

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**CAE'R FELIN COMMUNITY SCHOOL
Pencader
Carmarthen**

School Number: 669-2387

Date of Inspection: 18 April – 20 April 2005

by

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W005/15682**

Date: 22 June 2005

Under Estyn contract number: T/233/04P

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Cae'r Felin Community School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Cae'r Felin Community School** took place between **18-20 April 2005**. An independent team of three inspectors, led by **Mr D Gwynfor Evans** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Ysgol Cae'r Felin is situated in the village of Pencader between Llandysul and Carmarthen. The school was opened as a community school in September 2003 following the reorganisation of primary education in the area. The school serves the village of Pencader and the nearby villages of Alltwalis, Llanfihangel yr Arth and Gwyddgrug. According to the school, pupils are drawn from a social background which is neither prosperous nor economically disadvantaged. Nineteen per cent of the pupils are entitled to free school meals.
2. There are 89 full-time pupils on roll including 10 children of nursery age. Two pupils have statements of special educational needs (SEN) and there are another 20 on the SEN register.
3. Due to the current building work in the school, the nursery, reception and Year (Y) 1 and Y2 classes have been merged as a means of introducing the Foundation Stage to the school organisation. The remainder of the pupils are educated in two classes, one for Y3 pupils and the other for Y4, Y5 and Y6 pupils.
4. Approximately a quarter of the pupils come from homes where Welsh is the main language. Welsh is used as a medium of teaching in the reception and in Key Stage (KS) 1; in KS2, pupils are taught through the medium of Welsh and English with the aim of having pupils bilingual by the time they transfer to the secondary school at the age of 11.

The school's priorities and targets

5. The school development plan (SDP) for 2004-2005 addresses the following issues:
 - raising standards;
 - developing community links;
 - extending the building for the use of the community, and
 - adding to school resources.

Summary

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?	1
5	How effective are leadership and strategic management?	2
6	How well do leaders and managers evaluate and improve quality and standards?	2
7	How efficient are leaders and managers in using resources?	2

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	56%	32%	0%	0%

7. The overall quality of the educational provision for the under-fives is appropriate to their needs. Children make good progress and at times very good progress towards the Desirable Outcomes for Children's Learning; they also make good progress in each of the key skills.

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 1
Physical development	Grade 2

8. Every subject in KS1 and KS2 was inspected. Standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 1	Grade 3
English	Not Applicable	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

9. Pupils with SEN make good progress and achieve the targets set for them.
10. Key Stage 1 pupils' listening, observation and speaking skills are good with outstanding features. They achieve grade 2 in their reading and writing skills.
11. The standards achieved by KS2 pupils in their listening, speaking, reading and writing skills in Welsh and English are grade 3. In general, pupils do not express themselves clearly and confidently orally. Those who are fluent and enthusiastic readers and who can write at length are a minority.
12. Key Stage 1 pupils achieve grade 2 in their numeracy and information technology skills. The standards achieved by KS2 pupils in these skills are grade 3.
13. The creative and personal and social skills of all pupils are developing well. They also have good skills in problem solving.
14. Key Stage 1 pupils achieve good bilingual skills with some examples of outstanding achievement. Although the more able KS2 pupils display effective

dual language skills, these skills are not sufficiently developed among the majority of pupils, particularly in Welsh, and the standards in bilingualism in KS2 are grade 3.

15. In 2004, at the end of KS1, pupils' performance in the core subjects according to teacher assessment corresponds to the average for pupils in similar schools in Wales.
16. The percentage of pupils in KS2 who achieve the expected levels according to core subject indicator has been below those of the county and Wales in the last three years. Compared with similar schools, the results are below the national averages.
17. Children under five and KS1 pupils make progress which is at least good and sometimes very good in gaining new skills, knowledge and understanding. This is particularly true of their ability to interact and to learn good practical skills quickly. They show interest and enthusiasm towards their learning and they enjoy the tasks set for them.
18. The majority of KS2 pupils have an appropriate understanding of the nature and purpose of their work. They are less certain of what they need to do to ensure improvement and the majority have not developed the ability to work productively and independently.
19. Overall, the pupils are aware of the importance of moral values such as respect, fairness and sincerity. Through visits to galleries, museums and a variety of extra-curricular activities, pupils have a good understanding of Welsh culture.
20. The behaviour of the majority of pupils is good. Pupils are considerate and polite towards each other, the staff and visitors to the school. The school has been progressive in setting procedures to deal with pupils whose behaviour is a cause for concern.
21. The average attendance over the last three terms was 94.5%, which is slightly lower than the school's target of 95%. Pupils arrive at school punctually.
22. Throughout the school, pupils' understanding of equal opportunities issues is developing very well. They respect the diversity of beliefs, attitudes and cultural traditions in society. They appreciate the importance of the community in the life of the school and they are aware of their responsibilities in protecting the environment.
23. The school has strong links with the community of which it is part. It also takes advantage of the few opportunities that are available to enhance pupils' knowledge of the world of work.

The quality of education and training

24. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	64%	20%	0%	0%

25. Overall, the quality of relationships in classes is good. In the majority of cases, lessons are well planned and clear objectives are shared with the pupils. Teachers have a sound knowledge of the subjects they teach and they use a

- good range of resources and teaching techniques to stimulate and retain the interest of learners.
26. In the majority of lessons, the teaching is at an appropriate level to meet the needs of a wide range of ability and age in classes.
 27. In lessons where the teaching is below grade 2, insufficient attention is given to planning coherent and diverse activities in order to develop pupils' learning skills. At times, the more able pupils are insufficiently challenged.
 28. The school has good assessment strategies. The development of the under-fives is recorded appropriately in the six areas of learning. Key Stage 1 and KS2 pupils' progress and achievement is assessed regularly in the core subjects and records are kept in purposeful files. This is not done with the foundation subjects. The quality of the reports to parents is good and they conform to the statutory requirements.
 29. The procedures for identifying and assessing the pupils with SEN are good and conform to the statutory requirements.
 30. The school offers access to a broad and balanced curriculum. Pupils' learning experiences are enriched further through offering a good number of extra-curricular activities such as the Urdd, a variety of clubs, visits and visitors to the school. Overall, the school responds well to pupils' learning needs.
 31. The school's curricular planning identifies opportunities for the development of pupils' key skills. The schemes are successfully implemented in the early years and KS1 but insufficient opportunities are planned for their development in KS2.
 32. Similarly, the bilingual skills of the under-fives and KS1 pupils are promoted very effectively. However, the planning is not sufficiently purposeful in KS2 to ensure a balanced development in pupils' bilingual competence.
 33. Pupils' spiritual, oral, social and cultural development is promoted effectively. The collective worship contributes well to this and conforms to the statutory requirements. The provision for personal and social education is good. Through the School Council and the 'circle time', the pupils have good opportunities to express their feelings and their points of view. The school promotes education for sustainable development.
 34. There is a good relationship between the parents and the school. The Parent Teacher Association is very hard working and several parents give practical support with different activities. There are very effective links with the local community.
 35. There are good partnerships with the nursery school and with the secondary schools to which the pupils transfer.
 36. The school provides personal support and guidance of a very high quality. Pastoral care is one of the strengths of the school. Different strategies are used successfully, which include working together with agencies to develop confidence and building pupils' self-esteem.
 37. All policies related to health and safety, child protection, bullying, behaviour and attendance are in place and are successfully implemented.

38. The school analyses individual learning needs very effectively. Meeting the needs of pupils with SEN is very carefully planned for and their progress is reviewed regularly.
39. The school makes every effort to ensure equal treatment to each pupil. It recognises and respects diversity.

Leadership and management

40. The school is well led and well managed. The governing body, the headteacher and the deputy headteacher give clear direction to the work of the school. The headteacher's leadership is firm and she has a clear vision for future school development.
41. The whole staff work together effectively as a team and this has a positive impact on pupils' personal, social and educational development.
42. Self-evaluation and target setting are developing well in the school. Performance management systems are implemented effectively.
43. An appropriate programme has been planned for monitoring curricular areas and whole-school aspects. The quality of teaching and learning is evaluated effectively by the headteacher and the deputy headteacher. Although the subject co-ordinators address the development of policies and schemes of work, they are not actively involved in the process of evaluating pupils' standards of achievement across the school.
44. The SDP is of good quality. It includes realistic aims and targets which are based on the needs of the school. The schemes are reviewed on a regular basis.
45. The governing body has a good knowledge of whole-school issues and a clear vision for future developments. The members are regular visitors to the school but the visits do not focus sufficiently on issues, which would help them to monitor the quality of provision and the standards achieved by pupils.
46. The school is appropriately staffed. The staff are used effectively and the arrangement of exchanging teachers to deliver aspects of the curriculum to different classes has a positive influence on standards.
47. The school has invested well in learning resources since being established in 2003, which has led to the development of effective interactive learning, particularly in the early years and KS1. There is a lack of resources in some areas such as science and mathematics and the school has not carried out a recent review of all the available resources in order to identify future needs.
48. The school has very good accommodation. The rooms, the hall and the playing field are of good size and are used effectively.
49. The school car park and its entrance are confined and unsuitable for the number of vehicles that use it at the start and end of the school day.
50. The financial management of the school is good. Overall, there is a very good link between spending decisions and the school's priorities.

Recommendations

In order to improve, the school needs to:

- A1. raise overall standards in the upper end of the school by addressing the shortcomings identified in the subjects;
- A2. develop KS2 pupils' independent learning skills;
- A3. plan more intentionally for the development of key skills and KS2 pupils' bilingual skills;
- A4. provide procedures for identifying standards of achievement in the foundation subjects in KS1 and KS2;
- A5. develop further the role of subject co-ordinators in the work of evaluating pupils' standards of achievement across the school;
- A6. ensure that an audit of school resources is undertaken regularly.

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

51. The inspection team findings match the judgement made by the school in the self-evaluation report.
52. During the inspection, pupils' overall standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	56%	32%	0%	0%

53. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good, and at times very good progress, towards the Desirable Outcomes.

Early years subjects and areas of learning

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 1
Physical development	Grade 2

54. Every subject in KS1 and KS2 was inspected and standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 1	Grade 3
English	Not Applicable	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

55. Pupils with SEN make good progress and achieve the targets set for them.
56. Key Stage 1 pupils achieve standards which are generally good in their knowledge, their understanding and their skills. They listen attentively and their oral skills are good with outstanding features. They achieve grade 2 in their reading and writing skills.
57. The standards achieved by KS2 pupils in their listening, speaking, reading and writing skills in Welsh and English are grade 3. In general, pupils do not express themselves clearly and confidently orally. Those who are fluent and enthusiastic readers and who can write at length are a minority.
58. Key Stage 1 pupils achieve grade 2 in their numeracy and information technology skills. The standards achieved by KS2 pupils are grade 3.
59. The creative and personal and social skills of all pupils are developing well. Pupils have good skills in problem-solving.
60. Key Stage 1 pupils achieve good bilingual skills with some examples of outstanding achievement. More able KS2 pupils display effective dual language skills through finding information in Welsh and English and presenting their work orally and in writing. These skills are not sufficiently developed to the same degree among the majority of pupils particularly in Welsh and the standards in bilingualism in KS2 are grade 3.
61. In 2004, at the end of KS1, pupils' performance in the core subjects according to teacher assessment corresponds to the average for pupils in similar schools in Wales.
62. The percentage of pupils in KS2 who achieve the expected levels according to core subject indicator has been below those of the county and Wales in the last three years. Compared with similar schools, the results are below the national averages.
63. Children under five and KS1 pupils make progress that is at least good and sometimes very good in gaining new skills, knowledge and understanding. This is particularly true of their ability to interact and learn good practical skills

- quickly. They show interest and enthusiasm towards their learning and they enjoy the tasks set for them.
64. The majority of KS2 pupils have an appropriate understanding of the nature and purpose of their work. They are less certain of what they need to do to ensure improvement and the majority have not developed the ability to work productively and independently.
 65. Overall, the pupils are aware of the importance of moral values such as respect, fairness and sincerity. Through visits to galleries, museums and a variety of extra-curricular activities, pupils have a good understanding of Welsh culture.
 66. The behaviour of the majority of pupils is good. They are aware of the school rules that are displayed on walls across the school, and overall, they understand what is expected of them and adhere to the rules. Pupils are considerate and polite towards each other, the staff and visitors to the school. The school has been progressive in setting procedures to deal with pupils whose behaviour is a cause for concern. Improving discipline and raising self-respect across the school is one of the priorities of the SDP. No instance of aggressive behaviour or bullying was observed during the inspection and no pupil has been excluded during the past year.
 67. The average attendance over the last three terms was 94.5% without any unauthorised absence, which is slightly lower than the school target of 95%. Parents are aware of the expectations, and they are reminded of the importance of attendance and punctuality regularly; the parents themselves inform the school of any case of absence. The pupils arrive at school punctually. Registers are kept neatly and the school secretary records them on computer on a weekly basis. Registration meets statutory requirements.
 68. Throughout the school, pupils' understanding of equal opportunities issues is developing very well. They respect the diversity of beliefs, attitudes and cultural traditions in society. They appreciate the importance of the community in the life of the school and they are aware of their responsibilities in protecting the environment.
 69. The school has strong links with the community of which it is part. The school uses the community as a learning resource and pupils involve themselves fully in the life and work of the community. The school also takes advantage of the few available opportunities to enhance pupils' knowledge of the world of work through visits and inviting visitors to the school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. The inspection team findings match the judgement made by the school in the self-evaluation report.
71. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	64%	20%	0%	0%

72. These percentages are significantly higher than National Assembly of Wales targets of 95% of lessons being satisfactory or better and 50 % good or better.
73. Overall, the quality of relationships in classes is good. There is a purposeful working atmosphere and, in the majority of lessons, it is ensured that the work is done at an appropriate pace.
74. In the majority of cases, lessons are well planned and clear objectives are shared with the pupils. Teachers have a sound knowledge of the subjects they teach and they use a good range of resources and teaching techniques to stimulate and retain the interest of learners.
75. In the majority of lessons, the teaching is at an appropriate level to meet the needs of a wide range of ability and age in classes.
76. In lessons where the teaching is below grade 2, insufficient attention is given to planning coherent and diverse activities that develop pupils' learning skills. At times, the more able pupils are insufficiently challenged.
77. Staff attend in-service training courses and visit other educational establishments in order to update their skills and their knowledge.
78. Some comments on pupils' books motivate them and challenge them to improve standards step by step but this good practice is uneven across the school. Pupils' success is strengthened positively during lessons and this helps pupils to understand their achievements. Frequent use is made of praise and encouragement.
79. Teachers' planning is detailed. The long and mid-term plans are appropriate and comprehensive. In the best practice, the lesson plans show how information, understanding and skills can be enhanced and how the work is adapted to meet the needs of pupils of different ability.
80. The marking, assessment and evaluation procedures reflect clearly the learning objectives within individual units of work. Appropriate assessment strategies are in place. A variety of assessment methods is used, from the formal to the informal. The personal profiles of the under-fives include a recording programme and purposeful comments under the titles of the six areas of learning.
81. In KS1 and KS2, pupils' progress and achievement in the core subjects are assessed and a purposeful record is kept in the files 'Individual Progress Records'. At the end of term, the next steps are noted in order to move the individual forward. Pupils' levels of achievement in the core subjects are noted at the end of the school year. There are no similar methods of assessing pupils' progress and achievement in the foundation subjects.
82. Pupils have the opportunity to discuss their work with their teachers and set personal targets and the information is shared with parents. In general, however, pupils are not sufficiently involved in the self-assessment process.
83. The procedures for identifying and assessing the pupils with SEN conform to statutory requirements. The resources and learning tasks are suitably differentiated to correspond to individual learning needs and the formal statements for pupils with SEN.

84. The arrangements for reporting to parents and other appropriate authorities about learners' progress and achievements are appropriate. An open evening is held for parents twice a year and purposeful written reports are presented to parents at the end of the school year. The reports conform to statutory requirements.

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

85. The inspection team findings match the judgement made by the school in the self-evaluation report.
86. The learning experiences satisfy needs and meet learners' aspirations well. Efforts are made to ensure that the learning experiences are purposeful, stimulating and enhancing. The school offers good access to a broad and balanced curriculum. Throughout, the teachers offer a rich curricular provision to pupils of a wide range of ability and age. Each pupil receives the same opportunities whatever their background, gender or disability.
87. The school offers pupils a number of extra-curricular activities through the Urdd and a variety of clubs. Each pupil has the opportunity to attend these activities. In addition, a Breakfast Club is organised, and on three nights of the week, various activities are organised in the 'Clwb Gofal'. Pupils' experiences are enriched further through educational visits such as to the Glyn Vivian Art Gallery in Swansea, the National Assembly and the Botanic Gardens in Llanarthne.
88. The *Cwricwlwm Cymreig* is promoted effectively through visits, St David's day celebrations and the curriculum such as in history, and geography. Year 5 and Y6 pupils visit Llangrannog and there is a hard-working Urdd section in the school.
89. The school promotes learners' spiritual, moral, social and cultural development effectively. Pupils are given opportunities to take part in acts of collective worship through singing, praying and reflecting on the messages presented to them. 'Circle time' and the School Council provide them with opportunities to express their feelings and points of view.
90. Purposeful services are held to promote pupils' understanding of a multi-cultural society. These attitudes are also developed in religious education lessons, and through inviting visitors, from Lesotho, for example, to the school to show artefacts and to discuss their lifestyle.
91. The school's curricular planning identifies opportunities for developing pupils' key skills. The plans are successfully implemented in the early years and KS1 but they are underdeveloped in KS2.
92. Similarly, the bilingual skills of the under-fives and KS1 pupils are promoted very effectively. However, the planning is not sufficiently purposeful in KS2 to ensure a balanced development in pupils' bilingual competence.
93. There is a good relationship between the school and the parents, and the Parent Teacher Association is very hard working holding social activities to raise money. Some parents come into the school to help with activities such as

- reading and art, or to supervise the pupils on a school trip. The school collaborates with organisations such as the Basic Skills Agency in order to arrange courses for parents. Communication with parents is good and the vast majority of parents have signed the Home-School Agreement.
94. The links with the community are very effective. A number of adult classes are organised in the school. Pupils take part in services in the church and entertain the elderly people of the area. There are also strong links with the Football Club and the Family Centre in the village. Members of the community come to the school to talk about their work and their experiences and pupils visit the vet, the shops and local farms in order to enhance their knowledge of the community and their understanding of the world of work.
 95. There is a good partnership with the local nursery school. The children occasionally join the nursery class in the school for different services. The nursery school will be located in the extension to the school that is almost completed.
 96. There are good partnerships with the secondary schools to which the pupils transfer. Students come on teaching practice from Trinity College, Carmarthen and pupils from the local secondary school visit the school on work experience.
 97. The visits arranged to the workplace enrich pupils' education well. The teachers have not received placements in the world of work.
 98. The school is effective in promoting equal opportunities for all pupils and is progressive in dealing with those who are socially disadvantaged.
 99. The school promotes sustainable development through curricular activities, developing the school environment and several recycling initiatives. The school received bronze accreditation last year as an Eco School and the School Council runs a shop selling fruit in the hall at break time. It is also part of the LEA's pilot for healthy school dinners. The school raises pupils' awareness of global citizenship through geography, religious education and personal and social education lessons. The school benefited greatly from the visits by teachers from Lesotho and Botswana.

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

Grade 1: Good with outstanding features
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100. The inspection team findings do not match the grade 2 judgement given by the school in its self-evaluation report.
101. The school manages support arrangements and services very effectively and plans and follows the guidelines appropriately. It has a system which supports punctuality and attendance. The school is a safe and welcoming establishment which takes pride in the relationship between itself and others.
102. The learners settle quickly and easily into the school. They understand their rights and their responsibilities and the school's expectations as regards to the learning programme. The school provides personal support and guidance of a very high quality to pupils, including access to personal and social education, tutor programmes and specialist services.

103. Pastoral care is a strength of the school. High quality support and guidance are offered to develop confidence and build pupils' self-esteem. Success is celebrated in class and success in competitions and extra-curricular activities are celebrated in assemblies.
104. The school works together particularly well with parents in looking after pupils and supporting and guiding them. It has been progressive in collaborating with several agencies organising courses such as the 'Practical Parents' course which also enriched pupils' lives. The help the school, with the very good support of the welfare officer, gives to pupils and their families is invaluable and is much appreciated by parents.
105. All policies relating to health and safety issues are in place and are successfully implemented. The staff, governors, parents and pupils are aware of the school rules which are clear in the School Handbook. The staff and pupils adhere to the safety rules.
106. The procedures for monitoring punctuality, attendance and behaviour are very good. There are clear guidelines and all of the staff follow them. The school has been progressive in setting procedures in order to ensure good behaviour. Each member of staff has attended a course on behaviour in order to ensure consistency in their response to any case of troublesome behaviour and therefore ensuring that each pupil has the opportunity to learn effectively; this works well. There is a very good relationship between the school and the welfare officer and they work together to act at an early stage on each occasion.
107. The school analyses individual learning needs very effectively. The school provides additional support to meet individual needs, including the needs of learners with physical and/or learning disabilities, and other special needs effectively. Every nursery nurse, carer and support teacher gives effective support.
108. The school has a policy on child protection which identifies appropriate arrangements. The headteacher is the nominated person and each member of staff has received training relating to child protection issues and procedures and is aware of the appropriate steps to be taken in an emergency.
109. There is a close relationship with the external agencies and appropriate steps are followed when Social Services need to be contacted.
110. The SEN policy is effectively implemented. A variety of methods are used to analyse individual learning needs. Class teachers plan very carefully to meet the needs of pupils with SEN, and their progress is reviewed regularly.
111. The school recognises and respects diversity. The school does its best to ensure each pupil has equal treatment and to make adjustments in line with individual pupils' requirements.

Leadership and management

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

Grade 2: Good features and no important shortcomings

112. The inspection team findings match the judgement made by the school in the self-evaluation report.
113. The school has clear aims and objectives which focus on the needs of the individual and promotes equality for all.
114. The school is well led and well managed. The headteacher gives firm leadership and has a clear vision for future school development. The governing body, the headteacher and the deputy headteacher give clear direction to the work of the school. The whole staff work together effectively as a team and this has a positive impact on pupils' personal, social and educational development.
115. There are very good policies and procedures for ensuring equal opportunities to staff and pupils. A wide range of whole-school policies has been formulated and they are consistently implemented across the school.
116. The school gives good consideration to national priorities, new initiatives and local partnerships. The contribution of pupils, staff and governors to initiatives such as the school council, Eco-school and healthy eating contributes directly to the school's quality of life and environment.
117. Self-evaluation and target setting are developing well in the school. Performance management systems are implemented effectively. The staff development programme matches the staff's personal and professional needs and the school's needs.
118. The SDP is of good quality. It sets realistic aims and targets which are based on the needs of the school and gives appropriate priority to raising pupils' standards of achievement.
119. The governors have a clear vision for the school's development which is based on the aims and objectives which were formulated for the school when it was established in 2003. They are regular visitors to the school including formal visits which lead to the writing of reports to present to the full governing body. The visits do not however focus sufficiently on issues which would help them to monitor the quality of provision and the standards achieved by the pupils.
120. The governing body has a good knowledge of whole-school issues such as staffing, finance and accommodation. They fulfil all their legal and regulatory duties.

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

Grade 2: Good features and no important shortcomings

121. The inspection team findings match the judgement made by the school in the self-evaluation report.

122. The school has a positive culture of self-evaluation and appropriate plans for improving quality and standards. A three-year programme has been formulated which outlines the aspects and curricular areas to be addressed. The information gathered is used to influence the priorities identified in the SDP.
123. The headteacher and the deputy headteacher evaluate the quality of teaching and learning effectively. The performance management arrangements give good direction to the self-critical culture which exists among all school staff.
124. Subject co-ordinators give appropriate attention to the development of policies and schemes of work. As yet, they do not involve themselves with the process of evaluating pupils' standards of achievement across the school.
125. The school makes a detailed analysis of pupils' tests results, including baseline results in the early years, teacher assessments in KS1 and NC tests in KS2. Effective use is also made of national and county comparative data, including any differences in the performance of boys and girls. The evidence is used for setting SDP priorities.
126. The self-evaluation report written by the school is of good quality. It is concise and clear and notes strengths and areas which need improvement.
127. Overall, the inspection team agreed with the school's analysis of its strengths and areas for improvement. The inspection team agreed with the school's judgements in six of the seven key questions. Where there was a difference in opinion, the inspection team awarded a higher grade.
128. As the school was opened as a new community school in 2003 following a reorganisation of primary education in the area, assessing progress since the last inspection is not fully relevant. However, SDPs show that the issues identified have been adopted within the policies and procedures which are now in operation in the new school.

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

Grade 2: Good features and no important shortcomings

129. The inspection team findings match the judgement made by the school in the self-evaluation report.
130. The school now has enough staff who are appropriately qualified for its needs. Planning for delegating responsibilities is good. The staff are used effectively and the arrangement of exchanging teachers to deliver aspects of the curriculum to different classes has a positive influence on standards.
131. Good-quality support is provided for pupils with SEN as well as for other pupils who need additional help. The work of the support staff is well organised.
132. The secretary makes a valuable contribution to the smooth running of the school from day to day. The other school administrators fulfil their duties effectively.
133. The school has good arrangements for the professional development of staff. The school provides effective support to newly qualified teachers.
134. The school has invested well in learning resources since being established in 2003 especially in Welsh and information technology resources. This has led to the development of effective interactive learning particularly in the early years

and KS1. However, there is a lack of suitable resources in science and mathematics and the school has not carried out a recent review of all available resources in order to identify future needs.

135. The school has very good buildings. An extension is currently being built to provide additional facilities for the community. The rooms, the hall and the playing field are of good size and are used effectively. In the classes, the foyer and the hall, there are colourful and attractive displays to celebrate pupils' achievements and to provide a stimulating learning environment.
136. The school car park and its entrance are restricted and unsuitable for the number of vehicles that use it at the start and end of the school day.
137. The school makes good use of the local environment, the community and educational establishments such as art galleries and museums to enrich pupils' learning.
138. The school's financial management is good. An internal financial audit was carried out recently and found that the school handled its finances appropriately. Overall, there is a very good link between spending decisions and the school's priorities. However, there are no established systems for making a detailed review of all school resources.

Standards achieved in subjects and areas of learning

Under-fives

Good features

Language, literacy and communication skills

Grade 1: Good with outstanding features

139. Nursery/reception class children make very good progress in language. Each child has an opportunity to develop bilingual skills. They stand on the stage in turn to talk about their weekend every Monday morning. The other children listen attentively.
140. The children listen well to stories expressing opinions confidently. They know many Welsh rhymes and sing them tunefully. They sing the Welsh alphabet successfully.
141. Children in the reception group make good use of pre-reading activities and their pre-reading skills are developing well.
142. The children enjoy reading together out of big books and from stories on the interactive whiteboard. They recognise and explain events in pictures and understand that written symbols have a sound and meaning. They are beginning to recognise and read familiar words within their environment and on computer programs.
143. Children use marking equipment successfully for different purposes such as painting, drawing a picture and scribbling. Reception children are beginning to write words independently.

Personal and social development

Grade 1: Good with outstanding features

144. Children work together happily and display developing self-control. Children are given the opportunity to develop into active and independent learners. They are confident in forming a relationship with other children and adults. They wait their turn and share resources very well.
145. Children concentrate for increasing periods when undertaking suitable tasks. They respond very well to instructions and work well together in the activities.
146. Children benefit from being part of the planning. They offer ideas and ask purposeful questions. They respond well to the opportunities to make choices and make decisions.
147. The under-fives respond well to class rules which are in the form of traffic lights. They behave well and show respect and care.
148. They are beginning to take responsibility for personal hygiene. They respond positively to a range of new experiences, such as going on visits to the village florist and planting seeds and plants.

Mathematical development

Grade 2: Good features and no important shortcomings

149. Nursery children count to four correctly by noting accurately how many legs a lion, elephant and robin have. They are beginning to match number, symbol and sound. They are beginning to sort, match and arrange objects and recognise simple shapes.
150. Reception children use mathematical language within relevant contexts. They also understand patterns and can repeat them by showing understanding and suitable use of the language of number.
151. They use mathematical language such as shape, location, size and amount in relevant contexts effectively. They are beginning to understand concepts such as 'less' and 'more' when discussing a number of familiar objects.
152. Nursery and reception children know number songs and rhymes and show that they understand their content.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

153. Children's awareness and understanding of the world around them is developing well through stimulating activities within the school and regular visits to places of interest.
154. Nursery and reception children are beginning to understand what a plant needs to grow. They are able to give sensible comments on the cress that grows in pots. They listen attentively to the story of the Scarecrow and they show an understanding of the message in the story.
155. They can discuss the life cycle of a frog sensibly by recognising pictures of an egg, tadpole and frog and put them in order.

156. They can talk about their homes and where they live and begin to understand the difference between countryside and town. The children are beginning to become aware of the times of the day.

Creative development

Grade 1: Good with outstanding features
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157. Children make very good progress in their creative development through the variety of experiences they have in the creative corner.
158. They enjoy role-playing in the 'vet's surgery'. They create a very good awareness of materials and their properties when playing with water, sand and natural things from the world of nature.
159. They respond very well and enjoy rhythm in music and can create music with their voices and instruments. They can make sensible choices about colour and medium when painting and making a collage.

Physical development

Grade 2: Good features and no important shortcomings

160. They make good progress towards the Desirable Outcomes in their physical development through playing with large and small equipment. They master handling, cutting and drawing activities, holding a pencil to write and brushes to paint on a daily basis.
161. Children develop operative skills such as walking, running, skipping and jumping when playing in the school yard. They develop increasing control and confidence when playing inside and outside the classroom.
162. Children make good use of the space when having lessons that focus on physical development in the hall. They move about easily becoming aware of empty places around them. Their throwing and catching skills are developing well. They enjoy taking part in a team game and like competing in groups.

Shortcomings

163. There are no important shortcomings.

Welsh

KS1 - Grade 1: Good with outstanding features
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KS2 - Grade 3: Good features outweigh shortcomings

164. In KS1, standards are very good in oral, reading and writing work. In Y3, overall, standards are good in each one of the language skills. In Y4, Y5 and Y6, the standards across all skills are grade 3.

Good features

165. Key Stage 1 pupils listen attentively to a story read to them by the teacher, to other pupils' contributions and to video and sound tapes.
166. They respond clearly and enthusiastically to the variety of stimuli presented to them. They take part confidently in role-play and drama activities and they interact very well with each other and adults by using appropriate language. These are outstanding features.

167. They read aloud conveying meaning clearly. They use appropriate tone giving consideration to punctuation to develop meaning. They can pick up information effectively from a variety of sources including the computer.
168. A significant number make very good progress in writing. Their ability to punctuate, spell and form orderly sentences is developing effectively. They write for a variety of purposes and often at length.
169. Year 3 pupils respond well to literary and factual material. They present information about their pets clearly and briefly and they devise meaningful questions to ask a visitor on the subject. They can write in a variety of forms and for different purposes by spelling and punctuating relatively correctly.
170. The majority of Y4, Y5 and Y6 pupils listen purposefully and the more able pupils contribute to class discussions although not at length. A minority respond creatively when writing rhyming couplets.
171. The more able pupils read accurately and understand clearly what they are reading. They find information from a variety of sources including computer programs.
172. They show progression in their writing work with some variation in forms and styles. The more able pupils show an appropriate grasp of the essentials of spelling and punctuation.

Shortcomings

173. A significant minority of Y4, Y5 and Y6 pupils do not communicate knowledge and ideas clearly nor take part confidently in interactive oral activities.
174. The reading skills of a number of them are undeveloped, particularly when dealing with unfamiliar material and texts.
175. There are shortcomings as regards to sentence structure, accuracy and expression in the written work of a significant minority of pupils in KS2.

English

KS2 Grade 3: Good features outweigh shortcomings

Good features

176. Year 3 pupils listen well and understand a wide range of language. They respond appropriately to instructions and they can express themselves for different purposes with accuracy. They listen with interest, and contribute purposefully to class discussions and in group activities. Pupils answer questions based on the lesson topic effectively. Some ask their own questions and can give short explanations.
177. The most able pupils in Y4, Y5 and Y6 can discuss information and consider different aspects of the text they are studying, such as 'How to look after a pet', effectively.
178. Year 3 pupils are keen to read and develop their reading skills with increasing confidence. They are aware of the punctuation and the words or expressions which require specific emphasis. They make every effort to read aloud meaningfully and with expression.

179. The more able pupils of Y4, Y5 and Y6 read fluently and with understanding; they enjoy reading for pleasure.
180. Pupils in Y3 are aware of the purpose of different types of writing and structure their work in a suitable way. The majority of them punctuate, spell and structure their sentences relatively correctly. Some of them write creatively.
181. Year 4, Y5 and Y6 pupils produce a good range of written work including formal letters, stories, poems and descriptive pieces. They have a developing understanding of language structure. Some pupils respond with interest to writing activities which are based on purposeful literature. Some able pupils write at length.

Shortcomings

182. A significant number of pupils at the upper end of the school do not have confidence when responding to the class teacher's presentations and questions. Similarly, they find it difficult to concentrate on the task in question and to listen to the opinions and answers of other pupils.
183. Although Y5 and Y6 pupils overall show empathy towards the standpoints which are offered, many of them have difficulty in communicating fluently and confidently with the rest of the class.
184. The ability of some pupils from Y4, Y5 and Y6 class to read an article out of a daily paper, with expression and understanding, is only satisfactory. These pupils overall find it difficult to interpret and deduce independently when responding to set text.

Mathematics

KS1 - Grade 2: Good features and no important shortcomings

KS2 - Grade 3: Good features outweigh shortcomings

Good features

185. Pupils respond positively to the 'Numeracy Strategy' which ensures adequate practical experiences and daily mental work.
186. Year 1 pupils can add, subtract, count and arrange numbers up to 20. They use a ruler to count in 10s, fives and to note odd numbers and even numbers. Year 2 pupils use a hundred square effectively and respond accurately to questions about the difference between two numbers.
187. The more able pupils at the end of KS1 can group three and two-dimensional shapes through using properties such as reflection. They use standard and non-standard measurements for length, capacity, mass and time. Key Stage 1 pupils make good use of mathematical language.
188. Year 3 pupils' response to mental arithmetic shows that they have a good understanding of the value of money. They can solve simple problems which involve buying objects which cost different sums up to £2 with accuracy.
189. Year 4, Y5 and Y6 pupils remember well the mathematical concepts taught in previous lessons. The more able pupils in Y6 know their tables and use their mathematical knowledge and understanding to solve everyday problems successfully.

190. The majority of Y4, Y5 and Y6 pupils recognise different shapes such as an octagon and a pentagon. They can also work out what the perimeters are of different regular and irregular shapes with accuracy.
191. Pupils use computer programs to refine number skills and to strengthen concepts across KS1 and KS2. Pupils make good use of the interactive whiteboard to demonstrate which strategies were used to solve problems.
192. Pupils' books show a positive response to the learning objectives and the work is mostly neat and well organised when using paper and pencil methods to calculate.

Shortcomings

193. Some Y4, Y5 and Y6 pupils are unsure of their tables. This impairs their ability to solve problems quickly.
194. Some pupils in KS2 do not work independently enough, using the mathematical concepts which they have to solve problems in new situations.

Science

KS1 Grade 2: Good features and no important shortcomings

KS2 Grade 3: Good features outweigh shortcomings

Good features

195. Key Stage 1 pupils exhibit a sound knowledge of the natural world and an understanding of the behaviour of plants and animals.
196. They make detailed observations such as in their study of plants by using a microscope and they use scientific terms accurately when presenting their descriptions orally and in writing.
197. They present ideas in the form they can be tested and predictions in the form they can be tested such as in their investigation to discover which seeds birds like.
198. Year 3 pupils respond well to suggestions and they demonstrate readiness to use their own ideas when making investigations. They become increasingly more confident when describing life processes in animals and plants by using appropriate scientific terms.
199. Year 4, Y5 and Y6 pupils understand that they can carry out a scientific investigation in order to test ideas and answer questions. They can classify materials according to their properties accurately. When investigating the effect change in conditions has on plant growth, they acknowledge the need for a fair test.
200. They present their work in a variety of ways and the more able pupils make increasing use of relevant scientific vocabulary.

Shortcomings

201. In general, Y5 and Y6 pupils' scientific knowledge, skills and understanding are not sufficiently secure across the programme of study.
202. Year 4, Y5 and Y6 pupils do not use a wide enough range of methods to communicate their understanding of scientific concepts such as group

discussions and the use of information and communications technology (ICT) to gather, store, save, present and analyse scientific information.

Design and technology

KS1 - Grade 2: Good features and no important shortcomings

KS2 - Grade 3: Good features outweigh shortcomings

Good features

203. Throughout, pupils' skills are developing appropriately as a result of good planning based on principles and objectives appropriate to the design and technology area of study.
204. Some activities are suitably linked to the theme work across the curriculum, such as building a bird shelter. Pupils respond to their tasks in a way which is appropriate to their age and ability and build on previous skills.
205. Pupils in KS1 are beginning to understand how a simple glove puppet is put together and come to understand and identify the purpose of a needle and thread by using them sensibly. Pupils express opinion and share ideas with others about the process of making products effectively.
206. Year 3 pupils understand that different types of stitches are used to sew. They recognise and are able to sew a running stitch and cross-stitch and develop joining techniques.
207. Pupils in Y4, Y5 and Y6 are beginning the process of making products of satisfactory quality. They use a range of materials and components which meet a clear need and which are suitable for the purpose, such as making a bag out of two pieces of fabric. Pupils identify different stitches and develop sewing techniques including joining two pieces of fabric by using a backstitch.
208. Pupils develop and improve different design and technology techniques by having the help of visitors to the school such as a local carpenter.

Shortcomings

209. The knowledge, understanding and ability of KS2 pupils is underdeveloped as regards to:
- using simple mechanisms to produce different types of movement;
 - using electrical circuits to ensure functional results and using ICT to store instructions to control events, and
 - independent investigation, planning sketches and labelling them appropriately.

Information technology

KS1 - Grade 2: Good features and no important shortcomings

KS2 - Grade 3: Good features outweigh shortcomings

Good features

210. Key Stage 1 pupils use ICT and software skilfully and confidently to achieve specific results.
211. They can operate machines such as a tape recorder and video recorder. They use a microscope effectively to observe objects in detail.
212. They can use ICT to process, present, share, and exchange information, to investigate and solve problems, and promote creative work and improve its presentation.
213. Year 2 pupils are becoming confident in the use of the interactive whiteboard, researching on the Web and preparing 'PowerPoint' presentations.
214. Key Stage 2 pupils make appropriate use of ICT to share, exchange and present different forms of information.
215. They have good ideas about the way they can use ICT to improve the quality of their presentations such as combining an image and text with 'PowerPoint' presentations.
216. They use a database to keep and access information that has been stored. They produce graphs to show patterns. They know how to send and receive an e-mail message and they are confident when searching for information on the Web.

Shortcomings

217. Key Stage 2 pupils do not use models or simulations, based on ICT, to help them to make decisions.
218. Their skills in identifying patterns and relations in results obtained from models and simulations based on ICT are undeveloped.

History

KS1 - Grade 2: Good features and no important shortcomings

KS2 - Grade 3: Good features outweigh shortcomings

Good features

219. Key Stage 1 pupils are developing their understanding of chronological awareness clearly and increasingly. They can place events, photographs and objects in correct chronological order.
220. They know about some changes which have occurred over time when playing with toys used in the past and comparing them with those used today.
221. They know of famous Welsh people such as Llywelyn ein Llyw Olaf, Gerald of Wales and William Morgan. Their knowledge and understanding of their locality

is being well developed through their studies, visits in the area and the different visitors who come to the school.

222. Year 3 pupils find information about life in the Victorian times from a variety of sources. They use the information effectively to identify some of the differences between working conditions at that time and what takes place today.
223. They communicate their results in a variety of ways including role-play and oral and written reports, by making correct use of historical terminology.
224. Year 4, Y5 and Y6 pupils use a variety of sources when asking and responding to questions about the periods studied such as in their work on the Rebecca Riots.
225. They can describe the passage of time and talk about events and periods in history such as the Celts, the Tudors and the Victorian Age by locating them accurately on a time line.

Shortcomings

226. Year 4, Y5 and Y6 pupils' historic enquiry skills are underdeveloped and their ability to express opinion on the usefulness of sources when answering questions about the past is undeveloped.
227. Their ability to describe some causes and consequences of important events in the past is limited.

Geography

KS1 and KS2 - Grade 3: Good features outweigh shortcomings

Good features

228. Pupils in KS1 attain satisfactory standards with some good features. They learn successfully through broad themes such as living things and buildings.
229. Year 1 and Y2 pupils develop their knowledge of the locality satisfactorily and can identify and name some physical and man-made features. They are beginning to become familiar with simple maps and label them accurately.
230. Year 3 pupils understand how to use maps and an atlas to identify and locate features and places. They can draw a table of the features of the village of Pencader and the town of Llanelli by discussing the appropriate features sensibly. They can answer questions and identify some differences between the two places well.
231. Key Stage 2 pupils benefit from having opportunities to develop geographical knowledge and understanding in fieldwork and classroom activities. Pupils develop a good knowledge and understanding of economically developing countries such as Lesotho.
232. Pupils in both key stages take advantage of a good range of extra-curricular activities such as the Eco programme. Recently, the school won the Silver Certificate for the work they are doing to protect the environment. Pupils are aware of the importance of sustainable development and global citizenship.

Shortcomings

233. Pupils in both key stages are not confident when asking and answering geographical questions and commenting on geographical features.
234. Year 4, Y5 and Y6 pupils' geographical enquiry skills are underdeveloped particularly the ability to use secondary sources and ICT to obtain information.

Art

KS1 and KS2 - Grade 2: Good features and no important shortcomings

Good features

235. Key Stage 1 and KS2 pupils take good advantage of the opportunities to use a range of materials and equipment in art lessons.
236. Good quality examples of work are displayed across the school such as collage work on buildings. Pupils use techniques taught in art lessons to deepen interesting and constructive experiences across the curriculum.
237. In KS1, pupils examine visual features such as line, colour, pattern and shape effectively. Year 1 and Y2 pupils can observe in detail and record accurately, by using correct specific shape and colour.
238. They describe the various qualities of natural objects well by using purposeful terms such as round, smooth and prickly. They use a variety of media such as pastel, pencil, chalk and charcoal to make appropriate sketches.
239. In KS2, pupils are developing good observational skills and are showing an awareness of colour and tone, form and pattern in their work when making sketches of objects such as plants. An electronic magnifying glass was used effectively to investigate the texture of materials.
240. Key Stage 1 and KS2 pupils can select, control and experiment with a variety of materials, processes and techniques in two and three dimension. Key Stage 2 pupils gave detailed attention to colours, materials, shape and decorations when designing a mask.
241. Key Stage 1 pupils recognise the work of famous artists such as Van Gogh, whilst KS2 pupils have a good awareness of Welsh artists and fashion designers. They manage to imitate their techniques well.
242. Pupils benefit from the experiences they have through artists' visits to the school and through visiting art galleries to observe the work of famous artists.
243. Pupils can evaluate and judge their own work effectively. They display an understanding of the visual language of line, tone, colour, pattern, texture, shape, form and space.

Shortcomings

244. There are no important shortcomings.

Music

KS1 and KS2 - Grade 1: Good with outstanding features

Good features

245. Pupils' skills are developing very well. They take advantage of very good opportunities to develop the musical elements through performing, composing and appraising music.
246. Their understanding and skills are further developed through having specialists to the school to demonstrate their musical skills. They also take good advantage of visits to listen to a good range of music.
247. Year 1 and Y2 pupils listen very well showing an understanding of the musical elements and differentiating between one or more of the parts in a texture. They can sing a song based on the book 'Y Wers Ganu' tunefully and with appropriate control. They create a simple score and arrange pictures purposefully to change the structure and texture very well. They give purposeful attention to posture, breathing, diction, tone and dynamics. They evaluate their own performance well.
248. Year 3 pupils can perform an instrumental piece by responding to guidance on when to start and stop, change dynamics, tempo, structure and sources of sound. They also evaluate their own work sensibly.
249. Year 4, Y5 and Y6 pupils enjoy listening to music from different cultures. They are successful in describing and discussing the use of the musical elements such as rhythm, beat, structure, tempo and instruments very well.
250. Pupils can imitate some of the rhythms by using the voice and the body very well. They can compose pieces of music in a group which includes a drone of pitched and non-pitched instruments well. Pupils can write a suitable score without help.
251. Groups of pupils are able to use a program on the computer and the interactive whiteboard to compose pieces in the style of Aborigine music well. Pupils use a recording tape to create a record of their compositions successfully in order to evaluate and refine future work.
252. They develop the memory and the imagination in the subject as well as building good self-confidence. This is evidently seen in the morning services where pupils across the ability range are included in the vocal and instrumental performances. A good number of pupils benefit from having instrumental lessons in school and attain good standards.

Shortcomings

253. There are no shortcomings.

Physical education

KS1 and KS2 - Grade 2: Good features and no important shortcomings

Good features

254. Pupils in both key stages enjoy physical education activities. They respond enthusiastically to the challenge set for them in lessons. They work energetically and display a good level of fitness.
255. Pupils of all ages are aware of the importance of physical education to their health and their welfare and the effect different exercises have on the heartbeat and the muscles.
256. The vast majority of pupils listen well to instructions. They make good use of the internal and external facilities for different activities and they are aware of safety requirements.
257. Key Stage 1 pupils have an appropriate awareness of place and space and includes running, chasing and avoiding others.
258. Their skills in throwing, catching and controlling balls and bean bags are developing well.
259. Key Stage 2 pupils show good control in direction and time on the floor when moving about the hall. The more able pupils control their bodies well when responding to the tasks set.
260. Their skills in sending, receiving, hitting and travelling with a ball are developing appropriately. They learn the basic skills for hitting a ball with a racket successfully.
261. A good number of pupils take part in a wide range of extra-curricular activities and there is evidence that they have success in different competitions held in the area.

Shortcomings

262. Pupils across the key stages do not demonstrate, consider and discuss their performance sufficiently so as to suggest where and how it can be improved.

Religious education

KS1 Grade 2: Good features and no important shortcomings

KS2 Grade 3: Good features outweigh shortcomings

Good features

263. Pupils in both key stages develop an appropriate knowledge and understanding of the beliefs and customs of Christianity and other religions, in line with the local agreed syllabus.
264. Pupils of all ages become aware of the way the believers of various religions worship. They visit places of worship in the area and they understand the importance of places such as the font and the pulpit.
265. They have a good awareness of the significance of praying. They can write suitable prayers and they read them well.

266. Key Stage 1 pupils have a good knowledge of the stories of the Bible. They can recall the stories and repeat them in their own words.
267. They can effectively relate their visit to the local area to observe the world around them with the story of the Creation. They record their experiences well through words and pictures.
268. Key Stage 2 pupils are aware of the ways peoples' lives are affected by their religious beliefs and the beliefs of other people.
269. They know how and why believers of various religions worship, reflect and celebrate their religion.

Shortcomings

270. Key Stage 2 pupils do not have the skills which enable them to explore religion and human experiences for themselves and express their own responses to the questions which arise from this.

School's response to the inspection

In response to the report, the headteacher, staff and governors have given detailed consideration to its content.

Although the self-evaluation process was difficult, it has been beneficial to us in identifying whole-school strengths and weaknesses, and has been a basis for meaningful and constructive discussions before and during the inspection, which will certainly help to develop the school further.

The recommendations in the report will assist and guide us to prioritise when planning the SDP, and also help to move the school forward.

Appendix A

Basic information about the school

Name of school	Cae'r Felin Community School
School type	Community
Age-range of pupils	3-11
Address of school	Pencader Carmarthen Carmarthenshire
Post-code	SA39 9AA
Telephone number	01559 389151

Headteacher	Mrs Helen Davies
Date of appointment	September 2003
Chair of governors	Mr S Pearson
Reporting inspector	Mr D Gwynfor Evans
Dates of inspection	18-20 April 2005

Appendix B

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	10	14	13	10	19	5	9	9	89

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16 :1
Pupil: adult (fte) ratio in nursery classes	10 :1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.12 :1

Percentage attendance for three complete terms prior to inspection				
Term	N/R	KS1	KS2	Whole School
Summer 2004	95.27	94.61	94.22	94.63
Autumn 2004	95.96	95.92	94.52	95.15
Spring 2005	93.58	92.89	95.10	93.88

Percentage of pupils entitled to free school meals	19
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004				Number of pupils in Y2				19
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	6	12	18	65	0
		National	1	2	11	64	23	0
Mathematics	Teacher Assessment	School	0	0	6	47	47	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	6	47	47	0
		National	0	2	10	66	22	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	83%	In Wales	79%
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS 2 Results 2004				Number of pupils in Y6				12				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School			16			8	16	41	16	0
		National	0	0	0	0	0	6	16	45	31	0
	Test/Task	School	0	8	0	0	0	0	25	33	33	0
		National	1	1	2	0	0	6	14	41	33	0
Welsh	Teacher Assessment	School	16	0	16	0	0	0	16	33	16	0
		National	1	0	0	1	0	4	18	51	25	0
	Test/Task	School	16	8	0	0	0	0	16	33	25	0
		National	1	2	0	0	0	3	19	51	21	0
Mathematics	Teacher Assessment	School	0	0	16	0	0	0	33	25	17	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	8	0	0	0	0	8	33	50	0
		National	0	2	1	0	0	4	18	41	34	0
Science	Teacher Assessment	School	0	0	0	0	0	8	16	41	16	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	8	0	0	0	0	25	58	8	0
		National	1	2	0	0	0	1	10	48	39	0

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

by Teacher Assessment		by Test	
In the school	41%	In the school	66%
In Wales	71%	In Wales	71%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was conducted by a team of three inspectors over a period of three days.
- The deputy headteacher was the nominee.
- Thirty-seven lessons or parts of lessons were inspected as well as a selection of pupils' practical and written work.
- Registration activities, collective worship and other activities were seen.
- A School Council meeting was attended.
- Discussions were held with staff and pupils about their work.
- All documents presented by the school were analysed before and during the inspection.
- Pre-inspection meetings were held with staff, parents and the governing body.
- Twenty-eight parents attended the pre-inspection meeting and 54 questionnaires were completed by parents and analysed.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Responsibilities
Mr D G Evans Rgl	Context Summary and recommendations Key questions 1, 5, 6 a 7	Welsh Science Information technology History Physical education Religious education
Mrs N Williams Team	Key questions 2, 3 a 4	English Mathematics Design and technology Geography Art Music Under-fives
Mrs J Davies Lay	Contributions to key questions 1, 3, 4 and 7	

Acknowledgement

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

**Inspection under Section 10 of the
Schools Inspections Act 1996**

A SUMMARY REPORT FOR PARENTS

**CAE'R FELIN COMMUNITY SCHOOL
Pencader
Carmarthen**

School Number: 669-2387

Date of Inspection: 18 April – 20 April 2005

by

**MR D GWYNFOR EVANS
W005/15682**

Date: 22 June 2005

Under Estyn contract number: T/233/04P

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Cae'r Felin Community School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Cae'r Felin Community School** took place between **18-20 April 2005**. An independent team of three inspectors, led by **Mr D Gwynfor Evans** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Basic information about the school

Name of school	Cae'r Felin Community School
School type	Community
Age-range of pupils	3-11
Address of school	Pencader Carmarthen Carmarthenshire
Post-code	SA39 9AA
Telephone number	01559 389151

Headteacher	Mrs Helen Davies
Date of appointment	September 2003
Chair of governors	Mr S Pearson
Reporting inspector	Mr D Gwynfor Evans
Dates of inspection	18-20 April 2005

Context

The nature of the provider

1. Ysgol Cae'r Felin is situated in the village of Pencader between Llandysul and Carmarthen. The school was opened as a community school in September 2003 following the reorganisation of primary education in the area. The school serves the village of Pencader and the nearby villages of Alltwalis, Llanfihangel yr Arth and Gwyddgrug. According to the school, pupils are drawn from a social background which is neither prosperous nor economically disadvantaged. Nineteen per cent of the pupils are entitled to free school meals.
2. There are 89 full-time pupils on roll including 10 children of nursery age. Two pupils have statements of special educational needs (SEN) and there are another 20 on the SEN register.
3. Due to the current building work in the school, the nursery, reception and Year (Y) 1 and Y2 classes have been merged as a means of introducing the Foundation Stage to the school organisation. The remainder of the pupils are educated in two classes, one for Y3 pupils and the other for Y4, Y5 and Y6 pupils.
4. Approximately a quarter of the pupils come from homes where Welsh is the main language. Welsh is used as a medium of teaching in the reception and in Key Stage (KS) 1; in KS2, pupils are taught through the medium of Welsh and English with the aim of having pupils bilingual by the time they transfer to the secondary school at the age of 11.

The school's priorities and targets

5. The school development plan (SDP) for 2004-2005 addresses the following issues:
 - raising standards;
 - developing community links;
 - extending the building for the use of the community, and
 - adding to school resources.

Summary

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?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	56%	32%	0%	0%

7. The overall quality of the educational provision for the under-fives is appropriate to their needs. Children make good progress and at times very good progress towards the Desirable Outcomes for Children's Learning; they also make good progress in each of the key skills.

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 1
Physical development	Grade 2

8. Every subject in KS1 and KS2 was inspected. Standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 1	Grade 3
English	Not Applicable	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

9. Pupils with SEN make good progress and achieve the targets set for them.
10. Key Stage 1 pupils' listening, observation and speaking skills are good with outstanding features. They achieve grade 2 in their reading and writing skills.
11. The standards achieved by KS2 pupils in their listening, speaking, reading and writing skills in Welsh and English are grade 3. In general, pupils do not express themselves clearly and confidently orally. Those who are fluent and enthusiastic readers and who can write at length are a minority.
12. Key Stage 1 pupils achieve grade 2 in their numeracy and information technology skills. The standards achieved by KS2 pupils in these skills are grade 3.
13. The creative and personal and social skills of all pupils are developing well. They also have good skills in problem solving.
14. Key Stage 1 pupils achieve good bilingual skills with some examples of outstanding achievement. Although the more able KS2 pupils display effective dual language skills, these skills are not sufficiently developed among the majority of pupils, particularly in Welsh, and the standards in bilingualism in KS2 are grade 3.

15. In 2004, at the end of KS1, pupils' performance in the core subjects according to teacher assessment corresponds to the average for pupils in similar schools in Wales.
16. The percentage of pupils in KS2 who achieve the expected levels according to core subject indicator has been below those of the county and Wales in the last three years. Compared with similar schools, the results are below the national averages.
17. Children under five and KS1 pupils make progress which is at least good and sometimes very good in gaining new skills, knowledge and understanding. This is particularly true of their ability to interact and to learn good practical skills quickly. They show interest and enthusiasm towards their learning and they enjoy the tasks set for them.
18. The majority of KS2 pupils have an appropriate understanding of the nature and purpose of their work. They are less certain of what they need to do to ensure improvement and the majority have not developed the ability to work productively and independently.
19. Overall, the pupils are aware of the importance of moral values such as respect, fairness and sincerity. Through visits to galleries, museums and a variety of extra-curricular activities, pupils have a good understanding of Welsh culture.
20. The behaviour of the majority of pupils is good. Pupils are considerate and polite towards each other, the staff and visitors to the school. The school has been progressive in setting procedures to deal with pupils whose behaviour is a cause for concern.
21. The average attendance over the last three terms was 94.5%, which is slightly lower than the school's target of 95%. Pupils arrive at school punctually.
22. Throughout the school, pupils' understanding of equal opportunities issues is developing very well. They respect the diversity of beliefs, attitudes and cultural traditions in society. They appreciate the importance of the community in the life of the school and they are aware of their responsibilities in protecting the environment.
23. The school has strong links with the community of which it is part. It also takes advantage of the few opportunities that are available to enhance pupils' knowledge of the world of work.

The quality of education and training

24. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	64%	20%	0%	0%

25. Overall, the quality of relationships in classes is good. In the majority of cases, lessons are well planned and clear objectives are shared with the pupils. Teachers have a sound knowledge of the subjects they teach and they use a good range of resources and teaching techniques to stimulate and retain the interest of learners.
26. In the majority of lessons, the teaching is at an appropriate level to meet the needs of a wide range of ability and age in classes.
27. In lessons where the teaching is below grade 2, insufficient attention is given to planning coherent and diverse activities in order to develop pupils' learning skills. At times, the more able pupils are insufficiently challenged.
28. The school has good assessment strategies. The development of the under-fives is recorded appropriately in the six areas of learning. Key Stage 1 and KS2 pupils' progress and achievement is assessed regularly in the core subjects and records are kept in purposeful files. This is not done with the foundation subjects. The quality of the reports to parents is good and they conform to the statutory requirements.

29. The procedures for identifying and assessing the pupils with SEN are good and conform to the statutory requirements.
30. The school offers access to a broad and balanced curriculum. Pupils' learning experiences are enriched further through offering a good number of extra-curricular activities such as the Urdd, a variety of clubs, visits and visitors to the school. Overall, the school responds well to pupils' learning needs.
31. The school's curricular planning identifies opportunities for the development of pupils' key skills. The schemes are successfully implemented in the early years and KS1 but insufficient opportunities are planned for their development in KS2.
32. Similarly, the bilingual skills of the under-fives and KS1 pupils are promoted very effectively. However, the planning is not sufficiently purposeful in KS2 to ensure a balanced development in pupils' bilingual competence.
33. Pupils' spiritual, oral, social and cultural development is promoted effectively. The collective worship contributes well to this and conforms to the statutory requirements. The provision for personal and social education is good. Through the School Council and the 'circle time', the pupils have good opportunities to express their feelings and their points of view. The school promotes education for sustainable development.
34. There is a good relationship between the parents and the school. The Parent Teacher Association is very hard working and several parents give practical support with different activities. There are very effective links with the local community.
35. There are good partnerships with the nursery school and with the secondary schools to which the pupils transfer.
36. The school provides personal support and guidance of a very high quality. Pastoral care is one of the strengths of the school. Different strategies are used successfully, which include working together with agencies to develop confidence and building pupils' self-esteem.
37. All policies related to health and safety, child protection, bullying, behaviour and attendance are in place and are successfully implemented.
38. The school analyses individual learning needs very effectively. Meeting the needs of pupils with SEN is very carefully planned for and their progress is reviewed regularly.
39. The school makes every effort to ensure equal treatment to each pupil. It recognises and respects diversity.

Leadership and management

40. The school is well led and well managed. The governing body, the headteacher and the deputy headteacher give clear direction to the work of the school. The headteacher's leadership is firm and she has a clear vision for future school development.
41. The whole staff work together effectively as a team and this has a positive impact on pupils' personal, social and educational development.
42. Self-evaluation and target setting are developing well in the school. Performance management systems are implemented effectively.
43. An appropriate programme has been planned for monitoring curricular areas and whole-school aspects. The quality of teaching and learning is evaluated effectively by the headteacher and the deputy headteacher. Although the subject co-ordinators address the development of policies and schemes of work, they are not actively involved in the process of evaluating pupils' standards of achievement across the school.

44. The SDP is of good quality. It includes realistic aims and targets which are based on the needs of the school. The schemes are reviewed on a regular basis.
45. The governing body has a good knowledge of whole-school issues and a clear vision for future developments. The members are regular visitors to the school but the visits do not focus sufficiently on issues, which would help them to monitor the quality of provision and the standards achieved by pupils.
46. The school is appropriately staffed. The staff are used effectively and the arrangement of exchanging teachers to deliver aspects of the curriculum to different classes has a positive influence on standards.
47. The school has invested well in learning resources since being established in 2003, which has led to the development of effective interactive learning, particularly in the early years and KS1. There is a lack of resources in some areas such as science and mathematics and the school has not carried out a recent review of all the available resources in order to identify future needs.
48. The school has very good accommodation. The rooms, the hall and the playing field are of good size and are used effectively.
49. The school car park and its entrance are confined and unsuitable for the number of vehicles that use it at the start and end of the school day.
50. The financial management of the school is good. Overall, there is a very good link between spending decisions and the school's priorities.

Recommendations

In order to improve, the school needs to:

- A1. raise overall standards in the upper end of the school by addressing the shortcomings identified in the subjects;
- A2. develop KS2 pupils' independent learning skills;
- A3. plan more intentionally for the development of key skills and KS2 pupils' bilingual skills;
- A4. provide procedures for identifying standards of achievement in the foundation subjects in KS1 and KS2;
- A5. develop further the role of subject co-ordinators in the work of evaluating pupils' standards of achievement across the school;
- A6. ensure that an audit of school resources is undertaken regularly.

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.

Acknowledgement

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