

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

**Carway Primary School  
Carway  
Kidwelly  
Carmarthenshire  
SA17 4HE**

**School Number: 669/2020**

**Date of Inspection: 21-23 June, 2004**

**By  
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Registered Inspector: WO83  
Date: 23 August, 2004  
Under Estyn contract number T/ 215/ 03P**

## 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:

{PRI VAT E }	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 of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## CONTENTS

<b>1. CONTEXT</b>	3	
The school and its priorities	3	
<b>2. MAIN FINDINGS</b>	3	
The main findings of the report	3	
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>	5	
3.1 Standards achieved in subjects and areas of learning	5	
3.2 Standards achieved in key skills across the curriculum	6	
<b>4. ETHOS OF THE SCHOOL</b>		
4.1 Pupils' spiritual, moral, social and cultural development	7	
4.2 Behaviour and attitudes	8	
4.3 Attendance	8	
<b>5. QUALITY OF EDUCATION</b>		8
5.1 Quality of Teaching	8	
5.2 Assessment, recording and reporting	9	
5.3 Curriculum	10	
5.4 Support, guidance and pupils' welfare	11	
5.5 Provision for pupils with special educational needs	11	
5.6 Partnership with parents and community, schools and other institutions	12	
5.7 Partnership with industry	13	
<b>6. MANAGEMENT</b>	13	
6.1 Quality of self-evaluation and planning for improvement	13	
6.2 Leadership and efficiency	14	
6.3 Staffing, accommodation and learning resources	15	
<b>7. SUBJECTS AND AREAS OF LEARNING</b>	15	
Standards achieved by pupils		15
Provision for the under-fives		15
Welsh		17
English		18
Mathematics		18
Science		19
Design and technology		20
Information Technology		21
History		21
Geography		22
Art		23
Music		24
Physical education		25
Religious education		25
<b>8. SCHOOL IMPROVEMENT</b>	26	
8.1 Progress since the last inspection	26	
8.2 Key issues for action	27	
<b>APPENDICES</b>		
A. Basic information about the school	28	
B. School Data and Indicators	28	
C. Results of National Curriculum Assessments and Public Examination	29	
D. The Evidence Base of the Inspection	29	
E. Composition and Responsibilities of the Inspection Team	30	

## 1. CONTEXT

### The school and its priorities

The school is situated in the village of Carway, in Carmarthenshire, and the great majority of its pupils come from the village and the surrounding areas. The area is described by the school as one that is economically disadvantaged. 38% of the pupils, a significantly higher percentage than the county average, are registered as being eligible to receive free school meals

There are 76 pupils, aged between 3 and 11 years, on the school register. It is noted that they include many less able pupils and a small number of able pupils. English is the main language spoken in the homes of 95% of the pupils. By now, 32% of them speak Welsh to a first language standard. 37% of the pupils are included on the school's register of Special Educational Needs [SEN], including four pupils with a statement of SEN. This percentage is significantly higher than the county and national averages.

The school operates the language policy of the Unitary Authority [UA] and is listed in Category A. This means that Welsh is the main language of the life and work of the school, but the school aims to ensure that the pupils are completely bilingual by the time they transfer to the secondary sector.

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

- maintain numeracy standards across the school;
- improve standards in Welsh in KS2;
- improve monitoring approaches in the core subjects;
- improve pupils' attendance and punctuality.

The school was previously inspected in November 1998.

## 2. MAIN FINDINGS

### The main findings of the report

The atmosphere within the school is happy, secure and caring and the relationships between the staff and the pupils are very good.

- The quality of the provision for children under five is appropriate and promotes the Desirable Outcomes for children's learning. The children's standards of achievement are as follows:

Language, literacy and communication	Good
Personal and social development	Very Good
Mathematical development	Very Good
Knowledge and understanding of the world	Very Good
Creative development	Very Good
Physical development	Very Good

- In Key Stage 1 [KS1] and KS2, the standards achieved by pupils in the National Curriculum [NC] subjects and in 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	Good	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Very Good	Very Good
Music	Good	Good
Physical Education	Good	Satisfactory
Religious education	Good	Good

- In both key stages, standards in the key skills of literacy and numeracy across the curriculum are satisfactory. Standards in information and communication technology (ICT) are good. To date, the school's strategy does not promote these skills consistently across the subjects.
- The quality of teaching is very good in 11% of lessons, good in 61% and satisfactory in the remaining 28%. In the good and very good teaching, high expectations are set, teachers' presentations are clear, the explanations are detailed and the questioning is effective.
- In the satisfactory teaching, although there are some good features, the tasks do not always correspond to the needs of pupils of differing abilities, particularly the more able pupils. In KS2, a good number of pupils' work is incomplete and untidy. Their handwriting skills are underdeveloped.
- The quality of provision for pupils with SEN is good. The curriculum is appropriate and they are offered every opportunity to play a full part in all school activities. They make consistent progress in their work.
- Pupils are provided with a broad and balanced curriculum. The school's policies and schemes of work are of good quality and they provide clear guidance for its work.
- The quality of the arrangements for assessing and recording pupils' work is good. There are appropriate procedures in place to ensure that pupils' progress is systematically assessed and recorded. Pupils' work is marked regularly, and in the best practice pupils receive clear guidance on to how to improve their work.
- The school is led and managed effectively by a hard working and conscientious headteacher. She has high expectations and a firm commitment to the school's continuous development. She is well supported in this regard by the deputy headteacher. All members of staff at the school co-operate well and display considerable commitment to the school. The school has gained the Basic Skills Agency's Quality Mark.

- The governing body is highly supportive of the school and its members undertake their duties conscientiously. The SDP sets appropriate targets for a range of curricular and general issues, and regular progress is made towards their achievement.
- The budget is carefully managed and the school succeeds in operating within its budget. The governing body monitors expenditure decisions in order to ensure value for money. The school offers good value for money.
- The contents of the school handbook and the governing body's report to parents do not conform fully to statutory requirements.
- Pupils' levels of attendance are unsatisfactory, with attendance percentages over the last three terms averaging 88.9%. Pupils' punctuality is also unsatisfactory, with a considerable number of pupils arriving up to half an hour after the start of the school day. The school has good procedures in place to seek to improve the situation.
- The school building is in a satisfactory condition and full use is made of the considerable space available. The governing body has prepared a list of the issues that require attention, and some improvements have been achieved. However, there are deficiencies in the condition of the toilets and the school boundary is not wholly secure.
- The headteacher and staff are developing an appropriate range of self-evaluation procedures. The headteacher monitors the teaching on a regular basis and targets for improvement are set. The role of the curriculum co-ordinators in monitoring the quality of provision in the classrooms is yet to develop fully.
- The school has responded well to a number of key issues identified for action in the last inspection, but some issues require further consideration. Since the last inspection, pupils' standards of achievement have improved in a good number of subjects and policies of good quality have been produced. However, there remains the need to improve standards in the subjects that are satisfactory and to ensure that policies are consistently applied across the school.
- Pupils receive good opportunities to take part in a wide range of extra-curricular activities such as Urdd activities, concerts and sports. Appropriate attention is given to the development of pupils' team skills through the school's physical education programme.
- The curriculum is enhanced by educational visits and by the input of members of the community. These experiences make a considerable contribution to pupils' education and development. Due attention is given to the Cwricwlwm Cymreig and to nurturing pupils' awareness of other cultures.
- The partnership with parents and the community, schools and other institutions is good. The school is an integral part of the local community and its activities provide an important link in this regard. It contributes regularly to local activities and events. The school benefits from the generous financial support of parents and the local community, and appropriate use is made of the funds received to purchase additional resources.

- Pupils' spiritual, moral, social and cultural development is good. Standards of behaviour are generally good and pupils show respect and courtesy towards their teachers, other staff and visitors. The quality of support and care for pupils' welfare is also good.

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

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

Pupils' standards of achievement are very good in 6% of lessons, good in 53% and satisfactory in the remaining 41%.

- In the reception class, the children's literacy, numeracy and communication skills are good. Their personal and social development, their mathematical, creative and physical development, and their knowledge and understanding of the world are very good.
- In KS1, standards in Welsh, mathematics and science are satisfactory. Standards in information technology, history, music, physical education and religious education are good. Standards in art are very good. Standards in design and technology and geography are satisfactory.
- In KS2, standards in Welsh, English, mathematics and science are satisfactory. Standards in information technology, history, music and religious education are good. Standards in art are very good. Standards in design and technology, geography and physical education are satisfactory.
- Girls and boys make similar progress in their work. Pupils with SEN achieve satisfactory standards relative to their age and stage of development.
- In KS2, the school's results in the NC assessment tests and tasks for 2003 are above the national and county averages in mathematics and English but below in Welsh and science. There has been a significant improvement in the results in English and mathematics. Overall, there has been a general improvement in the results and pupils achieve their individual targets.
- In KS1, the results are below the national and county averages in Welsh, mathematics and science. There has been an improvement in the results and pupils achieve their individual targets.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

In both key stages, standards of literacy and numeracy across the curriculum are satisfactory. Standards in ICT are good. To date, the school's strategy does not promote these skills consistently across all subjects.

- The under-fives make good progress in the application of their initial skills in language, literacy and communication, numeracy and ICT across the six areas of learning.
- The vast majority of pupils listen satisfactorily and express themselves clearly in a range of contexts in Welsh in KS1 and in Welsh and English in KS2. However, a significant

number of pupils offer only brief responses. The ability of pupils in KS2 to discuss and share their ideas in a collaborative manner is underdeveloped.

- In both key stages, pupils make satisfactory use of their reading skills across the curriculum at a level that corresponds to their age and ability. However, in KS2 the ability of a significant number of pupils to gather, organise and present information has not been sufficiently developed.
- Pupils' writing in Welsh and English encompasses a broad range of subject matter. Following detailed guidance and regular re-drafting, individual pupils produce effective pieces of descriptive work. In general, there are few examples of extended writing across the subjects. In KS2, a significant number of pupils' grasp of the syntax of the written language is uncertain, and this has an adverse effect on the standard of their work.
- In KS2, a significant number of pupils' work is incomplete and often untidy. Their handwriting skills are underdeveloped.
- Standards in numeracy across the curriculum are satisfactory. In both key stages, pupils measure, collect data and use graphs satisfactorily to present their findings in subjects such as geography and science. Good use is made of a range of contexts to develop pupils' skills, but a significant number of pupils have an insufficient grasp of number processes to assist them to solve mathematical problems.
- Standards in ICT across the curriculum are good. Pupils generally make good use of their skills to collect and record information and to organise data. Nevertheless, a significant minority of pupils in Y3 and Y4 do not use their skills sufficiently regularly to support their work across the subjects.
- Pupils with SEN achieve satisfactory standards in the key skills across the curriculum. In KS2, some individuals achieve good standards in their use of their ICT skills.

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

### **4.1 Pupils' spiritual, moral, social and cultural development.**

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

- The school conforms to statutory requirements for daily collective worship. Pupils are given opportunities to take part and to reflect, but the services do not always create a worshipful atmosphere.
- The school is a caring and welcoming community that emphasises respect for people and property. Staff promote high standards of values and attitudes.
- Pupils are conscious of the needs of other people less fortunate than themselves and they respond by raising money for humanitarian causes.
- Pupils conscientiously undertake certain daily duties at school, and older pupils display initiative in this regard.

- Pupils receive regular opportunities to take part in a range of community and Urdd activities. This makes a good contribution to their social and cultural development.
- To supplement their work at school, visits are arranged to places of educational interest, and the visitors that are invited to school enhance pupils' curricular and cultural experiences.
- The Cwricwlwm Cymreig receives good attention through subjects such as the humanities, and a Welsh ethos is promoted throughout the school.
- Appropriate attention is given to other cultures when dealing with various aspects of the curriculum.
- The school has an equal opportunities policy that includes a policy on racial equality, and pupils are aware of the need to respect different traditions and values.

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

The quality of pupils' behaviour is generally good. Their commitment to their work is satisfactory.

- The vast majority of pupils are courteous and friendly. A small minority is unable to concentrate, and this hampers the flow of lessons.
- The school has useful policies that acknowledge and reward good behaviour and effort.
- Appropriate policies and procedures are implemented to ensure that bullying of all kinds is unacceptable. Social inclusion features strongly in the school's work and no instances of bullying were observed during the inspection.
- Two boys from KS1 were excluded during the last year. The relevant procedures were followed.

#### **4.3. Attendance**

Pupils' levels of attendance are unsatisfactory, with attendance percentages over the last three terms averaging at 88.9%.

- Pupils' punctuality is unsatisfactory, with a considerable number of pupils arriving up to half an hour after the start of the school day.
- The school has a range of policies, procedures and effective administration to seek to improve levels of attendance, and there is close co-operation with the Education Social Worker. Attendance has been targeted for improvement, with a target of 92% being set for the school as a whole.
- The majority of parents make a good effort to secure the attendance and punctuality of their children.

- The registers were inspected and were found to be correct and complete. Registration is undertaken punctually and parents' letters and records of telephone calls are kept. Registers are called and administered in accordance with statutory requirements.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is very good in 11% of lessons, good in 61% and satisfactory in the remaining 28%. No instances of unsatisfactory teaching were seen.

- The teachers are knowledgeable about the majority of subjects they teach. They make good use of a range of teaching methods and suitable resources to promote and sustain the teaching. Work is organised for pupils as a class, group and individual level.
- Where the teaching is good and very good, teachers' presentations are clear and lively, the explanations are detailed and the questioning is effective. Suitable work is provided for pupils of various ages and abilities and good support is offered to all pupils as they undertake their tasks. Good use is made of the summary sessions at the end of lessons to reinforce the learning.
- Where the teaching is satisfactory, despite some good features, the teaching lacks pace, the tasks set are not sufficiently challenging to fulfil the requirements of the subject being studied and the learning of the more able pupils is not sufficiently extended in all subjects. In KS2, pupils' ability to present their work in a neat and tidy manner, and in various forms, has not been sufficiently developed.

### **5.2 Assessment, recording and reporting**

The quality of the arrangements for assessment, recording and reporting is good.

- The quality of baseline assessments undertaken soon after the children are admitted to school is effective. They are discussed with parents and appropriate targets are set. Information is received from the local voluntary nursery school that meets at the school. This link effectively promotes the children's transfer to school and is an example of good practice. A record is kept of the progress made by the under-fives in the six areas of learning, and this is a useful start in measuring further progress and development.
- The school conforms to statutory requirements for pupils with SEN. Assessments of their needs are completed, together with appropriate individual education plans (IEP) for each pupil.
- An effective system has been established for recording pupils' progress in all NC subjects.
- The core subjects are assessed every half term and the foundation subjects on a termly basis. These assessments are analysed and the next steps are clearly identified. A file is provided for each pupil, and this is an effective means of tracking the progress of individual pupils through the school.

- A portfolio is kept of pupils' work in the core subjects. The work is levelled according to NC requirements. The portfolio is kept for moderating purposes and as a means of securing consistency throughout the school.
- Pupils' work is marked regularly and appropriate guidance is given to pupils on how to improve their work. However, practice is not consistent throughout the school.
- Pupils throughout the school set their own personal targets, which they discuss regularly with their teachers. Other termly targets are set for pupils, but the system is not sufficiently structured to show development.
- The annual reports to parents conform to statutory requirements. Overall, the reports are of good quality and they offer relevant observations on pupils' progress in each subject. In the best practice, clear recommendations are offered on how to make further improvement. Parents appreciate the opportunities they receive twice a year to discuss their children's development.

### **5.3 Curriculum**

The school provides a broad and balanced curriculum that fulfils the requirements of the Desirable Outcomes, the NC and Religious Education. The quality of the curriculum is good.

- The curriculum for the under-fives is appropriate and successfully promotes the Desirable Outcomes in the six areas of learning.
- The curriculum provided for pupils with SEN is appropriate. They receive full access to all school activities.
- Schemes of work have been produced for each curricular area. They are of good quality and provide clear direction for the work of the school. The vast majority of curricular and management policies are of good quality.
- The curriculum is implemented through a series of themes operating within a two-year cycle. In KS2, some aspects are taught on a subject basis. The short term planning is detailed, but there remains the need to ensure continuity and progression in the learning, particularly in KS2.
- There is insufficient planning to allow pupils' key skills to develop consistently across the curriculum.
- Pupils' personal and social education is carefully planned and has a beneficial impact on pupils' education. The planning follows national guidelines and gives appropriate attention to pupils' ability to think for themselves.
- The curriculum is reinforced by the many visits that are arranged that link effectively to the curricular work undertaken, and they make a significant contribution to pupils' experiences and development. The contributions by specialists and other adults invited to school also enhance pupils' curricular experiences.

- The school implements clear policies on sex education, equal opportunities and racial equality, and the school effectively promotes healthy eating.
- Good attention is given to the Cwricwlwm Cymreig and to nurturing pupils' awareness of local history and traditions.
- The pupils benefit from the arrangements made by the school for an *athrawes fro* and a peripatetic music teacher to teach pupils throughout the school. This makes a positive contribution to raising standards.
- The regular homework set leads to an improvement in the quality of pupils' work and effectively reinforces classroom-based work.
- No pupils have been disapplied from curriculum requirements.

#### **5.4 Support, guidance and pupils' welfare**

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

- Staff know the pupils well and the pupils in turn know that they can approach them for support and guidance. The school council is an effective forum that gives pupils an opportunity to offer their ideas and opinions.
- The school has a detailed policy and a set of procedures to promote health and safety that are carefully implemented and monitored by staff and by the governing body.
- Aspects of hygiene, health, sex education and personal and emotional welfare are contained in a sensitive PSE programme.
- The school operates the Child Protection policy of the Local Education Authority. The Headteacher is the designated person and she has established a good working relationship with the social services and with other external agencies.
- Pupils are well supervised during playtimes and the lunch period, and the catering staff, the lunchtime supervisors and the support staff make a valuable contribution towards the care and welfare of pupils.
- The school succeeds in encouraging pupils to recognise the advantages of a healthy diet and lifestyle, and an adequate supply of fresh fruit is available during playtimes. The breakfast club is well supported by pupils and parents.
- The school is an 'Eco School', and places good emphasis on recycling and environmental protection procedures.
- Equal opportunities are provided to all pupils to access all school activities.

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

The quality of provision for pupils with special educational needs is good. In general, they make satisfactory progress in accordance with their age and ability. In the withdrawal sessions, the pupils make good progress.

- The school conforms to the requirements of the Code of Practice. A register is kept of the pupils who receive additional help and support. There are currently 24 pupils on the school action and school action plus stages, and four pupils have statements of SEN.
- The school has an effective system for identifying pupils with SEN.
- An IEP has been produced for each pupil with SEN, which contain the detailed targets for each pupil together with the small steps that pupils need to undertake. Nevertheless, it is necessary to complete some plans so as to provide a record of all the required information.
- Pupils' development is reviewed on a regular basis throughout the school year. Meetings are held with parents to discuss their children's development, and targets are agreed. These targets are included in each pupil's IEP, but pupils themselves are not actively involved in the process.
- Pupils receive full access to the NC, and they participate in all aspects of the life and work of the school.
- Differentiated work is set in classes, but it does not always correspond to the individual needs of pupils.
- Pupils receive good support from a teacher employed specifically to support them. She regularly monitors their progress and provides detailed reports on their development.
- Pupils who have a statement of their SEN receive valuable support from assistants who make a significant contribution to their needs and development.
- The school has good links with the relevant secondary schools which receive the pupils, and this eases their transfer to these schools.
- There is effective co-operation between the SENCO, the SEN teacher, classroom teachers, assistants and the designated governor.
- The member of the governing body with responsibility for SEN is fully aware of her responsibilities and has a good understanding of the systems employed by the school.

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

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

- The quality of information provided to parents is good. Reports and letters are provided on a consistent basis, and regular meetings are also held. The school has a Home School Agreement that has been accepted and signed by parents.
- The majority of parents praise the ease of contact with teachers and the way in which they respond to them. Two open evenings are held for parents to see and discuss their

children's work. Parents visit the school to share art and I.T. skills and to provide support in a number of extra-curricular contexts.

- The Parents/Teachers' Association is very active and contributes approximately £2,000 annually to be used for the pupils' education. Effective use is made of the funds raised to improve learning resources and to enhance the learning environment for pupils.
- The school plays a prominent part in the cultural life of the area, taking part in concerts and *eisteddfodau*, celebrations and humanitarian campaigns.
- There are very good links with the local church and chapels, and local priests visit the school to conduct services and to talk to pupils. Pupils also visit places of worship for services and curricular activities.
- Members of the local community come to school to talk to pupils about their work and about local history. Pupils visit the local senior citizens' centre, and members are invited to school concerts.
- The partnerships with local primary schools are good. The arrangements for the transfer of Y6 children to the secondary schools are good, typified by effective pastoral care and ongoing curricular support.
- The school has a good partnership with local colleges and pupils from local secondary schools spend periods of work experience at the school. There are good relationships with agencies such as the UA and police. The school hosts theatrical performances and visits by authors and artists. Urdd activities play a prominent part in the life of the school.

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

The partnership with industry is good.

- The school has an appropriate policy for promoting its partnership with industry and business. The Headteacher and the majority of staff have attended relevant courses.
- Pupils' awareness of the world of work has grown effectively through their visits to local businesses and through visits to the school by members of the local community to talk about their work. Pupils have benefited greatly from the good links with professional artists and authors.
- Pupils receive some experience of business and enterprise by running a fruit shop that sells its produce to fellow pupils during playtimes. This experience offers them a valuable insight into the work involved in running a business.
- As part of the Eco Schools project, pupils take part in recycling schemes and they understand the problems of refuse and pollution and their effects on the environment.
- The school receives sponsorship from several local businesses.
- The school is developing useful links with various agencies involved in promoting partnerships between education and 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 school has appropriate self-evaluation procedures that include monitoring the educational provision and the standards of achievement. The Headteacher's self-evaluation report, and the recent audit of provision, covers in detail what has been achieved to date, identifying the areas that require further attention.
  - The Headteacher monitors aspects of the provision on a regular basis through classroom observation. The information that is gathered is recorded and shared with the teachers in order to inform future planning.
  - Responsibilities for subjects are shared amongst staff. They co-operate closely and have prepared appropriate policies and procedures. Their role as subject leaders has not been fully developed across the school and the process of monitoring the implementation of policies in classrooms is in its very early stages.
  - Reports are produced for the Governing Body on the self-evaluation process, and arrangements are made for members to visit classes in order to extend their knowledge of the curricular provision.
  - The SDP includes targets for improvement and identifies several suitable priorities. Consistent progress is being made towards achieving the targets set. The action plans list in detail the steps required in order to implement the priorities that have been set.
- {~}
- NC test results are analysed, and in accordance with county guidelines, individual targets are set for pupils in Y1 and Y5. Appropriate whole school targets are in place.

### **6.2 Leadership and Efficiency**

The quality of leadership and efficiency is good.

- The Headteacher provides strong professional leadership for staff, the governing body and parents, and clear educational direction for the work of the school. Under her guidance, the school has succeeded in gaining the Basic Skills Agency's Quality Mark.
- Staff co-operate well and display considerable commitment to the school.
- The school has clear objectives that are well supported by parents.
- The governing body is highly supportive of the work of the school. Members undertake their curricular responsibilities conscientiously and have a secure understanding of financial matters. Governors visit the school on a regular basis and good use is made of the expertise of individual members.

- The budget is carefully managed by the Headteacher in consultation with the governing body and with the support of the UA finance officer. The governing body effectively appraises expenditure decisions in order to secure value for money. The school offers good value for money.
- Due attention is paid to statutory requirements in school policies. However, neither the school handbook nor the annual governing body's report to parents contain all the statutory information.
- The school's day to day administration is good.

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

The management of staffing and resources is good.

- The teachers are appropriately qualified and have the relevant experience for the pupils they teach. The job descriptions clearly note their responsibilities and duties. They take good advantage of in-service training courses (INSET) in order to extend their knowledge.
- The staffing is reinforced by part-time teachers in certain specific subject areas, and their contribution enhances the curriculum provided for pupils.
- The school is pleasantly located with an expansive play area adjacent to a playing field. The schoolyard has been suitably marked for formal and informal games. There is a designated play area for the under-fives.
- The school building is in a satisfactory condition and full use is made of the considerable space available within the school. The governing body has prepared a list of the issues that require attention, and some improvements have been achieved. However, there are deficiencies in the condition of the toilets and the school boundary is not wholly secure.
- The standards of hygiene, both inside and outside the building, are good.
- The displays of pupils' work are good, and they contribute to creating an attractive and colourful environment.
- The school has sufficient resources to fulfil NC requirements in all subjects. The use made by pupils of these resources has a positive effect on standards.

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

### **Standards Achieved by Pupils**

#### **Provision for the Under-Fives.**

The provision for the under-fives is appropriate and promotes the desirable outcomes in the six areas of learning. The quality of provision is very good; the children receive a wide range of interesting and relevant activities.

## **Language, literacy and communication**

### **Good features**

- The children's language, literacy and communication development is good. The vast majority listen well. They enjoy listening to stories and reciting and singing rhymes and songs from memory. They are able to communicate naturally with their peers and with adults. The majority show an interest in books and they behave as readers. They recognise letters and some familiar words and phrases, with individuals able to read simple books independently. They enjoy making marks on paper. They correctly write their names and copy, with the more able children able to write simple words independently. The learners respond positively to the Welsh language and they make every effort to use it in formal and informal sessions. Their understanding of instructions is very good.

### **Shortcomings**

- A small number of pupils offer only brief oral responses.

## **Personal and social development**

### **Good features**

- The children's personal and social development is very good. The children are able to concentrate on their tasks and they enjoy taking part in a range of activities that promote playing together and sharing. They confidently make choices and take responsibilities in the classroom. Their behaviour is good. They become aware of stories from the Bible and through suitable stories they learn about friendship and care for others.

### **Shortcomings**

- There are no significant shortcomings.

## **Mathematical development**

### **Good features**

- The children's mathematical development is very good. The younger children successfully recognise the value of numbers up to five. They are able to correctly create numbers from two to five by adding blocks. The older children are able to count confidently up to at least 20, and the best can write numbers up to 100 and count in tens. They understand the concept of 'more than' and 'less than'. They can subtract by using objects. They make appropriate use of mathematical vocabulary. They are able to continue and create patterns correctly and can recognise two dimensional (2D) shapes. They begin to recognise some items of coinage and have experience of making payments during role-play in the shop.

### **Shortcomings**

- There are no significant shortcomings.

## **Knowledge and Understanding of the World**

### **Good features**

- The children's knowledge and understanding of the world are very good. The children's observational skills are good as they play in sand and water and take part in cookery activities. They use appropriate vocabulary. Through the medium of pictures, they can correctly create the life cycle of a butterfly by observing the cocoon in the classroom. They discuss the weather confidently and they know what kind of clothing

should be worn at different times of the year. They can name the days of the week, the months and seasons, and can correctly use terms such as yesterday and today. They design and make a variety of products, using a range of different materials. They express their views in simple terms about their products. They begin to understand the difference between rural and urban areas and are able to correctly identify where some foods come from. Their IT skills are constantly developing as they gain greater control of the mouse and give instructions to the 'cursor'.

#### **Shortcomings**

- There are no significant shortcomings.

#### **Creative development**

##### **Good features**

- The children's creative development is very good. They create effective pictures and paintings and make choices of colour and medium. They confidently use a range of materials and techniques. They observe work produced by other artists, and are able to express appreciation at a simple level. They enjoy role-play, which they perform with imagination. They can sing an appropriate range of songs and rhymes from memory and with enthusiasm. They recognise some untuned instruments, which they use to create music. They begin to gain an understanding of beat and rhythm and they maintain the correct beat as they clap their names and follow simple notation.

#### **Shortcomings**

- There are no significant shortcomings.

#### **Physical development**

- The children's physical development is very good. They confidently handle small equipment. They are able to correctly follow and respond to instructions and they show good body control when running and stopping, jumping and skipping. They can change direction and create a sequence of movements, confidently exhibiting their movements to the class. They make good use of space. They make good progress in the required skills as they play with large toys.

#### **Shortcomings**

- There are no significant shortcomings.

## **Welsh**

Standards in oracy, reading and writing are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils listen well to stories and class presentations. They can correctly recall considerable detail and are eager to respond and take part in discussions. The more able pupils show a good level of understanding as they respond to questions.
- The majority of pupils show an interest in books and individuals are able to read fluently and meaningfully, discussing the content and characters in their books with understanding.

- Pupils write for various purposes and they record their experiences satisfactorily in pieces of free writing. Individual pupils are able to employ some variation of sentence structure, meaningful descriptive words and appropriate punctuation. With assistance, pupils have collectively written a good number of interesting class books.
- In KS2, pupils listen and respond satisfactorily in various situations. Individuals are able to offer their opinions and observations clearly in discussions.
- The vast majority of pupils read meaningfully, discussing the contents of the books they have read with understanding. Individual pupils in each year are able to read fluently and with appropriate expression. Pupils are aware of the sources they may use to discover information and their confidence in the use of dictionaries is developing.
- Pupils produce a wide range of written material to a satisfactory standard. Individuals write interestingly, and they produce pieces of extended writing. They make correct use of the concise form of the verb, and they use adjectives and similes to enhance their expression.

### **Shortcomings**

- In both key stages, a small minority of pupils lack the necessary confidence to express themselves orally. In KS2, syntactical errors and the regular use of English words hampers pupils' oral expression.
- A significant minority of pupils in both key stages do not read with the expected degree of fluency and individuals read syllabically and without expression.
- In both key stages, the written work of a number of pupils reflects several errors of spelling, syntax and punctuation.

## **English**

In KS2, standards in speaking and listening, reading and writing are satisfactory.

### **Good features**

- In KS2, pupils' listen satisfactorily and a good number answer questions confidently, extending their responses and observations. Some pupils respond enthusiastically to interesting texts that engage them. The more able pupils can offer opinions and reason effectively.
- A good number of pupils read correctly, using punctuation to convey meaning. Pupils know about a considerable number of authors and some individuals have a favourite author. Suitable use is made of various sources to gather information.
- Pupils write in a range of forms, including letters, descriptions, reviews, a diary and stories. They write with increasing accuracy in terms of syntax and punctuation. Individuals produce good and interesting work.

### **Shortcomings**

- A small minority of pupils lack confidence in speaking and their oral contributions are brief.
- Some pupils do not pay sufficient attention to punctuation when reading aloud and their ability to discuss the content of their books is underdeveloped.
- Spelling, syntactical and punctuation errors hamper the writing of a significant number of pupils.

## **Mathematics**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, the more able pupils have a good understanding of bonds and number patterns and are able to read and arrange numbers confidently. They can count in tens, identify odd and even numbers and correctly calculate ‘more than’ and ‘less than’ amounts. They have a good knowledge of place value.
- Pupils recognise 2-D shapes and are able to use simple mathematical language when describing them. They are able to correctly read the time. They recognise the value of different pieces of coinage and can use them to calculate small sums.
- Pupils can record data in simple graphical form and the more able pupils can analyse the graphs with reasonable accuracy.
- In KS2, the more able pupils have a secure understanding of the four rules of number and their knowledge of place value is good. They understand the relationship between fractions and percentages and can produce relatively accurate estimates.
- The more able pupils offer sensible strategies when identifying answers to number problems and, to a lesser extent, are able to explain their methods of working. They calculate effectively on paper.
- The more able pupils are well informed about angles and the characteristics of 2D and some 3D shapes.
- Pupils collect and present data for various purposes. The more able pupils can analyse the data and are able to come to clear conclusions.

### **Shortcomings**

- In KS1, pupils’ mathematical language has not developed sufficiently.
- In KS1, a significant minority of pupils’ ability to interpret and display data in a range of forms is underdeveloped.
- In KS2, a significant number of pupils do not have a sufficiently secure grasp of number processes. A good number have difficulty in recalling multiplication facts.

- In KS2, a considerable number of pupils are unable to use and apply their skills to solve mathematical problems, including mental mathematics.

## **Science**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils conduct careful observations in order to come to conclusions and the more able pupils can explain their methods of working. They respond well to their teacher's directions when conducting experiments, and they record their findings simply in tabular and pictorial form.
- Pupils can name the parts of the body correctly and they know the main features and functions of their senses. They have a satisfactory understanding of the foods that are beneficial to them and are aware of the conditions that effect plant growth.
- Pupils are familiar with everyday equipment that use electricity and are able to name the characteristics of familiar materials. They know which materials are magnetic and which are non-magnetic.
- In KS2, the more able pupils have a good knowledge of the heart and they know how to measure the heartbeat. They understand the meaning of a balanced diet and are aware of the dangers of smoking. They know the function of teeth and how to care for them.
- Pupils can describe the basic characteristics of various materials correctly. They understand that it is possible to reverse certain changes but not others.
- Pupils are aware of the need for fair testing and the more able pupils can explain the conditions required to conduct such a test.

### **Shortcomings**

- In both key stages, pupils' investigative skills are under developed.
- In both key stages, a considerable number of pupils lack confidence when discussing their work and they have an uncertain grasp of scientific vocabulary.
- In KS2, pupils' ability to record their investigations in their own words has not developed sufficiently. Older pupils do not make sufficient use of tables and different types of graphs to present their findings.

## **Design and technology**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils work with an appropriate range of materials to create different products such as models and fridge magnets.
- Pupils can follow instructions and they record clearly the steps they take to create their products. Their making skills are good.
- The more able pupils begin to evaluate their work and are happy to suggest how it could be improved. Their work is of a good standard.
- Pupils in KS2 work with a satisfactory range of materials to create products such as picture frames, games and fairground activities.
- Pupils can suggest ideas and select appropriate materials to create the products. They record the steps taken and can offer a simple evaluation of the finished articles. Their making skills and the finish of the work are satisfactory.

### **Shortcomings**

- In KS1, pupils' designing skills have not developed sufficiently.
- In KS2, pupils do not produce sufficiently detailed diagrams and designs to illustrate their ideas.
- In KS2, pupils' investigative skills are underdeveloped.

### **Information Technology**

Standards are good in both key stages.

#### **Good features**

- In KS1, pupils make effective use of word processing, graphics and art programs to present their work. They use a range of software programs with increasing confidence to support their learning in their work across the curriculum.
- Pupils make good use of literacy and numeracy programs to reinforce their skills. They are able to follow on-screen instructions and can print their work.
- In KS2, a considerable number of pupils display good independent skills and they make confident use of the computer.
- Pupils are able to correctly load, store, retrieve and print their work. They make effective use of their word processing skills to record their work and to present final copies of their written work. They use the various processes confidently to change the format, colour and size of the text, and to cut, copy and paste their work. They incorporate pictures effectively in order to illustrate their work.
- Pupils retrieve and print information from the Internet and from CD-ROMs to a satisfactory standard in their research work. The more able pupils in Y4 can use a computerised microscope to assist their scientific investigations.

- In both key stages, pupils are aware of the potential of the digital camera, which they use to good effect to record their experiences.

### **Shortcomings**

- In KS2, a significant minority of pupils in Y3 and Y4 do not show sufficient confidence and independence when working with computers.

## **History**

Standards are good in both key stages.

### **Good features**

- In KS1, the majority of pupils' understanding of chronology is good. They make correct use of words and phrases relating to the passage of time.
- Through their work in creating a timeline, they understand that changes occur over time. When observing old toys, pupils are able to make effective comparisons between them and modern day toys.
- Pupils are able to ask relevant questions about the past and can form opinions. They know about some of the methods used to learn about the past and are able to undertake simple investigations.
- In KS2, the more able pupils can correctly place the main historical periods on a timeline. Their awareness of chronology and their understanding of historical terminology are good.
- Pupils are well informed about the history of the Celts and about the characteristics of life in the Tudor period and during the Second World War. They can discuss the respective lifestyles and compare them with the present day.
- They discuss enthusiastically the effects of conflict during the Rebecca Riots. With assistance, they have produced an effective dramatic presentation and have had the opportunity to relive the experience.
- When inspecting artefacts, pupils in Y5 and Y6 are able to gather evidence by using a range of sources. They discuss the age, construction and use of the artefacts sensibly.

### **Shortcomings**

- In KS1, the breadth and depth of knowledge of a significant minority of pupils are limited.
- In KS2, a considerable number of pupils do not present their findings and observations in sufficient detail in their written work.

## **Geography**

Standards are satisfactory in both key stages.

### **Good features**

- Pupils in KS1 can draw maps of the village, correctly labelling the physical features and buildings. They are able to locate objects by using simple co-ordinates. They can locate their own village on a map of Wales.
- They compare their own locality with a contrasting area, effectively identifying the main differences. They make effective use of visits, photographs and books to gather additional information.
- In KS2, the older pupils are able to read simple maps, correctly using symbols and keys.
- When studying an economically developing country, pupils understand that life in Lesotho is different to their own lives and can identify some differences.
- Pupils make appropriate use of their investigative skills to gather information about the physical and human features of the Snowdonia area.
- Pupils come to understand the importance of sustainable development by undertaking recycling projects for various materials. They have a good understanding of the ways in which people can harm the environment and why it is important to safeguard it.

### **Shortcomings**

- In both key stages, pupils' mapping skills have not developed sufficiently.
- In both key stages, a significant minority of pupils' knowledge of the topics studied is limited.
- In KS2, pupils' ability to analyse and record geographical information in an orderly and accurate manner is underdeveloped.

## **Art**

Standards are very good in both key stages.

### **Good features**

- In KS1, pupils' command of a number of techniques is good as they draw and paint from observations and from memory.
- Pupils use a good variety of equipment and materials and they experiment confidently with visual effects such as line, tone, colour, pattern and texture. They make effective use of their IT skills to create colourful pictures.

- After observing portraits by a famous artist, pupils produce detailed and effective self-portraits that display their confidence in their observational and sketching abilities. They discuss their work sensibly.
- The opportunity to work with an artist gave the pupils valuable and stimulating experiences as they produced a mural. A number of artistic elements are reflected in the work produced. This work is of very good standard.
- In KS2, pupils sketch and experiment effectively with a wide range of media and methods. They display very good awareness of perspective, line and tone, pattern and texture. The majority of pupils work confidently and enthusiastically.
- After taking a photograph with a digital camera, pupils are able to produce symmetrical portraits in great detail.
- Following a study of the work of a Welsh artist, pupils have produced highly effective landscapes in watercolour that reflect detailed observation of the style of the artist. An interesting and effective mosaic project was produced in memory of an author from the village, with appropriate oral presentations being used to supplement the artwork.
- Pupils work effectively with clay, creating interesting models and objects.
- Pupils are able to apply their knowledge of famous artists and their styles skilfully when producing reproductions of their works. They experiment effectively with different media to convey movement.
- Following a study of the work of the artist Ceri Richards, pupils in Y6 produce interesting and colourful reproductions of his work, displaying thoughtful and imaginative styles.
- Following a visit to a local art gallery, pupils are able to discuss, at their level of development, relevant artistic elements.

### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils sing an appropriate range of songs and hymns to a satisfactory standard. They begin to show an understanding of dynamics and pronunciation. They respond appropriately to some of the songs through movement.
- Pupils are able to keep the correct beat and they respond appropriately to specific rhythms in question and answer fashion. They use untuned instruments effectively to follow and re-create simple rhythms.

- Pupils compose music individually and collectively as a class. They use various sources of sound and they pay good attention to elements such as slow and fast. They record their sequence in the form of a graphic score and they offer their opinions simply on their compositions in order to improve their work. They use appropriate vocabulary.
- Pupils use the interactive whiteboard and a computer program successfully to compose simple sequences.
- In KS2, pupils sing a variety of songs. They sing tunefully in unison, paying suitable attention to quality, dynamics and continuity.
- All pupils in KS2 play the recorder. The more able pupils play effectively, showing good development in their awareness of notes, rhythm and time. They are able to perform a variety of songs on the recorder and the descant recorder, giving effective performances in two voices.
- They produce interesting compositions in response to stimuli. They successfully use a computer program to compose simple musical tunes, effectively using the pentatonic scale.
- When listening to vocal and musical sounds, pupils are able to give appropriate descriptions of some of the instruments they hear and can differentiate simply between the various musical styles.
- After listening to a well-known song from another country, the older pupils in KS2 can compose a rhythmic accompaniment to the song with tuned and untuned instruments, creating an effective musical pattern.

### **Shortcomings**

- In KS1, pupils' ability to discuss the work of other composers is underdeveloped.
- In KS2, pupils do not make sufficient choices when composing.

### **Physical education**

In the gymnastics lesson observed in KS1, standards were good. In KS2, in the games, athletics and dance lessons observed during the inspection, standards in physical education were satisfactory.

### **Good features**

- In both key stages, pupils understand the importance of warm up and relaxation exercises.
- In KS1, pupils have good spatial awareness, making good use of the space available to them. They move confidently, showing good body control in a range of different activities. They work energetically in the lesson, responding effectively to the teacher's instructions.
- In KS2, a good number of pupils exhibit good hand-eye co-ordination skills when passing and moving with a ball. They show increasing awareness of correct techniques.

- In the athletics lesson, the great majority of pupils work in a disciplined manner as individuals and in teams, and strive to improve their performance.
- In the dance lesson, pupils work well together in groups, effectively linking movements. They exhibit discipline and persistence in their performances.

### **Shortcomings**

- In KS2, the ball passing and receiving skills of a significant minority of pupils have not developed sufficiently.
- In KS2, pupils do not evaluate and extend their performances sufficiently.

### **Religious education**

Standards are good in both key stages.

#### **Good features**

- In KS1, pupils have a good knowledge of Bible stories and can recall them accurately.
- They are aware of the purpose of prayer and are able to compose simple but thoughtful prayers.
- At an elementary level, pupils are able to explain the characteristics of being a leader and are able to name some leaders in the local community.
- They are able to name some of the main features of a church and the rituals conducted within it. They are aware of the main religious festivals and they understand their significance.
- Their understanding of principles, such as care and thoughtfulness and helping others, is good. They are able to discuss them sensibly.
- In KS2, pupils are able to accurately recall the main events in the life of Jesus, together with stories in the Old Testament and the New Testament. They know of the importance of the Bible to Christians and the Torah to Jews. After studying some of Jesus' parables, the more able pupils can relate the message and explain its significance to us today.
- Following a discussion with the local vicar, the pupils understand her work and the main rituals of the church. They know that various religions have their own special places of worship, together with different ways of worshipping.
- The older pupils understand the significance of pilgrimage to believers and can name some of the main places visited by pilgrims.
- Pupils exhibit a growing understanding of the need to be grateful. They are aware of the importance of caring for others and for the world.

## **Shortcomings**

- In KS1, pupils' knowledge of another religion other than Christianity is uncertain.
- In KS2, the pupils do not present their views and observations in sufficient detail in their written work.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school has made good progress in responding to the key issues identified for action in the last inspection report, but some issues require further consideration.

It was noted in previous report that the school needed to raise standards in Welsh and geography in KS2, to improve pupils' standards of literacy in Welsh across the curriculum in KS2 and to raise the standards of presentation of pupils' written work across the school. It was also noted that the quality of marking of pupils' work and teachers' long term planning should be improved, and that suitably challenging tasks should be provided for more able pupils. It was added that levels of attendance should be improved and that the governing body's annual report to parents and the school prospectus should meet the statutory requirements.

- Since the last inspection, standards have improved in the subjects that were unsatisfactory. Pupils' standards of achievement in KS2 are now at least satisfactory and sometimes good across the subjects. There remains the need to raise standards in the subjects that are satisfactory and to improve pupils' Welsh literacy skills across the curriculum.
- The handwriting of a significant number of pupils is untidy, particularly in KS2, and the presentation of their work is not always of the required standard.
- Pupils' work is regularly marked and clear guidance is given to pupils on how to improve the standard of their work. However, practice is not consistent across the school.
- Teachers' long term planning is detailed, and in the best practice good attention is given to lesson objectives and the organisation of activities. There remains the need to ensure that the tasks provided for KS2 pupils are sufficiently challenging to extend the most able pupils in each subject.
- The school has a range of effective policies and procedures to seek to raise levels of attendance.
- The headteacher and the governing body have updated the governors' annual report to parents and the school prospectus, but there remains the need to ensure that their contents conform fully to statutory requirements.

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

The school needs to:

- maintain the good and very good standards and improve standards in the subjects and aspects that are satisfactory by addressing the shortcomings identified;
- extend the good teaching across the school;
- improve pupils' Welsh literacy and numeracy skills across the curriculum in both key stages, and pupils' English literacy skills in KS2;
- improve pupils' standards of handwriting and the presentation of work in KS2;
- continue to seek to improve pupils' levels of attendance and punctuality;
- ensure that the contents of the governing body's annual report to parents and the school handbook conform fully to statutory requirements;
- implement the programme to secure further improvements to the buildings and site.

## APPENDIX

### {~}School Data

#### Basic information about the school

School's Name	Carway C. P. School
Type	LEA maintained/Community
Age range of pupils	3- 11
School Address	Carway Kidwelly Carmarthenshire
Postal Code	SA17 4HE
Telephone number	01269860565

Name of Headteacher	Mrs R Evans
Date of Appointment	February, 1991
Chair of the Governors The appropriate authority	Mr P I Evans
Registered Inspector	Miss D. Morris
Date of Inspection	21-23 June, 2004

### {~}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		14	8	10	8	17	9	10	76

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent (FTE)
Number of teachers	3	3	4.7

<i>Staffing information</i>		
Pupil : teacher (fte) ratio, excluding nursery and special classes	16	:1
Pupil : adult (fte) ratio in nursery classes	-	:1
Average class size, excluding nursery and special classes	19	
Teacher : class ratio	1.1	:1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
	R	KS1	KS2	Whole School
Spring Term 2004	88.8	87.8	91.3	89.3
Summer Term 2003	87.6	89.6	91.5	90
Autumn Term 2003	81.8	90.4	90	87.4

Number of pupils excluded during the 12 previous months.	2
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### {~}C. Results of National Curriculum Assessments and Public Examinations

<b>National Curriculum Assessment KS 1 Results: 2003</b>
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than ten, overall performance indicators only are included.

In the school:	75%	In Wales:	79%
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<b>National Curriculum Assessments KS2 results 2003: Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	6
Welsh	Teacher	School							15	61	15	
	Assessment	National					1	6	16	45	31	
	Test/Task	School							8	54	31	
		National		2	1			5	12	38	40	
English	Teacher	School						8	23	54	8	
	Assessment	National	1			1	1	4	18	51	25	
	Test/Task	School						8	8	62		
		National	1	1	2			3	15	50	28	
Mathematics	Teacher	School						8	15	61	15	
	Assessment	National						4	19	46	30	
	Test/Task	School						8	15	54	23	
		National		2	1			4	18	42	33	
Science	Teacher	School							31	54	15	
	Assessment	National						2	13	49	35	
	Test/Task	School							31	61	8	
		National		2				1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (First language) or English.			
by Teacher Assessment		By test	
At the School:	61.5%	At the School:	61.5%

In Wales:	70%	In Wales:	68%
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- D Pupils who have been exempted from part or whole of the National Curriculum  
A Pupils failing to record a level because of absence.  
F Pupils failing to record a level for reasons other than absence.  
W Pupils working towards level 1

#### **D. Evidence base of the inspection**

The school was inspected over a period of 3 days. The team consisted of 3 inspectors including the lay inspector. During this period:

- 35 teaching periods or part thereof were attended.
- Pupils were questioned in detail about their knowledge and understanding of the curriculum.
- Pupils were heard reading and samples of their work were examined.
- The school's documentation was studied including the SDP, the school budget, schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, and the governing body.
- A meeting was held with the parents and the 30 questionnaires returned were analysed.

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

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



# INSPECTION UNDER SECTION 10 OF THE SCHOOLS INSPECTIONS ACT 1996

## Carway County Primary School

### SUMMARY FOR PARENTS

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Carway County Primary School was inspected as part of a national programme of school inspection. The purpose of the Report is to identify strengths and weaknesses in the school 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 children's schools. A copy of this report is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Carway County Primary School took place on the 21-23 June, 2004. It was undertaken by an independent team of 3 inspectors, led by Miss D Morris. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

#### 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.  |

## Basic information about the school

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Type	LEA maintained/Community
Age range of pupils	3– 11
School Address	Carway Kidwelly Carmarthenshire
Postal Code	SA17 4HE
Telephone number	01269860565

Name of Headteacher	Mrs R Evans
Date of Appointment	February, 1991
Chair of the Governors The appropriate authority	Mr P I Evans
Registered Inspector	Miss D. Morris
Date of Inspection	21-23 June, 2004

## The school and its priorities

The school is situated in the village of Carway, in Carmarthenshire, and the great majority of its pupils come from the village and the surrounding areas. The area is described by the school as one that is economically disadvantaged. 38% of the pupils, a significantly higher percentage than the county average, are registered as being eligible to receive free school meals

There are 76 pupils, aged between 3 and 11 years, on the school register. It is noted that they include many less able pupils and a small number of able pupils. English is the main language spoken in the homes of 95% of the pupils. By now, 32% of them speak Welsh to a first language standard. 37% of the pupils are included on the school's register of Special Educational Needs [SEN], including four pupils with a statement of SEN. This percentage is significantly higher than the county and national averages.

The school operates the language policy of the Unitary Authority [UA] and is listed in Category A. This means that Welsh is the main language of the life and work of the school, but the school aims to ensure that the pupils are completely bilingual by the time they transfer to the secondary sector.

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

- maintain numeracy standards across the school;
- improve standards in Welsh in KS2;
- improve monitoring approaches in the core subjects;
- improve pupils' attendance and punctuality.

The school was previously inspected in November, 1998.

## The main findings of the report

The atmosphere within the school is happy, secure and caring and the relationships between the staff and the pupils are very good.

- The quality of the provision for children under five is appropriate and promotes the Desirable Outcomes for children’s learning. The children’s standards of achievement are as follows:

Language, literacy and communication	Good
Personal and social development	Very Good
Mathematical development	Very Good
Knowledge and understanding of the world	Very Good
Creative development	Very Good
Physical development	Very Good

- In Key Stage 1 [KS1] and KS2, the standards achieved by pupils in the National Curriculum [NC] subjects and in religious education are as follows:

	Key Stage 1	Key Stage 2
Welsh	Satisfactory	Satisfactory
English	-	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Very Good	Very Good
Music	Good	Good
Physical Education	Good	Satisfactory
Religious education	Good	Good

- In both key stages, standards in the key skills of literacy and numeracy across the curriculum are satisfactory. Standards in information and communication technology (ICT) are good. To date, the school’s strategy does not promote these skills consistently across the subjects.
- The quality of teaching is very good in 11% of lessons, good in 61% and satisfactory in the remaining 28%. In the good and very good teaching, high expectations are set, teachers’ presentations are clear, the explanations are detailed and the questioning is effective.
- In the satisfactory teaching, although there are some good features, the tasks do not always correspond to the needs of pupils of differing abilities, particularly the more able pupils. In KS2, a good number of pupils’ work is incomplete and untidy. Their handwriting skills are underdeveloped.

- The quality of provision for pupils with SEN is good. The curriculum is appropriate and they are offered every opportunity to play a full part in all school activities. They make consistent progress in their work.
- Pupils are provided with a broad and balanced curriculum. The school's policies and schemes of work are of good quality and they provide clear guidance for its work.
- The quality of the arrangements for assessing and recording pupils' work is good. There are appropriate procedures in place to ensure that pupils' progress is systematically assessed and recorded. Pupils' work is marked regularly, and in the best practice pupils receive clear guidance on to how to improve their work.
- The school is led and managed effectively by a hard working and conscientious headteacher. She has high expectations and a firm commitment to the school's continuous development. She is well supported in this regard by the deputy headteacher. All members of staff at the school co-operate well and display considerable commitment to the school. The school has gained the Basic Skills Agency's Quality Mark.
- The governing body is highly supportive of the school and its members undertake their duties conscientiously. The SDP sets appropriate targets for a range of curricular and general issues, and regular progress is made towards their achievement.
- The budget is carefully managed and the school succeeds in operating within its budget. The governing body monitors expenditure decisions in order to ensure value for money. The school offers good value for money.
- The contents of the school handbook and the governing body's report to parents do not conform fully to statutory requirements.
- Pupils' levels of attendance are unsatisfactory, with attendance percentages over the last three terms averaging 88.9%. Pupils' punctuality is also unsatisfactory, with a considerable number of pupils arriving up to half an hour after the start of the school day. The school has good procedures in place to seek to improve the situation.
- The school building is in a satisfactory condition and full use is made of the considerable space available. The governing body has prepared a list of the issues that require attention, and some improvements have been achieved. However, there are deficiencies in the condition of the toilets and the school boundary is not wholly secure.
- The headteacher and staff are developing an appropriate range of self-evaluation procedures. The headteacher monitors the teaching on a regular basis and targets for improvement are set. The role of the curriculum co-ordinators in monitoring the quality of provision in the classrooms is yet to develop fully.
- The school has responded well to a number of key issues identified for action in the last inspection, but some issues require further consideration. Since the last inspection, pupils' standards of achievement have improved in a good number of subjects and policies of good quality have been produced. However, there remains the need to improve standards in the subjects that are satisfactory and to ensure that policies are consistently applied across the school.

- Pupils receive good opportunities to take part in a wide range of extra-curricular activities such as Urdd activities, concerts and sports. Appropriate attention is given to the development of pupils' team skills through the school's physical education programme.
- The curriculum is enhanced by educational visits and by the input of members of the community. These experiences make a considerable contribution to pupils' education and development. Due attention is given to the Cwricwlwm Cymreig and to nurturing pupils' awareness of other cultures.
- The partnership with parents and the community, schools and other institutions is good. The school is an integral part of the local community and its activities provide an important link in this regard. It contributes regularly to local activities and events. The school benefits from the generous financial support of parents and the local community, and appropriate use is made of the funds received to purchase additional resources.
- Pupils' spiritual, moral, social and cultural development is good. Standards of behaviour are generally good and pupils show respect and courtesy towards their teachers, other staff and visitors. The quality of support and care for pupils' welfare is also good.

### **Key issues for action**

The school needs to:

- maintain the good and very good standards and improve standards in the subjects and aspects that are satisfactory by addressing the shortcomings identified;
- extend the good teaching across the school;
- improve pupils' Welsh literacy and numeracy skills across the curriculum in both key stages, and pupils' English literacy skills in KS2;
- improve pupils' standards of handwriting and the presentation of their work;
- continue to seek to improve pupils' levels of attendance and punctuality;
- ensure that the contents of the governing body's annual report to parents and the school handbook conform fully to statutory requirements;
- implement the programme to secure further improvements to the buildings and site.

The governing body is responsible for drawing up an ACTION PLAN within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. The action plan will be circulated to all parents at the school.

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