



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Inspection under Section 28 of the Education Act 2005

A report on the quality of education in

**Caio Primary School
Caio
Llanwrda
SA19 8RD**

School Number: 669/2077

Date of Inspection: 2 to 3 June 2009

**by Estyn, Her Majesty's Inspectorate for
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- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ local authority education services (LAES)
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of the Department for Work and Pensions funded training programmes.

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- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Introduction

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

The inspection of Caio Primary School took place between 2-3 June 2009. A team of inspectors, led by Alun Morgan HMI undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Caio Primary School is situated in the village of Caio, in the rural uplands west of the Towy valley. It is maintained by Carmarthenshire Local Authority Education Service. The school teaches entirely through the medium of Welsh for pupils aged four-seven and through both Welsh and English for 7 to 11-year-olds. Welsh is the language of the school and this helps pupils to become fully bilingual by the time they transfer to secondary school.
- 2 Currently, there are 14 pupils on roll, two of whom come from homes where Welsh is the main language spoken. All pupils speak English or Welsh as their first language. Pupils represent the full ability range. The school describes its area as 'not disadvantaged'.
- 3 There are 6.5% of pupils entitled to free school meals (FSM). This figure is considerably lower than both local authority and national averages.
- 4 Three pupils are identified as having special educational needs (SEN), two of whom have statements of SEN for moderate learning difficulties and the other pupil is on the school action plus register. Two pupils are looked after by the local authority. One pupil is from a minority ethnic group.
- 5 The school is organised into two classes, one for 4 to 7-year-olds and the other for 7 to 11-year-olds. The current staffing level of 2.4 teachers is set to reduce to 1.6 from September 2009.
- 6 The school has been through a very difficult period over the last two years caused by both uncertainty over its future and severe instability in staffing.
- 7 The current acting headteacher has been in post for just two weeks before the inspection. She is the fifth acting headteacher of the school over the last three years and the third this year.
- 8 The number of pupils on roll has more than halved since the previous inspection in June 2003.

The school's priorities and targets

- 9 The school development plan (SDP) for 2008-2009 sets out the following priorities:
 - raise standards of reading across the school;
 - improve the condition of the building to enrich learning and teaching;
 - restructure staffing to respond to budget cuts;
 - raise standards in ICT for staff and pupils;

- promote co-operation with other schools;
- staff in-service (INSET);
- create and enrich experiences for pupils;
- assessment for learning; and
- improve administrative systems.

10 The School Handbook sets out the following general aims and objectives.

- To create a happy environment, which is homely and well disciplined, where each child feels part of the school community.
- To assist pupils to develop lively and exploring minds, with the ability to question and debate rationally.
- To assist pupils to acquire knowledge and skills which are relevant to everyday life and the constantly changing world of work.
- To assist pupils to use language and number effectively.
- To appreciate the feats of man in the areas of art, music, science, technology and literature.
- To nurture respect towards religious and moral values; tolerance towards other people, other religions, and alternative lifestyles.
- To create an awareness in each child of his/her cultural, economic and religious heritage.
- To develop in each child a respect for, and understanding of the environment.

Summary

- 11 Caio Primary is a caring and supportive learning environment where pupils are happy and feel safe and secure. The school has faced several years of severe instability because of frequent changes of leadership and wider uncertainty over its medium-term future. These factors have prevented the school from making good progress since the last inspection.
- 12 The grades awarded by the inspection team are the same as the school awarded itself in its self-evaluation report for four of the seven key questions. For Key Questions 2, 3 and 7, the inspection team awarded one grade higher than the school did. In each case inspectors did not consider there were sufficient shortcomings to justify a grade 3.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
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?	3
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

- 13 As there are only two children in the under-fives age group, judgements are made only on the provision the school makes for the six areas of learning. Overall, the quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 14 The very small numbers of pupils who are assessed at the end of each key stage of the National Curriculum do not make for a meaningful comparisons both between year groups and with other schools. According to statutory teacher assessment, between 2006-2008, almost all pupils attained the core subject indicator. This is the expected levels pupils should reach in Welsh, mathematics and science at the end of key stage 1 and the expected levels they should reach in Welsh or English, mathematics and science at key stage 2. All pupils achieved the targets the school had set for them. There are no significant differences in the attainment of boys and girls.

15 Pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

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

Subject	Key stage 1	Key stage 2
Welsh first language	3	3
English	Not applicable	3
Mathematics	3	3
Science	3	3
Information and communication technology	3	3
Design technology	3	3
History	3	3
Geography	3	3
Art and design	2	3
Music	2	2
Physical education	No judgement	2
Religious education	2	3

16 At both key stage 1 and key stage 2, standards of speaking and listening are good. In reading and writing, pupils are generally achieving the levels expected of them in relation to their age and ability. However, few pupils read with expression or use a wide and varied range of vocabulary in their writing. They also do not make enough progress in writing in a range of styles and formats. The standard of pupils' spelling is generally good but there are important shortcomings in their presentation of work.

17 Pupils use their numeracy skills well in a number of subjects and they are making progress in their work in information and communication technology (ICT).

18 All pupils are making progress in their learning. However, the most able are not always fully challenged and extended to reach their potential, although very recent changes to teaching and learning are beginning to make a difference. All pupils make good progress in becoming fully bilingual by the time they leave the school.

19 Pupils generally work hard and usually try their best. However, few are confident, independent learners. Pupils behave very well on the whole. They are helpful, pleasant and courteous. They enjoy school and are happy there.

20 The school's attendance is over 92% over three terms. In a school of less than 20 pupils, this indicates low levels of absenteeism. Punctuality levels are very good.

21 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	31%	0%	0%

22 Good teaching was observed in the Foundation Phase, and in key stage 1 and key stage 2. The teaching in key stage 2 was consistently good.

- 23 For the most part, teachers have good knowledge and understanding of the subjects they teach and are familiar with recent developments in primary education such as the Foundation Phase and the introduction of a revised National Curriculum.
- 24 Teachers have high expectations of their pupils in relation to effort and behaviour. This has been strengthened by a more recent focus on both matching the work closely to the needs and abilities of pupils and in setting challenging tasks in the core subjects of language, mathematics and science. Differentiation and key skills are appropriately addressed in these core subjects and are also becoming more evident in pupils' work in other subjects.
- 25 The recent review of assessment procedures aims to improve effectiveness and to strengthen the links between assessment and planning. The annual report to parents meets statutory requirements. However, the procedures for regularly communicating information to parents on pupils' performance and attainment are not well developed. The recently-appointed acting headteacher has identified this as an area for further development.
- 26 Parents and carers of pupils with special educational needs (SEN) are well informed of their children's work and progress through regular consultations and reviews.
- 27 The curriculum provided is broad, balanced and accessible for all learners. Planning includes attention to key skills but in a rather general and implicit fashion. Very recent developments have led to a much clearer and detailed identification of key skills and wider skills alongside much more clearly defined differentiation. The positive effects of this on standards are already evident.
- 28 The school promotes well pupils' spiritual, moral, social and cultural development.
- 29 The school has very strong links with the local community. Good provision is made for Y Cwricwlwm Cymreig. Pupils gain a good awareness and understanding of the heritage and culture of Wales and the school enables pupils to be fully bilingual by the time they leave. Pupils have a good awareness of some contemporary environmental issues and concerns.

Leadership and management

- 30 The acting headteacher has settled in very quickly to the role and has a clear vision for how the school can move forward. Established staff have succeeded in helping the school operate effectively on a day-to-day basis over several years of uncertainty and instability. The acting headteacher, staff and governors of the school are committed to maintaining and further improving standards and the quality of education for all its pupils. Uncertainty about the future of the school, along with numerous changes in headship, have prevented the school from having a clear strategic direction and in setting appropriate targets for improvement. However, overall, the inspection team agree with the school's self-evaluation in four of the seven key questions. In those key questions where the team disagreed with the school's self-evaluation judgements, inspectors awarded a higher grade.

- 31 The Governing Body (GB) is very supportive of the school. Much of its time in recent years has involved trying to resolve the absence of permanent leadership. Governors are well informed about the school and take an interest in both its general direction and its day to day work. However, their involvement in monitoring the effectiveness of the school's provision is limited. Neither the school prospectus nor the annual report by governors for parents fully meet statutory requirements.
- 32 The school has suitably qualified teaching and support staff with sufficient knowledge and expertise to teach all aspects of the school's curriculum. A teaching assistant is deployed effectively to support pupils with SEN. Support staff, including peripatetic and centrally employed staff, work effectively with teachers making a valuable contribution to the quality of the teaching and learning.
- 33 The school manages appropriately a good range of resources matched to the age and needs of the pupils. Recent investment in interactive whiteboards and related equipment is proving successful in enhancing the quality of teaching and pupils' learning experiences.
- 34 The school uses its resources for learning and its accommodation effectively to produce satisfactory outcomes overall. The school provides adequate value for money.

Recommendations

- 35 In order to improve further, the school needs to:
- R1 raise standards in subjects and key skills where there are shortcomings;
 - R2 further develop assessment procedures and link them more directly with planning;
 - R3 provide better opportunities for investigation and enquiry based work to promote pupils' key skills across the curriculum;
 - R4 update the Child Protection Policy and ensure all staff receive appropriate training;
 - R5 meet all statutory requirements; and
 - R6 improve self-evaluation to better inform priorities in the school development plan.
- 36 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 3: Good features outweigh shortcomings

- 37 The inspection team agree with the grade the school awarded itself for this key question in its self-evaluation report.
- 38 The very small numbers of pupils who are assessed at the end of each key stage of the National Curriculum do not make for meaningful comparisons both between year groups and with other schools. According to statutory teacher assessment, between 2006-2008, almost all pupils attained the core subject indicator. This is the expected levels pupils should reach in Welsh, mathematics and science at the end of key stage 1, and the expected levels they should reach in Welsh or English, mathematics and science at key stage 2.
- 39 All pupils achieved the targets the school had set for them. There are no significant differences in the attainment of boys and girls.
- 40 Pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

- 41 Pupils' standards of achievement in lessons were below other schools in Wales as published in the latest Annual Report of Her Majesty's Chief inspector (HMCI) in which standards in lessons were good or very good in 84% of lessons. The standards key stage 2 pupils achieved in lessons during the inspection are not reflected in their previous work in their books and files. This work has a number of shortcomings. These include answers that basically repeat information provided by the teacher and exercises that are too reliant on activities involving cutting, pasting and colouring in from worksheets. This is especially the case for pupils' work in science, history, geography and religious education.
- 42 There are clear indications that pupils are responding well to the very recently introduced teaching methods and approaches that enable them to think more independently, reflect more on their findings and record their work more effectively.
- 43 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 44 At both key stage 1 and key stage 2, standards of speaking and listening are good. In reading and writing pupils are generally achieving the levels expected of them in relation to their age and ability. However, few pupils read with expression or use a wide and varied range of vocabulary in their writing. They also do not make enough progress in writing in a range of styles and formats. The standard of pupils' spelling is generally good but there are important shortcomings in their presentation of work.

- 45 Pupils make generally good progress in developing and applying numeracy in a number of other subject areas, for example through graphs in science and geography and through charts and timelines in history.
- 46 Pupils are developing their ICT skills through using the interactive white boards (IWBs) and through word-processing. Older pupils make effective use of the intranet in researching their work. However, their skills in using databases and control technology is underdeveloped.
- 47 All pupils in the school are making progress in their learning. The most able pupils are not always fully challenged and extended to reach their potential, although very recent changes to teaching and learning are already making a difference. All pupils make good progress to becoming fully bilingual by the time they leave the school.
- 48 Pupils generally work hard and usually try their best. They listen well and many are keen to contribute to class discussions. When they are working in smaller groups a few younger pupils sometimes need a lot of teacher attention to ensure that they are concentrating on their work and giving of their best in order to complete it to a good standard.
- 49 Older pupils show interest in their studies and work at a good pace. They are ready to ask questions and work well together. However, few are confident, independent learners. They tend to want a lot of initial guidance on what they have to do and this inhibits the extent they can go on and develop their own questions and enquiries on what they are learning about.
- 50 Pupils behave very well on the whole. They are helpful, pleasant and courteous. They enjoy school and are happy there. They get on well with each other and with the teachers and other staff at the school. Their personal, social and moral development is good. This, in turn, promotes good values and attitudes toward equality of opportunity and diversity.
- 51 The school's attendance is over 92% over three terms. In a school of less than 20 pupils, this indicates low levels of absenteeism. Punctuality levels are very good.
- 52 Pupils develop a good knowledge and understanding of the culture, heritage and nature of their locality and of Wales as a whole. They also gain awareness of environmental issues and concerns including a basic understanding about the links between these and sustainable development. They do some good work that provides them with an appropriate understanding of aspects of global citizenship. However, some of the work covered is too general to promote their further understanding.
- 53 Work on various themes supported by educational visits gives pupils an awareness of the world of work, especially agriculture and small businesses. Older pupils have undertaken small business ventures such as organising their own pizza company.

The quality of education and training

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

Grade 2: Good with no important shortcomings

- 54 Inspectors disagreed with the school's judgement expressed in its self-evaluation report for this key question. Inspectors awarded a higher grade as they found the quality of teaching to be good with no important shortcomings.
- 55 Good teaching was observed in the Foundation Phase, key stage 1 and key stage 2. The teaching in key stage 2 was consistently good.
- 56 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	31%	0%	0%

- 57 The figures are lower than the national picture reported by Her Majesty's Chief Inspector in his report for 2007-2008. Nationally the quality of teaching is good or better in 84% of lessons with 12% of them having outstanding features.
- 58 Teachers provide good role models. They have a very good relationship with children and the supportive ethos effectively promotes their learning. Pupils respect their teachers.
- 59 For the most part, teachers have good knowledge and understanding of the subjects they teach and are familiar with recent developments in primary education such as the Foundation Phase and the introduction of a revised national curriculum. Staff create a stimulating environment with displays that contain a wide range of pupils' work. Every effort is made to ensure equal opportunities for all pupils.
- 60 Teachers have high expectations of their pupils and there is an appropriate and recent focus on matching the work closely to pupils' age and ability and in setting challenging tasks. Pupils' efforts are praised and recently introduced procedures for celebrating effort and attitude are popular with pupils and contribute to their development. Appropriate use is made of the Welsh and English language in promoting the school's bilingual teaching and ethos. The work set for pupils with special educational needs (SEN) corresponds appropriately to their individual education plans and the teaching of pupils with SEN is consistently good.
- 61 Lesson planning is generally good with clear objectives which are usually reinforced in plenary sessions. Planning to match work closely to pupils' age and ability and for the development of their key skills is addressed appropriately in the core subjects of language, mathematics and science. These aspects are also becoming more evident in their work in other subjects.

- 62 In lessons where there are good features, the teachers:
- establish and maintain a good pace;
 - have good subject knowledge;
 - convey high expectations of pupils' achievement;
 - make effective use of plenary sessions to reinforce lesson objectives;
 - ensure the work is closely matched to the needs and abilities of pupils; and
 - use a range of resources and techniques to maintain pupils' interest.
- 63 Where there are weaknesses in some lessons:
- not enough attention is given to pupils working effectively in small groups.
- 64 The recent review of assessment procedures is aimed at increasing effectiveness and strengthen the links to planning. Baseline assessments are undertaken on entry and ongoing observation of learners' progress is undertaken by practitioners. This provides the basis for individual development files for each pupil. These records are supplemented by appropriate standardised tests and assessed examples of pupils' work. Portfolios of work produced within the cluster of neighbouring schools to agree standards of pupils' work at seven and 11 years of age are used well to support the consistency and accuracy of teachers' assessments.
- 65 Pupils are becoming increasingly involved in evaluating their own progress and setting personal targets. Teachers know the individual pupils very well and cater very effectively for their learning needs.
- 66 In both key stage 1 and key stage 2, pupils' work is regularly marked and commented upon. While comments are positive and encouraging they rarely extend to precise guidance to pupils on how to improve. However, there are some examples of this when teachers talk to pupils about their work in class.
- 67 The annual report to parents meets statutory requirements. Procedures for regularly communicating information to parents on pupils' performance and attainment are not well developed. The acting headteacher has identified this as an area for further development.
- 68 Parents and carers of pupils with SEN are well informed and have full and regular access to consultations and reviews.

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

Grade 2: Good features and no important shortcomings

- 69 Inspectors disagreed with the grade the school awarded itself in its self-evaluation report for this key question. The team did not identify sufficient important shortcomings to award a grade 3.

- 70 The curriculum provided is broad, balanced and accessible for all learners. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 71 Curriculum planning is developed from appropriate subject policies and schemes of work. These are used as a basis for medium-term and short-term plans which clearly set out learning objectives, activities and resources. There is a good focus on providing a wide range of learning activities and experiences for pupils. Language and mathematics schemes are well linked to subject-related skills and thus enable effective planning for continuity and progression. The lack of precise focus on subject-related skills in other schemes makes such planning more difficult. This has led to planning of work that is too similar for a wide age range and which does not sufficiently challenge the more able and older pupils.
- 72 Planning for the progressive development of pupils' key skills is too general. Very recent developments have led to a much clearer and detailed identification of the key and wider skills as well as improvements in matching the work more closely to the wide age and ability range in classes. These improvements are having a positive effect on standards.
- 73 The curriculum is enhanced by a good range of educational visits and a programme of visitors coming to the school. These are used effectively to enhance pupils' interest and understanding of a number of themes and topics. Individual tuition for pupils in music provided by a visiting specialist teacher promotes pupils' skills in this subject. Most pupils attend and enjoy the two after-school clubs; one focusing on team games and the other on a wide range of practical and cultural activities, including cooking and practising for competitions in the Urdd eisteddfodau.
- 74 The school effectively promotes pupils' spiritual, moral, social and cultural development. Statutory requirements for collective worship are met and the school assemblies are happy and lively occasions with a good balance of active participation and time for reverence, respect and reflection.
- 75 Pupils' personal and social education is also delivered effectively. There is an appropriate focus on healthy eating and healthy lifestyles as well as a strong emphasis on respecting the environment and valuing friends, family and the community. The very good classroom relationships between teachers and their pupils enable regular and valued opportunities for pupils to share feelings, discuss emotions and agree on what represents positive values and attitudes.
- 76 Over the years the school has developed strong links with neighbouring primary schools and with the secondary school to which most pupils transfer at 11 years of age. The links with primary schools have included joint curriculum planning, for example in science and for the Foundation Phase and for team games. Due to the recent instability in leadership some of these links have lost momentum.
- 77 Parents have given very good support to the school by raising significant sums of money. Among other things, these funds meet transport costs for swimming lessons and for the purchase of ICT equipment, including an interactive white board.

- 78 The school has very strong links with the local community. It takes part in services in the local church, chapel and it contributes to the local Eisteddfod. It also participates in charitable organisations competition for local schools. It makes good use of the locality and the community in a number of subject areas, for example history, geography and religious education. The vicar of the local church regularly contributes to school assemblies.
- 79 Good provision is made for Y Cwricwlwm Cymreig. Pupils gain a good awareness and understanding of the heritage and culture of Wales and the school enables pupils to be fully bilingual by the time they leave at 11 years of age for secondary schools.
- 80 Pupils have a good awareness of some contemporary environmental issues and concerns. They contribute to a number of sustainable development schemes such as recycling, composting and making use of collected rainwater. Plans to establish the school's Eco Council are well underway.
- 81 Global citizenship is developed through a number of curriculum areas, especially geography and religious education, as well as through charity work. Pupils gain an understanding of things that different societies have in common as well as their cultural differences.

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

Grade 3: Good features outweigh shortcomings

- 82 Inspectors agreed with the grade the school awarded itself in its self-evaluation report for this key question.
- 83 The school is a close and caring community. The overall provision for the care, guidance and support of pupils is good. All staff contribute effectively to create a caring and supportive environment where pupils feel secure.
- 84 Teachers know their pupils well and identify each pupil's needs and progress. Pupils confidently seek help or support when required and are treated with consideration and respect.
- 85 Appropriate policies and procedures are in place to promote pupils' health, safety and wellbeing. The school promotes pupils' healthy eating and a healthy lifestyle. Physical and sporting activity is a prominent feature of the school's daily life.
- 86 Though the school has procedures for the protection of children and works in pupils' best interests to safeguard their welfare and promote their development, the policy still has a previous headteacher as the named person for child protection issues. Furthermore, while the local authority's child protection guidelines are in place appropriate training for staff has not been recently updated.
- 87 The provision for pupils with additional learning needs (ALN) is good and pupils with ALN are identified early. The acting headteacher is the special educational needs co-ordinator, and effectively diagnoses and ensures provision for pupils' individual learning needs. An ALN teaching assistant works effectively alongside the teaching

staff to support pupils with SEN. Targets are included in individual education plans and are reviewed and monitored carefully to ensure that pupils receive relevant provision. The school consults fully with parents and carers of pupils with SEN. Regular review meetings are arranged and the school welcomes discussion on progress or concerns at any time.

- 88 The school's inclusion policy reflects its strong commitment to equal opportunities. The school promotes a very strong ethos of shared values and these include respect, tolerance and celebration of diversity. Pupils of all ages get on well with each other and feel happy and safe at school. No instances of bullying or oppressive behaviour were seen during the inspection.
- 89 The school does not have a Disability Equality Scheme and accessibility plan. As a result, it does not meet statutory requirements in respect of disability legislation.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 90 Inspectors agree with the grade the school awarded itself in its self-evaluation report for this key question.
- 91 The school has been through a difficult period since the last inspection with regular and sometimes rapid changes in leadership. The current acting head took charge of the school two weeks before the inspection and is the third person to lead the school this year. The acting head has settled in very quickly to the role and has a clear vision for how the school can move forward. Through introducing varied forms of regular communication the acting head is already working effectively to re-establish the full confidence of parents. Staff are very loyal, committed to the school and are working very well with the new acting head. They have also succeeded in helping the school operate on a day-to-day basis over several years of uncertainty and instability.
- 92 The school takes good account of local and national initiatives. It has the Basic Skills Agency Quality Mark and is establishing an Eco Council. It promotes healthy eating and lifestyle through both the curriculum, for example by its involvement in the Physical Education and Schools Sport (PESS) initiative and additional features such as the breakfast club, the fruit club and after-school games and sports club. The school enables pupils to become fluent speakers of both Welsh and English by the time they transfer to the secondary school.
- 93 Instability in the leadership of the school together with uncertainty about its future has hindered the extent to which the school has been able to make progress since the last inspection. There are clear signs that some issues have been addressed, for example making greater use of ICT and preparation for the introduction of the Foundation Phase. Others however, such as extending the more able pupils and fostering more independent learning have been slower to develop. Performance management arrangements are in place but has suffered as a result of lack of continuity in leadership. All staff have appropriate job-descriptions and the school meets statutory requirements for reducing teachers' workloads.
- 94 The GB is very supportive of the school. Much of its time over recent years has involved trying to appoint a permanent headteacher. Governors are well informed about some aspects of the work of the school. Their involvement in setting a strategic direction and in monitoring the effectiveness of the school's provision is limited.
- 95 The school prospectus and the governors' Annual Report for parents do not fully meet with statutory requirements.

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

Grade 3: Good features outweigh shortcomings

- 96 Inspectors agree with the grade awarded by the school in its self-evaluation report for this key question.
- 97 Overall, the inspection team agree with the school's self-evaluation in four of the seven key questions. In those key questions where the team disagreed with the school's self-evaluation judgements, inspectors awarded a higher grade.
- 98 The headteacher, staff and governors of the school are committed to maintaining and further improving standards and quality of provision. Self-evaluation is a key element in the school's improvement process. Staff are involved in monitoring and the first six-term cycle of monitoring core and foundation subjects has been completed. As a result, teaching staff are becoming more confident in their skills of self-evaluation through monitoring aspects of the life and work of the school.
- 99 Governors are informed of the outcomes of self-evaluation and have discussed relevant issues with staff. The views of pupils gathered effectively through the School Council, during circle time and in individual discussions are also taken into consideration. However, no formal arrangements are in place to enable the school to take into account the views of other interested parties, especially parents.
- 100 Links between the areas for improvement identified through self evaluation and the SDP are not always clear. Also, not enough attention is currently given to evaluating pupils' standards and the quality of teaching to inform priorities in the school development plan (SDP).

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

Grade 2: Good features and no important shortcomings

- 101 Inspectors awarded a higher grade than the school awarded itself in its self-evaluation report for this key question. Inspectors found that the efficiency of leaders and managers in using resources was good with no important shortcomings.
- 102 The school has suitably qualified teaching and support staff with sufficient knowledge and expertise to teach all aspects of the school's curriculum. A teaching assistant is deployed effectively to support pupils with SEN. Support staff, including peripatetic and centrally employed staff, work effectively with teachers making a valuable contribution to improving the quality of the teaching and learning.
- 103 There is adequate deployment of resources, in terms of both cover and accommodation to ensure that the requirements of workforce remodelling are met. Planning, preparation and assessment time is used effectively to raise standards and the quality of provision.
- 104 The school makes efficient use of a good range of resources appropriate to the age and needs of the pupils. Recent investment in interactive whiteboards and related

equipment is proving to be successful in enhancing pupils' learning. The school is also skilfully developing its use of outdoor areas within the site to enrich pupils' experiences and improve the quality of provision.

- 105 There is adequate accommodation for the pupils on roll and it is generally well maintained. However, there is no hall and the classrooms are somewhat restrictive in size for practical activities. The school playing field, although located about 400 metres from the main school site, is regularly used as a learning area and for after-school club activities.
- 106 The school's resources are managed appropriately to promote its priorities and objectives. The school keeps its resources under regular review.
- 107 The school uses its resources for learning and its accommodation effectively to produce satisfactory outcomes overall. The school provides adequate value for money.

Standards achieved in subjects and areas of learning

Under-fives

- 108 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 109 Children under five years of age share the classroom with key stage 1 pupils. The setting is organised effectively to provide a good range of relevant activities for the younger children. As there are only two children in the under-fives age group, judgements are made only on the provision the school makes for the six areas of learning. Overall, the quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

Personal and social development, wellbeing and cultural development

- 110 Both the indoor and outdoor facilities are organised to encourage pupils to establish and develop good relationships with each other and with adults. The play house, which can be adapted to suit the current theme, provides good opportunities for children to develop social skills. Activity areas and opportunities for imaginative play develop the children's ability to think and learn independently. Adequate toilet and cloakroom facilities, a drinking water fountain, healthy snacks and provision for robust play in the outdoor environment promote pupils' wellbeing.

Language, literacy and communication skills

- 111 A reading area contains a good selection of appropriate books and is furnished with comfortable chairs and bean bags to encourage children's interest in books and reading. There is an adequate supply of crayons, pencils and other marking implements, which children use to good effect to develop their fine motor skills. Audio tapes/CDs and ICT equipment are available for pupils to use to develop their speaking and listening skills and a range of clothes encourages role play and language development.

Mathematical development

- 112 There are adequate resources for developing children's mathematical understanding and skills through activities involving sorting, matching, ordering, sequencing, comparing and counting. Shapes and patterns are displayed around the room and water and sand facilities, with associated weighing and measuring utensils are provided in the indoor and outdoor areas. Numbers and number sequences are prominent in displays. Coins for play activities allow the children to develop an awareness of the purpose of money.

Knowledge and understanding of the world

- 113 A good variety of games, construction toys and play activities encourages children to explore and experiment both indoors and outdoors and to become skilled at problem

solving. A range of appropriate books initiates interest in different places and helps develop the idea of past and present. Visits to places of interest develops the children's knowledge of their locality. Visits by people who live and work in the area develops children's understanding of how others help them.

Physical development

- 114 An appropriate range of small and large equipment develops the children's motor skills and encourages confidence in their use. The physical space available to the children, especially outdoors, encourages games and play activities and develops their awareness of their own bodies and how they move. Appropriate games on the yard or playing field, along with a good range of play equipment develop children's skills, co-ordination, balance and control.

Creative development

- 115 A selection of musical instruments, mainly percussion, allows children to create and respond to musical sounds and rhythms. Role-play and imaginative drama is encouraged by a selection of clothes, costumes and activities. A good range of paint, brushes, crayons, markers, glitter and similar resources is always available for the children to mix, shape, arrange and combine when creating images and objects.

Welsh first language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 116 In key stage 1, pupils contribute well to group discussions in Welsh during activities and interact well both with their peers and with adults. Most have good recall of previous work and respond appropriately to prompts and suggestions. They learn new terms relating to areas they study and repeat them in appropriate contexts.
- 117 In key stage 2, most pupils develop their vocabulary adequately and the more able make effective use of gesture and intonation when expressing an opinion or imagining a scene from an historical story.
- 118 In both key stages, most pupils are able to listen attentively to presentations by adults. Nearly all key stage 1 pupils make appropriate progress with their reading. By the end of key stage 2, most pupils have achieved an appropriate level of competency and the more confident read with a good level of fluency and expression.
- 119 They appreciate that books can be a source of pleasure as well as sources of information. In both key stages, nearly all pupils enjoy reading and have access to an adequate range of books.
- 120 Most pupils' handwriting and presentation skills show consistent development across both key stages. By the end of key stage 1, pupils begin to develop appropriate understanding of writing conventions including punctuation.

Shortcomings

- 121 The majority of pupils do not write at length and their work shows an over reliance on worksheets and adult direction.

English

Key stage 1: Not applicable

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 122 Standards of speaking and listening are good. Pupils are generally confident about asking questions, making comments and offering opinions. They speak clearly and their contributions are generally thoughtful and carefully worded.
- 123 Pupils read with accuracy and show good skills at extracting information from text. They develop a good understanding of words and accurately apply features such as homophones, synonyms and opposites in short sentences of their own.
- 124 Pupils in Year 3 and Year 4 develop good understanding of story writing, for example how to sequence stories and make sense of them. They are also able to suggest alternative words and demonstrate a good understanding of conjunctions and idioms. They know about the work of an author. Pupils in Year 5 and in Year 6 further consolidate these skills and apply them well in examples of persuasive writing such as advertisements and posters. Pupils' narrative writing is clearly organised and sequential. They make generally good use of active verbs and adjectives to enhance basic storylines.
- 125 Pupils' spelling overall is good and pupils understand well the rules of punctuation.

Shortcomings

- 126 Many pupils do not read with expression or use a sufficiently wide and varied range of vocabulary in their writing.
- 127 Pupils' writing is over-confined to description and outline narrative. Their creative and imaginative skills are underdeveloped.
- 128 Pupils do not compose either a sufficient amount or variety of poetry.
- 129 While many pupils give correct answers in exercises on punctuation, fewer apply it well in independent writing. This is especially the case in using paragraphs and capital letters.

Mathematics

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 130 Pupils in key stage 1 show good number recognition and count confidently from 1-20 and sequence numbers well between 1-100. Older pupils are able to do division by two sums. They also have a sound understanding of what is meant by balance and how to weigh and measure to achieve this. Younger pupils also demonstrate a solid grasp of the rules of addition and subtraction and apply these well to tasks.
- 131 They make good use of mathematical aids and can measure accurately. They have a firm understanding of size and capacity. Pupils have good understanding of the concept of money and time. They plot the time correctly and older pupils are able to accurately work out money totals of up to six coins.
- 132 Pupils in key stage 2 show a good understanding of number, including place value. They are generally competent in using the four rules of number and accurately convert number to words and vice-versa. They have a clear understanding of fractions, including proper and improper fractions. Pupils in key stage 2 produce accurate and well-presented graphs and make good use of subject terminology.

Shortcomings

- 133 In key stage 1, pupils lack confidence in aspects of mental work, and in their use of estimation. A few pupils invert numbers when recording their mathematical results.
- 134 In key stage 2, pupils' problem-solving skills and their understanding of the properties of shape are underdeveloped.

Science

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 135 In key stage 1, pupils show a good understanding of the role of the senses and what they enable us to do. They also have a clear understanding of how materials can change over time. They can locate and name the main parts of the human body and describe their functions.
- 136 In key stage 1, pupils conduct tests and record them using appropriate diagrams and charts.
- 137 In key stage 2, pupils do a variety of practical exercises to further develop their understanding of forces and materials. They have a good understanding of these topics and also of the human body. They record their findings clearly through charts, diagrams and short sentences.

- 138 Pupils in key stage 2 have a good knowledge and understanding of life processes, and living things alongside some environmental issues related to them.
- 139 There is good use of scientific vocabulary with accurate applications of terms such as rigid, flexible, absorbent, waterproof, natural and man-made. Older pupils understand what defines a fair test.

Shortcomings

- 140 Pupils' skills of scientific enquiry are underdeveloped. They are hesitant to put forward their own ideas and questions. Many take a long time to interpret and apply simple data. Older and more able pupils do not develop further enquires from their initial findings.
- 141 Pupils' answers are too often based on recording information provided for them. Pupils spend too much time cutting, pasting and colouring in, rather than in developing their skills of scientific enquiry.

Information and communication technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 142 Pupils in both key stages use computers effectively for a variety of purposes to support their work. Frequent use is also made of a digital camera to record activities. Interactive whiteboards are recent introductions in both key stages.
- 143 In key stage 1, the majority of pupils can use a word processing package to produce short pieces of written work. They develop appropriate skills to manipulate text using the mouse. A few of the pupils can open, save and print work. In key stage 2, most pupils have effective word processing skills and produce work across a range of subjects. They also use a good range of commercial software to enrich their learning.
- 144 In both key stages, pupils develop skills in using simple databases to create graphs and the more able can use the interactive white boards to display the results.

Shortcomings

- 145 A minority of pupils do not make frequent enough use of information and communication technology to develop and consolidate their skills.

Design and technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 146 In both key stages, pupils make satisfactory progress in designing and making products for different purposes. They use appropriate tools and equipment with

increasing confidence and make choices from a selection of materials to produce attractive and original end-products. Pupils link their design and technology work to wider themes and make good use of the knowledge and skills gained in other subjects and areas of learning.

- 147 In key stage 1, pupils responded to a hot, sunny day by designing and making sunglasses. In key stage 2, work on healthy eating led to pupils designing a series of assignments to design and create a meal to serve to invited guests. Enthusiastic and meaningful discussion ensured that materials and ingredients are fit for purpose and pupils developed a good understanding of health and safety issues.

Shortcomings

- 148 Pupils' skills of designing, testing, improving and manufacturing are underdeveloped.

History

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 149 In key stage 1, pupils show through their studies of topics such as buildings, domestic life, toys and games that they understand change over time. These pupils learn to sequence and to appreciate that there are both similarities and differences between life now and in the past.
- 150 Pupils in key stage 1 develop an awareness of the different historical features of their locality and make good use of ICT to record these.
- 151 Pupils in key stage 2 produce good work on child labourers and also on the advantages of town and country life in the Victorian Age. They also show a clear understanding of aspects of World War II such as evacuees and rationing.
- 152 Pupils in key stage 2 know about the strong links between their locality and the Romans. They develop good chronological understanding through producing accurate charts and timelines.

Shortcomings

- 153 Pupils in key stage 1 are unable to build on their basic knowledge because they do not have sufficient background knowledge and understanding to answer some open-ended questions.
- 154 Pupils' work on the Victorian age in key stage 2 lacks depth.
- 155 Occasionally, pupils' work about the past assumes there were the same features in life as in the present.

Geography

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 156 Key stage 1 pupils have an appropriate understanding of distance and direction and develop good basic mapping skills.
- 157 In their work on contrasting localities of Wales and Botswana, key stage 1 pupils produce good work on aspects such as climate, landscape and wildlife.
- 158 Pupils in key stage 2 are able to extract a range of relevant information, including good use of ICT, to find out about both their locality and Snowdonia and make pertinent comparisons and contrasts.
- 159 Key stage 2 pupils have a good awareness and understanding of the environmental issues affecting Llyn Brianne and apply subject terminology well in this study.

Shortcomings

- 160 At key stage 1, pupils' comparative study of localities within Wales and Botswana is insufficiently focused on everyday life and pupils make observations that are too general and not focused on geographical aspects.
- 161 Pupils' mapping skills in key stage 2 are underdeveloped.

Art and design

Key stage 1: Grade 2: Good features with no important shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 162 Pupils across both key stages use a good range of materials and media to work and experiment using an appropriate range of processes and techniques. All pupils know how to mix colours and most appreciate that experimenting with media such as chalk, pastels, crayon and paint can produce different and interesting effects.
- 163 In key stage 1, pupils choose appropriate materials to produce collages linked to their theme work, and produce objects from clay and paper mâché. The outdoor environment is regularly utilised and recent work has created weaved patterns in the school fence and patterns based on the school's stone walls. In key stage 2, pupils record features seen at the local church from direct observation and from memory.

Shortcomings

- 164 Pupils' knowledge and understanding of artists and designers, including local and Welsh examples, are not sufficiently developed.

- 165 A limited range and variety of processes and techniques are used by pupils in key stage 2.

Music

Key stage 1: Grade 2: Good features with no important shortcomings

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

Good features

- 166 Pupils acquire good musical knowledge, skills and understanding by direct engagement with music through appropriate practical activities. They make progress through regular practice in these activities.
- 167 Musical elements, to which all pupils contribute, are prominent in the daily act of worship. Pupils perform confidently showing appropriate sense of occasion.
- 168 Pupils use a good range of musical instruments to explore, combine and arrange sounds effectively. They appraise their own and others' music well, evaluating the effectiveness of elements such as volume and rhythm in achieving their purpose.
- 169 Pupils understand that music has different rhythms and moods and appreciate music from different styles and cultures.

Shortcomings

- 170 There are no important shortcomings.

Physical education

Key stage 1: No judgement

Key stage 2: Grade 2: Good with no important shortcomings

- 171 No physical education lessons were timetabled in key stage 1 during the inspection. On the basis of photographic, documentary and other evidence, the provision in key stage 1 enables pupils to achieve appropriate standards.

Good features

- 172 Pupils in key stage 1 have weekly swimming lessons and develop movement and balance skills through activities such as skipping, jumping, running and dance, as part of the PESS programme with other schools. They learn good hand to eye co-ordination and ball skills through a variety of games.
- 173 In key stage 2, pupils develop good creative and imaginative skills through the PESS programme and adventurous activities through swimming.
- 174 Pupils participate well in the work and undertake tasks enthusiastically. They record performance and evaluate how they can improve on it.
- 175 Pupils show good skills of co-ordination and balance. They have a good understanding of the relationship between physical activity and a healthy lifestyle.

- 176 Pupils enjoy participating in competitive activities, listen well to instructions and apply these well to improve their performance.

Shortcomings

- 177 Older pupils' skills in competitive team games are underdeveloped.

Religious education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 178 Pupils in key stage 1 show an appropriate understanding of a number of stories from the Bible. They also know about the qualities of leaders who have done good, especially Jesus. They have a clear understanding of the underlying messages and values in the stories listened to and talked about. They explore their own feelings well. They provide good accounts of their visits to a local chapel and link this well to their other work on special places. Pupils in key stage 2 have a broad understanding of topics studied such as stories and events from the Old and New Testament and develop a strong awareness of what are Christian values and practices. This is linked to some very thoughtful work on the common values and hopes people of all faiths share.
- 179 Pupils in key stage 2 investigate aspects of the local church and record this with clarity and detail. They write interesting, informed accounts of the work of the local vicar.

Shortcomings

- 180 In key stage 2, pupils rarely build on their initial and usually brief answers with further questions and enquiries. Their work lacks depth.
- 181 Pupils have very limited knowledge and understanding of world religions other than Christianity.

School's response to the inspection

The school welcomes the inspectors' findings that "Caio Primary is a caring and supportive learning environment where pupils are happy and feel safe and secure..." Due to the frequent changes of leadership and the resultant instability we are pleased that the school has achieved four grade 3s for Questions 1, 4, 5 and 6, which are consistent with the school's self-evaluation, and three grade 2s for Key Questions 2, 3 and 7, which were higher than the self-evaluation report of the school.

We are pleased that the inspection team acknowledged that "the overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress toward the Foundation Phase outcomes." They also noted that "good teaching was observed in the Foundation Phase and in key stage 1 and key stage 2." "The teaching in key stage 2 was consistently good." We are delighted that "recent changes to teaching and learning are already making a difference...that enables pupils to think more independently, reflect more on their findings and record their work more effectively." With these changes it is pleasing to note that the inspection team judgement that "improvements are having a positive effect on standards" and "The school provides adequate value for money."

The inspection team also found that the good personal, social and moral developments within the school promoted "good values and attitudes toward equality of opportunity and diversity."

Whilst pleased with the inspection report, we recognise that there are areas for improvement. With the appointment of a new acting head that has a "clear vision for how the school can move forward" the stakeholders are positive towards the future developments for improving standards and the quality of provision. An Action Plan will be put in place to address the recommendations of the report. Our school's priorities are now to raise standards in subjects and key skills where there were shortcomings, further develop assessment procedures and link them directly with planning, update the Child Protection Policy and ensure all staff receive appropriate training, meet all statutory requirements and improve self-evaluation to better inform priorities in the School Development Plan.

A copy of the school's Action Plan in response to recommendations will be sent to all parents. The Governor's Annual Report to Parents will report on the progress we are making.

The staff, governors and pupils of Caio Primary School wish to thank the inspectors for the professional way in which they carried out the inspection of our school.

Appendix 1

Basic information about the school

Name of school	Caio County Primary School
School type	Primary
Age-range of pupils	4-11 years
Address of school	Caio County Primary School Caio Llanwrda, Carmarthenshire
Postcode	SA19 8RD
Telephone number	01558 650427

Acting Headteacher	Mrs R Rogers
Date of appointment	18 May 2009
Chair of governors/ Appropriate authority	Mr Philip Jones
Lead inspector	Alun Morgan HMI
Dates of inspection	2-3 June 2009

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	0	2	2	3	2	3	2	1	15

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	3	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	7.5:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	7.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	n/a		93.3%
Autumn 2008	n/a	93%	92.2%
Summer 2008	n/a	n/a	93.3%

Percentage of pupils entitled to free school meals	6.6
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum assessment results End of key stage 1:

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum assessment results End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who were present at the school for a total of five inspector days.

Before the inspection:

- meetings were held with the then acting headteacher and the current acting headteacher, with staff, the governing body and with parents, seven of whom attended the pre-inspection meeting;
- questionnaires were distributed to all parents and seven were returned; and
- school documentation was examined.

During the inspection:

- evidence was gathered based on the inspection of 15 lessons or sessions across the age range;
- other observations were made during collective worship, registration, playtime and lunch time;
- inspectors examined the work of pupils from each age group, in addition to work in the classroom and displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Alun Morgan Lead Inspector	<ul style="list-style-type: none">• Context• Summary• Key Question 1• Key Question 3• Key Question 5• English• mathematics• science• history• geography• physical education• religious education
Iwan Roberts Team Inspector	<ul style="list-style-type: none">• Key Question 2• Key Question 4• Key Question 6• Key Question 7• under-fives• Welsh• design technology• information and communication technology• art and design• music
Gwynoro Jones Lay Inspector	Contributions to Key Questions 1, 3, 4