but higher than the median [second quartile] in science and mathematics.
19. There is no marked difference between the performance of girls and boys.
20. Pupils with ALN make good progress in achieving the targets set for them. The school conforms well to the requirements of the Code of Practice for SEN.
21. Apart from a small minority in Y3 and Y4, pupils reveal very positive attitudes towards their work; they show a high level of motivation and interest in the broad range of educational and extra-curricular activities the school provides for them. The large majority can concentrate well and apply themselves for extended periods. The school succeeds well in meeting the needs of a range of pupils of different abilities and backgrounds.

22. Apart from a small minority in Y3 and Y4, the behaviour of pupils of all ages is good throughout the school. The majority are polite and welcoming with adults, eager to learn, and respect each other's points of view and ideas. The small minority is unwilling to listen to their teachers and, at times, they affect the learning of their fellow pupils.
23. Exceptionally, one pupil was permanently excluded during the past year. Appropriate procedures were followed in dealing with this.
24. The percentage attendance in the school over the past three terms was 94%. The target for Wales is 95%. There are a few unauthorised absences. The large majority of the pupils arrive at school punctually. The attendance percentages are lowered slightly by pupils going on holiday during term time.
25. Pupils have a good awareness of equal opportunity issues and global citizenship. They have a good knowledge of different religions and beliefs in the world and the practices of other cultures. They are aware of the need to respect different traditions and values and the variety of lessons fosters a very clear understanding of citizenship. They collect substantial sums of money for good causes.
26. The school develops a good understanding amongst its pupils of the nature of the world of work and of industry in the area. The pupils visit local businesses and visitors from the world of business occasionally come to the school to make a contribution.
27. One of the school's strengths is the prominent part it plays in the social life of the area. The pupils have a wealth of experiences through a wide range of extra-curricular activities.

The quality of education and training

28. In the lessons observed, it was deemed that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	60%	18%	0%	0%

29. The percentages above are higher than the statistics for the whole of Wales for the 2005-2006 year (Annual Report of Her Majesty's Chief Inspector), where grades 1 and 2 were awarded in 79% of the lessons and grade 1 in 17%. They are also higher than the Welsh Assembly Government [WAG] target by 2010 when 80% of lessons are expected to be grade 2 or higher.
30. In the Grade 1 and Grade 2 lessons, a range of interesting and stimulating activities are presented which challenge all pupils regardless of their background or ability to achieve their best, often independently of the teachers' supervision. Teachers ask questions skilfully, challenge pupils of different abilities and foster creativity, independence and originality.

31. In the Grade 3 lessons, although some good features outweighed shortcomings, teachers' presentations were too long, or the tasks were not sufficiently clear and they were not challenging enough. In some lessons, teachers have insufficient control of their class which means that the behaviour of a small minority of pupils has a negative impact on other pupils' learning and the pupils don't make progress in their knowledge.
32. Overall, teachers use a good range of presentation methods and teaching resources, however in some classes, excessive use of work sheets and exercises mean that pupils are not active enough in the lessons.
33. Teachers have a good understanding of the subjects of the National Curriculum [NC]. It was not possible for the team to come to an opinion on religious education.
34. The quality of assessment, recording and presenting reports is good although the system is onerous for teachers. In some classes, teachers encourage the pupils to self-assess and they can explain their own targets and the steps they need to take to achieve these.
35. Although teachers mark regularly, positively and sensitively, insufficient responsibility is given to pupils to improve their own work. All teachers do not always highlight obvious mistakes, such as poor syntax, in every class.
36. The moral, social and cultural development of pupils is good and their spiritual development is satisfactory. The ethos of the school contributes effectively to fostering the personal and social education [PSE] attitudes of pupils. Their social skills are good and the School Council adds to the strong feeling of care and obvious respect for pupils' opinions.
37. The quality of the curriculum planning documents is good and they clearly note learning objectives and tasks. The curriculum meets the needs of the wide range of pupils who attend the school.
38. The *Curriculum Cymreig*, and an appropriate emphasis on Welsh culture in general, is a prominent feature. Pupils are very familiar with the history and culture of their area, Wales and beyond.
39. Members of staff provide an environment and ethos that are congenial, safe and very caring. The relationship between the large majority of pupils and everyone who works in the school is good.
40. The partnerships with parents and the community are good. Consistently positive responses were received in the pre-inspection meeting. Some parents are active within the school and contribute towards some activities. The information provided for parents, in the form of letters, reports and formal parents' meetings, is good. Opportunities are provided for parents to contact the school to discuss their children's progress at any time, by arrangement. There are also very good links with the nursery school and the secondary school.

41. The school pays good attention to the safety and welfare of pupils. There are sound policies and procedures for pupil safety and staff and members of the governing body have a good awareness of health and safety requirements. Risk assessments are undertaken for the main school activities, including educational visits. The majority of teachers have taken short First Aid courses and one member of staff has been a nurse in the past.

Leadership and management

42. A lower grade than that of the school was awarded for leadership and management as there is a need to improve the quality of the SDP and strengthen the monitoring and strategic planning role of the Governing Body.
43. The head is caring towards his staff. He is well supported by members of the Management Team and the leadership provided by them has had a positive effect on expectations throughout the school.
44. There are shortcomings in the quality of the SDP. It contains a substantial list of aspects that require attention over a period of three years; there is not enough attention to matters that are likely to raise standards and there is no reference to pupil numbers and the school budget. As a result, it is not a useful tool for promoting curricular and financial planning in the short and long term or for sharing priorities with staff and Governors.
45. The staff's commitment to their work is very good; they are industrious and they co-operate well to realise the expectations placed upon them. Each member of staff's contribution is appreciated and their opinions are carefully considered when formulating policies and when significant decisions are taken.
46. Good attention is paid to Welsh Assembly Government priorities, such as sustainability, global citizenship and aspects of health education.
47. A very good relationship has been established with the local secondary school and other schools in the vicinity.
48. The Governing Body is supportive of the head and are proud of their school. The Body's knowledge of budgetary matters, pupils' standards of work and progress against the priorities of the SDP is not sufficiently developed. Consequently, members are not currently active enough in terms of monitoring standards and setting a strategic direction for the school's development.
49. The school prospectus contains a range of useful information. However, it does not conform fully to the requirements of the WAG 14/01 circular. The governing body's latest report to parents does not fully meet the statutory requirements.
50. Despite there being good aspects such as attention to detail, there are some shortcomings in the quality of the self-evaluation document which was presented prior to the inspection. A number of the statements are descriptive and there is insufficient evidence to support those statements. The section on the analysis of assessments does not pay enough attention to the school's performance against national benchmark data.

51. The head teacher has a substantial teaching programme that enriches the arrangements. The nursery assistants and classroom assistants who are employed contribute significantly to the progress of the pupils in their care. The Administrative Officer also makes a major contribution to the school's success.
52. The school is located in a convenient and safe spot on the outskirts of the town. Some classrooms are rather small for the current number of pupils but this does not have an adverse effect on standards. The fabric of the old building requires attention. Together with the yard and grassed area. The building and the surrounding yard and grassy areas are kept generally clean and tidy. Good attention is paid to cleanliness.
53. There are ample resources in the school and many of them of good quality. Resources are managed efficiently and the school provides good value for money.
54. Risk assessments have been completed for many of those areas that could cause problems with regard to health and safety. The numerous bags that pupils carry to school and to the classrooms do cause problems. There is insufficient storage space in the corridors.
55. Every pupil with a physical disability can access the building and grounds.
56. The school has made appropriate progress against the majority of the key issues noted in the 2002 Report.

Recommendations

In order to improve in the areas inspected, the school needs to:

- R1. maintain the good and outstanding standards and raise standards in history in KS2;
- R2. further develop pupils' independence and give them more responsibility for their own learning;
- R3. improve the behaviour of the small minority of pupils who affect other pupils' learning;
- R4. improve teachers' response to pupils' work
- R5. improve the quality of the SDP as an instrument for short and long term planning;
- R6. further develop self evaluation by sharpening the focus on standards and ensure a more active role for the governing body.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

57. The findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report. Standards of work are very solid in Key Stage 1 where all subjects deserve Grade 1 or Grade 2. The majority of the subjects inspected in Key Stage 2 were also judged to be solid.

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

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	58%	25%	0%	0%

59. Pupils' standards of achievement in lessons were higher than the Welsh Assembly Government [WAG] target for the whole of Wales by 2010 of 98% of lessons at grade 3 or better.

60. Standards of achievement in the subjects inspected are as follows:

SUBJECTS	KS1	KS2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Art	Grade 1	Grade 1
Information Technology [IT]	Grade 2	Grade 2
History	Grade 2	Grade 3
Physical Education	Grade 2	Grade 2

61. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

62. Early years children make good progress in their skills in speaking, listening, reading, writing, numeracy and ICT. Their ability to solve problems and their creative skills are also good.

63. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading, writing, numeracy and ICT skills are good. Their creative skills and their ability to solve problems are also good.

64. At Key Stage 2, pupils in both A and B Streams make good progress in key skills in English and in Welsh in Stream A. All pupils demonstrate good progress in their numeracy, ICT, creative skills and their ability to solve problems.

65. The bilingual skills of pupils in Stream A are developing well. However, the development of the bilingual skills of the majority of pupils in Stream B is inadequate at the end of KS2.
66. At Key Stage 1 in 2007, according to teachers' assessments, nearly 96% of pupils reached level 2 or higher in the core subjects of Welsh, mathematics and science at the end of the key stage. These figures are higher than the median for Wales [81%] for similar schools and place the school in the top quartile.
67. At Key Stage 2 in 2007, according to teachers' assessments, nearly 77% of the pupils reached level 4 or higher across the subjects [median for Wales 81%]. The result for 2007 places the school below the median [in the third quartile] in English and Welsh, compared with similar schools, but slightly higher than the median [second quartile] in science and mathematics.
68. There is no marked difference between the achievements of girls and boys.
69. Apart from a small minority in Y3 and Y4, pupils reveal very positive attitudes towards their work; they show a high level of motivation and interest in the broad range of educational and extra-curricular activities the school provides for them. They concentrate well and apply themselves for extended periods.
70. Apart from a small minority in Y3 and Y4, the behaviour of pupils of all ages is good throughout the school. The majority are polite and welcoming with adults, eager to learn, and respect each other's points of view and ideas. The small minority is unwilling to listen to their teachers and, at times, they affect the learning of their fellow pupils.
71. Exceptionally, one pupil was permanently excluded during the past year. Appropriate procedures were followed in dealing with this.
72. The percentage attendance over the past three terms was 94%. There are hardly any unauthorised absences. The large majority of pupils arrive at school punctually. The attendance percentages are lowered slightly by pupils going on holiday during term time.
73. Pupils have a good awareness of equal opportunity issues and global citizenship. They have a good knowledge of the world's different religions and beliefs and the customs of other cultures. They are aware of the need to respect different traditions and values and the variety of lessons fosters a very sound understanding of citizenship. They collect substantial sums of money for good causes.
74. The school is developing an increasing understanding amongst its pupils of the nature of the world of work and of industry in the area. The provision is reinforced by appropriate visits and visitors.
75. Pupils with ALN make good progress in achieving the targets set for them.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

76. The findings of the inspection team correspond to the school's opinion in its self-evaluation report.
77. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	60%	18%	0%	0%

The above percentages are higher than the statistics in primary schools for the whole of Wales for the 2005-2006 year (Annual Report of Her Majesty's Chief Inspector), where grades 1 and 2 were awarded in 79% of the lessons (82% in this school). Seventeen per cent (17%) of lessons in Wales were grade 1. The teaching grades are also higher than the Welsh Assembly Government [WAG] target by 2010 when 80% are expected to be grade 2 or higher.

78. At KS1 and KS2, where the teaching is outstanding:
- able pupils are appropriately challenged;
 - pupils are engaged quickly and they are stimulated;
 - pupils are encouraged to ask perceptive questions and to share their ideas clearly;
 - teachers are very successful in extending the pupils;
 - teachers place a relevant and clear focus on problem solving;
 - teachers are very successful in fostering creativity, originality and independence.
79. Where teaching merits a Grade 2:
- there is a good pace in lessons and teaching is lively;
 - the work is thoroughly planned and prepared;
 - success criteria are displayed visually;
 - there is effective use of different resources;
 - there are suitable tasks that correspond to the needs of each individual;
 - teaching methods are varied effectively;
 - there is an opportunity to reflect on the content of a lesson and an effective plenary.
80. Where there are shortcomings in the teaching, although there are good features, the following features are also present:
- presentations are too long;
 - there is an insufficiently clear focus by pupils on the outcomes;
 - tasks are not sufficiently challenging for some pupils;
 - teachers' classroom management is insufficient and the behaviour of some pupils has a negative effect on other pupils' learning.

81. Teachers have a good understanding of National Curriculum [NC]. It was not possible to come to a judgement on religious education.
82. The quality of assessment, recording and presenting reports is good although the system is onerous for teachers. In some classes, teachers encourage the pupils to self-assess. These pupils can explain their own targets and the steps they need to take to achieve these.
83. Although teachers mark regularly, positively and sensitively, insufficient responsibility is given to pupils to improve their own work and obvious mistakes, such as poor syntax, are not highlighted in every class.
84. Learning objectives are not shared with pupils in every class. Where teachers do share the objectives, this has a positive effect on the learning.
85. Effective use is made of pupil data when setting targets and assessment results are analysed in the core subjects in order to earmark areas for development.
86. The school has detailed and comprehensive subject portfolios that are outstanding in promoting the mutual understanding between members of staff and which ensure consistency when assessing. The assessments made in the current portfolios are all accurate. This is also promoted by very good links with the secondary school. Teachers in both sectors have been conducting consensus trials in order to reinforce their assessments.
87. The school arranges two open evenings for parents during the year for them to discuss pupils' progress; parents praise these meetings. Reports to parents are comprehensive and suitable, and parents gain benefit from them.

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team correspond to the school's grade 2 award in its self-evaluation report.
89. All pupils have full access to a broad and balanced curriculum and opportunities to experience all of the school's activities. The curriculum meets the needs of the range of pupils in the school well.
90. The school provides equal access to a broad and balanced curriculum which is based on stimulating and relevant activities, although excessive use of work sheets and closed exercises do affect pupils' independence. The curriculum conforms to the requirements of the National Curriculum and the Desirable Outcomes for Children under Five. It was not possible for the team to judge whether or not the content of the syllabus of the local Standing Advisory Council on Religious Education (SACRE) is presented well.
91. The quality of the educational provision for children under five is appropriate to their needs, and they make good progress towards the Desirable Outcomes for Children's Learning. The experiences children in the early years have are enriching.
92. The moral, social and cultural development of pupils is good and their spiritual development is satisfactory. Pupils' knowledge of Christian values is developed effectively in sessions of worship where there is a distinctive ethos of worship.
93. The school pays good attention to the requirements of the *Curriculum Cymreig*.
94. The school achieved the Basic Skills Agency's Quality Mark for literacy for the third time in 2006.
95. The school pays good attention to the key skills across the curriculum with plans for their delivery incorporated in all schemes of work.
96. The school enhances the education through out-of-class activities, such as in the school garden where rich learning opportunities are provided. A 'Supergrounds' grant was received to develop the garden and support from 'Learning through Landscapes' to develop the initiative. Parents have been helping with the garden, and support was received from the National Botanic Garden.
97. Some visitors, such as residential artists, local historians and poets come to the school occasionally to help with curricular aspects, and these activities enrich the provision a great deal.

98. Classroom work is reinforced by participating in local competitions held by institutions such as the Rotary, as well as the Urdd, which provide opportunities to compete in athletics, tennis, rugby, and football. The school has been very successful in a number of these competitions.
99. The school promotes the welfare of pupils well. The school has been implementing the Healthy School Scheme for two years. The provision for PSE has been carefully planned. PSE is reinforced through Circle Time at Key Stage 1 but this is not a regular practice at Key Stage 2
100. The School Council meets on a fortnightly basis and the school has acted upon several proposals made by the members, who also act as an Eco Committee. The school has won a silver Eco School award. The school has recycling bins for paper, metals and plastics, and rain water is collected for the garden. Fruit waste and grass cuttings are used to make compost.
101. There are good links with parents. The parents testify that there is an 'open door' policy and that the head and staff are always available to discuss problems and provide support. The Parent and Teacher Association helps by raising substantial funds which are used to purchase resources; they also arrange a number of social activities.
102. The school co-operates with other schools in the catchment area on specific projects and joint training is held for staff. There are strong links with the secondary school and there are long term and thorough arrangements to ensure successful transition from one school to the other. The secondary teacher works with a group of more able and talented pupils on a weekly basis.
103. The school develops a good understanding amongst its pupils of the nature of the world of work and industry in the area. The pupils visit local businesses and visitors from the world of business contribute occasionally.
104. The school's arrangements ensure that the pupils have a good awareness of equal opportunity issues and global citizenship. They have a good knowledge about different religions and beliefs in the world and the practices of other cultures. They are aware of the need to respect different traditions and values and the variety of lessons fosters a sound understanding of citizenship. They collect considerable sums of money for good causes.
105. Some members of staff have been on training with a careers company and a Business and Enterprise initiative has been developed for fairs and coffee mornings. A number of school projects, such as the fruit shop and school garden, are implemented on the basis of business plans in consultation with the School Council.
106. The school has an equal opportunity policy, a statement of disability equality and an accessibility plan. Equal opportunity is ensured for all pupils in all activities and pupils with ALN receive good support both individually and in small groups.

107. The school fosters an ethos of empathy towards others and a number of good causes are supported. A contribution is made to the local old people's home and the activities of the Town Council are supported.
108. Sports clubs refine pupils' physical skills. There are good opportunities to participate in local, regional and national performances and competitions.
109. One of the school's strengths is the prominent part it plays in the social life of the area. The pupils have a wealth of experiences through a wide range of extra-curricular activities.
110. Use is made of the local Language Centre to provide Welsh language training for some of the assistants. This is extended by supporting the pupils who attend the Language Centre and both pupils and assistants collaborate as mentors for each other. This is very good practice.
111. Prospective teachers, students and secondary pupils spend valuable periods of work experience at the school.

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

Grade 2: Good features and no important shortcomings.

112. The findings of the inspection team correspond to the school's Grade 2 award in its self-evaluation report.
113. The quality of care, support and guidance provided for pupils by the school is good. Teachers identify the different needs of all pupils and provide supportively for them.
114. The Home/School agreements have been completed appropriately.
115. The school has good links with the *Mudiad Ysgolion Meithrin*, TWF and Basic Skills Agency. The induction arrangements for the nursery pupils are very good and pupils soon settle into the school.
116. There are effective induction programmes as pupils transfer to the secondary school which ensure that they are both happy and confident when changing school.
117. The PSE programme is well-addressed. This is reinforced through circle time at Key Stage 1, however this is not a regular practice at Key Stage 2. The school has compiled a comprehensive PSE programme for specific lessons, and PSE is also taught across the curriculum, for example by means of the morning worship session.
118. The School Council undertakes decisions to improve the school environment. This gives the child clear voice in the life and work of the school.
119. Pupils have personal targets in both languages and in mathematics, and the older pupils have an active role in setting their own targets.
120. Links have been established with foreign countries through Comenius, however the project is in the initial stages.
121. The school responds fully to the statutory requirements for registering pupil attendance. Although every effort is made to insist on punctuality, there are still some cases of lack of punctuality.
122. Support staff supervise pupils carefully during break time and at lunch time. There are locks to block access by strangers. One member of staff has been a nurse in the past and the majority of teachers have had first aid training.
123. All members of staff are familiar with the school's child protection arrangements and the systems for implementation are sound. There are effective procedures in place to ensure the health, safety and welfare of every pupil and they are closely observed by teaching staff. As required, a member of staff has been designated to supervise this aspect, however no governor has responsibility for this aspect.
124. Pupils with ALN make good progress in achieving the targets set for them. The school conforms well to the requirements of the Code of Practice for SEN.

125. The good support of the SEN Co-ordinator, teachers and support staff promote the progress of pupils with additional learning needs. Teachers identify the pupils who have ALN at an early stage through contact with the nursery school and by screening.
126. There are 48 pupils listed as having additional learning needs, 19 on school action stage, 27 on school action plus stage, and two on a statement. This is 25% of the school population, which is a slightly higher percentage than the national figure.
127. The school receives effective support from services such as language therapists and the psychology service. The school does not make sufficient use of the behaviour support service.
128. There are suitable Individual Education Plans [IEP] for every pupil on the ALN list which provide good guidance for teachers on how to meet every pupil's needs. The plans are reviewed and adapted every six months.
129. The school has a comprehensive behaviour policy and the sanction system of the Behaviour Support Plan is used fairly consistently and successfully. The parents expressed their support for the plan and its success is praised. A small number still behave inappropriately in lessons and disrupt the learning of other pupils. The large majority of pupils are courteous towards adults and their peers. A permanent exclusion was issued during this year.
130. Pupils and parents are of the opinion that bullying is not an issue. There are effective arrangements in place to ensure the welfare of all individuals and pupils turn confidently to adults for support.
131. Pupils are very aware of the religious, cultural and economic diversity that exists in different parts of the world. The school celebrates racial diversity sensitively and takes firm action to avoid any racial discrimination.
132. The work done on the Healthy School Scheme and the provision for PSE pay good attention to encouraging the pupils to live a healthy lifestyle. Physical education lessons also place appropriate emphasis on personal fitness.
133. The school provides good support and guidance in order to ensure that there is no social, educational or linguistic discrimination. Five pupils receive English as an Additional Language [EAL] support from an assistant and support is received from the county.
134. All pupils have equal access to all parts of the life and work of the school. Pupils with ALN are well-supported. All pupils are treated as individuals and inclusion is a distinct element here.
135. The school has an appropriate accessibility plan that outlines the provision available for any pupil with a disability. In addition, the school also has an Equality Scheme for Disabled Pupils.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

136. The findings of the inspection team do not correspond to the school's grade 2 award in its self-evaluation report. The team awarded a lower grade in light of the need to improve the quality of the SDP and reinforce the monitoring and strategic planning role of the governing body.
137. The head is caring towards his staff. He receives good support from members of the Management Team and the guidance provided by them has had a positive impact on expectations throughout the school. They include the quality of planning and pupils' standards of work. A range of appropriate managerial and curricular policies have been formulated which focus on creating the conditions for every individual to develop and thrive, and the majority have had a good impact on the work and ethos of the school.
138. The staff's commitment to their work is very good; they are industrious and they co-operate well to realise the expectations placed upon them. Each member of staff's contribution is appreciated and their opinions are carefully considered by the Management Team when formulating policies and when significant decisions are taken. Teachers have followed a good range of courses to develop their competency. Overall, these courses have had a positive impact on standards in the areas inspected.
139. The agreed values that exist ensure equality for all and this is reflected well in the day-to-day running of the school.
140. The national workforce remodelling agreement is implemented effectively and performance management arrangements have a positive impact on the work of the school. The school makes good use of teachers' planning, preparation and assessment periods to enhance the teaching. The head also has a substantial teaching programme which enriches the arrangements. The nursery assistants and classroom assistants employed make a significant contribution to the progress of the pupils in their care.
141. The school respects the opinion of pupils of all ages and the School Council is a medium that allows pupils to influence a number of aspects of the life of the school.
142. Good consideration is given to the priorities of the Welsh Assembly Government.
143. Targets are set according to the requirements of the Welsh Assembly Government. Targets for KS2 are not ambitious enough given pupils' previous performance.

144. There are shortcomings in the quality of the SDP. It contains a substantial list of aspects that require attention over a period of three years. There is insufficient attention to matters that are likely to raise standards and there is no reference to pupil numbers and the school budget. As a result, it is not a useful tool for promoting curricular and financial planning in the short and long term or for sharing priorities with staff and governors.
145. A very good relationship has been established with the local secondary school and other schools nearby.
146. Members of the governing body are supportive of the head and are proud of the school. The body's knowledge of budgetary matters, pupils' standards of work and progress against the priorities of the SDP is not sufficiently developed. Consequently, members are not currently active enough in terms of monitoring standards and setting a strategic direction for the school's development.
147. The format of the school handbook is good and includes a range of useful information. However, it does not conform fully to the requirements of the WAG 14/01 circular. The governing body's latest report to parents does not fully meet the statutory requirements.

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

Grade 3: Good features outweigh shortcomings.

148. The findings of the inspection team do not correspond to the school's grade 2 award in its self-evaluation report. A lower grade was awarded due to the need to improve the quality of the whole school self-evaluation and tighten the focus on standards in the co-ordinators' monitoring reports.
149. There are some shortcomings in the quality of the self-evaluation report presented prior to the inspection. A number of the statements in the report are descriptive and there is insufficient evidence to support the statements made. The section on analysing assessments does not pay sufficient attention to the school's performance against national benchmark data.
150. A comprehensive self-evaluation system has been established which involves examining pupils' work, analysing assessments and observing lessons. The co-ordinators work conscientiously to evaluate progress in their respective subjects and there are useful references in the monitoring reports to the need to update resources. However, the reports do not focus enough on pupils' standards of achievement and teaching and learning.
151. There is an insufficient link between the outcomes of the self-evaluation and the SDP which affects its usefulness as a planning for improvement tool.
152. There is no system for sharing the findings of self-evaluation in writing with the governing body.
153. The school has made appropriate progress against the majority of the key issues noted in the 2002 Report. There is an improvement in standards in science, physical education and information technology [IT] as in the development of children under five's physical skills. A comprehensive system has been established to monitor individual subjects and the quality of teaching. However, the school has not focused enough on aspects which will lead to further improvement in standards. A SDP and whole school self-evaluation have been drawn up. However, there are shortcomings in both the content and quality of the documents.

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

Grade 2: Good features and no important shortcomings.

154. The findings of the inspection team correspond to the school's grade 2 award in its self-evaluation report.
155. Staffing levels are good and provide a very favourable pupil-adult ratio that is slightly better than 14:1, and a reasonable pupil:teacher ratio of 21:1.
156. Pupils are well supported by qualified and experienced staff. Staff development programmes stretch the skills of each member effectively. Teachers have been trained appropriately for the ages and areas they teach. The majority are very experienced.
157. A highly efficient, full-time administrative officer is employed who understands the budget thoroughly. The administrative officer and secretary work a total of 42.5 hours. The secretary lightens the workload of teachers by undertaking some of their administrative tasks. Each member of the teaching staff has appropriate non-contact time.
158. A valuable contribution is made by the nursery assistants and classroom assistants who work very closely with the teachers.
159. Although the head is not responsible for a class, he contributes effectively to the teaching programme by teaching mathematics and English daily to pupils in Y3.
160. The school has a very good supply of resources for every age including children under five; they are of good quality and the majority are accessible for pupils to use. Effective use is made of all resources.
161. The school has invested substantially in ICT equipment, including six interactive whiteboards. Good use is made of the computers and whiteboards. The pupil:computer ratio is about 7.5:1, which is quite good. Pupils have regular access to them.
162. The colourful displays seen on the classroom walls and corridors are a very good feature. They contribute greatly to creating a tasteful ethos in the building and give credit to pupils' work. The displays in the classrooms vary; in the most effective practice they promote the learning in an appropriate manner.
163. The school is located in a convenient and safe spot on the town's outskirts. Some classrooms are rather small for the current number of pupils but this has no adverse effect on standards. The fabric of the old building requires attention. Together with the yard and grassed area, the building is kept generally clean and tidy. Very good attention is paid to cleanliness.

164. Risk assessments have been completed for those areas that could cause problems with regard to health and safety. The numerous bags that pupils carry to school and to the classrooms do cause problems. There is insufficient storage space in the corridors.
165. Every pupil with a physical disability can access the building and grounds.
166. There is a convenient one-way system for vehicles to drop off and collect pupils at the beginning and at the end of the day.
167. Contributions from the Parent Teacher Association have enabled the school to buy additional resources. There is a good supply of books and the library is suitably catalogued. Resources are managed efficiently and the school ensures good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

Key Stage 1

168. Key Stage 1 pupils listen well to presentations in lessons and to each other. They chat confidently, expressing their feelings meaningfully in a group situation and when speaking to other adults. A substantial number have a good vocabulary.
169. Standards in reading are good across the ability range at Key Stage 1. Pupils in Y1 succeed in reading fluently, showing that they recognise characters in stories. The great majority of pupils have specific strategies for dealing successfully with unfamiliar words. By Y2, a good number of the pupils read fluently and meaningfully. They enjoy stories and respond to them enthusiastically.
170. Clear progress is seen in pupils' writing skills throughout the key stage. They write in different language forms and many Y2 pupils write extended pieces. They succeed in writing effectively by composing well organised paragraphs, using a good number of sentence patterns. They can spell and punctuate with a good degree of accuracy.

Key Stage 2

171. In Y3 and Y4, pupils' language skills are good when responding to a range of rich experiences across the curriculum. The majority listen with interest, they are eager to respond and contribute confidently to classroom discussions and pair and group activities.
172. Y3 and Y4 pupils across the range of ability read a wide range of books and show positive attitudes towards reading. They discuss books confidently. They read aloud accurately, with meaning and with expression.
173. When given the opportunity to do so, many Y3 and Y4 pupils write at extended length and produce well organised pieces to a good standard.
174. Y5 and Y6 pupils speak very confidently. They are able to contribute appropriately to discussions and express opinion enthusiastically on specific issues and make extended presentations.

175. Y5 and Y6 pupils read confidently a wide range of materials. They read aloud accurately, with meaning and with expression. They make good use of their reading skills to gather information from books and other sources. They are confident in using a dictionary and thesaurus.
176. Y5 and Y6 pupils produce a varied range of written work in different forms. They also write variably across the curriculum and for different purposes. The more able pupils use adjectives and comparisons to enhance their expression. Paragraphing, order and sequence are prominent features in their work and they have quite a good grasp of verb forms, mutations and syntax.

Shortcomings

177. A minority in Y3 and Y4 do not listen attentively enough to the teachers' instructions.
178. Only a small minority of pupils discuss their reading preferences confidently.

Science

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

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

Key Stage 1

179. At Key Stage 1, pupils' understanding of the difference between living things and non-living things is good. They identify and name the main parts of a plant and through their investigations they understand that plants need sunlight and water to thrive and that seeds produce new plants.
180. Their understanding of different forces, such as push and pull, and their effect on the shape of an object or its movement is good.
181. Y2 pupils' understanding of the properties of different materials is good; their ability to classify them using specific properties such as sink or float and magnetic behaviour is good.
182. Pupils conduct investigations and experiments confidently and their understanding of the concept of a fair test is good. They make direct observations and record their work well using appropriate scientific vocabulary.

Key Stage 2

183. Y3 and Y4 pupils' understanding of the parts of plants and their functions, the effect of changing water and sunlight conditions on plant growth, and of the importance of the leaf in producing food is generally good.
184. Through their investigations, their understanding of the usefulness of friction for walking and moving is good as is their basic understanding of solids, liquids and gases. Their ability to sort on the basis of different properties is developing well.
185. Y5 and Y6 pupils have a good understanding of the relationship between the Sun and the Moon and the position of the planets in the Solar System.
186. Their understanding of the effect of forces, such as how a compressed spring applies a force on whatever changes its shape and the relevance of this to everyday life, is good. Similarly, the understanding of the majority of the effect of air friction and that new materials are created in irreversible changes is good.
187. The skills of the vast majority to conduct a scientific enquiry are developing well. Their understanding of what to keep constant, their ability to record in detail and to justify their results is good.

Shortcomings

188. The ability of the majority of older pupils at Key Stage 2 has not developed sufficiently to enable them to conduct a full independent enquiry.

Information technology

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

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

Good features

189. In both key stages, pupils across the ability range use suitable software and the Interactive White Board skilfully to support and reinforce their understanding across the curriculum.
190. At Key Stage 1, pupils construct simple sentences on a word processor and vary the size and colour of the font. They use the mouse confidently to control the pointer on the screen in order to make choices when using programmes specifically designed to create interesting shapes and patterns.
191. With support, they compose and send e-mails to other pupils confidently.
192. By Y2, they can load, save and print their work independently. They make effective use of programmes for collecting, sorting and recording results in graphs to show patterns. Their ability to control a floor turtle through a series of commands is generally good.
193. At Key Stage 2, pupils across the ability range make good use of their word processing skills to produce well presented work. They edit and refine their work by changing the format, colour and size of text and import clipart without assistance to create different effects; the most able demonstrate an increasing awareness of the needs of the target audience. Their ability to search for information on the Internet and to transfer parts of the content to another programme is good.
194. They use a digital camera to record visits and activities with confidence.
195. The ability of the majority to sort, analyse and display data in different forms and for specific purposes is generally good.
196. The older pupils can discuss how to respond directly to an e-mail or by sending copies to other persons.
197. Key Stage 2 pupils know that computers play an important role in their daily lives and they can describe how they are used in different contexts.

Shortcomings

198. The skills of the older pupils to compose routines, including variables, for creating various patterns, have not developed sufficiently.

History

Key Stage 1 – Grade 2: Good features and no important shortcomings.

Key Stage 2 – Grade 3: Good features outweigh shortcomings.

Good features

Key Stage 1

199. Pupils have a good awareness of the sequence and passage of time by looking at developments in their own lives and the lives of their families. They have a good knowledge of how toys and household furniture have changed over the past century.
200. Pupils have a good understanding of the concept of 'today', 'long ago' and 'many years ago'. They use a time line skilfully to promote their understanding of the passage of time.
201. They use a computer programme very effectively to produce simple graphs to record their findings.
202. Pupils have a good knowledge of aspects of Welsh history and discuss the lives of historical characters with empathy, and compare them with their own lives.

Key Stage 2

203. Pupils have a good understanding of chronology and a good knowledge of the homes and society of the Celts. They are able to describe the construction of the Celts' homes and how they made their clothes. They are aware of the Celtic society and their lifestyle. They can relate effectively to the people who lived in this age.
204. Visits to the museum and Henllys Castle provide valuable experiences for the pupils, such as opportunities for role-play, making bread and seeing artefacts. Pupils benefit from the expertise of a local historian, and can explain the use and significance of historical artefacts.
205. Pupils have some understanding of the Tudor Age and Y5 and Y6 pupils have produced an accurate timeline about Henry VIII and his wives.
206. The older pupils can discuss the period of the Second World War effectively and there are good examples of recording local people's memories of the period, and of using questionnaires to gather information.
207. Pupils make extensive use of the Internet to find information of relevance to their work.

Shortcomings

208. At Key Stage 2, pupils make limited use of opportunities for extended writing because of over use of worksheets that have a limited scope.
209. The enquiry skills of the older pupils at Key Stage 2 have not developed sufficiently. The pupils do not use a sufficient range of information sources to develop their enquiry skills.

Art

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Key Stage 1 and Key Stage 2

Outstanding features

- 210. In both key stages, pupils use a variety of techniques very confidently, mix paint very effectively, and use a wide range of different materials in both a creative and interesting manner.
- 211. At Key Stage 1, pupils collaborate in an outstanding manner to create a collage of a very high standard of interesting images in the style of Matisse.
- 212. At Key Stage 2, pupils create very impressive imitations of Monet's style.
- 213. Pupils make outstanding use of sketchbooks in Key Stage 2 and the detailed observation skills of the older pupils and their ability to use soft and hard pencils to create an artistic still life piece is impressive.
- 214. Y3 and Y4 pupils study the environmental artwork of a Welsh artist and use natural materials, such as pebbles and plants, to produce very effective work.
- 215. Following thorough research into the Celts, the pupils produced jewellery of a very high standard. Y3 and Y4 pupils can describe the production process and evaluate their work very effectively.
- 216. In their two and three-dimension work, the pupils produce work of a very high standard, such as clay masks of faces and puppets.

Good features

- 217. When imitating the work of other artists, Key Stage 1 pupils demonstrate a good knowledge of the various methods and the ability to apply these to their own work.
- 218. At Key Stage 1, pupils use a digital camera both effectively and creatively to take photographs of their work and use these to do further work.
- 219. Following a visit to a gallery, Key Stage 2 pupils can produce good imitations using a number of different media, and pupils can discuss their *fabrication* with enthusiasm whilst demonstrating an understanding of terms such as tone and scale.
- 220. All pupils weave with various materials, and use weaving terms confidently.

Shortcomings

- 221. There are no important shortcomings.

Physical education

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

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

Good features

- 222. Pupils in both key stages observe each other effectively and provide comments on the good aspects of the performance.
- 223. All pupils have a good understanding of the beneficial effect of exercise on health and of the need to ensure safety during lessons.
- 224. At Key Stage 1, pupils respond well to instructions. They use space well.
- 225. Pupils have age-appropriate skills when moving slowly and fast, high and low, and when creating various shapes.
- 226. The quality of their movements in dance lessons is generally good. They respond skilfully to music and create an atmosphere which varies appropriately to convey different moods.
- 227. In Y3 and Y4, pupils form some basic shapes well. They demonstrate good control of balance and physical tension.
- 228. In gymnastics lessons, Y5 and Y6 pupils work effectively in pairs and larger groups to produce various shapes and a sequence of movements.
- 229. In games lessons, Y5 and Y6 pupils demonstrate knowledge, skills and understanding across a range of activities with consistent control and accuracy. They refine and adapt techniques and skills previously learned, and then apply these effectively in new situations.

Shortcomings

- 230. At Key Stage 2, the practice of wearing trainers for gymnastics lessons affects pupils' ability to produce more graceful movements.

School's response to the inspection

The Governing Body and the staff are proud of the findings of the Inspection, which is an acknowledgement of the committed work of all those who are involved in the school.

The recommendations will be incorporated in the Development Plan for 2008-9 and will be acted upon to ensure continuity in the school's development.

The Inspectors' professionalism and courtesy were greatly appreciated.

Appendix 1

Basic information about the school

Name of school	Ysgol Rhys Prichard
School type	Community
Age-range of pupils	3.5-11
Address of school	Llanfair Road Llandovery Carmarthenshire
Postcode	SA20 0HY
Telephone number	[01550] 720736

Headteacher	Mr Noel Jones
Date of appointment	January 2005
Chair of governors/ Appropriate authority	Mr H. Rees
Registered inspector	Mr Phil Mostert
Dates of inspection	22 - 24 January 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18	17	23	24	27	26	34	24	193

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1: 21
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.15: 1

Percentage attendance for three complete terms prior to inspection			
Term	R	KS1 and 2	Whole School
Spring 2007	89.4%	92.5%	94.2%
Summer 2007	92.4	95	92.9%
Autumn 2007	93.9	93.2	93.2%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	1 – permanent

Appendix 3

National Curriculum Assessment Results End of KS1:

National Curriculum Assessment KS1 Results 2007		Number of pupils in Y2						23
		D	W	1	2	3	4	
Welsh:	School			0	100	0		
	National	0	1	10	64	25	0	
Welsh: reading	School			0	86	14		
	National	0	2	15	59	23	0	
Welsh: writing	School			7	93	0		
	National	0	3	19	66	12	0	
Welsh: speaking and listening	School			0	100	0		
	National	0	1	11	64	24	0	
English:	School			0	100	0		
	National	0	3	13	63	20	0	
English: oracy	School			0	100	0		
	National	0	2	10	63	24	0	
English: reading	School			0	100	0		
	National	0	4	14	55	27	0	
English: writing	School			11	89	0		
	National	0	5	14	68	12	0	
Mathematics	School			4	79	17		
	National	0	2	10	64	23	0	
Science	School			4	88	8		
	National	0	2	9	66	24	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	95.8%	In Wales	80.6%
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End of KS2:

National Curriculum Assessment KS2 Results 2007		Number of pupils in Y6							31
		D	W	1	2	3	4	5	
Welsh:	School			0	6	24	47	24	
	National	1	1	1	4	18	50	25	
English	School			0	3	19	32	45	
	National	0	1	1	4	16	48	30	
Mathematics	School			0	0	13	65	23	
	National	0	1	1	3	14	48	33	
Science	School			0	0	3	45	52	
	National	0	1	0	2	12	52	34	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	77.4%	In Wales	74.2%
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- D Pupils who have been disapplied from the statutory arrangements
- A Pupils who have failed to register due to absence
- F Pupils who have failed to register for reasons other than absence
- W Pupils working towards level 1

Appendix 4

Evidence base of the inspection

The school was inspected by a team of four inspectors who were present in the school for a total of 8.5 days. During this period:

- a total of 28 lessons, or parts of them, were attended, sharing the time fairly equally between the classes and keeping separate records for the different ages;
- there was discussion of their work with the pupils, head teacher, teaching staff, the nursery assistant and the other assistants;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in Welsh and English;
- samples of pupils' work completed during the current term and during previous terms were inspected;
- a substantial sample of the school's documentation was studied, including its policies and long, medium and short term schemes of work;
- the SDP was examined in detail;
- attendance registers and pupil assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in two communal worship sessions and in classroom assemblies;
- a parents' meeting, attended by 12 parents was held and 33 parents' questionnaires were analysed;
- two formal meetings were held with the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations, appendix Key questions 1, 2 and 7 Welsh and physical education
Deris Williams Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Gwynne Jones Team Inspector	Key questions 5 and 6 Science and IT.
Gillian Taylor Williams Team Inspector	Key questions 3 and 4. History and art
Ms M Davies was chosen as the nominee by the school.	

There was no peer assessor for this inspection

Contractor: Cwmni Cynnal
Technology Unit
Bridge Street
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Acknowledgement

The inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.