

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

**YSGOL GYNRADD CROSS HANDS
HEOL CAERFYRDDIN
CROSS HANDS
LLANELLI
SA14 6SU**

SCHOOL NUMBER: 669/2008

DATE OF INSPECTION: 14-16 OCTOBER 2002

BY

**MRS ELERI BETTS
REGISTERED INSPECTOR: W248 17717**

DATE: 29 NOVEMBER 2002

UNDER ESTYN CONTRACT NUMBER: C/T/18/02P

© Crown Copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CD-ROM	-	Compact Disk Read Only Memory
CoP	-	Code of Practice
EWO	-	Education Welfare Officer
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS.....	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS.....	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	5
4. ETHOS OF THE SCHOOL.....	6
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	6
4.2 BEHAVIOUR AND ATTITUDES.....	6
4.3 ATTENDANCE.....	7
5. QUALITY OF EDUCATION.....	7
5.1 TEACHING.....	7
5.2 ASSESSMENT, RECORDING AND REPORTING.....	8
5.3 CURRICULUM.....	9
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	9
5.5 PROVISION FOR PUPILS WITH SEN.....	10
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	11
5.7 PARTNERSHIP WITH INDUSTRY.....	11
6. MANAGEMENT.....	12
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	12
6.2 LEADERSHIP AND EFFICIENCY.....	12
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	13
7. SUBJECTS AND AREAS OF LEARNING.....	14
STANDARDS ACHIEVED BY PUPILS.....	14
PROVISION FOR THE UNDER-FIVES.....	14
WELSH.....	16
ENGLISH.....	17
MATHEMATICS.....	18
SCIENCE.....	19
DESIGN AND TECHNOLOGY.....	19
INFORMATION TECHNOLOGY.....	20
HISTORY.....	21
GEOGRAPHY.....	22
ART.....	23
MUSIC.....	24
PHYSICAL EDUCATION.....	26
RELIGIOUS EDUCATION.....	27
8. SCHOOL IMPROVEMENT.....	28
8.1 PROGRESS SINCE THE LAST INSPECTION.....	28
8.2 KEY ISSUES FOR ACTION.....	29
APPENDIX.....	30
A. BASIC INFORMATION ABOUT THE SCHOOL.....	30
B. SCHOOL DATA AND INDICATORS.....	30
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....	31
D. THE EVIDENCE BASE OF THE INSPECTION.....	32
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	33

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

This school, situated in the village of Cross Hands in the Gwendraeth Valley serves the village and neighbouring area. The school is identified as an A Category school by Carmarthen LEA; this means that the medium of teaching in KS1 and in the majority of subjects in KS2 is Welsh.

At present, there are 121 pupils on the roll. It is noted by the school that the pupils' background is neither privileged nor disadvantaged. Around 12% are eligible to claim free school meals and pupils represent the full range of ability. About 25% come from homes where Welsh is the main language of the home and 1% from an ethnic minority background. Two have a statement of SEN. A short term supply teacher was in the class containing Y1 and Y2 pupils during the inspection.

The school states that its aims for pupils are to foster lively and searching minds, to teach understanding, knowledge and skills needed for adult life in a world that is changing quickly, to use language and number effectively, to promote good moral and personal values, to show respect for religious values and tolerance towards other races and religions and other modes of life, to understand the world in which they live and the inter-dependence of individuals, groups and nations, and to appreciate the influences and the desires of mankind.

The school's main targets for this year are to improve standards in literacy and numeracy in early years and KS1, improve standards in core subjects in KS2, set targets for Y1 and Y5, develop a performance management policy, review procedures for SEN to conform with statutory guidelines, develop policies for racism and equal opportunities and review PSE. The school received the Basic Skills Quality Mark in May 2002 for the second time.

The school was last inspected in the Spring Term 1997.

2. MAIN FINDINGS

The main findings of the report

The education of the pupils of Ysgol Gynradd Cross Hands is enriched by a variety of exciting experiences. The clear respect teachers have for their pupils is a striking feature of the school. This is a good school.

- From the work seen, standards of achievement are consistently satisfactory or better in all the sessions, of which around 73% are good and approximately 12% very good.
- The quality of educational provision, taken overall, for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

- Standards in the six areas of learning for the early years are as follows:

Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Good
Creative Development	Good

- Standards in the subjects of the NC and religious education are as follows:

Subjects	KS1	KS2
Welsh	Good	Good
English	n/a	Good
Mathematics	Good	Good
Science	Good	Good
Design and Technology	Good	Very good
Information Technology	Good	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Very good	Very good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Very good	Very good

- Standards are good in key skills in the early years. In KS1 and KS2 they are satisfactory in literacy and numeracy and good in ICT. Pupils respond purposefully in English and Welsh alike, but opportunities to extend their responses in discussions are limited; their grasp of Welsh vocabulary and suitable terminology is limited at times. Numeracy skills are developed in both key stages in contexts such as data handling and recording but opportunities across the curriculum are limited. Pupils use the internet and a variety of CD-ROM programs to research and find information and their skills in ICT develop well in a range of activities. However, there is no policy nor school procedures to ensure progress in key skills across the school.
- Pupils' spiritual, moral, social and cultural development is very good; their spiritual development is promoted through appropriate opportunities to reflect quietly. A devotional atmosphere is created in school assemblies and experiences in some subjects deepen their awareness of the wonder of the world. They have a clear sense of right and wrong and show respect towards people and property. They respond well to responsibilities. They have a very good awareness of the culture of Wales and other world cultures.
- Standards in behaviour and attitudes are very good. Pupils show a good measure of self-discipline and respond very well to the school's high expectations regarding discipline. The school has effective policies to promote good behaviour and discipline, to prevent bullying and ensure racial equality.

- Attendance levels are satisfactory and the school conforms with statutory requirements for registering pupils. Although it is working towards improving attendance, no targets are set for this. There is concern that some families take holidays during term time.
- The quality of teaching is a notable strength of this school. Overall, it is satisfactory or better in all lessons observed, including around 73% that is good and approximately 17% that is very good. Good relationships between teachers and pupils are central to the quality of teaching and effective use is made of a range of purposeful teaching strategies. Teachers often succeed in improving pupils' imagination and, on the whole, structure lessons well.
- The quality of assessment, recording and reporting to parents is good. Staff know pupils well but, although aspects of core subjects are assessed each term, there is no evidence that assessment always leads to planning differentiated work for each class. Pupils' work is marked consistently, but there is no consistent marking code between classes. Parents are happy with the arrangements made for reporting on their children's progress.
- The curriculum is broad, balanced and relevant. Curriculum experiences provided are very enriching. The provision for children under five is based on the Desirable Outcomes. A number of subjects are taught by specialists, and this has a good effect on standards. Emphasis placed on the cwricwlwm Cymreig in art is very good and there are very good examples of cross-curricular work in a number of subjects. However, schemes of work are not all easy to follow nor are they all updated according to statutory changes.
- Although there is much good practice in short-term planning, it does not always show opportunities for assessment, key skills and PSE.
- The curriculum for the under-fives and the NC are enriched by links with the community, visits and visitors and a good programme of extra-curricular activities is provided, including games. Homework set extends classwork.
- Pupils' support, welfare and guidance is good. The school is a close, caring community. The policy for health and safety is appropriate, but there are as yet no plans prepared for pupils with disabilities.
- The quality of provision for pupils with SEN is good. Pupils make appropriate progress in line with their age and ability. Links with parents and guardians of pupils with SEN are satisfactory and liaison with appropriate agencies are good. The school has made a start on adapting their procedures to conform with the requirements of the 2002 CoP.
- Partnership with parents and the community, other schools in the area and other agencies are good. Parents are willing to help in extra-curricular and social activities. Good social and administrative links have been established with the secondary schools to which pupils are transferred.
- Partnership with industry is good. Pupils' experiences are enriched through purposeful visits organised to a variety of businesses which link well to school themes. School activities are sponsored by a nearby restaurant and a large shop in the area.

- The quality of self-evaluation and planning for improvement is good. Response to the key issues in the last report was very positive and staff and the GB are clear about their present aims. National tests are analysed and targets set. Professional development is good and arrangements for monitoring the quality of teaching across the school are effective. Although the SDP does not provide a long-term overview, targets for the current year are linked with spending, responsibilities and timescale for completing targets are identified.
- The quality of leadership and efficiency is very good. The head provides clear leadership for the school by setting the appropriate conditions for success and by ensuring that the school promotes a good quality of life for all staff and pupils. The deputy, who has only recently been appointed, is a good role model.
- Lines of communication between the head, deputy and teachers are clear and subject co-ordinators have a good subject knowledge to lead their subjects. Day-to-day procedures are very effective and all activities proceed smoothly. The GB is very supportive of the school.
- Staffing and staff deployment are very good and buildings and resources are good. Staff make a striking contribution to pupils' opportunities and experiences. Use made of the building is good, which facilitates opportunities for pupils to undertake practical work. The library is attractive.
- The outside discrete play area for children under five is appropriate and for other pupils, the playground is large and enables them to play a number of games without encroaching on each other. The school is kept clean and tidy and displays contribute to the learning environment. The school has a range of resources of good quality.
- The school provides very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

From work seen, standards of achievement overall are satisfactory or better of which around 73% is good and approximately 12% very good.

- In early years, standards are consistently good in all lessons observed. Nursery and reception children make good progress in all areas of learning for children under five years of age.
- In KS1 standards are good in all lessons observed. They are good in Welsh, mathematics, science, information technology, design and technology, history, music and physical education. They are very good in art and religious education and satisfactory in geography.
- In KS2 standards are satisfactory in all sessions, of which around 60% is good and about 18% very good. They are good in Welsh, English, mathematics, science, information

technology, history, geography, music and physical education. They are very good in design and technology, art and religious education.

- The percentage of pupils in KS1 who achieved level two according to teacher assessment in the summer of 2002 was a little below the national and local averages. In the national tests for KS2 in 2002, the percentage of pupils who achieved a level four was substantially lower than the national. The percentage who achieved level five was small. It was judged during the inspection that standards, especially standards in mathematics at the upper end of the school, were higher than test results showed.
- Girls have achieved higher than boys in the last two years.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards and progress made by pupils in key skills across the curriculum are good in early years. In KS1 and KS2 they are satisfactory in literacy and numeracy and good in ICT.

- Children under five make good progress when applying and improving their developing skills in early literacy and numeracy and in their use of ICT across the six areas of learning.
- In KS1 and KS2 pupils listen intently to teachers and fellow pupils. They respond purposefully in English and Welsh alike to teachers' questions; opportunities, however, to extend their answers and take part in discussions in a range of contexts across the curriculum are limited. They speak quite confidently with visitors and use the area's dialect when sharing experiences. Their grasp of vocabulary and terminology relevant to subjects taught in Welsh, however, is limited. Use made of books for research purposes is satisfactory.
- Pupils make satisfactory progress in writing skills across a range of contexts in Welsh and English. They write imaginatively and in a lively fashion, for example about a historical event; however, their recording skills in scientific experiments are insufficiently developed.
- Pupils' development in numeracy skills in a range of contexts is varied. Skills in both key stages are developed in contexts such as handling and recording data in geography and science; use of numeracy in some subjects and other contexts, however, is limited on the whole.
- Pupils' ICT skills develop well and purposeful use is made of them in a range of activities. Pupils use the internet and a variety of CD-ROM programs to look for information. Data in science and geography are recorded through tables and graphs and planning for design and technology and art is done on the computer.
- There is no appropriate policy or procedures to ensure progress in key skills across the school.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Spiritual, moral, social and cultural development is very good.

- The school meets statutory requirements for daily collective worship. A purposeful devotional atmosphere is created in school and key stage assemblies, securely based on Christian values. Pupils' spiritual development is promoted further by opportunities to contemplate quietly. Experiences provided in art, music and religious education deepen their awareness of the wonders of the world.
- Pupils have a clear sense of right and wrong and show respect towards adults, fellow pupils and school property; they play happily together in the yard. They are aware of those less fortunate than themselves and constantly raise money for charitable causes.
- Pupils are aware of the importance of healthy living and decreasing waste, and that these aspects contribute towards sustainable development.
- When given opportunities, older pupils respond well to responsibility, for example by looking after younger ones during wet play times.
- Pupils benefit from a wide range of educational visits and these contribute towards the good understanding they have of their relationship with the community and Welsh culture.
- The enriching multicultural education pupils receive contributes to their awareness of racial issues and other cultures.
- Regular extra curricular activities are provided; older pupils have the opportunity to attend a residential course.

4.2 Behaviour and Attitudes

Standards of behaviour and attitudes are very good.

- Pupils show a good measure of self-discipline when they work independently and in small groups.
- Staff have high expectations with regard to discipline and pupils respond very well to these expectations. They have succeeded in establishing a balance between friendliness and discipline. A happy atmosphere permeates the school.
- Good behaviour is promoted by a system of rewards and through examples of courtesy shown by teachers.
- The school has effective policies and strategies for promoting good behaviour and discipline and to prevent bullying. The contents of the race equality policy are being clearly implemented in the daily life of the school.

4.3 Attendance

Standards of attendance are satisfactory.

- The school conforms with statutory requirements for registering pupils.
- Parents understand procedures for explaining absence and co-operate fully.
- Sometimes an occasional pupil arrives late for school in the morning.
- Although the school is working towards improving attendance through detailed monitoring and agreement with parents, it has not set specific targets.
- Although no unauthorised absence was seen, it is a concern for the school that families take holidays during the school term.
- The school co-operates with the EWO when necessary.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is a notable strength of this school. Overall, it is satisfactory in all lessons observed, including around 73% that is good and approximately 17% very good.

- The quality of teaching for the under fives is good in all lessons seen. In KS1 it is consistently good. In KS2 it is satisfactory in all lessons seen including around 60% that is good and 28% very good.
- The good relationship between teachers and pupils is central to the quality of learning and teaching, and respect for each pupil is evident in all lessons. Teachers are good role models in both languages.
- Effective use is made of a range of teaching techniques and purposeful organisational strategies to meet the needs of different lessons. Effective use made of the interactive whiteboard and internet makes an important contribution to high quality teaching.
- In sessions judged to be good and very good, teacher expectations are very high, they stimulate and inspire pupils' imagination and make imaginative use of artefacts to consolidate pupils' understanding. The structure of lessons is good, presentations are purposeful and the timing of activities is very appropriate. Explanations are always clear, pupils have effective support when undertaking tasks, discussion is promoted through effective questioning and the plenary at the end of the session consolidates learning.
- In the small number of sessions judged to be satisfactory, teachers do not share learning outcomes with pupils, introductions are too long and questions tend to be closed.

- Special attention is given to differentiated work for pupils of different year groups within each class, although tasks are not always matched to individual abilities.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good overall.

- Staff know pupils well and are aware of their abilities.
- Children under five are assessed in detail by using the LEA Baseline at an appropriate time. The school responds to any concern which arises from the results.
- The progress of pupils with SEN is recorded in great detail in each pupil's IEP.
- Each pupil has a portfolio which includes samples of work assessed; some examples include details of the context of the task and level achieved. The school has portfolios of work in core subjects, but not foundation subjects, although there are striking collections of work in art showing pupils' abilities and progress.
- Although assessment opportunities are not part of short term planning in each class, there is a structured programme for assessing aspects of language each term and assessment is an integral part of the mathematics scheme. Assessment procedures, however, do not formally inform planning for individual abilities within a year group.
- Some teachers' records are very meticulous and offer searching comments on pupils; all keep detailed reading records. Full information is transferred to the pupils' next teacher at the beginning of the school year.
- Pupils' work is marked regularly. Positive and praiseworthy comments are made consistently, although showing the way ahead is not such a notable feature of marking. The marking code displayed on the Y5 and Y6 classroom walls is appropriate but its use has not permeated to other classes.
- Parents and guardians are invited formally to visit the school twice a year to discuss their children's work and the school has an open door policy. Parents receive an annual report in the summer term; this contains comments noting what pupils can do and what they find difficult. The report is discussed formally with parents at the start of the following academic year; targets for pupils are set then so that parents are aware of them.
- Reports for children under five contain comments on their development in the six areas of learning.

5.3 Curriculum

The curriculum is broad, balanced and relevant; a variety of enriching curricular experiences are provided.

- Provision for children under five is based on the Desirable Outcomes; the curriculum for full and part time children is well planned.
- In KS1 and KS2 time for subject areas is distributed fairly. Many curriculum subjects are taught by specialists and this has a good effect on standards. Although the timetable is sometimes complicated, the school's tight procedures ensure that curriculum time is not wasted when moving about. Core subjects are taught, in the main, in the mornings.
- A good emphasis is placed on the curriculum Cymreig in a number of subjects; in art it is very good. The curriculum is enriched by very good examples of cross-curricular work, for example, such as in art, music, and history.
- Policies and schemes of work are in place for all curriculum subjects; many are very detailed. However, some schemes of work are difficult to follow and are not all updated according to the latest statutory changes.
- Although much good practice is evident in short term planning, it does not always show opportunities for key skills and PSE.
- The curriculum for children under five and the NC are enriched by links with the community, through visits to places of interest and by visitors who come to school on a regular basis.
- A good programme of extra curricular activities, including games, extends and contributes to curriculum provision. Pupils have opportunities to do field work and go on a residential course to Llangrannog.
- Homework is provided regularly in KS2; tasks vary and extend class work and broadened pupils' interest in the subject studied.

5.4 Support, Guidance and Pupils' Welfare

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

- The school is a close, friendly community; pupils feel secure in a supportive, caring environment.
- Staff monitor academic progress and pupils' personal development effectively.
- Equal opportunities are provided for pupils in all school activities.
- Personal development and pupils' health education are promoted on a daily basis; sex education is dealt with informally in science and other curricular areas. A nurse comes to school to discuss body changes with Y6 pupils.

- Teachers and support staff are very caring of pupils' welfare and safety. The school has appropriate policies for dealing with health and safety matters and for pastoral care. Should any pupil have individual problems, they are dealt with appropriately and sensitively.
- The school has a child protection policy based on the LEA document and staff are aware of the steps they should take in cases of child protection.
- Pupils are supervised appropriately during play and dinner times. Staff are aware of the appropriate measures to be taken should there be an accident; two members of staff have first aid qualifications. Fire drills are held regularly.
- Parents declare that pupils feel happy and safe in the school.
- The school has not yet provided plans for dealing with pupils with disabilities.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is good.

- The head, who is the SENCO, has a good understanding of the needs of pupils with SEN. At present, there are 23 pupils on the SEN register; two have a statement. A support teacher gives assistance with literacy and numeracy within class and in withdrawal sessions. A nursery assistant and a care assistant supports the two statemented pupils. All pupils receive good support; they are all integrated within mainstream classes and have full access to the NC.
- Pupils with SEN are identified early. Effective use is made of the baseline assessment and a number of other tests as well as teacher knowledge. IEPs are drawn up by the support teacher in co-operation with class teachers; they include appropriate learning aims that are reviewed regularly. Detail records of statemented pupils' progress are kept.
- Pupils on the register make appropriate progress in line with their age and ability.
- Links between SEN pupils' parents and guardians are satisfactory; they receive information regularly in parents' evenings or when necessary.
- Links with appropriate external agencies are good; the school makes good use of expertise and support available for assessments and advice.
- The school has made a start on adapting procedures for SEN to conform with the requirements of the 2002 CoP.
- The nominated governor for SEN is aware of procedures and supports the school well.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has developed good relationships with parents, community, local schools and other agencies.

- Parents receive detailed information on the life and work of the school. Their opinions and suggestions are carefully considered. Many help with extra-curricular activities, arrange social events and help to raise extra money for school resources.
- Strong support is given to the concept of a home-school agreement.
- Good relationships with the community are promoted by welcoming parents and friends to concerts and services. The school also works closely with Menter Cwm Gwendraeth to run a 'Learner's Club' and a 'Summer Holiday Care Club'.
- Urdd activities have a high profile in school life.
- Good social and administrative procedures have been established with Gwendraeth and Maes yr Yrfa secondary schools to which pupils transfer. An example of this good link was seen during the inspection when KS2 pupils went to visit Maes yr Yrfa to make use of their computers and to extend their ICT skills.
- Agencies and local institutions, including a teacher training centre and Carmarthenshire College are very supportive of the school; pupils benefit from having students in the classroom.
- The GB's Annual Report to parents does not conform fully with statutory requirements.

5.7 Partnership with Industry

Links with industry are good.

- The school has a policy and simple guidelines for linking with business and commerce.
- Pupils' expertise is enriched by purposeful visits arranged to a variety of businesses. Visits organised to supermarkets, a butcher's shop and a local bakery link effectively with the school theme.
- A number of representatives from business and industry have also visited the school to talk about their work and responsibilities.
- The head's management and administrative skills have been developed through links with 'Careers Wales' and through visits to the National Museum and the Consignia headquarters in Cardiff.
- School activities are sponsored by a nearby restaurant and a large shop in the area.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self evaluation and planning for improvement is good.

- The school has responded positively to a number of key issues identified in the last inspection report. The issues became targets in the SDP and were carried out effectively.
- The SDP concentrates on the current school year and is an effective document in relation to developing the school in the short term. It contains reference to targets for improvements, criteria for evaluating progress, responsibilities for monitoring and an action plan identifying time scales, training needs, costs and responsibility for review. However, lack of long term planning limits the long term vision for the school.
- Staff and GB are clear concerning the present aims for improvement; these concentrate on curriculum, staff needs, buildings and resources. The self- assessment report on teaching and standards in various subjects is very useful and shows that whole school evaluation procedures are developing well.
- Effective use is made of national data to compare aspects of the school's performance. Tests, NC tasks and teacher assessments are analysed purposefully and targets are set to improve specific aspects of teaching and learning.
- Staff professional development is good. The school has a staff development policy which sets clear targets for staff along with descriptions of responsibility and opportunities to attend INSET courses to meet their needs.
- The head keeps a watchful eye on all school developments. Effective arrangements are in place to monitor the quality of education across the school.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is very good.

- The head provides clear leadership for the school in that he creates appropriate conditions for success and ensures that the school ethos supports a good quality of life to all staff and pupils. Very good use is made of his time, sharing it effectively between administrative work and teaching in a number of classes. The deputy, who is new to the post, is a good role model.
- There are clear lines of communication between the head, deputy and teachers. Staff share agreed values and staff meetings are held regularly. The INSET programme links closely with teacher and pupil needs.
- Curriculum co-ordinators are in place and have a good knowledge and understanding of their subjects. The decision to employ part-time teachers who offer expertise contribute to the success of the school.

- Day to day procedures are very effective; no time is wasted and all activities proceed smoothly.
- The GB knows the school well; they are supportive and eager to be part of the success of the school.
- The budget is managed efficiently and the school responds quickly to the annual yearly audit. The best possible use is made of all resources available to provide enriching experiences for pupils.
- The school gives very good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing is very good and buildings and resources are good.

- The level of staffing, which includes five full time teachers, including the head, is good; use made of them is very good and all make a notable contribution to pupils' rich opportunities and experiences. The head is not in charge of a class but by teaching groups in music and mathematics ensures that classes have small numbers at specific times. The expertise of two part time teachers is used very well in KS2.
- Three classroom assistants make a notable contribution to provision for under fives and for two statemented pupils; their time is used well.
- Good use is made of both the athrowes fro to consolidate and enrich the language of older pupils and of the SEN teacher who gives specific attention to individuals. Individuals benefit from appropriate input by instrumental peripatetic teachers. The part time clerk makes an effective contribution to administrative procedures.
- The quality of the buildings is good. Good use is made of classrooms and this gives pupils opportunities to undertake practical work, for example in music and art, and to learn in small groups. The library is attractive.
- A demountable classroom for children under five is situated behind the main building. The playground provides a secure discrete play area and there is a green area that can also be used. The playground for other pupils is large and enables pupils to play a number of games without encroaching on each other. A small garden created in front of the school enhances the environment. The canteen, situated at the front of the school, is appropriate but unwelcoming.
- The school is kept clean and tidy; displays are of a very high standard and contribute to the learning environment. Respect is given to pupils' work.
- The school has a good range of resources for learning and teaching; this has an obvious effect on standards. They are all of good quality and are stored neatly and in convenient places. A great deal of work has been done over the years to adapt a number of places for storage; this helps teachers in their daily work.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

Good features

Language, literacy and communication skills

- Children who are three, the majority of whom are from non Welsh speaking homes, listen intently to stories and respond to instructions. They begin to learn by rote a number of nursery rhymes and songs that repeat language patterns. They begin to understand how books work and they respond to colourful characters in story books. They begin to realise the purpose of making marks on paper.
- Children who are four show an increasing understanding of language patterns they hear in stories. The majority give sensible answers to questions, using the correct form of answer; they can describe their activities simply. In role play they use appropriate language and are able to listen to others. They use book clues and begin to understand the thrust of a story. Many form their letters correctly and a few are able to write their names or part of them.

Personal and social development

- Children who are three begin to concentrate on activities for short periods. They begin to understand daily routine and class expectations. The majority can play by themselves contentedly and are confident when joining in group play. They begin to establish a measure of self-discipline in whole class activities.
- Children who are four concentrate for increasing periods. They contribute well to discussions and realise the need to wait their turn and curb their enthusiasm when appropriate. They show an awareness of personal hygiene and that keeping rules is important. They behave well on the daily walk from the classroom to the canteen. They respond confidently to visitors and begin to show pride in their work.

Mathematical development

- Children who are three can recite simple numbers. They begin to understand the symbol which matches simple numbers and then count on. They begin to understand the role of money as they play in the class café; they become aware of shapes as they see them around the class.
- Children who are four can confidently count to five and match number to symbol. They are confident when counting aloud and can write simple numbers. Their understanding of

shape develops well when they take part in table activities and computer programs. They can create a pattern and sequence in colour. When playing in sand and water, they become aware of the concept of volume and capacity and the use of mathematical language such as empty, half-full and full.

Knowledge and understanding of the world

- Children who are three are starting to realise the possibilities of the computer when they create simple patterns. They understand the need to care for and feed the class goldfish. They show an understanding of equipment in the home and café corners and handle them appropriately. They begin to understand some elements connected to the seasons.
- Children who are four become aware of the passage of time when they learn daily routine. They start to realise that seasons change and affect the landscape, animals and people. They understand that a number of materials have different features and that the computer is a tool over which they can have control.

Creative development

- Children who are three have opportunities to use different media such as paint and clay; they use paints and brushes sensibly. They use paper to make pictures and develop glueing skills. They begin to show confidence while role playing in the home corner.
- Children who are four role play sensibly in the café and take on the role of customer and waiter seriously. They produce clay fruit and paint them neatly. They have a good grasp of a number of songs, including traditional and seasonal ones and sing them confidently, recalling words well. They can name a number of percussion instruments, use them sensibly and keep to a beat.

Physical development

- Children who are three can manipulate large blocks to build towers. They can handle small equipment in games and in table activities as well as a range of writing materials; they control them well. While playing in the sand tray, they develop skills in using a range of equipment for sand play.
- Children who are four are able to handle small table equipment such as games and jigsaws. They can arrange beads to form patterns and can thread them. They show an increasing control of colouring and writing equipment. They handle scissors well and can glue independently; they use paint equipment with dexterity. In physical education lessons, they exercise their limbs with agility and learn how their bodies work.

Shortcomings

There are no major shortcomings but children under five do not have sufficient opportunities to develop daily skills on large equipment within the classroom. There is no outside soft play area.

Welsh

Standards are good in both key stages.

Many non-Welsh speaking latecomers join the school in KS2; the school makes every effort to respond to their needs while still attempting to extend the language of existing pupils.

Good features

- KS1 pupils' listening and speaking skills develop well when talking with the teacher. They succeed in expressing themselves orally with increasing confidence, even though many are from a non Welsh speaking background. They use dialect naturally. The majority are able to ask and answer questions meaningfully and they respond appropriately to stimuli and can convey simple information.
- Pupils in KS1 read simple texts sensibly and quite correctly in line with their age and ability. They use a variety of phonic, graphic and contextual clues to assist them. They can retell and explain the events in their story book. Their language pattern and love of books is consolidated by the characters in the class books they read.
- Pupils in Y1 and Y2 can write short factual and creative pieces such as news and prayers; they use appropriate vocabulary. They use the short form of the past tense correctly in their writing.
- Pupils in KS2 develop increasing skills when listening to each other and talking. They begin to use action and expression confidently and their accuracy in language benefits from the input of the athrawes fro; idioms introduced enrich their oral language. The majority of pupils' syntax is sound.
- The majority of pupils in KS2 become independent readers, who read correctly and with expression. They can talk about the content of books and give opinions on their appropriateness. They understand how dictionaries work and consolidate their dictionary skills through a number of different activities.
- Pupils in Y3 and Y4 follow instructions when writing in different registers such as news, stories and giving instructions. They write effective acrostic poems on the theme of "food" and their stories show a clear awareness of the start, middle and end.
- Pupils in Y5 and Y6 write dialogues, paragraphs and stories creating feeling and atmosphere. They compose sensitive poems as a result of a visit to a coal mine. They show a good knowledge of verb form and of the relationship between a noun and adjective; they become aware of the structure and purpose of phrases.
- Pupils spell correctly in line with their age and ability. The quality of the presentation of their work, almost without exception, is of a high standard and is often very good.

Shortcomings

- Across both key stages, some pupils' vocabulary is limited, their reading is sometimes mechanical and the reading material for some of the more able pupils is too easy for them.

English

Standards are good. According to LEA policy, English is taught only in KS2, although it is introduced gradually in KS1 in order to prepare pupils for the next key stage.

Good features

- Pupils' listening skills across KS2 are good. They listen intently to presentations, reading from class novels and discussions explaining finer language points.
- Younger pupils in KS2 respond well to oral questions and display good recall skills of vocabulary and syntax. They enjoy reciting sections of fun poetry and show a good awareness of rhythm, sounds, pronunciation and rhyming words.
- Y5 and Y6 pupils are eager to respond to questions and are ready to express opinions and give reasons for choosing images; they realise the appropriateness of metaphors and similes.
- Standards in reading across the key stage are good. The majority of pupils read fluently and correctly and with an understanding of the text. They use a number of strategies to solve new words; they are positive towards their quiet reading periods. Older pupils read with expression and can discuss their favourite characters and give opinions on aspects of books.
- Y3 pupils can create a cartoon strip of their class novel, and place sections of narrative in order. Y4 pupils can appreciate concise headlines and write a story which is appropriate for a headline. They can write in a number of registers, including posters and poetry.
- Pupils in Y5 and Y6 respond well to poetry and many can emulate techniques well when given support and a good model to follow.
- Pupils' knowledge of language develops well across both key stages; they are aware of a number of spelling patterns, combinations of sounds and punctuation.
- Handwriting in Y6 and the presentation of work of the majority of pupils across the key stage is good; some achieve a very good standard of presentation.

Shortcomings

- There are no major shortcomings, but pupils' cursive handwriting does not develop sufficiently early.

Mathematics

Standards are good in both key stages with very good standards at the end of KS2.

Good features

- In both key stages pupils' response to the emphasis placed on mental mathematics is good; they use resources and mathematical games purposefully to consolidate new learning.
- Pupils in both key stages use mathematical language effectively and correctly.
- Pupils in KS1 recognise sequences, can differentiate between odd and even numbers and can use ordinals correctly. They halve and double numbers confidently. They can arrange numbers up to 100 and have a sound knowledge of place value.
- In KS1, pupils classify objects according to shape and size and show a sound understanding of size, length and weight. Pupils across the key stage recognise shapes in two and three dimension and can name all coins.
- Pupils in KS1 collect, record and analyse data using tables and graphs.
- Pupils in Y2 can complete number sequences, recognise two, five and 10 times tables, add and take away to 20 and tell the time to half past and o'clock. They can name the months and seasons of the year.
- In KS2, pupils build effectively on work in KS1. They develop skills in problem solving, can explain their calculation strategies and have a good understanding of the four mathematical rules.
- Pupils in Y3 and Y4 handle money effectively. They have a good understanding of place value and fractions. They can name and use measures correctly and can estimate size confidently. They handle numbers in thousands with increasing confidence. They display a good understanding of the use of negative numbers. They can read the time to the nearest five minutes.
- Y5 pupils can round up and multiply decimals and give an estimate. They can handle large numbers and show a good understanding of fractions. They understand the symmetry of shapes and symmetrical lines.
- By the end of KS2 pupils' skills in handling number is very good. Pupils in Y6 understand place value of number to two decimal places, can round up numbers correctly, recognise and work out prime numbers, factors, multiples and square numbers confidently. They are confident in the use of multiplication tables and have a sound understanding of the link between fractions, percentages and decimals. They have a good knowledge of angles and degrees and use appropriate vocabulary to discuss them. They can discover perimeter and the area of shapes including triangles.

Science

Standards are good in both key stages.

Good features

- In both key stages, pupils make good progress in their knowledge and understanding of programmes of study in life processes and living things, materials and their characteristics and physical processes. They use ICT effectively to record and collect information and describe outcomes in tabular and graph form.
- Pupils in KS1 have a good understanding of the differences between living and non living things and the conditions needed to sustain life. They understand the life cycle of a butterfly and a frog. They can classify different kinds of foods and develop an appropriate understanding of the importance of healthy eating. They use scientific language appropriately when describing the characteristics of materials and understand how warming and chilling foods such as bread, potatoes and chocolate can create different outcomes.
- In KS2 pupils build successfully on work in KS1. They can predict outcomes sensibly and understand the importance of a fair test.
- Pupils in Y3 and Y4 recognise the characteristics and functions of different food classifications well and show a sound understanding of the effect of an unhealthy diet on the body. They study the diet of vegetarians and vegans and consider people's reasons for not eating meat. They show a good understanding of food chains and those elements that affect growth in the world of nature. They are aware of the importance of keeping teeth clean and can name different parts of the teeth as well as their function.
- Pupils in Y5 and Y6 can define the characteristics of solids, liquids and gases. They carry out a variety of investigations into condensation and evaporation and show a sound awareness of the water cycle. They have a good knowledge of the earth and other planets in the sun's orbit. They experiment with shadows and are aware of different types of electrical circuits. By the end of KS2, they record their work neatly in a variety of forms.
- Visits organised for KS2 pupils to take part in scientific investigations in the laboratory of the local secondary school has a positive effect on their understanding of scientific processes.

Design and technology

Standards are good in KS1 and very good in KS2.

Good features

- Pupils across both key stages can explain the steps involved in the design and technology process. They make appropriately labelled sketches and experiment with ideas and develop designs. They make a variety of products and work with a wide range of

materials; during the inspection a wide variety of attractive and practical products of very high quality were displayed.

- Pupils in KS1 discuss and create plans for making hand puppets based on characters in stories. They evaluate their plans purposefully suggesting ways to make further improvements; they produce a variety of attractive puppets.
- In their work on mechanisms, pupils in Y1 and Y2 work together to create effective models of a frog, crocodile and butterfly which work through pneumatic processes.
- Pupils in Y3 and Y4 research, plan, make and evaluate a range of foods for the theme of ‘The Café’. They respond enthusiastically when preparing healthy drinks and discuss sensibly the importance of creating attractive, tasty and nutritious drinks. They taste each other’s drinks and give sound opinions on their virtues and shortcomings.
- In their study of the theme ‘On my feet’ pupils in Y5 and Y6 research appropriate textiles to create striking, comfortable slippers; the work produced is of a high standard and pupils display a wide range of methods to record the processes they use. They plan an effective container to keep the produce.
- ICT is used effectively to control and monitor the design and technology process, for example when KS2 pupils plan and test a burglar alarm to protect a garden they have devised and when controlling machine mechanisms produced from building kits.

Information technology

Standards are good in both key stages.

Good features

- Pupils in KS1 make good progress in keyboard skills; they use the mouse to control the cursor effectively when moving pictures and objects around the screen.
- In KS1 pupils make effective use of a painting program when creating pictures of fruit and fruit bowls.
- Pupils in KS1 make good progress in their work on data base when collecting information and producing simple graphs. They make good use also of a range of games and appropriate programs to enrich their learning across the curriculum.
- Across KS2, pupils’ skills in the use of the internet and websites develops well. The majority make effective use of skills to collect information on a wide range of new subjects, for example when investigating teeth. Some use has been made of e-mail when linking with other classes within the school or when communicating with Japan.
- Pupils in Y3 and Y4 use the interactive whiteboard to create repeating patterns; they use geometrical shapes and fill them with colour. They match up text and picture confidently in a session provided for them by a local secondary school.

- Pupils on KS2 make progress in handling data and show good skills when collecting information, feeding it onto a spreadsheet and creating graphs, for example in Y5 and Y6 when making investigations into the factors affecting time taken for water to evaporate.
- Pupils in Y5 show confidence when developing skills in creating an electronic book; they input pictures from a digital camera, choose a background colour for their pages, and a symbol to place on the page and create links between pages.
- Teachers' expertise as well as the special lessons given in information technology have a positive effect on pupils' learning.

Shortcomings

- There are no major shortcomings, but generally the use of e-mail as a means of communication is limited.

History

Standards are good in both key stages.

Good features

- At a level commensurate with their age, pupils in KS1 develop an appropriate historical vocabulary in Welsh; in KS2 they develop a good historical vocabulary in both English and Welsh, depending on the medium of teaching.
- By looking at photographs and artefacts, pupils in KS1 understand how the production and buying of food has changed from the day of the corner shop and the arrival of the supermarket. They make interesting comments on the quality of the products in the contrasting shops, how paying for them has changed, and how food packaging has improved.
- Pupils in KS1 use the story "Helpu Nain" appropriately to place a story in order of events, thus gaining awareness of the passage of time as well as daily routine in the past and simple chronological elements. They use the story of Florence Nightingale and her care for children to make a comparison with care for children today. They begin to realise how they have changed since they were babies and develop an understanding of a family tree.
- Pupils in KS1 compare how pupils travel today and how their forefathers travelled by visiting the Gwili railway and looking at pictures of old bicycles. They compare holidays past and present by looking at the contents of a holiday case.
- Pupils in KS1 have an awareness of old Welsh customs such as the Mari Lwyd and they are familiar with the story of St David and the contribution of Laura Ashley.
- A notable feature of the historical provision for KS2 is the valuable experiences pupils have on visits to the local area and beyond; for example, they have been on trips to the Black Country Museum, Talylychau Abbey and Kidwelly Castle.

- Evidence from KS2 pupils' field work in the local area shows interesting investigations such as looking for railway tracks which carried coal from the area. Written work produced as a result of these experiences is of a high standard and includes letters and striking poems. The work is linked well to art work emulating the style of the artist Nicholas Evans.
- Younger KS2 pupils have a good knowledge and understanding of life in a castle in Norman times. They study pictures of local castles looking at the importance of their situation, the safety of the soldiers and living conditions generally.
- Pupils in KS2 are aware of a number of aspects of the Victorian Age and recall knowledge well in their tasks; they have understanding, for example, of life in the workhouse, and of poor people generally, of the conditions of children in the coal mines and the dress of the period. They study the life of Queen Victoria by looking at what they know of the present monarch.
- Older KS2 pupils have a good understanding of the reasons for the Second World War and the main events of the period. They make a detailed study of the effect of the war on a number of issues to do with everyday life, including the experiences of evacuees and changes in the lives of women. When engaged in role play, they establish empathy for the ethos of the period.
- Pupils listen well and make interesting comments when hearing a tape of a woman of the 1940s speaking about her experiences. They write imaginatively on the period of the war and understand that artefacts and role play extend their understanding. When creating a simple time line in their books they show an awareness of the timing of the Second World War in relation to the context of their own lives.

Shortcomings

- There are no major shortcomings, but insufficient use is made of time lines on school walls to consolidate pupils' understanding of chronology, and at times, concepts from some periods could be better explained by using examples from Wales.

Geography

Standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 have an elementary knowledge of their own area. They can name different kinds of food shops in the village of Cross Hands. They know about people who help them in the community and in school.
- Pupils in KS1 can name the months in each season correctly and develop an understanding of the features of different seasons.

- Pupils in KS2 engage in effective activities related to the weather. They measure and record correctly the weather locally over a period of time. They study radar pictures supplied by the meteorological office and research into weather websites to develop their knowledge further.
- Pupils in Y5 and Y6 understand their local area and speak confidently about it. They give opinions confidently on the advantages and disadvantages of closing the coal mines in the area and develop an understanding of the local mine through valuable field work. They discuss the latest changes and their effect on the Cross Hands area.
- By the end of KS2, pupils' mapping skills is developing well. They can create maps of the area by using symbols and a key. They read maps with understanding and they recognise the direction of the points of the compass. They use co-ordinates effectively.
- Through e-mail, pupils in KS2 communicate with former pupils who have settled in Japan. They develop a good understanding of everyday life in Japan through investigative work and a visit of a local person who once was a teacher there. They compare the features of Japan with Wales.
- Pupils in KS2 understand the importance of sustainable development through undertaking a valuable recycling project in connection with a local recycling promotion group.

Shortcomings

- In both key stages, pupils' knowledge and understanding of a contrasting area in Wales or another part of the world is not developed sufficiently.
- KS1 pupils' knowledge of their local area is limited on the whole. They are unable to locate Cross Hands or important towns on a map of Wales.

Art

Standards are very good in both key stages.

Good features

- A specific room is used for art activities. In it, pupils conduct themselves as artists, handle art equipment well and are able to discuss, refine and evaluate their work. This contributes to the very good standards. Pupils' art work is displayed artistically in the school corridors and enriches the environment very substantially.
- Across both key stages pupils use art terminology very well; they use extended language effectively when discussing and giving opinions on work.
- Pupils in KS1 mix colours and appreciate the possibilities emanating from this; they understand the importance of primary colours to the process. They have very good experience of mixing colours when listening to the music of Debussy and painting pictures in colour which correspond to the mood of parts of the music. They develop

good observational skills, when looking in detail at sections of fruit and still life by Cezanne.

- Pupils in KS1 create striking portraits stimulated by the picture of Joseph Roulin by Van Gogh; they experiment with line and tone when emulating his 'Sun Flowers' and do work in three dimension in their study of the artist's bedroom.
- Pupils in KS1 have regular opportunities to work in media and techniques such as the use of paper, clay and silk, and printing and monochrome techniques.
- Pupils in KS2 mix colours to create form, tone and texture; they experiment to create skin colours in effective self-portraits.
- When studying 'Summer Window' by Audrey Walker, pupils in Y3 and Y4 use different media very effectively to create their own windows and develop very good collage techniques. They observe in detail sections of paintings by Cezanne and Renoir emulating them in chalk.
- Pupils in Y3 and Y4 develop a good awareness of art in other cultures when painting in the style of the Aborigines; their use of colour and pattern is very striking.
- In Y5 and Y6 pupils sketch fruit and vegetables. They develop a very good understanding of light, colour and tone using monochrome techniques. Monochrome pictures of coal mines in connection with their local history work and that of an artist from Wales is exceptional.
- In KS2 pupils study the work of Andy Warhol and the Pop Art movement, and design and create effective pictures to label and pack food tins.
- As a result of a visit to the Glyn Vivian Gallery in Swansea, older pupils study the work of Ceri Richards, choosing their favourite picture of his; they also emulate the work of the artist Bridget Riley, using black and white patterns very effectively.
- The work of William Morris and Laura Ashley are further stimuli for work in pattern and attractive printing by Y5 and Y6.
- An attractive collection of masks, models and gargoyles by Y5 and Y6 pupils shows very good skills in moulding and glossing.

Music

Standards are good in both key stages.

Good features

- Pupils across both key stages listen intently to music in morning assemblies. All pupils, including the youngest, are aware of the importance of listening to music, and the mood it can create. They respond very well.

- Pupils in Y1 and Y2 recall the tune and words of a range of songs; they sing sweetly, pronouncing words clearly. They show increasing skills in tapping and keeping a constant beat. They perform vocally with confidence and enjoy making actions to nursery rhymes. They sing a variety of songs, including thanksgiving hymns and traditional and modern songs.
- KS1 pupils can control untuned instruments well and understand the need for playing them in different ways. They act as musicians when forming a band to accompany a simple song. They keep a single beat when playing the drum, tambourine, maracas and bells and most can name the instruments correctly.
- Pupils in KS1 develop good skills in composing when stimulated by well known stories. They investigate the sounds and respond well to instruction when composing and performing.
- Pupils in KS2 sing energetically. They have a good knowledge of a range of songs and part-sing sensibly and keep time when singing in a round. They have numerous opportunities to sing together in front of an audience, as well as in small groups.
- Pupils in KS2 have a very good knowledge of a range of untuned instruments; for example, older pupils are very comfortable when handling and playing African instruments.
- A number of pupils take advantage of opportunities provided by peripatetic teachers to play stringed, woodwind and brass instruments. They are provided with opportunities to show their ability and become confident performers in morning assembly.
- Pupils in KS2 learn to play the recorder. Y3 pupils play a series of simple notes and concentrate well when fingering and tonguing cleanly. Y6 pupils play very tunefully and accompany effectively in the assembly.
- Pupils' at the upper end of KS2 develop a good understanding of musical terms. They speak confidently about rhythmic and melodic ostinato.
- Standards in composition are very good in KS2. Pupils in Y3 and Y4 have regular opportunities to compose; they do this very well. They use a computer program to listen to their tunes. Pupils in Y5 and Y6 perform a graphic score, portraying the different aspects of the sea. They use the pentatonic scale to combine two tunes and develop skills in rhythm and pitch.
- In KS2 pupils listen and evaluate music regularly including the work of Stravinsky and Prokofiev. They also become aware of different types of music such as the blues, rock and folk.

Shortcomings

- There are no major shortcomings, but pupils do not have enough opportunities to listen to and evaluate the work of Welsh musicians and music from Wales and the tone of singing in KS2 is sometimes impaired by over-enthusiasm.

Physical education

Standards are good in both key stages; a dance lesson in KS1 and dance, gymnastics and games lessons in KS2 were observed.

Good features

- Pupils in both key stages have a good understanding of the need to warm up appropriately and to do cooling down exercises at the end of lessons.
- Pupils in both key stages dress appropriately for lessons.
- Appropriate attention is given to health, fitness and safety in both key stages, and pupils are aware of the importance of exercise and its effect on the body.
- Pupils perform movements regularly in front of peers.
- Pupils in Y1 and Y2 show a good awareness of space and show discipline when changing direction as they jog, hop and jump around the hall. They show good imagination when creating wide and narrow shapes and respond with confidence when performing quick and slow movements to the accompaniment of Vivaldi's music.
- Pupils in Y3 and Y4 show an awareness of space when travelling; they work individually and in pairs to create a sequence of movements transferring weight; they show satisfactory body balance when undertaking rolling sequences.
- Pupils in Y5 and Y6 refine skills in sending and catching a ball. They can vary their passing movement and change direction quickly when working in pairs and small teams.
- Pupils in Y5 and Y6 respond very well in dance lessons. They can vary their movements artistically to the accompaniment of percussion instruments. They work together enthusiastically in pairs and small groups to create quite effective extended and short movements to convey clouds gathering and thunder sounding.
- Pupils in Y4, Y5 and Y6 receive swimming lessons. The school declares that the majority of pupils achieve the expected NC standards for pupils of eleven years of age.
- A range of extra-curricular activities is provided for pupils including football and netball which are available to both girls and boys.
- The school provides opportunities for pupils to compete in a variety of games competitions; pupils have had a great deal of success especially in netball.

Shortcomings

There are no major shortcomings, but pupils do not have sufficient opportunities to evaluate each other's skills and movements and to suggest improvements.

Religious education

Standards are very good in both key stages.

Good features

- Across both key stages the majority of pupils show increasing confidence in using terminology linked with a range of religions and beliefs.
- Collective worship sessions extend curricular provision; for example, pupils have sound guidance through stories to think of ways of helping others and of people's interdependence on each other. They are encouraged to search their own feelings when thinking of what is relevant to people of all religions.
- Pupils in KS1 develop knowledge and understanding of Christian celebrations, for example, as they look at the meaning of the baptism ceremony. Their understanding of ceremonial artefacts develops well through observing a model of a font created in the classroom. They extend their awareness of celebrations in religion when looking at the importance of Diwali to the Hindu religion and the child naming ceremony of the Sikh religion. While preparing for harvest festival they become aware of the festival's significance.
- Pupils in KS1 understand the significance and importance of friends and different aspects of friendship. They learn simple moral lessons when listening to stories from the Bible such as Joseph, Zacchaeus and the lost sheep; they can recall and retell them simply. They are familiar with the story of Mari Jones and her desire for a Bible.
- Pupils become aware of the beauty and mystery of the world as part of their study of living things and they become familiar with the mystery of life cycles, the wonder of seasonal change and the importance of caring for our world.
- Pupils in Y3 and Y4 build on their awareness of the baptism ceremony by looking at symbols used. They consider other ceremonies in the life of the Christian church concentrating on Christian marriage customs and comparing them with those of the Jewish marriage ceremony. They realise the importance of a place of worship such as the church and understand the purpose of specific parts of the church, as well as the role of the vicar both in a church and when he comes to visit the school.
- Older pupils in KS2 can recall information on the Muslim religion very well as a result of the setting up of a temporary mosque. They understand the significance of the festival of Ramadan and the difference between the Muslim and Christian calendar. They know about the customs and frequency of prayer in the life of the Muslim, the importance of the Qur'an and the role of women in their society. They establish an empathy with Muslims when handling artefacts and tasting their food.
- Pupils in KS2 demonstrate respect towards other religions and beliefs. The high profile given to the subject in displays reminds pupils often of the diversity of human beliefs.
- The scheme of work for both key stages is based on the LEA agreed syllabus.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Three key issues were identified in the last report in 1997 which became targets in the SDP following the inspection. Areas to be developed were noted in detail, clear aims were set for responsibilities and timescales for achieving aims. These were linked to spending; progress was evaluated through detailed monitoring. Development since the last inspection is very good.

1. The school needs to re-look carefully at the use made of Welsh

(a) in order to ensure that the medium of individual lessons is not mixed

(b) in order to ensure that pupils have more balanced opportunities to learn and use terminology and specialist vocabulary in both languages in subjects identified by the school as ones that will be presented in both languages.

- The school's planning process was re-investigated in connection with the use made of Welsh and English as a medium of teaching in KS2. As a result, clear decisions were made on the teaching medium of subjects in KS2; it was decided that some subjects should be taught in Welsh, some in English and units of work in some subjects either in Welsh or English only. In this inspection, language medium within individual lessons was not mixed ensuring more balanced opportunities to learn and use specialist terminology.

2. The school needs to build on the sound work done already in the areas of staff development and training, in order to ensure more specific provision and support to the subject co-ordinators in subjects where weaknesses have been identified in the provision of, for example science, design and technology, information technology and art.

- INSET priorities were identified providing specific courses for subject co-ordinators in those subjects identified for improvement as well as training for whole staff in some aspects. A part time specialist teacher was appointed in art and design and technology. In the present inspection it was judged that standards in all the above subjects were good or very good.

3. The relevant authorities need to act in order to improve the condition of internal walls and ceiling in the canteen as a matter of health and safety.

- Work was done to improve the state of the canteen ensuring that improvements were in line with health and safety standards; all necessary work has been completed.

8.2 Key Issues for Action

In order to sustain and build on the good practice that exists, the school needs to:

- raise standards in geography in KS1 and respond to the shortcomings identified in other subjects aiming for excellence in all subjects;
- refine and standardise schemes of work and develop short term plans which identify regular opportunities for assessment, key skills and PSE;
- developing a key skills policy and a policy for PSE with reference to ACCAC guidelines;
- draw up a long-term SDP which gives a clear direction for the future of the school;
- ensure that the annual GB report to parents conforms with statutory requirements.

Aspects of key issues 2 and 3 are already noted in the SDP.

The inspectors would like to thank the head, staff, children, parents and governors of the school for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gynradd Cross Hands
School type	Supported by the LEA
Age -range of pupils	3-11
Address of school	Heol Caerfyrddin Cross Hands Llanelli
Post-Code	SA14 6SU
Telephone Number	01269 842764

Headteacher	Mr E W Gravell
Date of appointment	1 Medi 1982
Chair of Governors	Mr David Hicks
Registered Inspector	Mrs Eleri Betts
Dates of inspection	14 – 16 Hydref 2002

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	7.5	15	14	18	13	16	13	16	112.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6.0

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil : adult (fte) ratio in nursery classes	12:1
Average class size, excluding nursery and special classes	30
Teacher (fte) : class ratio	1.5:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	90	92.9	96	93.5
Term 2	88.8	89.8	92.7	90.38
Term 3	91.8	93.5	94.8	92.4

Number of pupils excluded during 12 months prior to inspection.	0
---	---

C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 15						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	0	17	83	0	0
WE: Oracy	Teacher Assessment	School	0	0	0	17	83	0	0
WE: Reading	Teacher Assessment	School	0	0	0	17	83	0	0
WE: Writing	Teacher Assessment	School	0	0	0	17	83	0	0
MATHEMATICS	Teacher Assessment	School	0	0	0	25	58	17	0
SCIENCE	Teacher Assessment	School	0	0	0	17	83	0	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	75%	In Wales:	81%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
 A Pupils who have failed to register a level due to absence
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 21						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	28	43	29	0
		National	0	0	1	n/a	0	1	6	19	48	25	0
	Test/Task	School	0	4	0	0	0	0	4	4	52	36	0
		National	0	2	2	0	n	n	4	14	47	31	n
Welsh	Teacher assessment	School	0	0	0	0	0	0	24	28	34	14	0
		National	1	0	1	n/a	0	1	4	24	49	20	0
	Test/Task	School	0	9	0	0	0	0	19	24	43	5	0
		National	1	2	0	2	n	n	2	22	48	23	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	43	43	5	0
		National	0	0	1	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	9	0	0	0	0	0	34	34	23	0
		National	0	2	1	1	n	n	4	19	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	19	67	14	0
		National	0	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	4	0	0	0	0	0	4	71	21	0
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	57.1%	In the school:	57.1%
In Wales:	68%	In Wales:	68%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

NB. National figures relate to 2001, as results for 2002 are not yet available.

D. The Evidence Base of the Inspection

- The school was inspected over a period of three days by a team of three inspectors. The registered inspector was there for three days, the other professional inspector for two and the lay inspector for one.
- Detailed attention was given to school documentation prior to the inspection.
- 52 lessons or parts of lessons were seen
- Discussions were held with pupils in classes and during break times

- Formal interviews were held with staff members who had curriculum and management responsibilities
- Detailed attention was given to pupils' work by looking at samples of books in both key stages and the class for the under fives
- Fifteen parents were present at the pre inspection meeting, 45 questionnaires were returned and 94.2% of responses were positive

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mrs Eleri Betts	1.The school and its priorities 2.Main Findings 5.1 Teaching 5.2 Assessment, recording and reporting 5.3 Curriculum 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources 8.1 Progress since the last inspection 8.2 Key issues for action	Early Years Welsh English History Music Art Religious education
Mr R Thomas	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Ms N Richards	3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement	Mathematics Science Design and technology Information technology Geography Physical education