

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

**Ysgol Capel Iwan
Capel Iwan
Newcastle Emlyn
Carmarthenshire
SA38 9LT**

School Number: 669 /2102

Date of Inspection: 30:11:04- 2:12:04

**by
Miss D Morris
WO83/16211**

**Date: 4 February, 2005
Under Estyn contract number:T/43/04P**

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Ysgol Capel Iwan 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 Ysgol Capel Iwan took place between 30:11: 04 and 2:12: 04. An independent team of inspectors, led by Miss D Morris 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. The school is situated in the rural village of Capel Iwan, four miles from the small town of Newcastle Emlyn in Carmarthenshire. The school serves the village and the immediate rural area. During the inspection, the school had 25 pupils aged 4-11 on roll.
2. The area is described as neither prosperous nor economically disadvantaged. Four per cent of pupils are registered to receive free school meals. This figure is significantly below the local education authority (LEA) average.
3. Pupils attending the school represent the full range of ability. Five pupils (20%) are designated as having special educational needs [SEN], including two pupils with a statement of SEN. This figure is above the LEA average.
4. Welsh is the day-to-day language of the school and the main medium of teaching and learning. 80% of pupils come from homes where English is the first language.
5. The school was last inspected in December 1998. The new headteacher has been in post since September 2004.

The school's priorities and targets

6. The school's major priorities and targets for 2004-2005 include:
 - to improve standards across the curriculum;
 - to raise standards in Welsh and mathematics;
 - to complete the schemes of work;
 - to develop the arrangements for assessing pupils' progress;
 - to develop the provision for the Foundation Stage.

Summary

7. The school is an orderly and caring community which offers pupils effective support and guidance.

Table of grades awarded

8. The inspection team judged the school's work as follows:

Key question	Inspection grade
How well do learners achieve?	Grade 3

How effective are teaching, training and assessment?	Grade 3
How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 3
How well are learners cared for, guided and supported?	Grade 3
How effective are leadership and strategic management?	Grade 3
How well do leaders and managers evaluate and improve quality and standards?	Grade 3
How efficient are leaders and managers in using resources?	Grade 3

Standards

9. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	25%	75%	0%	0%

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Subjects

11. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 4
English	-	Grade 3
Mathematics	Grade 3	Grade 4
Information Technology	Grade 2	Grade 3
Art	Grade 3	Grade 3
Physical Education	Grade 3	Grade 3

12. Pupils of all ages and abilities make consistent progress in their knowledge, understanding and skills and achieve the learning objectives set. However, in the subjects inspected, more able key stage two (KS2) pupils' knowledge and skills are insufficiently extended.

13. Early Years' children make good progress in the key skills of listening, speaking, reading, writing, numeracy and in using information and communications technology (ICT).

14. In key stage 1 (KS1), pupils' standards and progress in the key literacy skills of speaking, listening, reading and writing Welsh across the curriculum are good. In KS2, pupils' standards and progress in Welsh and English literacy skills are uneven. Individual pupils achieve good standards but, in general, pupils do not improve their skills consistently across the subjects.

15. In KS1, pupils use their numeracy and ICT skills effectively in other subjects, but their ability to apply these skills more independently is less well developed. In KS2, a good number of pupils demonstrate an insecure grasp of basic numeracy skills in their work across the subjects. Although pupils make increasing use of ICT to support their learning, their progress and skills across the curriculum are uneven.
16. Pupils with special educational needs make satisfactory progress and achieve the targets set for them. Individual targets are set for other pupils. In general, pupils do not have sufficient awareness and understanding of their strengths and weaknesses and of what they need to do to achieve higher standards
17. The successful development of pupils' bilingual skills is a main aim of the school. In KS1, pupils demonstrate good progress in their bilingual competency. In KS2, individual pupils achieve good standards and work confidently in Welsh and English. However, a good number of pupils' ability to communicate effectively in Welsh is limited.
18. Most pupils work together effectively and show good development in their personal and social skills. Pupils generally do not take sufficient responsibility for their own learning by working more independently on specific tasks.
19. Pupils show good development in their creative skills. In KS1, more able pupils show good progress in their problem solving skills. Overall, pupils' investigative and problem solving skills in both key stages are insufficiently developed.
20. In the National Curriculum (NC) assessments in 2004, pupils' attainment in KS1 is above the national and county averages in mathematics. It is below in Welsh and science. In KS2, pupils' attainment in English is above the national and county averages, but is below in Welsh, mathematics and science. There is no significant difference between the performance of boys and girls. When compared with similar school across Wales, the school's results in the last few years are uneven. Overall, they are below the average.
21. Pupils' behaviour is good. The great majority of pupils have a good understanding of what is expected of them and they are courteous and considerate.
22. Pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
23. Visits to places of educational interest and involvement in local activities broaden pupils' understanding of their own community , but their knowledge of the world of work is limited.

24. Pupils' level of attendance overall is unsatisfactory. Attendance averaged 89.7% for the three previous terms. Most pupils are punctual at the start of the school day.

The quality of education and training

25. In the lessons inspected, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	29%	64%	0%	0%

26. The teachers have a good relationship with pupils and they use positive praise and encouragement to support the learning.
27. The features of the good teaching observed include:
- lessons with clear objectives which are shared with the pupils;
 - the teachers' good subject knowledge;
 - effective questioning;
 - interesting tasks which stimulate and maintain pupils' interest;
 - effective review sessions at the end of lessons.
28. The most common shortcomings in the teaching include:
- insufficient pace in the teaching and learning;
 - tasks that lack sufficient challenge;
 - ineffective use of time within some teaching sessions;
 - insufficient guidance for recording activities.
29. Pupils' progress in the core subjects is assessed and recorded satisfactorily. No assessment records are kept of pupils' progress in the foundation subjects. To date, insufficient use is made of assessment processes to guide the teaching and learning.
30. The school responds well to pupils' general learning needs and interests and offers all pupils equal opportunities to a broad and balanced curriculum. The school is updating its documentation and the termly curriculum plans, which have been completed, are of good quality. The planning of the development of pupils' key skills, that is numeracy, literacy and ICT, is insufficiently explicit to ensure that pupils' skills are consistently developed and improved.
31. Suitable learning experiences are used effectively to promote pupils' spiritual, moral, social and cultural development and this is reflected in the daily life and work of the school.
32. Links with parents, the community and with other schools are good.
33. The provision for pupils with SEN is suitable but does not conform fully with the requirements of the Code of Practice. The school has an appropriate

system for identifying pupils with special education needs, but individual education plans have not been prepared for each pupil for whom they are required. The new headteacher has listed their needs and suitable individual targets have been set.

Leadership and management

34. The headteacher offers the school clear leadership. New policies and processes have been developed and the new initiatives introduced succeed in extending the learning experiences offered to pupils.
35. Staff appraisal procedures are in place and promote teachers' continuous professional development. The new self-evaluation policy includes suitable processes to evaluate the educational provision and standards of achievement. An appropriate review of provision in the core subjects has begun.
36. The school development plan (SDP) contains realistic objectives and targets which reflect the school's current needs.
37. The budget is managed carefully by the headteacher in consultation with the governing body. Overall, the school offers value for money.
38. The governing body meets regularly and fulfils all its regulatory and legal responsibilities. It supports the headteacher in setting the strategic direction of the school. However, the content of the most recent governors' annual report to parents does not meet statutory requirements in full.
39. Risk assessments are undertaken for relevant school activities. However, there is a need to review the arrangements for collecting pupils at the end of the school day. This issue has been discussed with the head and the governing body.
40. The self-evaluation report, produced by the school before the inspection, notes the school's strengths and some areas where improvements are required. The inspection team agreed with a good number of the judgments contained in the report. The school's progress since the last inspection is uneven. There has been good attention to the key issues relating to the use of space and to the need to improve the quality of planning. There is a need to give further attention to improving pupils' standards of achievement.
41. There are enough suitably qualified teachers and support staff to carry out the work of the school. Overall, there are sufficient resources to meet the needs of the CC and the school makes effective use of the resources to support the learning. The building and school site are kept clean. The steps undertaken to improve learning facilities, including the IT/ library area, offers pupils good opportunities to develop their learning skills. There is effective use of the local environment, the community and educational sites, to enrich pupils' learning.

Recommendations

42. In order to improve, the school needs to:
- A1. maintain the good standards, and improve standards in the subjects and aspects where shortcomings have been identified;
 - A2. continue to develop curriculum planning, and provide regular opportunities for pupils to use their key skills to support their learning across the curriculum;
 - A3. extend the assessment arrangements and make greater use of outcomes to inform the teaching and learning;
 - A4. improve pupils' levels of attendance;
 - A5. develop further the self-evaluation system as a method of ensuring improvement;
 - A6. ensure that the content of the governors' annual report to parents conforms with statutory requirements;
 - A7. improve the arrangements for collecting pupils at the end of the school day.

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

- 43. The findings of the inspection team concur with the judgement of the school in its self-evaluation report.
- 44. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1 0%	Grade 2 25%	Grade 3 75%	Grade 4 0%	Grade 5 0%
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45. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

46. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 4
English		Grade 3
Mathematics	Grade 3	Grade 4
Information Technology	Grade 2	Grade 3
Art	Grade 3	Grade 3
Physical Education	Grade 3	Grade 3

47. Pupils of all ages and abilities make consistent progress in their knowledge, understanding and skills and achieve the learning objectives set. However, in the subjects inspected, more able KS2 pupils' knowledge and skills are insufficiently extended.

48. Early Years' children make good progress in the key skills of listening, speaking, reading, writing, numeracy and in using information and communications technology (ICT).

49. Pupils with special educational needs make satisfactory progress and achieve the targets set for them. Individual targets are set for other pupils. In general, pupils do not have sufficient awareness and understanding of their strengths and weaknesses and of what they need to do to achieve higher standards

50. In KS1, pupils' standards and progress in the key literacy skills of speaking, listening, reading and writing Welsh across the curriculum are good. Pupils use their numeracy and ICT skills effectively in other subjects, but their ability to apply these skills more independently is less well developed.

51. In KS2, pupils' standards in speaking, listening, reading and writing in Welsh and English is uneven. Pupils' listening skills are good and individual pupils speak confidently in English and Welsh. However, most pupils' subject vocabulary is limited. Pupils develop into independent readers, but few read extensively and they make insufficient use of their reading skills in their work across the curriculum.

52. In KS2, individual pupils produce pieces of writing of good standard in English and Welsh. In general, pupils produce short pieces of writing which contain errors in spelling and syntax. This mars the quality of their work, particularly in Welsh. A significant majority of pupils have an insecure grasp

- of Welsh vocabulary and sentence patterns, and their ability to use the language confidently in a range of cross-curricular situations is limited.
53. In KS2, a significant number of pupils demonstrate an insecure grasp of basic numeracy skills in their work across the subjects. Although KS2 pupils make increasing use of ICT to support their learning, their progress and skills across the curriculum are uneven.
 54. The successful development of pupils' bilingual skills is a main aim of the school. In KS1, pupils demonstrate good progress in their bilingual competency. In KS2, individual pupils achieve good standards and work confidently in Welsh and English. However, a good number of pupils' ability to communicate effectively in Welsh is limited.
 55. Most pupils work together effectively and show good development in their personal and social skills. Pupils generally do not take sufficient responsibility for their own learning by working more independently on specific tasks.
 56. Pupils show good development in their creative skills across the school. In KS1, more able pupils show good progress in their problem solving skills. In general, pupils' investigative and problem solving skills in both key stages are insufficiently developed.
 57. In the National Curriculum (NC) assessments in 2004, pupils' attainment in KS1 is above the national and county averages in mathematics. It is below in Welsh and science. In KS2, pupils' attainment in English is above the national and county averages, but is below in Welsh, mathematics and science. There is no significant difference between the performance of boys and girls. When compared with similar schools across Wales, the school's results in the last few years are uneven. Overall, they are below the average.
 58. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. They work hard in lessons, readily join in the range of activities provided and show enthusiasm for their work.
 59. Pupils' behaviour is good. The great majority of pupils have a good understanding of what is expected of them and they are courteous and considerate. Pupils have a good relationship with adults at the school and with their peers.
 60. Pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
 61. Visits to places of educational interest and involvement in local activities broaden pupils' understanding of their own community, but their knowledge of the world of work is limited.

62. Pupils' level of attendance overall is unsatisfactory. Attendance averaged 89.7% for the three previous terms. Most pupils are punctual at the start of the school day.

The quality of education and training

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

Grade 3: good features outweigh shortcomings

63. The findings of the inspection team concur with the judgement of the school in its self-evaluation report.

64. In the lessons inspected, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	29%	64%	0%	0%

65. The percentage of satisfactory lessons is above the Welsh Assembly Government [WAG] target of 95% satisfactory or better but the percentage of good or very good lessons is below the WAG target of 50% good or better.
66. The quality of lesson planning and preparation is good and teachers use a range of resources and teaching approaches which match the learning activities.
67. Teachers have a good relationship with pupils and they encourage pupils to contribute and to respond to questions.
68. Good efforts are made to promote pupils' bilingual competency through positive reinforcement and through offering sensitive support and encouragement.
69. The good features in the teaching observed include:
- lessons with clear objectives which are shared with pupils;
 - the teachers' good subject knowledge;
 - effective questioning;
 - interesting tasks which stimulate and maintain pupils' interest;
 - effective review sessions at the end of lessons.
70. The most common shortcomings in the teaching include:
- insufficient pace in the teaching and learning;
 - tasks that lack sufficient challenge;

- ineffective use of time within some teaching sessions;
 - insufficient guidance for recording activities.
71. Pupils' progress in the core subjects is assessed satisfactorily. Children under five's achievements in baseline assessment are recorded and the next stages in their progress are included. The school also maintains records of pupils' results in national tests and standardised assessments in order to monitor pupils' progress as they move through the school. No assessment records are kept of pupils' progress in the foundation subjects.
72. In KS1, and the early years, detailed records are kept of pupils' progress in the core subjects and the observations demonstrate teachers' good knowledge of pupils' needs. In KS2, the new assessment arrangements are in place. Teachers' observations are relevant and include details of the next stages in developing the pupil's work. To date insufficient use is made of assessment and recording in guiding future teaching and learning.
73. Teachers observe pupils' work and offer appropriate guidance on improvements. Pupils' work is regularly marked. The majority of the teachers' comments praise effort without reference to the standard of the work produced.
74. The annual reports to parents conform with statutory requirements and they are generally of good quality. They include observations that refer to pupils' achievements and the development of their skills in all NC subjects, including religious education and the Desirable Outcomes for children's learning. However, there are insufficient observations as to how pupils can improve.

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

Grade 3: good features outweigh shortcomings

75. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
76. The school responds well to pupils' general learning needs and interests and offers pupils equal opportunities to a broad and balanced curriculum. It conforms with the requirements of the NC and religious education and the six areas of the Desirable Outcomes for children under five. However, play activities for children under five are insufficiently structured.
77. The school is in the process of formulating and updating whole school policies. Schemes of work offer clear guidance on developing the planning further. In the subjects where termly plans are in place, the planning ensures continuity and progression in the work throughout the school. Lesson planning is good and ensures that pupils are offered suitable experiences.

78. Teachers are aware of the need to ensure that pupils acquire basic and key skills, but planning is insufficient to ensure that these skills are consistently developed.
79. Pupils' personal and social education (PSE) is suitably developed through circle time, collective worship and through aspects of the curriculum.
80. The school offers good opportunities for out of school learning that complement and extend the curriculum. These include visits to places of educational interest and the contributions of members of the community.
81. Suitable learning experiences successfully promote pupils' spiritual, moral, social and cultural development. Pupils confidently undertake a range of responsibilities in the school. They demonstrate respect for the environment, for their peers and adults, and for people who are less fortunate than themselves. The daily acts of collective worship make an important contribution to developing pupils' understanding of moral and spiritual matters
82. The school makes good efforts to develop pupils' bilingual skills and achieves considerable success in KS1. In KS2, both Welsh and English are used as teaching and learning media, but their use is insufficiently structured to ensure effective learning at all times.
83. There is appropriate emphasis on studying the heritage and culture of Wales and the Cwricwlwm Cymreig (Welsh Curriculum) through aspects of the curriculum, extra curricular activities, and community activities.
84. The school ensures equal access and opportunities for all to the school's activities. The ethos of the school promotes the values of mutual respect and respect for other people's belongings.
85. The school effectively promotes pupils' awareness of sustainable development through subjects such as geography. Pupils participate in initiatives which are based on environmental improvements.
86. Links with parents and other partnerships are good. Parents make an effective contribution by supporting school activities and by raising funds. Links with other primary schools and the secondary schools in the area are good.
87. Community activities effectively extend pupils' understanding of their community, but their knowledge of the world of work is limited. The new headteacher is aware of the need to develop pupils' entrepreneurial skills and to extend the links with local businesses.

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

Grade 3: good features outweigh shortcomings

88. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
89. The school is an orderly and caring community which offers pupils effective support and guidance.
90. The policies on discipline and bullying are clear and the school acts without delay to resolve any problems regarding unacceptable behaviour.
91. Parents are supportive of the school. New parents are invited to visit the school and they receive an information booklet.
92. The school carefully monitors pupil attendance and punctuality. A target has been set to improve pupils' level of attendance.
93. Health and safety policies, including fire prevention and first aid, are in place and appropriate procedures are followed. The school has established safety systems including digital locks on the doors. Risk assessments are undertaken for relevant school activities. However, there is a need to review the arrangements for collecting pupils at the end of the school day. This is an issue that has been discussed with the head and the governing body.
94. The provision for pupils with special educational needs (SEN) is appropriate and they make satisfactory progress. However, the provision does not conform fully with the requirements of the Code of Practice. Three pupils are included on the school action stage, and two pupils have Statements of SEN. Pupils receive sensitive support from experienced support staff.
95. The school has suitable arrangements for identifying pupils with SEN. Individual education plans have been prepared for the pupils with statements of need but no plans have been produced for the three pupils on the school action stage. However, the new headteacher has listed their needs and set individual targets. Differentiated tasks are offered to pupils but they do not always match the specific needs of pupils.
96. The headteacher is the SEN co-ordinator, and the member of the governing body with responsibility for SEN is aware of his responsibilities. There are good links with external agencies and also with a local school which caters for pupils with SEN.
97. Equal opportunities policies are in place and the school gives appropriate attention to promoting racial and sexual equality. Pupils have regular opportunities to discuss issues such as citizenship, and the importance of respect and understanding. Pupils gain a good understanding of the need to respect others.

98. The school understands that the building is not entirely suitable for disabled pupils and has made good improvements. The governing body is reviewing the other aspects that require attention.

Leadership and management

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

Grade 3: good features outweigh shortcomings

99. The findings of the inspection team concur with the judgement of the school in its self-evaluation report.
100. The new headteacher offers the school clear direction. Shared values and norms about learning and behaviour, which promote equality for all, are well reflected in the school's work. There is good progress in reviewing school documentation and in formulating new policies and procedures.
101. The school takes suitable account of national priorities. The establishment of the School Council is helping pupils to contribute to the decisions that directly affect them. Recent initiatives, such as the development of ICT resources, enable more children to achieve better standards.
102. The school's self-evaluation policy identifies suitable processes for evaluating the quality of provision and the staff have begun to evaluate provision in the core subjects. The staff appraisal system is in place and suitably promotes teachers' continuous professional development.
103. The new school development plan (SDP), which is in draft form, offers a clear structure for developing the school. Appropriate processes are in place for setting targets and the headteacher and the governing body understand the importance of reviewing targets regularly. The implementation of target action plans is at an early stage.
104. The budget is managed carefully by the headteacher in consultation with the governing body and expenditure is linked appropriately to school priorities.
105. The governing body meets regularly and is highly supportive of the school's work. Members understand their roles well and contribute effectively to strategic planning. Through discussions with staff and visits to the school, members play an increasing role in monitoring standards and quality.
106. The governing body fulfils all its regulatory and legal responsibilities. However the content of the governors' annual report to parents does not meet statutory requirements in full.

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

Grade 3: good features outweigh shortcomings

107. The findings of the inspection team concur with the judgement of the school in its self-evaluation report.
108. The new headteacher is developing appropriate self-evaluation arrangements to monitor the educational provision and pupils' standards of achievement. A whole school programme has been prepared and staff have begun to monitor some aspects of the provision. To date, there is no formal method of collecting the views of pupils and parents.
109. Subject responsibilities have been shared among the staff and policies and schemes of work are being updated. Subject co-ordinators have begun to monitor the subjects for which they are responsible and have prepared useful reports for discussion.
110. The staff have begun to evaluate teacher assessments and NC tests at KS2. The process of setting individual targets for pupils is developing satisfactorily.
111. The school development plan sets realistic aims and targets which are based on the school's needs. The plan includes timescales and success criteria, and also lists resource needs.
112. The staff appraisal policy and arrangements are in place. The courses attended by the staff, and the support of the LEA advisory service in areas such as the Early Years, are having a beneficial effect on some aspects of provision.
113. The school's self-evaluation report, which was prepared before the inspection, offers a general analysis of the school's strengths and weaknesses. The inspection team agreed with the judgements made by the school in four of the seven key questions.
114. The school's progress since the last inspection is uneven. There has been good attention to the key issues relating to the use of space and the quality of planning. There is a need to give further attention to improving pupils' standards of achievement.

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

Grade 3: good features outweigh shortcomings

115. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.

116. There are sufficient teachers for the size of the school and they have suitable qualifications for the age range that they teach. Support staff are employed to support individual pupils with SEN. Their contribution is valuable. Good use is made of the subject specialisms of teachers who teach at the school for a number of hours each week.
117. The headteacher, who has been in post for a short period of time, has completed an audit of resources and facilities. As a result, classrooms have been reorganised and additional resources purchased. This has improved the quality of the learning environment for pupils.
118. There is a strong commitment to the continuous professional development of staff and this is reflected in recent initiatives, such as the use of information technology (IT) to support the teaching and learning in the classrooms.
119. The school has sufficient resources for most NC subjects and they are used effectively to support pupils' learning. The significant investment in resources for IT and physical education promotes better standards across the school.
120. The school is situated on an attractive site with a hard play area, a garden and a field for games. To date, there is no purposeful play area for the youngest children. The school building and yard are kept clean.
121. The school overcomes its limited facilities for whole school activities and physical education by using the village hall, which is located on the school site, and also the leisure centre in a nearby town. The classroom for children under five and KS1 pupils is very small and pupils use the school foyer for practical activities. This arrangement imposes constraints on the nature of the activities that can be undertaken. The displays of pupils' work around the school create an attractive environment.
122. The school plans appropriately and acquires additional resources in accordance with its educational priorities and targets. The new headteacher and the governing body have begun to review the future resource needs of the school. Overall, the school offers value for money.
123. There is effective use of the local environment, the community and educational sites, to enrich pupils' learning.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 1 - Grade 2: good features and no important shortcomings

Key Stage 2 - Grade 4: some good features, but shortcomings in important areas

Good features

124. In KS1, pupils listen well to stories and presentations. The majority of pupils respond readily and contribute to classroom discussions. By Y 2, pupils speak confidently offering good explanations.
125. Pupils' reading standards are generally good. They read fluently and accurately. They can recall the main events in the story, sequence events and discuss the content of their books.
126. Pupils write for different purposes. They form simple sentences independently and follow correct sentence patterns. The more able use a variety of sentence patterns and can punctuate correctly when producing more extended pieces of writing.
127. In KS2, the great majority of pupils listen well and demonstrate appropriate understanding when responding to questions. Individuals offer opinions and ideas clearly during classroom discussion and when speaking with visitors.
128. Individual pupils read fluently with understanding and achieve good standards. They are aware of different books written by different authors and can offer simple opinions about their work.
129. Pupils write in different forms. The most able make appropriate use of idioms and adjectives in their writing and produce interesting work.

Shortcomings

130. In KS1, some individual pupils' vocabulary is underdeveloped.
131. In KS2, a significant number of pupils lack confidence in expressing themselves orally. The lack of vocabulary hinders their development.
132. In KS2, some individual pupils do not read with the fluency expected and do not understand what they have read.
133. In KS2, a significant number of pupils' writing contains errors in syntax, punctuation and spelling. A small number of more able pupils' work is insufficiently extended.

English

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

134. In KS2, pupils listen well and the great majority speak confidently in formal and informal situations. The most able discuss well using suitable vocabulary to express their ideas and views.
135. Pupils read an appropriate range of books and display positive attitudes to reading. They all have a good understanding of the topics read. Individual pupils read confidently with good expression.
136. The majority of pupils are aware of information sources and their ability to use dictionaries is improving.
137. Pupils write in a range of forms and for different purposes. They display a satisfactory understanding of language forms. The most able make correct use of verbs and adjectives and demonstrate a secure mastery of syntax, punctuation and paragraphing.
138. The standard of most pupils' handwriting and presentation of work is satisfactory.

Shortcomings

139. Some individual pupils lack the confidence to express themselves orally.
140. A significant number of pupils' writing contains errors in spelling, punctuation and syntax. The writing skills of the more able pupils are insufficiently extended.
141. The standards of handwriting and presentation of work of a significant minority of pupils are unsatisfactory.

Mathematics

Key Stage 1 - Grade 3: good features outweigh shortcomings

Key Stage 2 - Grade 4: some good features, but shortcomings in important areas

Good features

142. In KS1, more able pupils have a good understanding of number bonds and number patterns and they can read an order numbers confidently. They can count in tens, identify odd and even numbers and calculate numbers which are 'more than', or 'less than', correctly.
143. Pupils recognise two dimensional (2D) shapes and use simple mathematical terms to describe their properties. They recognise difference coins and can use them to count small sums of money. In their measuring work, pupils make effective use of standard and non-standard measures.

144. Pupils can collect and present data in the form of graphs and the more able pupils can interpret graphs well.
145. In KS2, the younger pupils have a secure grasp of number processes and handle numbers well in mental tasks. The older, most able pupils can use appropriate strategies to solve number problems.
146. The most able pupils have a secure knowledge of 2D shapes and some 3D shapes. They understand the concept of symmetry and reflection.
147. Pupils collect and present data for different purposes. The more able pupils can analyse the data and arrive at clear conclusions. Pupils make effective use of the computer to create tables and block graphs.

Shortcomings

148. In KS1, pupils' mathematical language has not developed sufficiently.
149. In KS1, individual pupils' knowledge of place value is insufficiently developed.
150. In KS2, a significant number of pupils' understanding of number processes is insecure.
151. In KS2, there are gaps in pupils' knowledge of shape and measurement.
152. In KS2, older pupils are unable to apply their skills to solve mathematical problems.

Information Technology

Key Stage 1 - Grade 2: good features and no important shortcomings

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

153. In KS1, pupils develop into confident users of the computer. They use word processing and graphic programs effectively to present their work.
154. The majority of the pupils can follow instructions on screen correctly and can print their work independently. Pupils make good use of purposeful programs to reinforce their literacy and numeracy skills.
155. Pupils use paint programs effectively to produce paintings of good quality as part of their class themes.
156. In KS2, a small number of older pupils demonstrate good independent skills and use the computer confidently.

157. Pupils can load, save and print their work correctly. They use their word processing competently to record their work and to produce final copies of their writing. Individual pupils use the processes confidently to change format and colour, to input pictures and to cut, copy and paste their work.
158. The older pupils can gather and print information from the Internet and CD Rom in their investigative work in subjects such as history. They use the LOGO program confidently and can input instructions accurately to create a series of shapes.
159. In both key stages, pupils are aware of the potential of the digital camera and make suitable use of it to take photographs as part of their thematic work.

Shortcomings

160. In KS2, a good number of pupils' skills across the range of competencies are underdeveloped.

Art

- Key Stage 1 - Grade 3: good features outweigh shortcomings
Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

161. In KS1, pupils can express themselves through drawing and painting from observation and from memory with increasing confidence. They use a variety of materials and techniques effectively to produce a range of interesting work.
162. Pupils collaborate well to produce a collage and use a good number of art techniques in the work produced. They use a computer program confidently to produce colourful patterns and pictures.
163. In KS2, pupils experiment with different media to convey line, texture, tone and pattern in their work. They discuss these elements satisfactorily.
164. Pupils use sketchbooks competently to record their observations and initial ideas.
165. Pupils observe and experiment effectively when producing patterns for printing. This work is of a good standard.
166. Pupils can select and chose suitable resources for specific tasks such as making masks, creating models of clay and producing work in 3D. They use a variety of techniques with increasing skill.

Shortcomings

167. In both key stages, pupils' ability to use art vocabulary when discussing their work has not developed fully.
168. In both key stages, pupils' ability to discuss and evaluate their own work and the work of other artists is underdeveloped.
169. In both key stages, pupils' knowledge of artists, including Welsh artists, is limited.

Physical Education

Key Stage 1 - Grade 3: good features outweigh shortcomings

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

170. In both key stages, pupils apply themselves well to warm up and cool down exercises at the beginning and at the end of sessions.
171. In KS1, pupils have a good awareness of space and make suitable use of it. Pupils move confidently and in the best practice, they demonstrate good control of their bodies in a range of activities. They can create and maintain movements which emphasise change in shape and levels. This work is of a good standard.
172. The more able pupils can evaluate well their own and other pupils' performance.
173. In KS2, a significant majority of pupils demonstrate good hand eye co-ordination and can pass and receive a ball in different ways. Pupils work together purposefully as pairs and as members of a team.
174. Pupils are aware of the importance of physical exercise for their health and well being. They are also aware of safety requirements when handling apparatus.

Shortcomings

175. In both key stages, a significant number of pupils do not listen sufficiently or accurately to instructions.
176. In KS1, a minority of pupils' ability to control their bodies in gymnastics activities is underdeveloped.
177. In KS2, a good number of pupils do not evaluate their performance sufficiently to make improvements.

School's response to the inspection

178. We are pleased that the inspection recognises that the school is an orderly and caring community that offers pupils effective support and guidance. In addition, the strengths and good features of the provision have been noted. The staff and governors will target the areas where improvements are needed and will address the recommendations before the end of the school year. The raising of standards in Welsh and mathematics is a priority.

The staff and governors will prepare an appropriate action plan and a copy will be sent to all the parents. The governors' annual report to parents will also include a statement on the progress made in addressing the recommendations made.

Appendix A

Basic information about the school

Name of school	Ysgol Capel Iwan
School type	Community
Age-range of pupils	4-11
Address of school	Capel Iwan Newcastle Emlyn Carmarthenshire
Post-code	SA38 9LT
Telephone number	01559370691

Headteacher	Mrs S Thomas
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr M Vincent
Registered inspector	Miss D Morris
Dates of inspection	30:11:04 - 2:12:04

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		3	3	2	8	2	6	1	25

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11.9:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	12.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003		97.7	87.6	89.9
Spring 2004		92.1	89.1	89.9
Summer 2004		85.4	91.1	89.5

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	71%	In Wales	80%

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for a total of six inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.

- 11 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- School documentation was examined.
- A sample of pupils' work from across the ability range in each year group was examined.
- 13 lessons were observed, plus parts of teaching sessions.
- Inspectors listened to pupils across the ability range and from each year group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Miss D E Morris	Context, Summary and recommendations Key Questions 1, 5, 6, 7 Appendix	Mathematics, information technology, physical education
Mrs R H Roberts	Key Questions 2, 3, 4	English, Welsh, art
Mr G Morris	Contributions to questions 1, 3, 4 and 7	

Contracting Organisation- Cwmni Blaen, Blaensarngoch, Llanboidy, Whitland, Carmarthenshire, SA34 ODE

Acknowledgement

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