

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

**Cilycwm Voluntary Controlled
Primary School
Cilycwm
Llandovery
Carmarthenshire
SA20 0SR**

School Number: 6693032

Date of Inspection: 07/06/06

by

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Date of Publication: 21/07/06

Under Estyn contract number: 1122805

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Cilycwm V.C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cilycwm V.C.P. School took place between 07/06/06 and 09/06/06. An independent team of inspectors, led by David Martin Cray 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.

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

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

“There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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 This is a rural primary school located in the small village of Cilycwm, near Llandovery. It serves the village itself and its extensive hinterland, that is neither particularly prosperous nor economically disadvantaged. It comes under the voluntary control of the Church in Wales and is maintained by Carmarthenshire Local Education Authority. The pupils represent the full range of ability and their levels of attainment vary when they are first admitted to school.
- 2 There are currently 35 pupils between 4 and 11 years of age on the school register and they are admitted at the beginning of the term when they reach their fourth birthday. Numbers have been relatively constant over recent years, but they have fallen from the 45 pupils attending the school at the time of the last inspection held in June 2000.
- 3 Twenty four per cent of the pupils are entitled to receive free school meals – a figure that is higher than county (18%) and national (19%) averages. Six pupils, (17%) are designated as having additional learning needs. No pupils have statements of their needs.
- 4 Just 18% of pupils come from homes where Welsh is spoken as a first language. The school's language policy states that Welsh is the main medium of teaching and learning up to the end of Key Stage 1, and that English is used alongside Welsh in Key Stage 2. The school follows the National Curriculum in Wales Welsh first language programme of study and it is adjudged by the school that some 50% of pupils are able to speak Welsh to first language standards.
- 5 The pupils are educated by two members of full-time staff. The headteacher was formally appointed to her temporary position in January 2006. The other member of staff also holds a temporary position.

The school's priorities and targets

- 6 The priorities and targets in the current school development plan include:
 - Implement the national agreement;
 - Develop monitoring work;
 - Develop partnerships with neighbouring schools;
 - Collaborative project between small schools;
 - Teach Religious Education in accordance with the Church in Wales syllabus;
 - Review the provision for additional learning needs;
 - Establish a School Council.

Summary

- 7 This school has serious shortcomings.
- 8 The findings of the inspection team matched the judgements made by the school in three of the seven Key Questions (Key Questions 2, 4 and 7). The grades awarded by the inspection team were lower than those awarded by the school itself for the remaining Key Questions.
- 9 Standards achieved in the lessons inspected are as follows:

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	4
6 How well do learners and managers evaluate and improve quality and standards?	4
7 How efficient are leaders and managers in using resources?	3

Standards

- 10 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	28%	54%	28%	--

- 11 The standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 3
Personal and social development	Grade 3
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 3
Physical development	Grade 3
Creative development	Grade 3

- 12 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 4	Grade 4
Mathematics	Grade 2	Grade 3

Geography	Grade 3	Grade 3
Music	Grade 4	Grade 3

- 13 The under-fives, together with pupils in both key stages, make good use of their mathematical skills in their work across the curriculum.
- 14 They use their information technology skills to support their work in some areas, but they do not develop and extend these skills with sufficient regularity and in a wide enough range of contexts.
- 15 Whilst Key Stage 2 pupils generally come to show good progress in the development of their English communication skills in different contexts, few pupils across the school succeed in doing so in Welsh. There are significant shortcomings in the pupils' bilingual skills and only a few come to use the Welsh language confidently.
- 16 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, over recent years the school's performance in Key Stage 1 has consistently been within the upper performing group of schools. In Key Stage 2, its performance has tended to be within the lowest performing group of schools, with the exception of 2005, when it was in the upper group.
- 17 In general, the pupils' personal, social and learning skills are developing appropriately.
- 18 In the three full terms prior to the inspection, pupils' average levels of attendance were approximately 93% and there is room for improvement. Their punctuality is generally good.

The quality of education and training

- 19 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	18%	59%	23%	--

- 20 The good features to the teaching include:
- a clear focus on the teaching objectives;
 - good use of effective teaching strategies; and
 - concise presentations that build on the pupils' understanding by referring to prior learning.
- 21 The shortcomings to the teaching include:
- over dependence on the use of worksheets and recording frameworks that often limit the pupils' responses;
 - activities that are not sufficiently challenging to extend pupils' standards;

- ineffective control that allows some individuals to hamper the flow of the lesson;
- lengthy presentations that fail to stimulate and engage the interest of the under-fives; and
- insufficient emphasis on developing skills in Welsh.

- 22 In general, the school provides access to a broad and balanced curriculum that is introduced around a cycle of different themes and the teachers offer a range of purposeful learning experiences that are accessible to all. However, it is only recently that sufficient attention has been given to systematic curriculum planning in a way that ensures continuity and progression in the pupils' experiences.
- 23 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The organisation in terms of developing the children's ability in Welsh is not effective enough and the strategies for helping them to become independent learners are limited.
- 24 The governing body, in consultation with the Diocesan Director of Education, chose to make its own arrangements for inspecting the pupils' spiritual development.
- 25 The school succeeds in promoting good morals and encouraging pupils to nurture values such as honesty and respecting truth and justice. Overall, the pupils' cultural and social development is promoted effectively.
- 26 The school works well with parents and positive responses were received at the pre-inspection meeting and in the questionnaires returned to the inspectors. The school considers itself to be a core element of the local community and pupils contribute regularly to local events and activities.
- 27 There are few links with the world of work and very little attention is given to developing pupils' enterprise skills.
- 28 The quality of support, guidance and assistance provided for pupils is good.
- 29 In general, appropriate attention is given to issues relating to securing pupils' wellbeing, health and safety when they are on the school site. However, the practice of conducting risk assessments before taking pupils out of school has not been sufficiently formalised.
- 30 The quality of provision for pupils with additional learning needs is appropriate and it fulfils the requirements of the Code of Practice.

Leadership and management

- 31 For some time, the school has lacked the strategic leadership necessary in order to provide a clear sense of direction for its work and to promote improvements and high standards. Recently, there has been a period of instability in its leadership and this has exacerbated the situation.

- 32 The temporary headteacher is very new to school management and has only received mentor support for a short period leading up to the inspection. Although she has succeeded in achieving a considerable amount and ensuring that the day-to-day life of the school passes by smoothly, a clear focus is required in order to make further improvements if the school is to succeed to the expected degree.
- 33 At the time of the inspection, it was seen that there were gaps in statutory and important areas such as setting targets for pupils according to Welsh Assembly Government requirements and the implementation of the Performance Management system. The failure to firmly implement the school's language policy over time has also led directly to significant shortcomings in the pupils' bilingual competence.
- 34 There is little evidence that the school is familiar with working in a sufficiently self-critical climate and the monitoring and evaluation procedures have not been sufficiently systematic and thorough to enable the school to gain a clear and accurate picture of the work and of what it needs to do to make further improvements.
- 35 The school has made little progress since the last inspection.
- 36 The school has a reasonable supply of resources, but there are gaps in terms of equipment and textbooks in the junior class, particularly so in mathematics and language.
- 37 Over time, the building, despite its sound construction, has been neglected. It does not provide suitable disabled access.
- 38 The campus is pleasant and provides sufficient space for pupils to play on a hard surfaced area and regular use is also made of a community owned grassed area that is conveniently located nearby.
- 40 The budget is effectively managed, but the school does not currently offer value for money.

Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: raise the standards achieved by pupils in the subjects and areas inspected, and particularly so in Welsh, by addressing the shortcomings identified in the body of the report;
- R2: ensure that pupils achieve the required standard in terms of their bilingual competence;

- R3: address the shortcomings in the teaching and improve the provision for the under-fives;
- R4: operate in a more self-critical climate in order to promote the development of the school, by strengthening the management and self-evaluation procedures;
- R5: ensure that all the statutory requirements are fulfilled;
- R6: build on the work that has been done to date on improving curriculum planning;

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

- 41 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. The team awarded a lower grade because despite the number of good features seen in the standards achieved by pupils, there are also shortcomings.
- 42 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	28%	54%	28%	--

- 43 The standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 3
Personal and social development	Grade 3
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 3
Physical development	Grade 3
Creative development	Grade 3

- 44 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- 45 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 4	Grade 4
Mathematics	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Music	Grade 4	Grade 3

- 46 The majority of pupils, including those with additional learning needs, make reasonably good progress and they achieve agreed learning aims.
- 47 The under-fives, together with pupils in both key stages, make good use of their mathematical skills in their work across the curriculum.
- 48 They use their information technology skills to support their work in some areas, but they do not develop and extend these skills with sufficient regularity and in a wide enough range of contexts.
- 49 Whilst Key Stage 2 pupils generally come to show good progress in the development of their English communication skills in different contexts, few pupils across the school succeed in doing so in Welsh.
- 50 There are significant shortcomings in the pupils' bilingual skills and only a few come to use the Welsh language confidently.
- 51 Over the years, the school has not always published the results of assessments undertaken on pupils at the end of key stages in order to safeguard the anonymity of the small number of pupils in question. Pupil numbers are also too small to allow a meaningful comparison with county and national data, and pupils' additional learning needs have a disproportionate effect on the performance data.
- 52 There are no obvious differences between the performance of boys and girls in either key stage.
- 53 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, over recent years the school's performance in Key Stage 1 has consistently been within the upper performing group of schools. In Key Stage 2, its performance has tended to be within the lowest performing group of schools, with the exception of 2005, when it was in the upper group.
- 54 On the whole, the pupils respond well when learning new knowledge or skills.
- 55 In general, the pupils' personal, social and learning skills are developing appropriately. Although the majority exhibit motivation, develop the ability to work independently, and behave well inside and outside their lessons, there are some pupils who do not concentrate sufficiently on their work and whose problem solving and decision making skills are limited. This is mainly seen at the lower end of the school.

- 56 In the three full terms prior to the inspection, pupils' average levels of attendance were approximately 93% and there is room for improvement. Their punctuality is generally good.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

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

- 58 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	18%	59%	23%	--

- 59 There is a happy and co-operative working relationship between the teachers and pupils. The teachers motivate the pupils to learn, through regular praise and acknowledgement of their achievements.
- 60 The good features to the teaching include:
- a clear focus on the teaching objectives;
 - good use of effective teaching strategies; and
 - concise presentations that build on the pupils' understanding by referring to prior learning.
- 61 The shortcomings to the teaching include:
- over dependence on the use of worksheets and recording frameworks that often limit the pupils' responses;
 - activities that are not sufficiently challenging to extend pupils' standards;
 - ineffective control that allows some individuals to hamper the flow of the lesson;
 - lengthy presentations that fail to stimulate and engage the interest of the under-fives; and
 - insufficient emphasis on developing skills in Welsh.
- 62 All staff involved with the school work well together and the practice of using expertise for subjects such as history and physical education works well.
- 63 Assessment procedures are appropriate. The programme of standardised tests administered by the school follows the guidelines of the local education authority. The teachers conduct continuous in-class assessment and they have initiated a system of recording pupils' achievements in the form of a termly summary report. These procedures are in the early stages of their implementation. In collaboration with neighbouring schools, the school has

embarked on the process of creating subject-based portfolios to support and moderate the assessment work.

- 64 Pupils' work is marked regularly and the school strives to ensure that they play an active part in the process. The teachers append comments that offer encouragement and that often contain targets for improving their work. However, the practice of setting individual targets for pupils has not been sufficiently formalised.
- 65 The school holds two formal evenings a year, to which parents are invited to discuss their children's progress and achievements. The school's 'open door' policy permits parents to have regular, informal discussions. Overall, the annual reports on the pupils' progress are good and they conform to requirements.

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

- 66 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In awarding a grade, the school did not pay sufficient attention to the shortcomings in the experiences provided to pupils.
- 67 In general, the school provides access to a broad and balanced curriculum that is introduced around a cycle of different themes and the teachers offer a range of purposeful learning experiences that are accessible to all. However, it is only recently that sufficient attention has been given to systematic curriculum planning in a way that ensures continuity and progression in the pupils' experiences.
- 68 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The organisation in terms of developing the children's ability in Welsh is not effective enough and the strategies for helping them to become independent learners are limited.
- 69 The school succeeds in promoting good morals and encouraging pupils to nurture values such as honesty and respecting truth and justice. Overall, the pupils' cultural and social development is promoted effectively. However, after school provision is limited, with the exception of the weekly Dragon Sports session. Occasionally, effective use is made of the local environment and beyond to promote the pupils' curricular experiences. Experiences such as a residential visit to the Pendine centre make an important contribution to the personal and social development of the older children at the school. The pupils are encouraged to raise funds for a wide range of national and international charities, as seen in their latest campaign for Christian Aid. The older pupils at the school sensibly undertake a range of responsibilities and they show consideration of the younger pupils.

- 70 The school does not succeed in developing the pupils' bilingual capabilities to the expected degree. However, appropriate attention is given to the Cwricwlwm Cymreig and pupils' awareness of their culture and heritage is promoted through various curricular areas. Recently, as a result of the pupils' history work, a visit was arranged to Llandovery Heritage Centre. As part of a continuous project close links were developed between the pupils, the Welsh National Opera Company and the National Poet of Wales.
- 71 The school works well with parents and positive responses were received at the pre-inspection meeting and in the questionnaires returned to the inspectors. The recently produced school handbook is well-presented and very comprehensive.
- 72 There are good links with catchment schools, including the local secondary school. The school considers itself to be a core element of the local community, and pupils contribute regularly to local events and activities.
- 73 There are few links with the world of work and very little attention is given to developing pupils' enterprise skills.
- 74 Recently, the pupils exchanged information with a family from Belgium. This helped to promote and enhance their awareness of other cultures and their understanding of global citizenship. Some matters relating to sustainability are promoted and the school operates in a sustainable manner on a day-to-day basis.
- 75 The school acknowledges in its self-evaluation report that its arrangements for developing the pupils' personal and social education have not been developed sufficiently. Learning experiences relating to issues such as healthy eating and good health are introduced across the curriculum.
- 76 Members of the recently established School Council appreciate the opportunities they receive to influence issues affecting their daily lives at school.
- 77 The 'Daily Helper' initiative gives pupils the opportunity to undertake minor responsibilities. As a result, pupils are given opportunities to promote their lifelong learning skills and to begin to develop positive and independent attitudes.
- 78 The governing body, in consultation with the Diocesan Director of Education, chose to make its own arrangements for inspecting the pupils' spiritual development.

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

Grade 2: Good features and no important shortcomings

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

- 80 The quality of support, guidance and assistance provided to pupils is good. The school is a happy community where pupils are respected and valued. Parents have confidence in the care provided by the school for their children.
- 81 The good relationship with specialist services, such as the community policeman and the nurse, promotes the health and safety of pupils in a positive manner. Healthy eating practices are discussed within lessons and during the lunch break pupils are given the opportunity to enjoy the healthy meals provided by the county catering service.
- 82 Effective procedures have recently been introduced for monitoring the pupils' behaviour and progress. Pupils' attendance and punctuality are monitored appropriately.
- 83 In general, appropriate attention is given to issues relating to securing pupils' wellbeing, health and safety when they are on the school site. However, the practice of conducting risk assessments before taking pupils out of school has not been sufficiently formalised. Regular fire drills are held but records are not kept. Two members of staff have first aid qualifications. The pupils state that they are happy at school and that they feel they can share any problems with staff.
- 84 The policy and procedures for child protection are known to all. However, they are not clearly stated in school documentation.
- 85 The quality of provision for pupils with additional learning needs is appropriate and it fulfils the requirements of the Code of Practice. The support provided in class helps the pupils to achieve appropriate targets noted in the individual education plans. Meetings are held with parents to discuss their children's needs and progress.
- 86 There are equal opportunities policies in place, including a policy on racial equality and the school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, gender and background.
- 87 Although the school has taken reasonable steps to ensure that disabled pupils are not treated less favourably, it does not have an accessibility plan based on the requirements of the Special Educational Needs and Disability Act (2001).

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

- 88 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 3 for this key question. The inspection team awarded a lower grade than the school

because of important shortcomings in its leadership and strategic management.

- 89 For some time, the school has lacked the strategic leadership necessary in order to provide a clear sense of direction for its work and to promote improvements and high standards. Recently, there has been a period of instability in its leadership and this has exacerbated the situation.
- 90 The temporary headteacher is very new to school management and has only received mentor support for a short period leading up to the inspection. Although she has succeeded in achieving a considerable amount and ensuring that the day-to-day life of the school passes by smoothly, a clear focus is required in order to make further improvements if the school is to succeed to the expected degree.
- 91 The temporary headteacher has worked hard to update and add to the range of school policies, but the governing body has had few opportunities to discuss them meaningfully prior to their adoption. Some gaps remain.
- 92 At the time of the inspection, it was seen that there were gaps in statutory and important areas such as setting targets for pupils according to Welsh Assembly Government requirements and the implementation of the Performance Management system. The failure to firmly implement the school's language policy over time has also led directly to significant shortcomings in the pupils' bilingual competence.
- 93 The governing body meets regularly, and although they undertake formal visits on a termly basis to observe the school at work, they do not currently make a sufficient contribution to strategic planning and to monitoring the quality of provision.

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

Grade 4: Some good features, but shortcomings in important areas

- 94 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 3 for this key question. A lower grade was awarded by the inspectors due to the important shortcomings in the school's procedures and the lack of progress since the last inspection.
- 95 There is little evidence that the school is familiar with working in a sufficiently self-critical climate. It has now begun to operate according to a monitoring timetable produced by the cluster of local schools, but to date the monitoring and evaluation procedures have not been sufficiently systematic and thorough to enable the school to gain a clear and accurate picture of the work and of what it needs to do to make further improvements.

- 96 The self-evaluation report presented to the inspectors is a comprehensive document. It contains an evaluation of all aspects of the inspection and correctly identifies some of the school's strengths. It does not succeed to the same extent to give adequate recognition to issues that require further attention, including the standards achieved by pupils.
- 97 The school development plan identifies a number of priorities for action during the year 2005-2006. They are clearly set against success indicators, expenditure details, together with individuals' operational responsibilities. However, it is a document that does not place sufficient emphasis on raising standards; it lacks an identification of priorities beyond the current year, and as a result does not contribute sufficiently to helping to set the strategic direction of the school. The links between the school development plan and the content of the self-evaluation report presented to inspectors are not sufficiently clear.
- 98 The findings of the inspection team matched the judgements made by the school in three of the seven Key Questions (Key Questions 2, 4 and 7). The grades awarded by the inspection team were lower than those awarded by the school itself for the remaining Key Questions.
- 99 The school has made little progress since the last inspection.

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

Grade 3: Good features outweigh shortcomings

- 100 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 101 The number of staff is appropriate for the size of the school and good use is made of expertise in areas such as physical education and history. The school arranges and operates planning, preparation and assessment time effectively. The classroom assistant undertakes a range of functions very effectively and provides good support for the teachers, but the use made of her to support the learning in the 4 – 7 year old class does not satisfy their linguistic needs sufficiently well.
- 102 The school has a reasonable supply of resources, but there are gaps in terms of equipment and textbooks in the junior class, particularly so in mathematics and language.
- 103 Over time, the building, despite its sound construction, has been neglected. Staff make best use of what is available. The schoolhouse, that is now empty, is deteriorating and pupils and adults have to share the outside toilets. The building does not provide suitable disabled access.
- 104 The campus is pleasant and provides sufficient space for pupils to play on a hard surfaced area and regular use is also made of a community owned grassed area that is conveniently located nearby.

- 105 The budget is effectively managed, but the school does not currently offer value for money.

Standards achieved in subjects and areas of learning

The under-fives

Grade 3: Good features outweigh shortcomings

- 106 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The under-fives are educated alongside Key Stage 1 pupils.

Language, Literacy and Communication

Grade 3: Good features outweigh shortcomings

Good features

- 107 The children enjoy singing nursery rhymes and lullabies relating to the letters of the alphabet. They can recall the main events of their favourite stories. Their current work shows their ability to match picture to picture and picture to letter. They understand some of the functions of writing, including creating labels for the garden centre. They come to recognise and form a range of letters and some of the older children are able to read and write independently.

Shortcomings

- 108 The listening skills of some of the children have not developed sufficiently and they are often reluctant to listen to each other's contributions.
- 109 The majority of pupils make little use of Welsh language patterns and vocabulary when making oral responses.

Personal and Social Development

Grade 3: Good features outweigh shortcomings

Good features

- 110 The children settle in quickly at school and they form a good relationship with the adults who teach them. On the whole, the majority behave well and work together happily. They mix well with the older children in the class. They understand the importance of personal hygiene such as washing their hands before handling food. They know that all living things should be treated with care and concern, including pets, flowers and plants.

Shortcomings

- 111 The ability of a number of children to concentrate and to persevere with their given tasks is limited.

- 112 The children who come from non-Welsh speaking homes make little effort to respond constructively in the Welsh language.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

- 113 The children enjoy playing with number games and jigsaws. They are able to sort, match and count familiar objects. The older children are able to count and arrange numbers up to a minimum of 10. They understand concepts such as after, before, more and less. They can recognise and describe the characteristics of a range of two-dimensional shapes. They can create and follow patterns according to colour and shape. They are able to compare size and place a series of pictures in appropriate order. The children's understanding of language related to measurement work is developing well.

Shortcomings

- 114 There are no important shortcomings.

Knowledge and Understanding of the World

Grade 3: Good features outweigh shortcomings

Good features

- 115 The children understand that objects and people alike change over time. They recognise simple weather symbols and have a growing understanding of the four seasons. They know about the work of some people in the community, including the role of the fireman and people employed in the garden centre. By playing in the school garden centre, they come to understand the function and use of money. They understand what plants require to grow healthy and strong. Their recognition of some of the features related to the countryside is developing well.

Shortcomings

- 116 The children's observational and investigative skills have not been sufficiently developed.
- 117 Their problem-solving and decision-making skills are limited.

Physical Development

Grade 3: Good features outweigh shortcomings

Good features

- 118 The children use a range of equipment and materials such as clay, scissors, paintbrushes and jigsaw to practise their handling skills. They do with increasing control. They move confidently when following instructions and succeed in making effective use of space. Their understanding of the terms

relating to position is developing well. They can handle, throw and roll a ball towards a target.

Shortcomings

- 119 The children's balancing, pushing, pulling, steering and pedalling skills have not been sufficiently developed.

Creative Development

Grade 3: Good features outweigh shortcomings

Good features

- 120 The children are able to select and use a range of techniques and media when producing collage work. They mix various colours to create effects. They show enjoyment when moving to the rhythm of music. They can recognise a range of untuned percussion instruments and match sounds to instruments.

Shortcomings

- 121 The ability of the older children to use their imagination in different situations has not been developed sufficiently.

Welsh

Key Stage 1 - Grade 4: Some good features, but shortcomings in important areas

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

Good features

- 122 In Key Stage 1, the pupils enjoy listening to a reading of the story 'Beth am gael Ci Bach?' (What About Having a Little Dog?). They respond to the teacher's questions about the characters and events in the story.
- 123 Some of the pupils begin to read with expression and they use their phonic knowledge in order to build unfamiliar words. They are able to read a range of words that are to be seen in the class garden centre. They can discuss some of the terms that relate to the world of books.
- 124 The pupils know about some of the conventions of punctuation. They can write a letter, create an advertisement and an invitation and complete a word search.
- 125 In Key Stage 2, the listening skills of the majority of pupils are good. Overall, their pronunciation is clear and they colour their voice as required. Some of the pupils read meaningfully, and with increasing fluency.
- 126 The pupils write in various styles, such as dialogues, posters and simple letters. They make effective use of dictionaries in order to search for the meaning of a word and they copy words correctly. They use a range of simple

adjectives when discussing and recording descriptions. They use story frameworks to collate and organise their ideas.

Shortcomings

- 127 In Key Stage 1, the pupils' listening skills have not been developed sufficiently.
- 128 A considerable number of pupils of all ages exhibit a lack of confidence in using and developing their oral skills, and most of their responses are offered through the medium of English.
- 129 There are some examples of pupils reading books that do not correspond to their reading ability.
- 130 The writing skills of pupils in both key stages are weak. By the end of Key Stage 1, the pupils do not write independent sentences on a regular basis. In Key Stage 2, the pupils' extended writing skills are limited and their ability to write descriptive and creative pieces are under-developed.

Mathematics

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 131 In Key Stage 1, the pupils have a good developing understanding of number patterns and bonds and they come to be able to correctly add and subtract numbers up to 100. Their understanding of money is developing well as a result of buying stock at the 'Garden Centre'.
- 132 They recognise a range of two-dimensional shapes and are able to name some of their characteristics. They come to be able to use standard units of measurement with appropriate accuracy.
- 133 It was seen from their previous work that pupils in this key stage are able to accurately collect, record and interpret data.
- 134 In Key Stage 2, the pupils make good progress in their number work. They have a good understanding of place number and they come to be able to handle large numbers correctly. Overall, they can estimate and round-off effectively.
- 135 Their work on the measures is developing appropriately, particularly so their understanding of time, including 24 hour clocks and time zones across the world.

Shortcomings

- 136 Some pupils in Key Stage 2 are not quick enough in recalling multiplication facts.

- 137 The do not have sufficient understanding of the geometric characteristics of complex three-dimensional shapes and of different angles.
- 138 Their work does not show evidence of gradual progress in their ability to gather, represent and interpret data.

Geography

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 139 In Key Stage 1, pupils have good knowledge and understanding of simple plans. They can create a plan to represent a classroom and interpret it correctly.
- 140 Their idea of location and direction is developing as they plot the journey of Dyfrig the duck from the lake to the river. They use left and right in their proper context.
- 141 They recognise some of the main weather symbols.
- 142 In Key Stage 2, pupils have an increasing awareness of features on a map. They come to recognise some of the main symbols on maps of the Llanberis area, and as a result, the tourist amenities to be found there.
- 143 They understand how the environment of Sandy Water Park, Llanelli, has changed as a result of closing the steelworks previously located on the site.
- 144 They have a growing awareness of environmental issues and of the negative impact that some changes can have on the local environment, recognising their own responsibilities in this regard.

Shortcomings

- 145 In both key stages, there is little development of the skills relating to observing and collecting field-based evidence.
- 146 Key Stage 1 pupils' understanding of geographical terms has not been sufficiently developed.
- 147 They are uncertain of the difference between the human and physical features of their locality.
- 148 The study undertaken by Key Stage 2 pupils of two contrasting areas is very superficial.

Music

Key Stage 1 - Grade 4: Some good features, but shortcomings in important areas

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 149 On the whole, the pupils across both key stages sing in tune, giving attention to breathing and the quality of sound.
- 150 In Key Stage 1, they are able to identify a range of untuned percussion instruments and exhibit the different sounds each instrument can generate.
- 151 They are able to repeat rhythms correctly by clapping their hands.
- 152 They have a general knowledge of orchestral instruments and are beginning to become aware of the works of world famous composers such as Vivaldi.
- 153 In Key Stage 2, the pupils' performing skills are promoted as they co-operate on projects with the Welsh National Opera Company. They succeed in enhancing their knowledge and understanding of the main features the style.
- 154 Their current class work shows the pupils' ability to work as part of a group to compose audio stories. They do so in response to an environmental stimulus, using a range of different sound sources.
- 155 Pupils in Key Stage 2 receive recorder lessons. They learn how to read a musical score and the correct technique for playing the instrument.

Shortcomings

- 156 In Key Stage 1, the listening skills of a number of pupils have not been developed sufficiently.
- 157 Their performing skills show lack of progress.
- 158 In Key Stages 1 and 2, the pupils' evaluation skills and their ability to recognise differences within the musical elements are under-developed.
- 159 The pupils' compositional and recording skills have not been sufficiently extended.
- 160 Pupils have a limited knowledge of music and songs associated with Wales and of work related to other cultures.

Religious education

- 161 The governing body, in consultation with the Diocesan Director of Education, chose to make its own arrangements for inspecting religious education.

School's response to the inspection

The school and Governing Body wish to thank the Inspectors for the Report that is considered to be fair and constructive, and sets a baseline on which to develop for the future.

Appendix 1

Basic information about the school

Name of school	Cilycwm
School type	Voluntary Controlled Primary
Age-range of pupils	3 – 11 years
Address of school	Cilycwm Llandovery Carmarthenshire
Post-code	SA20 0SR
Telephone number	(01550) 720714
Headteacher	Miss W Northam (Acting)
Date of appointment	January 2006
Chair of governors/ Appropriate authority	Mrs M Davies
Reporting inspector	Mr D M Cray
Dates of inspection	7 – 9 June 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	9	8	4	3	2	4	5	35

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)	17.1:1
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Spring 2006	95.89%	92.42%
Autumn 2005	95.36%	91.05%
Summer 2005	94.3%	95.95%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	74.3%

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- seventeen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-six responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; geography
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Under-fives; Welsh; music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Miss W Northam

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.