

**SPECTION UNDER SECTION 10 OF  
THE SCHOOLS INSPECTIONS ACT 1996**

**Caio Primary School  
Caio  
Llanwrda  
Carmarthenshire  
SY19 8RD**

**School Number: 699/2077**

**Date of Inspection: 2 - 4 June, 2**

**By  
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Registered Inspector: WO83  
Under Estyn contract number T/ 213/02P**

## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

## GRADE DESCRIPTIONS

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

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

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## 1. CONTEXT

### The school and its priorities

The school is located in the small rural village of Caio near Llanwrda, Carmarthenshire, and the great majority of pupils come from the village and the surrounding areas. The area is described as one that is neither prosperous nor economically disadvantaged; 7% of the pupils are entitled to receive free school meals.

There are 31 pupils, aged between 4 and 11 years, on the school roll and they represent the full range of ability. English is the main language spoken in the homes of 55% of pupils. By now, 77% of the pupils speak Welsh to a first language standard. At present, no pupil is identified as having special educational needs (SEN).

The school operates the Local Education Authority's [LEA] language policy and is listed as being in Category A. This means that Welsh is the main medium of the life and work of the school and seeks to ensure that all the pupils are totally bilingual by the time they transfer to the secondary sector.

The School Development Plan [SDP] includes the following priorities:

- to review schemes of work;
- to refine the assessment system;
- to develop a formal monitoring system within the school;
- to improve standards in reading and spelling in English.

## 2. MAIN FINDINGS

### The Main Findings of the Report

The school is a close and caring community. The pupils are happy in school and their relationship with the staff is good.

- The quality of provision for the under-fives is appropriate and promotes the desirable outcomes for children's learning. As the number of children in the reception class is small, standards of achievement are not discussed in this report.
- In Key Stage 1 [KS1] and KS2, pupils' standards of achievement in the National Curriculum [NC] subjects and religious education are as follows:

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Satisfactory	Satisfactory
English		Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Satisfactory	Good
Art	Satisfactory	Satisfactory
Music	Satisfactory	Good
Physical Education (Swimming)	Good	Good
Religious Education	Good	Good

- The standards achieved in the key skills, namely literacy, numeracy and information and communication technology (ICT), across the curriculum are satisfactory. To date, there is no whole-school strategy to develop pupils' skills across the subjects.
- The quality of teaching was judged to be good in 37% of lessons and satisfactory in the remaining 63%. In the good teaching, the teachers' initial presentations are clear and the questioning is good. Consistent praise is given to pupils' efforts and they are encouraged to collaborate as pairs or in groups. Where there are shortcomings in the teaching, tasks lack sufficient challenge to extend pupils' learning in every subject, and there are too few opportunities for pupils to develop their own ideas and methods of working.

- The quality of provision for pupils with SEN is satisfactory. The school has appropriate methods of identifying those pupils likely to be in need of additional support.
- The school provides a broad and relevant curriculum. Policies and schemes of work offer staff clear guidelines. Short-term planning is insufficiently tight to ensure consistent progress in pupils' learning. The curriculum provided for children under five is appropriate but play activities lack sufficient structure to extend children's skills in the six areas of learning.
- Pupils' personal and social development is developed appropriately across the curriculum and the school promotes a good understanding of a healthy lifestyle.
- Pupils' progress in the core subjects is assessed each term but no targets are identified for the next stages of learning. The school is in the process of refining its assessment procedures in order to develop a more effective system of planning and recording pupils' development. The quality of reports to parents is good; they are clear and identify pupils' strengths and needs.
- The head offers positive leadership and the school has gained the Basic Skills Agency Quality Mark. The governing body is highly supportive of the school and members undertake their responsibilities conscientiously. The SDP identifies suitable aims in a range of curricular and general matters. Regular discussions are held to discuss financial matters to ensure value for money. The school succeeds in working within the budget allocated.
- The head and staff monitor pupils' work and discuss their progress. However, whole-school procedures to monitor the quality of provision and standards of achievement are underdeveloped.
- Some safety issues require attention. Pupils are well supervised during playtimes and lunchtimes, but the school has inadequate measures to prevent access to the site and buildings. There are insufficient locks on the school gates which lead directly onto the main road. The location of the toilets in the main building creates difficulties in relation to ensuring appropriate supervision of the younger pupils who have to move between the mobile classroom and the main building during lessons.
- The school has made satisfactory progress in addressing the key issues identified in the previous inspection report. Since the inspection, standards in design and technology, information technology and science have improved, and the scheme of work for physical education offers a balanced programme of activities. By now, the SDP is a comprehensive document which includes targets for improvement in the long, medium and short-term. The need to ensure sufficient balance across the subjects and to develop the role of the subject co-ordinators, remain key issues for attention.
- Pupils have regular opportunities to participate in a range of extra-curricular activities including games and Urdd activities. The school gives attention to developing pupils' team skills by organising activities collaboratively with other schools. The educational visits made to support the curriculum succeed in enriching pupils' experiences.
- The partnership with parents and the community, schools and other institutions is good. Parents support the school well and by organising fund-raising events enable the school to purchase additional resources for pupils. The school in turn contributes regularly to community events by organising concerts and participating in local events.
- Pupils' moral, social and cultural development is good and their spiritual development is satisfactory. Pupils work well together and their very good standard of behaviour contributes to the quality of learning.

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

#### **3.1. Standards achieved in Subjects and Areas of Learning**

The standards of achievement are good in 42% of lessons and satisfactory in the remaining 58%.

- The educational provision made for children under five is appropriate and promotes the desirable outcomes in the six areas of learning. As the number of pupils in the class is small, no judgement is offered on standards of achievement.

- In KS1, standards in Welsh, mathematics and science are satisfactory. Standards in history, religious education and physical education are good. Standards in design and technology, information technology, geography, music and art are satisfactory.
- In KS2, standards in Welsh, English, mathematics and science are satisfactory. Standards in history, geography, music, physical education and religious education are good. Standards in design and technology, information technology and art are satisfactory.
- Boys and girls make similar progress in their work.
- During the period 1999-2002, the school's results in the NC tasks and tests compare favourably with national averages. In KS2, the results in English, Welsh, science and mathematics are consistently above the national averages, with a high number of pupils achieving level 5. In KS1, the results in Welsh, mathematics and science compare satisfactorily with national averages.
- As the number of pupils eligible to be assessed at the end of KS1, and KS2 in 2002 is below five, a summary of the results is not included in this report.

### **3.2. Standards achieved in Key Skills across the Curriculum**

The standards achieved in the key skills across the curriculum are satisfactory. To date, no whole-school strategy has been established to develop pupils' skills across the subjects.

- Children under five make satisfactory progress in their ability to apply their literacy, numeracy and ICT skills in the six areas of learning.
- The standards in literacy across the curriculum are satisfactory. In KS1 and KS2, pupils listen well and are ready to contribute during discussion periods. However, the vast majority of pupils offer brief responses. More able pupils answer questions confidently using a range of vocabulary.
- In both key stages, pupils make increasing use of their reading skills to undertake work across the subjects. The more able pupils' ability to work independently and to extend their skills is less well developed.
- In both key stages, standards in writing across the curriculum are satisfactory. Pupils write in a range of forms, but examples of more extended pieces of writing are limited.
- The standards in numeracy across the curriculum are satisfactory. Pupils make satisfactory use of their number skills in other subjects. They measure, collect data and use graphs satisfactorily to present their findings. In KS2, pupils apply their knowledge and skills appropriately in subjects such as geography and science.
- The standards in ICT across the curriculum are satisfactory. Pupils use their ICT skills satisfactorily to present their work. In KS2, they make satisfactory use of their skills to gather information from the Internet and to support their work in subjects such as design and technology.

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

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

Pupils' moral, social and cultural development is good and their spiritual development is satisfactory.

- The school conforms with the statutory requirements to hold a daily act of collective worship. On a weekly basis, the services are enriched by the visits of the local vicar. The services are organised to support the terms' themes and pupils have opportunities to contribute. However, there are too few opportunities for pupils to reflect on what they hear.
- The school is a happy and close community where all staff promote high standards. The pupils are aware of the importance of demonstrating respect to other pupils, adults and property. They develop a clear understanding of the difference between right and wrong. Pupils respond well when they are given opportunities to undertake responsibility or to demonstrate initiative.

- Pupils are aware of the needs of people less fortunate than themselves and they respond by collecting money for good causes.
- Pupils have opportunities to participate in a wide range of community activities including concerts, singing festivals, sports events and Urdd activities. These experiences contribute well to their social and cultural development.
- Appropriate attention is given to other cultures within the school curriculum. The school has a policy on racial equality and pupils have a good awareness of the need to respect other people's traditions and values.

#### **4.2. Behaviour and Attitudes**

Pupils' behaviour is very good and their attitudes to learning are good.

- Pupils behave in a correct and responsible manner and demonstrate a good interest in their work.
- Pupils know the school rules. These rules, together with the school's behaviour policy, are implemented effectively.
- During the inspection, no examples of bullying were observed.
- No pupil has been excluded during the last year.

#### **4.3 Attendance**

Attendance levels are good.

- The registers were scrutinised and they were found to be correct and complete.
- Punctuality is good. This ensures a prompt start to the school day. The school keeps to its timetable during the school day.
- Through the co-operation of parents, unauthorised absences are very few. A record of letters and phone messages regarding absences is kept.

### **5. QUALITY OF EDUCATION**

#### **5.1. Teaching**

It was judged that the quality of teaching was good in 37% of lessons and satisfactory in the remaining 63%.

- Teachers have a secure knowledge of the great majority of the subjects that they teach. They use an appropriate range of teaching methods and purposeful resources to offer pupils suitable learning experiences.
- In the good teaching, teachers' initial presentations are clear and the quality of questioning is good. Pupils are praised for their efforts and they are encouraged to collaborate as pairs or in groups.
- In the satisfactory teaching, although there are good features, expectations are insufficiently high and tasks lack adequate challenge to extend pupils' learning in each subject. The pace of teaching and learning is uneven. On occasions, it is too slow to ensure consistent progression in the learning.
- In both key stages, there are too few opportunities for pupils to develop their own ideas and methods of working.

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

The quality of assessment, recording and reporting is satisfactory.

- The school has a suitable policy and guidelines regarding assessment.
- The quality of the initial assessment made shortly after children start school, is appropriate. The children's development is monitored and recorded on purposeful sheets. However, attention is not given to each aspect of the desirable outcomes or to the identification of the next steps to be taken to ensure further development.
- The school makes appropriate use of reading tests to monitor pupils who may require further support. One aspect of each core subject is assessed on a termly basis, but no level is allocated to the work or targets identified to promote further development. No assessment records are kept of pupils' progress in the foundation subjects.
- The school is in the process of refining its assessment processes in order to ensure a more effective system of planning and recording the next stages in pupils' learning. Each pupil has a portfolio which contains examples of work in the core subjects. Each pupil also has a portfolio of work in art, but these examples do not include dates or notes on their relevance.
- Work is marked regularly and, in the best practice, pupils are offered guidance on how to improve the standard of their work.
- A parents evening is held once a year and parents appreciate the opportunity to discuss their children's work. The annual reports to parents meet statutory requirements and they are of a good standard. They are clear and identify pupils' needs and strengths.

### **5.3. Curriculum**

The school provides a broad and relevant curriculum which includes religious education and the desirable outcomes for children under- five.

- The curriculum provided for children under five is appropriate and meets the requirements of the desirable outcomes in the six areas of learning. The tasks provided for the children are not always suitable for their age and play activities lack sufficient structure to ensure purposeful learning.
- Suitable policies and schemes of work have been formulated for the majority of subjects and they offer teachers clear guidance. Teachers' short-term planning does not ensure sufficient balance across the subjects to foster consistent development in pupils' knowledge and skills in each subject. To date, there is no clear planning for the key skills across the curriculum.
- The school gives satisfactory attention to pupils' personal and social development and ensures an equal opportunity for each pupil to access curriculum experiences.
- The school succeeds well in promoting bilingualism. In KS2, English and Welsh are used as teaching and learning media, but the planning of their use lacks sufficient structure.
- Satisfactory attention is given to the Cwricwlwm Cymreig, primarily through the humanities and art. The visits to places of educational interest succeed in enriching pupils' curricular experiences.
- Pupils' awareness of sustainable development is developed as they discuss caring for the environment.
- Reading is the main focus of the homework given to pupils. Although other tasks are provided on occasion, the organisation of homework is not sufficiently clear.

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

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

- The environment within the school is happy and caring. The staff know the pupils well and take an interest in their personal development. The pupils readily turn to the staff for any support that they may need.
- The school operates the local education authority LEA's Child Protection Policy.

- The school's policies and systems regarding pupils' health and safety are implemented. Pupils are well supervised during the course of the day. The provision for first aid is appropriate.
- Equal opportunities are provided for pupils to access all school activities.

#### **5.5. Provision for Pupils with Special Educational Needs (SEN)**

The provision for pupils with SEN is satisfactory.

- The school has a policy for SEN but it does not include sufficient detail on the school's own processes and procedures. At present, no pupil has been identified with SEN.
- Reading and spelling tests are given to pupils annually and following an analysis of the results, the teachers decide on the next steps.
- The governor with responsibility for SEN is fully aware of his responsibilities and has a good understanding of the requirements of the code of practice.

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

The partnership with parents, the community, schools and other institutions is good.

- The school communicates effectively with parents through the school handbook, letters, annual reports and meetings. Each new parent receives a copy of the school's handbook, which meets statutory requirements. The content is clear and intelligible. Parents appreciate the school's 'open door policy' and the arrangements made for them to meet with the headteacher and members of staff.
- The parents contribute in a number of ways to the life of the school. The Parents, Teachers and Friends Association raises large sums of money for school use. Parents are also involved in painting the school and in improving the school environment.
- The school is central to the social and cultural life of the village. Members of the community visit the school to share their skills and experiences. There is a close link with the local church and local organisations make use of the building on a regular basis.
- The school has curricular and general links with the local secondary schools. The transfer arrangements offer pupils the opportunity to get to know their new schools. There are visits by members of the staff and curricular links between Y6 and Y7 pupils.
- The school is a member of a local cluster of three primary schools which collaborate closely. Pupils often meet children from other schools through games activities and cultural events.
- Pupils from Lampeter Secondary School visit the primary school for work experience and they also contribute to the curriculum. On occasions, students from Ammanford College also visit the school.
- The school makes use of the services provided by the LEA including regular visits by its officers. The police visit the school to organise road safety courses.

#### **5.7 Partnership with Industry**

The partnership with industry is satisfactory.

- The pupils' awareness of the world of work is increased through their visits to businesses, including the local gold mine, a farm and a postal sorting office. These visits are also used satisfactorily to reinforce work in the curriculum. People from the community also visit the school to talk about their work.
- The school receives sponsorship in the form of awards from local businesses.

- The school does not have a policy for developing its partnership with industry.

## **6. MANAGEMENT**

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

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

- The headteacher's recent self-evaluation report includes a valuable overview and identifies clear areas for development. The SDP is a comprehensive document which includes targets for improvement and action plans for each area identified for improvement. The plan includes details of expected outcomes, financial matters, a timetable and people's responsibilities. The school is making consistent progress towards achieving the targets set.
- The headteacher monitors pupils' books across the school and the staff regularly discuss pupils' progress.
- Responsibilities for subjects of the curriculum are shared between the staff. The staff collaborate closely and have prepared suitable policies and schemes. Their role as curriculum leaders has not been sufficiently developed in relation to monitoring the quality of provision and standards of achievement. The work of monitoring the implementation of policies in the classroom is at an early stage of development. To date, the self-evaluation process lacks sufficient structure to support teachers in raising pupils' standards of achievement.
- The target-setting process gives satisfactory attention to analysing the NC tests in the core subjects and the information is shared between the staff and contributes to further planning. The school achieves its own targets for improvement.

### **6.2. Leadership and Efficiency**

The quality of leadership and efficiency is satisfactory.

- The headteacher, who has responsibility for a class, offers the school positive leadership. Under her leadership the school has gained the Basic Skills Agency's Quality Mark. Staff collaborate closely and demonstrate commitment to the school.
- The school has clear aims which are well supported by parents.
- The governing body fulfils its statutory responsibilities with increasing confidence. Members are highly supportive of the school. The headteacher's termly report succeeds in extending their knowledge of a range of issues.
- The headteacher, in consultation with the governing body and with the support of the LEA's finance officer, carefully manages the budget. There are regular discussions on financial matters in order to ensure value for money. The school succeeds in working within the budget allocated.
- The school's policies give appropriate attention to statutory requirements.
- The school's day- to -day administration is good.

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

The quality of staffing, accommodation and learning resources is satisfactory.

- The teachers have suitable qualifications for the age range that they teach. They attend a satisfactory range of courses and the training is having a positive impact on teaching approaches. The pupils benefit from the service provided by support teachers for Welsh, geography and music. From time to time members of the community visit the school to contribute to aspects of the curriculum. All these factors contribute to improving standards. A classroom assistant is employed to support individual pupils and groups and her contribution is effective.

- The school is located on a pleasant site with a hard play area and a purposeful playing field. The school is in the process of developing a separate play area for children under five. The yard has been suitably marked for both formal and informal games and pupils make good use of this facility.
- The school buildings are in a satisfactory condition. However, space is limited for storage, whole-school activities and some elements of physical education. Standards of cleanliness are satisfactory.
- The school does not have effective measures to prevent access onto the site and into the buildings. There are insufficient locks on the school gates, which lead directly onto the main road. The location of the toilets in the main building creates difficulties in relation to ensuring appropriate provision for the younger pupils as they move from the mobile classroom into the main building during lessons. No classroom has water provision.
- The school has sufficient teaching resources for most NC subjects and suitable use is made of them to support the learning. Equipment for children under five is limited.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by Pupils**

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

The provision for children under-five is appropriate and promotes the desirable outcomes in the six areas of learning. The children are educated alongside Y1 pupils. The arrangements for whole-class activities are not always appropriate for the youngest pupils. As the numbers of children in the reception class are small, no judgement is offered on standards of achievement.

#### **Good features**

- The children have established good relationships with other children and with adults. They collaborate with other children and concentrate well during activities. Through suitable stories they learn about friendship and care for others and they are also aware of stories from the Bible.
- The children respond purposefully during language, literacy and communication activities. Their listening skills are good. They enjoy listening to stories and sing rhymes and songs suitable for their ages. They can communicate naturally in their mother tongue, and the learners make good efforts to use the Welsh language. The vast majority of children recognise familiar letters and words, and individuals can read simple books suitable for their ages. They form letters correctly and can copy. The more able children can write their names and addresses.
- The children can count to at least ten and through a range of number activities, they come to recognise numbers and their values. The more able children can add two numbers correctly. They recognise two-dimensional (2D) shapes correctly and their mathematical vocabulary is developing satisfactorily. They become familiar with money through playing in the class shop.
- The children observe carefully and they can sort objects correctly. They enjoy discussing old and new toys and they use vocabulary, such as 'a long time ago' and 'today' correctly. They are beginning to understand about people and their work and they are aware that there are people who help them. Their ICT skills are beginning to develop and they can use the mouse correctly to move objects around the screen.
- The children enjoy role-play in the shop and playhouse. The children sing songs with enjoyment and they make a good effort to keep a steady beat and to clap the rhythm of their names. They produce a variety of drawings and paintings at their level of development.
- The children handle small apparatus with increasing control. Their physical skills are developed through physical education lessons alongside KS1 pupils. The swimming lessons are valuable and offer children opportunities to gain confidence in the water. They follow instructions correctly.

#### **Shortcomings**

- The children's skills do not develop consistently through structured play experiences.

- A small number of individuals do not listen to the teacher's instructions.
- During some whole class lessons, the children lose interest and consequently lose opportunities to learn across the six areas of learning.

## **Welsh**

Standards are satisfactory in KS1. In KS2, standards in reading are good and satisfactory in oracy and writing.

### **Good features**

- In KS1, pupils listen well to presentations and stories. A good number are anxious to participate during class discussions. They speak about their experiences and aspects of their work and can express themselves satisfactorily.
- The vast majority of pupils can read their own work correctly. They understand the topics read and they can discuss, at a simple level, the illustrations and the characters in their books. When necessary, they use suitable strategies to cope with unfamiliar words. Individuals read well and with meaning.
- The pupils write for a range of purposes and use suitable vocabulary and the correct forms of the verbs. They can answer questions correctly and complete simple exercises. Individuals write at greater length using a variety of language patterns.
- In KS2, pupils listen well and respond satisfactorily in different situations. Individuals can offer opinions and ask and answer questions clearly during class discussion. The Welsh learners respond positively to the language and make good efforts to communicate at their level of development.
- The vast majority of pupils read well. They read correctly and confidently and with clear expression. They demonstrate a good understanding of the contents of their books. Some individuals have favourite authors. They use their reading skills competently to gather information from books and other sources.
- Pupils write consistently for a range of purposes and in different forms. They respond correctly to more formal language exercises. They demonstrate a suitable awareness of tone and style and compose interesting acrostic poems. Individuals can write in a more extended manner with a satisfactory standard of accuracy.

### **Shortcomings**

- In both key stages, a significant number of pupils lack confidence when expressing themselves orally.
- In KS1, a small number of pupils do not read with the expected fluency.
- In both key stages, the quantity of independent work produced by pupils is limited.

## **English**

English is not taught formally in KS1, but reading is introduced during the last term. In KS2, standards in oracy and writing are satisfactory. Standards in reading are good.

### **Good features**

- In KS2, pupils' oral skills are satisfactory. They listen well to presentations and stories. A good number can discuss their curricular experiences and talk about their personal interests fairly confidently. Individuals use a wide vocabulary and are beginning to appreciate the differences between formal and informal styles.
- The vast majority of pupils read well. They read easily with accuracy and understanding. They read regularly for pleasure and to gather information. They have favourite authors.
- Pupils demonstrate increasing mastery of a variety of writing forms. They complete comprehension exercises and make accurate use of dictionaries to support their work. Individuals write well when responding to different topics.

- The handwriting skills of the vast majority of pupils develop well. Individuals have adopted a personal style and present their work neatly.

#### **Shortcomings**

- A significant number of pupils lack confidence when responding orally and this results in limited responses.
- A small minority of pupils' written work contains spelling errors.
- The writing skills of the most able pupils are insufficiently extended.

#### **Mathematics**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils have a secure understanding of number. They handle number bonds confidently and they know the difference between odd and even numbers. The older pupils can count in twos, fives and tens and they have a good knowledge of place value. They use numbers correctly when calculating both mentally and on paper.
- Pupils recognise the value of different coins and the more able pupils use the coins to calculate small sums of money. When measuring, pupils use non-standard measures correctly. Pupils have a satisfactory knowledge of 2D shapes and they can identify the general properties of more familiar 3D shapes.
- Pupils can collect data and present it correctly in the form of simple graphs.
- In KS2, the vast majority of pupils have a secure understanding of the four rules of number and the more able pupils have a good understanding of place value. Pupils understand the difference between decimals, fractions and percentages and they can estimate fairly accurately.
- Pupils respond satisfactorily to mental tasks and they use suitable strategies to calculate the answers to number problems. More able pupils can record their multiplication tables correctly.
- Pupils have a secure understanding of shape and they use standard measures correctly when measuring length and when working with time. More able pupils have a good understanding of angles and they know how to calculate the area of different simple shapes.
- Pupils produce simple graphs and can draw sensible conclusions from the data.

#### **Shortcomings**

- In both key stages, pupils' ability to discuss and explain their work is under-developed.
- In both key stages, pupils' mental mathematical skills are insufficiently sharp. Pupils do not devise their own strategies sufficiently to calculate the answers to problems.
- In both key stages, pupils' investigative skills are insufficiently developed.

#### **Science**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils can name the different part of the body and they know the main features and purpose of their senses. They have a good understanding of healthy foods. They can identify living and non-living things correctly and know that plants need light and water to grow.

- Pupils have a satisfactory knowledge of physical processes. They are familiar with everyday apparatus which uses electricity and they can identify the sources of sound correctly. They can sort different materials according to their properties.
- Pupils observe carefully and make satisfactory observations about the things that they see. They can record their observations correctly in the form of drawings, tables and simple sentences.
- In KS2, older pupils can identify the features of a good range of materials and describe some of the ways in which they change.
- The pupils have a secure knowledge of human processes and living things. They can name different organs of the body and describe how they work. They understand the effect of physical exercise on the heartbeat and they can describe the functions of teeth correctly.
- More able pupils are aware of the need for a fair test. The vast majority of pupils work with increasing accuracy and record their work competently in the form of tables, writing and graphs.

### **Shortcomings**

- In KS1, a good number of pupils' ability to predict and to make comparisons is less well developed. Pupils make insufficient use of scientific terms to describe their work.
- In KS2, pupils do not record their work in sufficient detail and their ability to record their findings in their own words is less well developed.
- In KS2, pupils' investigative skills are insufficiently developed.
- In both key stages, pupils make insufficient use of their ICT skills to investigate and to record their studies.

### **Design and Technology**

Standards of achievement are satisfactory in both keys stages.

#### **Good features**

- In KS1, pupils use a suitable range of materials to produce different products. They make satisfactory use of building kits to develop their awareness of materials and components.
- Pupils present their initial ideas in the form of freehand drawings and they are beginning to evaluate their work. Their measuring, cutting and joining skills are satisfactory.
- In KS2, pupils have a satisfactory understanding of the designing and making process. In the best work, pupils record their designs clearly and their drawings are correctly labelled. They evaluate their work satisfactorily.
- In the best work, pupils' skills are good. They are aware of the need to work safely and to handle tools correctly.

#### **Shortcomings**

- Pupils work with a limited range of materials and their skills do not develop consistently and regularly as they move up the school.

### **Information Technology**

Standards of achievement are satisfactory in both keys stages.

#### **Good features**

- In KS1, pupils make satisfactory use of their word processing skills to record their work. They use relevant programs to reinforce their literacy and numeracy skills and to produce colourful drawings.

- In KS2, pupils can load, store, recall and print their work competently. They use their word processing skills to record their work and to present final copies of their written work.
- Older pupils can gather and print information satisfactorily from the Internet and CD Rom in their investigative work in subjects such as religious education. They use the e-mail facility to exchange information with another school.
- Pupils use simple databases to input, recall and analyse data.

#### **Shortcomings**

- In both key stages, the skills of a good number of pupils are underdeveloped.
- In both key stages, pupils do not use their skills regularly to support their work across the subjects.

#### **History**

Standards are good in both key stages.

#### **Good features**

- In KS1, pupils have a good awareness of change over time by reflecting on the changes in their own lives and those of members of their family. They can place events and objects in their correct order. As part of their study of the local village, pupils study the changes that have taken place over a period of time and they understand that some things have not changed.
- Through studying artefacts and books, pupils have a satisfactory understanding of the way we learn about the past. They enjoy handling artefacts and they discuss them satisfactorily. They can place dolls correctly on a time-line. They use correct vocabulary with a good measure of understanding.
- Pupils have a satisfactory knowledge of the lives of some famous people from the past.
- In KS2, pupils' ability to recall the periods that they have studied is good and they can place events correctly on a time-line. When discussing handwriting, they can describe its development from BC until today. They can compare and offer opinions about the different styles of writing.
- Pupils have a good knowledge of local history. The work undertaken on the village hall has deepened their understanding of society over a period of one hundred years. They collect appropriate evidence, including photographs, and they discuss these items enthusiastically.
- Pupils have a secure knowledge of the Second World War. They develop empathy with the circumstances faced by the evacuees.
- In both key stages, the visits made to places of historical interest deepen pupils' awareness and understanding of history.

#### **Shortcomings**

- In KS1, pupils' research skills are insufficiently extended.
- In KS2, pupils do not record their observations in sufficient depth.

#### **Geography**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- In KS1, pupils can describe the main features of their village satisfactorily using simple geographical terms. Y2 pupils are aware of the location of their village in relation to a nearby town.
- Pupils use symbols and keys correctly to place buildings on a simple design.
- Pupils record their observations satisfactorily in the form of drawings and sentences.
- In KS2, pupils can identify the main physical and human features of their local area. They have a clear awareness of the need to protect the environment and can discuss their ideas sensibly.
- The more able pupils can read maps confidently, identifying the continents and oceans. They understand the purpose of a key, co-ordinates and grid references. They use this knowledge correctly in their mapping work.
- Through their study of life in a village in Africa, pupils can describe the main physical and human features. They can compare the main human features with life in Wales.
- Pupils record their observations satisfactorily in the form of drawings, maps, graphs and written work.

### **Shortcomings**

- In KS1, pupils' knowledge of places is insufficiently extended.
- In KS1, pupils' mapping skills are underdeveloped.
- In KS2, pupils' ability to record their observations in their own words is insufficiently extended.

### **Art**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils work with a range of materials to produce work of a satisfactory standard.
- They produce pictures and paintings from memory, and from observation, with increasing confidence. They know how to mix basic colours to create new shades.
- Following work on the local area, pupils have used a number of skills to create an effective collage of their church and chapel.
- Following a study of the work of a Welsh artist, pupils produce effective portraits emulating the artist's work.
- In KS2, pupils experiment with different media to create line, tone and pattern in their work. They discuss these elements satisfactorily.
- Pupils have a satisfactory knowledge of some famous artists including artists from Wales. They observe their work and succeed, to a great extent, to experiment with some of the techniques used by these artists.
- Pupils use sketch-books competently to record their initial observations.
- Pupils have collaborated with a parent to create colourful and interesting prints. A range of techniques was used successfully. In collaboration with a visiting teacher from Japan, pupils produce effective origami. They display this work with pride in the classroom.

### **Shortcomings**

- In KS1, pupils do not make sufficient choices when responding creatively to stimuli.
- In both key stages, work in 3D is limited and pupils' use of ICT in art is under-developed.

- In both key stages, pupils' ability to discuss and evaluate their work and the work of other artists, is underdeveloped.

### **Music**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- In KS1, pupils sing a good number of songs and hymns suitable for their ages. The quality of singing is satisfactory.
- The vast majority of pupils can name both tuned and untuned instruments and can explain the different methods of playing these instruments. They can keep a steady beat.
- The pupils can clap the rhythm of their names and follow rhythm from a set of flash cards correctly. They compose simple rhythms and perform them satisfactorily in two parts. They respond satisfactorily to elements such as loud and quiet.
- In KS2, pupils sing a suitable range of songs and hymns. They sing a tune in the round and can include a descant for some of the songs. Pupils have opportunities to perform in the community, and the older pupils sing in the county's primary schools choir. The quality of the singing is good overall. Pupils give attention to expression and pitch.
- Pupils can name the instruments they hear in pieces of music.
- Pupils can keep a steady beat and repeat rhythms correctly.
- When responding to a stimulus, pupils can compose and arrange music by investigating and using a range of sound sources. They record and evaluate their compositions and decide on ways of improving the quality of their work.
- Older pupils in KS2 learn to play the recorder and a good number receive instrumental tuition. This contributes well to their ability to read music and also contributes to raising standards in the subject.

#### **Shortcomings**

- In KS1, pupils' singing does not display sufficient control of pitch, phrasing and breathing.
- In KS1, pupils' ability to use instruments to compose and perform is limited. They have a limited grasp of musical terms.
- In KS2, pupils' knowledge of Welsh composers and compositions is limited.

### **Physical Education**

Swimming lessons were observed during the inspection. Standards are good. The scheme of work offers a balanced programme of activities.

#### **Good features**

- Pupils are aware of the health and safety requirements when using a swimming pool.
- Pupils behave well and listen carefully to instructions. They follow instructions correctly. They respond enthusiastically and demonstrate increasing confidence in mastering different techniques.
- Pupils' skills are further extended through opportunities to participate in extra-curricular activities including games and sports activities organised in the school and in the community.

#### **Shortcomings**

- Pupils' development of gymnastics skills is affected to a degree by the lack of suitable space within the building.

### **Religious Education**

Standards are good in both key stages.

#### **Good features**

- In KS1, pupils have a good knowledge of more familiar stories from the Bible and they can recount them in their own words.
- Pupils compose personal prayers which demonstrate their awareness of the need to thank God for the world and living things. They respond appropriately during discussions about friendship and can identify the features of a good friend.
- Following a visit to a church and chapel, the pupils are aware of the main features of the buildings and have a good understanding of their function. They can explain the relevance of some of the sacraments.
- Pupils display an awareness of the main church holidays and of the significance of important days.
- In KS2, pupils develop their knowledge of the Bible and they can recall a number of stories from the New Testament and relate them to Christian holidays. Whilst discussing the Ten Commandments, pupils come to understand the importance of rules in society.
- Pupils compose effective prayers and they understand the significance of prayer.
- Pupils are aware of the ways in which people demonstrate care and concern for each other. They understand the need to respect each individual's faith and religious practices.
- The children are aware of aspects of other faiths including Judaism and Islam. They can compare, at a simple level, the different methods of worship with that of the Christian faith.
- Following a visit to the local church, pupils can describe its features and the main purpose of the different parts of the building.

#### **Shortcomings**

- In KS1, pupils' ability to offer an opinion on religious matters is limited.
- In KS2, a small number of pupils have limited understanding of the religious significance of some of the Bible stories.

## **8. SCHOOL IMPROVEMENT**

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

The school has made satisfactory progress in responding to a number of the issues included in the previous report, but some issues need to be considered further.

The previous report identified the need to raise standards in design and technology and information technology in both key stages, and science in KS2. It noted that the school should offer a balanced programme of activities in physical education, and ensure sufficient time for all the other subjects. It added that the SDP should be restructured to include long, medium and short-term targets. It added further that the role of subject co-ordinators should be developed.

- Since the last inspection, standards in design and technology, information technology and science have improved, and the physical education scheme of work offers a balanced programme of activities.

- By now, the SDP is a comprehensive document which includes targets for improvement in the long, medium and short-term. Suitable policies and schemes of work have been formulated and they offer the school clear direction.
- Teachers' short-term planning does not ensure sufficient balance across the subjects to ensure that pupils' knowledge and skills are developed consistently in all subjects. Responsibilities for different subjects have been shared amongst the staff, but to date their role as curriculum leaders in monitoring the quality of provision and standards of achievement, has not been developed sufficiently. These matters remain key issues for attention.

## **8.2. Key Issues for Action**

The school needs to:

- maintain the good standards, and improve standards in the subjects and aspects which are satisfactory by addressing the shortcomings noted;
- strengthen short-term planning and curriculum organisation in order to extend the learning in all subjects;
- provide regular opportunities for pupils to use the key skills to support their work across the curriculum;
- implement the intention to refine assessment arrangements to create a more effective system of recording pupils' development;
- provide structured play opportunities more regularly for children under five;
- formulate and implement a whole school self-evaluation system as a means of ensuring improvement;
- address the safety issues identified in the report.

## APPENDIX

### School Data

#### A. Basic information about the school

School's Name	Caio C P School
Type	LEA Maintained/Community
Age range of pupils	4-11
School Address	Caio Llanwrda Carmarthenshire
Postal Code	SA19 8RD
Telephone number	01558650427

Name of Headteacher	Mrs W Wyn
Date of Appointment	Mehefin 1998
Chair of the governors/ The appropriate authority	Mr B James
Registered Inspector	Miss D Morris
Date of Inspection	2-4 June, 2003

#### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		5	3	6	3	6	4	4	31

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent (FTE)
Number of teachers	2	1	2.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio, excluding nursery and special classes	14.8 :1
Pupil : adult (fte) ratio in nursery classes	-
Average class size, excluding nursery and special classes	15
Teacher : class ratio	1.05 :1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
	R	KS1	KS2	Whole School
Term 1	95.5%	95.5%	92%	93.5%
Term 2	93.7%	95.5%	95.5%	94.1%
Term 3	94.1%	94.6%	93.6%	93.8%

Number of pupils excluded during the 12 previous months.	0
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**C. Results of National Curriculum Assessments and Public Examinations**

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

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

**D. Evidence base of the inspection**

- The school was inspected over a period of 2.5 days.
- The team consisted of 3 inspectors including the lay inspector.
- 19 teaching sessions or parts thereof were inspected.
- Pupils were questioned about their knowledge and understanding of the curriculum. They were heard reading and samples of their work were examined.
- The school's documentation was studied including the schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, the governing body and the parents.
- The 16 questionnaires returned were analysed.

**E. Composition and responsibilities of the inspection team**

Name	Role	Sections of the report	Subjects (section 7)
Miss D Morris	Registered inspector	1, 2, 3.1, 3.2, 5.1, 5.4, 6.1, 6.3 6.2, 8.1, 8.2, Appendix	Mathematics, science information technology, design and technology geography, physical education
Mrs R H Roberts	Team inspector	4.1, 5.2, 5.3, 5.5.	Children under 5, English, Welsh, history, art, music, religious education
Mr G Morris	Lay Inspector	4.2, 4.3, 5.6, 5.7	

**The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.**