

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

**Cwmgwili CP School  
Heol Y Deri  
Cwmgwili  
Carmarthenshire  
SA14 6PU**

**School number : 669 / 2005**

**Date of the Inspection : 3-4 July, 2002**

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Date : 4 September, 2002  
under ESTYN contract number – T/203/01P**

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## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## **GRADE DESCRIPTIONS**

The following five point scale is used to represent the main opinions in the report as follows:

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

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## 1. CONTEXT

### The school and its priorities

The school is located in the village of Cwmgwili, near Cross Hands, in Carmarthenshire and the vast majority of the pupils come from the village and its surrounding areas. The area is described as one that is neither prosperous nor economically disadvantaged and 14% of the pupils are entitled to free school meals.

There are 29 pupils, aged 4-11 years, on the school register and they represent the full range of abilities. English is the main language spoken in the homes of 61% of the pupils. Four pupils are included in the special educational needs [SEN] register.

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

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

- to update the school's policies and schemes of work;
- to improve pupils' literacy and numeracy skills;
- to develop the learning resources for children under five;
- to improve the school building and environment.

## 2. MAIN FINDINGS

### The main findings of the report

The school achieves its aim of providing a homely and caring environment for the pupils. The pupils are happy in the school and relationships between them and members of staff are very good.

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

<b>Children under five</b>	
Language, literacy and communication skills	Satisfactory
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Satisfactory
Creative development	Satisfactory
Physical development	Satisfactory

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

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Satisfactory	Satisfactory
English	-	Satisfactory
Mathematics	Good	Good
Science	Satisfactory	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Religious education	Good	Good

Because of limited evidence, it is not possible to form a judgement about the general standards of achievement in physical education. In the two lessons observed, standards in games were satisfactory.

- The standards achieved by pupils in the basic skills, namely literacy, numeracy and information and communication technology [ICT], are satisfactory. The pupils make good use of their numeracy and ICT skills in aspects of their work in science, history and geography. To date, no whole school strategy has been established for the development of the basic skills across the curriculum.
- It was judged that the teaching was good in 41% of lessons and satisfactory in the remaining 59 %. The teachers make good use of a range of teaching methods in order to provide interesting experiences for the pupils. The quality of teachers' initial presentations is consistently good and there is effective interaction between them and the pupils. Where there are deficiencies in the teaching, the tasks set are not challenging enough to extend pupils' learning in every subject. A substantial number of the lessons are too long and the pace of the teaching and learning too slow.
- The quality of the provision for pupils with SEN is satisfactory and they make steady progress in their work. The teachers and teaching assistants provide good support. Differentiated tasks are prepared for pupils but these do not always match the needs of individual pupils.
- The curriculum provided by the school is broad and relevant. Suitable policies and schemes of work are available for every subject. Individual teachers' planning is detailed but whole school co-operative planning is not sufficiently detailed to ensure progress in the learning in every subject. The school succeeds well in fostering pupils' bilingual skills.
- The arrangements for assessing and recording pupils' progress are good. Pupils' progress is regularly assessed in the core and foundation subjects and targets set for further development.
- The quality of the leadership and efficiency of the school is good. The head provides clear and energetic leadership. The staff co-operate well and are very committed to the school.
- The school has satisfactory self-evaluation procedures that include the analysis of documentation, pupils' work and test results. The staff hold regular discussions, but the procedures do not sufficiently promote development and improvement.

- The head's self evaluation report notes what has been achieved to date and the curriculum audit addresses the areas that require further attention. Use is made of guidelines provided by the UA to offer an overview of the school's provision.
- The new governing body is very supportive of the school and members carry out their duties conscientiously. The SDP identifies specific targets in relation to a range of curricular and general issues and satisfactory progress is made towards achieving them. The budget is managed carefully and the school operates within the budget set. The current school handbook does not contain all the required information.
- Some health and safety issues require attention. The pupils are well supervised during break times and the lunch hour. Although a security camera has been installed, no effective measures have been taken to prevent access through the main entrance. The doors are not locked because pupils need to go outside the main building to the toilets that are located across the playground. The condition of the boys' toilets is unacceptable. The location and condition of the staff toilets are also unacceptable.
- The community within the school is happy and ordered. Pupils' spiritual, moral, social and cultural development is good. They are respectful and courteous in their dealings with teachers, other staff members and visitors.

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

#### **3.1 Standards achieved in subjects and areas of learning**

It was judged that pupils' standards of achievement were good in 53 % of lessons and satisfactory in the remaining 47 %.

- The provision for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. Standards are satisfactory, with some good aspects.
- In KS1, standards in oracy and writing in Welsh are satisfactory and standards in reading are good. Standards in mathematics, information technology, music and religious education are good. Standards in science, design and technology, history, geography, art and physical education are satisfactory.
- In KS2, standards in oracy, reading and writing in Welsh are satisfactory. In English, standards in oracy and reading are good and standards in writing are satisfactory. Standards in mathematics, science, information technology, history, music and religious education are good. Standards in design and technology, geography, art and physical education are satisfactory.
- Boys and girls make similar progress in their work. Pupils with SEN achieve satisfactory and sometimes good standards.
- In KS1 and KS2, the school's results in National Curriculum tests in 2001 compare very favourably with national averages. Because the number of pupils taking the tests is low, no synopsis of the full results is included in the report.

### **3.2 Standards in key skills**

Standards achieved in the key skills across the curriculum are satisfactory. To date, no whole school strategy has been established to promote the key skills across the subjects and the planning of lessons does not adequately address their development.

- The children under five make satisfactory progress in their ability to apply and improve their literacy skills in Welsh, numeracy and ICT in the six areas of learning.
- The school successfully develops pupils' ability to communicate in Welsh and English. In KS1 and KS2, pupils listen and contribute well during discussion sessions. Y6 pupils readily express and justify their opinions.
- Pupils read an increasingly wide range of books in Welsh and English and make satisfactory use of their reading skills to gather information from books.
- Pupils write competently in different contexts. They record their observations accurately in subjects such as science and history. A small number of more able pupils in KS2 produce effective pieces of writing in geography.
- Pupils have a secure knowledge of number processes and the vast majority handle numbers competently in their mental work and when recording on paper. They make effective use of their number skills in science and geography.
- Pupils' word processing and presentation skills are good. In KS1, they make appropriate use of their ICT skills in mathematics. In KS2, pupils make good use of their skills in order to gather information and to assist them with their investigative work in history and science.

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

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

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

- The school's arrangements for collective worship conform with the statutory requirements. Pupils contribute to the religious services, but an atmosphere of devotion and spirituality is not always created during the worship.
- The school is a happy and ordered community and all staff members promote high values. Pupils develop a clear understanding of acceptable behaviour and are aware of the importance of respecting other children, people and property.
- Older pupils accept responsibilities for their younger counterparts both when they enter school for the first time and during the ensuing years.
- The pupils are aware of the needs of those who are less fortunate than themselves and respond by collecting money for good causes.
- Opportunities are provided for pupils to participate in a range of social and Urdd activities and this contributes well to their social development.

- Good attention is paid to the Cwricwlwm Cymreig, mainly through subjects such as history and geography. Satisfactory attention is given to other cultures in the school curriculum.

## **4.2 Behaviour and attitudes**

The quality of pupils' behaviour and attitudes is good.

- The school has prepared a suitable policy on discipline and the School Handbook contains a synopsis of policies and school rules in order to remind parents of the standards expected of pupils. The positive response of a large majority of pupils has a beneficial effect on their learning.
- Success and good behaviour are acknowledged by means of an award system that includes praise from the head and the presentation of badges.
- A substantial majority of pupils maintain their interest and concentrate on their tasks during daily activities. Nevertheless, a small number of pupils find it difficult to concentrate.
- Policies on bullying and equal opportunities are implemented effectively. No evidence of bullying was observed during the inspection and no pupils have been excluded during the last twelve months.

## **4.3 Attendance**

Attendance levels are satisfactory.

- The school makes significant efforts to reduce the decline in attendance levels. Despite this, targets for improving attendance figures have not been set.
- The vast majority of pupils arrive at school promptly and lessons start punctually.
- There are some instances of unauthorised absence; a small minority of parents are responsible for these.
- Registers are marked appropriately and in accordance with the school policy.
- A significant number of parents arrange their holidays during term time. The head regularly reminds parents that this has a damaging effect on their children's education.

# **5. QUALITY OF EDUCATION**

## **5.1 Quality of teaching**

It was judged that the quality of teaching was good in 41% of the lessons and satisfactory in the remaining 59%.

- Where the teaching is good, the teachers' initial presentations are clear and help pupils to recall previous work. In these lessons, the quality of the questioning is good and enhances pupils' understanding.

- Relationships between teachers and pupils are very good. Pupils are praised regularly for their efforts and are encouraged to co-operate.
- The teachers' knowledge of the subjects they teach and of the requirements of the NC is secure. They make appropriate use of a range of teaching methods and resources in order to cater adequately for the differing ages and abilities in their classes.
- Where the teaching is satisfactory, although there are some good features, expectations are not sufficiently high to challenge pupils in every subject. When tasks are being planned, insufficient attention is given to ensuring progression and continuity in the skills that are relevant to each subject. A substantial number of the lessons are too long and the pace of the teaching and learning too slow.

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

The arrangements for assessing, recording and reporting are good.

- A clear policy and guidelines on assessment have been produced.
- The quality of the baseline assessment undertaken when children are first admitted to school is appropriate. On the basis of this assessment, targets are set and are discussed with the parents. This is a useful starting point against which further development and progress can be measured. Records of progress are kept in relation to the six areas of learning every half term; these note what the children have achieved.
- All aspects of each of the core subjects are assessed every term. The methods used are accurate and reliable; each piece of work is annotated with the NC level which reflects the comments made, along with targets for further progress.
- Pupils play an active role in the process of reviewing their work. They express opinions about their work and, in conjunction with their teachers, set suitable targets for themselves.
- Termly records of pupils' progress are maintained for every area of the curriculum. This is a means of checking on the progress of each individual. Nevertheless, the way forward in the core subjects is not defined with sufficient clarity and records are not dated.
- In general, the teachers respond regularly to pupils' work. The vast majority of the comments provide pupils with clear guidance as to how their work may be improved. However, in some instances, the comments are limited to praising the work without any reference to the quality of the work itself.
- Parents' evenings are held on two occasions during each school year and the parents appreciate them. Parents receive an annual report on their children's work. The comments made are relevant and include recommendations as to how the work can be improved.

## **5.3 Curriculum**

The school provides a broad and relevant curriculum which meets the requirements of the NC and religious education.

- The curriculum planned for the under fives is appropriate and promotes the desirable outcomes in the six areas of learning. Despite this, play activities are not planned or structured sufficiently.
- The curriculum provided for the pupils with SEN is appropriate and pupils have full access to school activities.
- Policies and schemes of work of good quality are available for every subject.
- The curriculum is implemented through a system of whole-school topics. The termly planning is clear and contains reference to aims, activities, skills, resources, organisation and assessment opportunities. However, the activities themselves are not always sufficiently challenging. There is no clear planning for the development of the key skills across the curriculum.
- The school places a high priority on the personal and social development of pupils; every pupil is given access to the whole range of curricular experiences.
- The Cwricwlwm Cymreig features prominently in the work of the school and there is an emphasis on developing pupils' awareness of local history and traditions.
- The school successfully promotes bilingualism. Both Welsh and English are used in the teaching and learning but their use has not been structured in sufficient detail.
- Visits are arranged to places of educational interest and visitors are invited into the school to work with pupils. All these elements enrich their curricular experiences.
- The regular homework that is set leads to an improvement in the pupils' work and effectively reinforces class work.
- Classes are exchanged for the teaching of some subjects; in KS2, peripatetic language and music teachers contribute further to the teaching. These arrangements contribute positively to the raising of standards.

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

The quality of the support and guidance provided for pupils is satisfactory.

- The teachers and assistants know the pupils well and are very committed to their welfare and safety.
- The school has adopted sensible policies on equal opportunities and sex education.
- Relevant policies and procedures have been adopted to deal with the dangers posed by alcohol and drugs and other health and safety issues. Sections in the School Handbook deal with medicines and illness.
- Pupils are well supervised during break times and the lunch break. No member of staff possesses a current qualification in First Aid.

- Although a surveillance camera has been installed, effective measures have not been taken to prevent entry through the main entrance.
- To date, the school has not adapted the LEA's Child Protection policy to meet the needs of its own situation.

### **5.5 Provision for pupils with special educational needs (SEN)**

The provision made for pupils with SEN is satisfactory.

- A register is maintained of pupils designated as requiring additional help and support. The file that contains information about pupils with SEN and details of the provision made for them is not structured clearly enough.
- The procedure adopted for identifying pupils with SEN is appropriate. There are four pupils on stage two of the old Code of Practice. The teachers are aware of the requirements and arrangements detailed in the new Code of Practice, and in accordance with the county guidelines, it is intended to review the school's policy and arrangements by September 2002.
- Reading tests are administered to Y2 and KS2 pupils annually and pupils requiring additional help are identified.
- Individual education plans are produced for these pupils. Targets are set and the steps to be achieved by individual pupils are identified. However, there are no arrangements to review the progress of these pupils nor is there guidance on how parents are to be included in the review process.
- The pupils receive regular help from a teacher who is employed for the specific purpose of supporting them. The teacher checks their progress regularly and reports in detail on their development.
- Some differentiated tasks are planned, but these do not always meet the needs of individual pupils.
- The member of the governing body with responsibility for SEN is fully aware of her responsibilities and has a good understanding of the school's systems and approach.

### **5.6 Partnership with parents and community, schools and other institutions**

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

- The school has established good procedures to inform parents about school activities and their children's progress. These include a School Handbook, circulars, presentation meetings, annual reports and a Home/School contract.
- The parents are very supportive of the Parents, Teachers and Friends Society and raise funds in order to improve the school's resources. They provide support within the school and on educational visits. No parents provide support in the classrooms and only four attended the most recent annual meeting held to discuss the governing body's report.

- Good links have been established with the community. The school contributes to concerts and local developments and has established a partnership with various agencies. Strong links have been established with Menter Cwm Gwendraeth and the Community Council. Visitors to the school include the nurse, members of the fire service and of the police service. The school and local residents are striving hard to ensure that a roundabout is built on the busy highway near the school.
- Good links have been established with the three local secondary schools. Y5 and Y6 pupils, parents and staff members visit the schools. Resources and specialisms are shared with all three and the school uses the swimming pool that is located in one of them. Sports competitions and in-service [INSET] training sessions are held with other primary schools.
- Secondary school pupils use the school for work experience purposes and provision is also made for students from teacher training institutions as well as for childcare students and nursery nurses.
- Useful links have been established with the Urdd, the LEA, Integris, the Basic Skills Agency and ELWA.

## **5.7 Partnership with industry**

The school's partnership with industry is good.

- Pupils' awareness of the world of work has been enhanced through the visits arranged to a concrete works, a building site, a Water Park and supermarkets.
- Visitors from the community, such as a builder and a nurse, enrich the curricular provision.
- The local Training and Enterprise Board has provided support for the school to complete its Investors in People accreditation. As part of an ELWA scheme, a member of staff has attended a course dealing with design and technology. The Careers Agency Wales provides financial backing for the head's research in Aberglasni and the Welsh Botanic Gardens.
- The school does not possess a policy on links with industry.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of the school's procedures for self evaluation and planning for improvement is satisfactory.

- Teachers discuss the curriculum on a regular basis and monitor aspects of the provision by analysing documentation, pupils' work and test results. To date, the teachers do not evaluate the quality of lessons. The head's self evaluation report pays appropriate attention to what has been achieved in the past, and the curriculum audit identifies the areas that require further attention. Use is made of LEA guidelines in order to provide an overview of the quality of the

school's current provision. To date, the procedures adopted do not sufficiently promote developments and improvements.

- The SDP notes the school's priorities for improvement which includes a number of appropriate curriculum matters. The action plans provide details of the steps which need to be taken to implement these priorities.
- NC test results are analysed in detail in order to set quantitative targets for the school. In accordance with county guidelines, individual targets are set for Y1 and Y5 pupils.
- The staff co-operate well and demonstrate a significant level of commitment to the school. They cope successfully with the substantial variations in pupil numbers and the wide range of abilities in each class.

## **6.2 Leadership and efficiency**

The quality of the school's leadership and efficiency is good.

- The head provides clear and energetic leadership and has established a very good relationship with the pupils, parents and governors.
- The school has a clear statement of its values and aims. This aspect is well supported by the parents.
- The governing body carries out its duties conscientiously. Members are very supportive of the school; they visit the school and hold discussions with the head. They undertake their curricular responsibilities satisfactorily and have a secure understanding of financial matters. Good use is made of the specialisms of individual members.
- The head manages the budget with care and in consultation with the governing body. The school successfully operates within its budget.
- The day-to-day administration of the school is good.

## **6.3 Staffing, accommodation and learning resources**

Resources are managed well.

- The teachers are appropriately qualified for the age ranges they teach. They attend a good number of courses and their training has a positive effect on teaching methods.
- Full use is made of the space available within the school building and the displays of pupils' work contribute to the creation of an attractive environment within classrooms and the foyer.
- The main building and playground are maintained in a clean and tidy condition and the new play area for the children under five is a valuable asset. At present, the doors to the building are not locked because of the need for pupils to go outside to the toilet blocks that are located across the playground. The condition of the boy's toilets is unacceptable. The location and condition of the staff toilets are also unacceptable.

- The school has a good range of resources in a majority of NC subjects and good use is made of them to promote pupils' learning.
- The staffing is reinforced by the use made of part-time teachers in some curriculum areas; their contribution enriches the curriculum provided for pupils. In addition, the assistants employed support pupils well.

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

### **7.1 Standards achieved by pupils**

#### **Provision for children under five**

The provision for the children under five is appropriate and promotes the desirable outcomes in the six areas of learning. Standards are satisfactory with some good aspects. Reception class pupils are taught alongside KS1 pupils.

#### **Good features**

- The pupils make good progress in their personal and social development. Their behaviour is good as are their relationships with each other and with adults. They concentrate well on their tasks when working independently and as members of a group, and co-operate well when sharing and playing together. They become aware of Bible stories and as a result learn about friendship and caring for others.
- The children's literacy and communication skills are satisfactory. Increasingly, learners come to understand Welsh and make a good effort to use the language. They listen well and are ready to talk and to share their experiences. They remember details from some familiar stories and when provided with pictures, can put the events in their correct sequence. They recognise letters and words which are part of their experience. They all have a reading book and the most able read simple books at a level that is consistent with their development. They have all started to put marks on paper and can copy; the most able children write simple sentences independently.
- The children's mathematical development is good. They count confidently to at least ten and understand 'one more than' and 'one less than'. They can match objects and numbers correctly and read simple sums, providing answers and forming numerals correctly. When role-playing in the shop, they understand the need to pay for things and recognise some coins. They identify some basic shapes and recognise and create patterns correctly.
- The children's knowledge and understanding of the world is satisfactory. They talk confidently about themselves and about their families and the order of the school day. They use the terms 'old' and 'modern' when talking about toys from the present and the past. When discussing various kinds of fruit from different parts of the world they name the most familiar of them. On the basis of practical experiences with water, they observe objects that float and sink, and use the correct scientific terms. Their ICT skills are developing consistently.
- The children's creative development is satisfactory. They sing a variety of appropriate songs. A small number repeat a rhythm correctly and maintain the beat either by clapping or by using instruments. They use movement to respond to some songs and enjoy the experience. They enjoy their involvement in role-play in the shop and Wendy house. They work enthusiastically when painting and produce colourful paintings of good quality.

- The children's physical development is satisfactory. They use small apparatus with increasing skill. Through physical activity and games, they respond correctly to instructions. When playing with large toys, their ability to pedal, to push and to control is developing satisfactorily.
- The children's moral, social and cultural development is fostered well.

### **Shortcomings**

- The children do not develop some skills across the six areas of learning because the play experiences provided for them are not sufficiently structured.
- The children do not make sufficient use of the interesting activities provided to promote their reading skills.

### **Welsh**

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

### **Good features**

- In KS1, the pupils listen well to stories and presentations. The vast majority are anxious to respond and to take part in class discussions; they can discuss their experiences and work satisfactorily.
- Pupils use a range of reading strategies in order to interpret and pronounce unfamiliar words. They read an appropriate variety of books. The most able pupils interpret print with increasing fluency and discuss the content and characters of books with interest and understanding.
- The pupils write for a variety of purposes. They record their experiences satisfactorily in pieces of free writing. They form their own simple sentences; a small number are more dependent on words provided by the teacher. The most able use a variety of sentence patterns and punctuate correctly when producing extended pieces of work.
- In KS2, the vast majority listen intently to each other and to their teacher in a variety of situations. They discuss various subjects, using an increasingly wide vocabulary. The most able pupils can express opinions and ideas clearly during class discussions and when talking to visitors.
- The reading of the vast majority of KS2 pupils is satisfactory. A small number in each year group read fluently and thoughtfully. All the pupils are positive in their attitude to reading. They use their reading skills satisfactorily to gather information from books and other sources.
- Pupils produce an appropriate variety of written work of a satisfactory standard. They display an increasing mastery of a variety of writing forms. A small number write well and produce interesting pieces of work in response to a variety of subjects. After working with a resident poet, the pupils produced a variety of interesting poetry which contained effective use of imagery and rhymes.

### **Shortcomings**

- In both key stages, the oral expression of a substantial number of pupils contains errors and individuals lack confidence when speaking.
- In KS2, a small number of pupils do not read to the expected level of fluency.
- In both key stages, the writing of some pupils contains errors of syntax, punctuation and spelling.

### **English**

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

#### **Good features**

- In KS2, pupils' oral skills develop well. They listen well to their teachers' presentations and to each other during class discussions. They talk confidently in formal and informal situations. They respond to each other's contributions and express their ideas clearly.
- The standard of pupils' reading is good. They read fluently and meaningfully. They enjoy reading. They can discuss their favourite authors and character development in a story. They use a variety of sources to gather information.
- Standards in writing are satisfactory. Pupils write across an appropriate range of language forms including stories, descriptions, dialogues, letters, poems and reviews. Some individuals produce interesting work of a good standard. They show an awareness of audience and write using correct syntax and spelling.

### **Shortcomings**

- When reading, some pupils are careless and do not pay sufficient attention to punctuation.
- The spelling skills of some individuals are weak and their drafting skills have not been developed sufficiently.
- The ability of pupils to write imaginatively and at length is not well developed.

### **Mathematics**

Standards are good in both key stages.

#### **Good features**

- In KS1, pupils' understanding of number bonds and patterns is good. They have mastered addition and subtraction well and use various strategies to solve mental mathematical problems. Y2 pupils use multiplication and division processes confidently.
- Pupils name two-dimensional [2-D] and 3-D shapes and identify right angles. They know the value of the various coins and use them correctly to calculate sums of money.

- They have a good knowledge of time. They name the seasons, months of the year and days of the week. They read the clock and tell the time correctly. The measuring skills of Y2 pupils are good. They understand the meaning of halves and quarters.
- The pupils collect simple data and record it in graphical form.
- In KS2, the understanding of the majority of pupils of the four rules of number is secure; their understanding of place value is good. Older pupils utilise a good range of reasoning strategies when handling number problems and respond quickly. They recall multiplication tables well.
- Y5 and Y6 pupils have a good understanding of the relationship between decimals, fractions and percentages. They estimate fairly accurately.
- Pupils' understanding of time, shape, area, angles and symmetry is satisfactory; the older pupils' understanding is good.
- The ability of pupils to interpret and display data is good. The more able pupils effectively apply their knowledge of mathematics to solve practical problems.

### **Shortcomings**

- In KS2, less able pupils' grasp of number processes is insecure.
- In KS2, a small number of pupils lack confidence when discussing their work.

### **Science**

Standards are satisfactory in KS1 and good in KS2.

### **Good features**

- In KS1, pupils have a satisfactory understanding of life processes and of living things. They discuss the function of their senses and name parts of the body correctly. They have a satisfactory understanding of activities that help them to remain healthy and of the foods that are beneficial to them. They understand the conditions that are necessary to enable plants to grow.
- As they classify and separate various materials, the pupils correctly identify their characteristics. They have a satisfactory knowledge of forces and experiment with pushing and pulling objects. They know that light comes from a variety of sources and name everyday implements that rely on electrical power.
- The pupils observe carefully and record their observations in the form of pictures and simple sentences. Y2 pupils record their observations well, using their own words. They use scientific terms correctly.
- In KS2, the pupils have a good knowledge of life processes and living things. They name the various organs of the body and describe the functions of the heart, the lungs and the teeth.

- Older pupils identify the attributes of a range of materials and describe some of the ways in which they change. Their knowledge about forces and movement is good. Y6 pupils explain that forces cause objects to accelerate, slow or change direction. They investigate the strength of magnets and know that some materials are magnetic while others are not. They know that not all metals are attracted by a magnet.
- Pupils work methodically through their investigations. They are aware of the need for fair testing and explain the conditions necessary to carry out such an investigation. The more able pupils work independently when experimenting or carrying out investigative work.
- The pupils record their work clearly and use scientific language correctly. They make appropriate use of their IT skills when searching for information.

### **Shortcomings**

- In KS1, the knowledge of a good number of pupils is insecure.
- In KS1, pupils are not eager to ask questions or to put forward their own ideas.
- In KS2, younger pupils' ability to predict is less well developed.
- In KS2, the less able pupils' understanding of the topics they discuss is insecure. They lack confidence when discussing their work.

### **Design and technology**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils use an appropriate range of materials to produce objects such as puppets and picture frames. They use construction kits effectively to develop their awareness of materials and components. They produce simple cars that move. Their making skills are good.
- Pupils prepare simple diagrams to convey their initial ideas and write a simple sentence describing their finished products.
- KS2 pupils have a satisfactory understanding of the design and making process. They record their initial designs clearly and label their drawings satisfactorily. Their making skills are often good.
- They work with a variety of materials to produce products such as gift boxes and a variety of games. When planning a Ferris wheel, they list the items required, prepare a simple plan and describe the process. Their descriptions of the process of building a spinning top are good.
- In both key stages, the quality of some of the finished products is good.

### **Shortcomings**

- In KS1, the pupils work with an appropriate range of materials but their skills do not develop consistently.
- In KS2, pupils' investigative and planning skills have not been sufficiently extended.

## **Information technology**

Standards are good in both key stages.

### **Good features**

- KS1 pupils use their word processing skills confidently to produce and present their written work. They use a variety of programs to reinforce their basic skills and to create colourful images and pictures on the screen. They make good use of their skills to present the results of their investigative work in mathematics.
- In KS2, the older pupils' word processing skills are good. They load, save, retrieve and print their work confidently. They produce work of a good standard when using drawing packages and when combining text and pictures.
- Y5 and Y6 pupils gather information and present their findings in the form of various graphs. Y6 pupils arrange, interrogate and analyse data. They make appropriate use of a LOGO programme to input instructions in order to produce a variety of shapes.
- The older pupils use e-mail, and can find information on the Internet and print it out successfully. They have a good awareness of the use made of IT in society.
- Pupils use earphones appropriately to listen to stories.

### **Shortcomings**

- In KS2, the skills of the younger pupils are not well developed.

## **History**

Standards are satisfactory in KS1 and good in KS2.

### **Good features**

- In KS1, the vast majority of pupils have a satisfactory understanding of chronology. Individuals make correct use of words and phrases relating to the passage of time. They are aware of the order of the week and the year.
- Pupils have a good understanding of the concept of the past and present. When discussing toys, they name and describe the toys of the past and present correctly. They discuss with enthusiasm the current methods of washing clothes compared with those of the past.
- In both key stages, pupils' visits to places of historical interest deepen their awareness and understanding of historical issues.
- In KS2, pupils are well informed about the history of the Celts. Their studies were made more interesting by a visit to Henllys where they were able to re-live the period. They discuss the period with enthusiasm and compare the way of life with more recent periods in history.

- The work undertaken on the history of the school has enhanced pupils' understanding of the living conditions and educational provision that existed one hundred years ago. They confidently compare that period with the present day.
- They discuss with enthusiasm the effects of the conflict in their locality during the period of the Rebecca riots. They convey the experiences well through the medium of a dramatic presentation, discussion and by telling the story.
- Older pupils in KS2 have a secure knowledge of the Second World War; their empathic skills are developed as they discuss the plight of evacuees.

### **Shortcomings**

- The ability of KS1 pupils to carry out historical investigations is not well developed.
- A small number of KS2 pupils' understanding of chronology is insecure.

### **Geography**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils have a satisfactory knowledge of their local area. They describe their homes and the main buildings of their village and indicate where they live on a map of Wales. They use simple geographical terms correctly.
- After listening to a story about a nearby area, the pupils compare satisfactorily features that are similar or different from their own area. They are well informed about different modes of transport and the more able pupils can follow a route on a map. They produce a simple map of the school.
- In KS2, pupils' mapping skills are satisfactory. The older pupils' understanding of co-ordinates is good.
- Pupils can name the main physical and human features of their home area. Their investigation of the advantages and disadvantages of building a new housing estate in their village is of good quality. They express their opinions clearly and provide evidence to support their views.
- When studying a contrasting area, pupils discuss physical and human features well. They record their observations in the form of pictures, diagrams and in writing. They collate and record statistics about the weather correctly.

### **Shortcomings**

- In both key stages, pupils mapping skills have not been extended sufficiently.
- In KS2, the knowledge possessed by the more able pupils lacks depth.

### **Art**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils work with a range of materials and produce work of a satisfactory standard.
- Pupils produce satisfactory drawings and paintings based on their observations and memory and do so with increasing confidence. They know how to mix the primary colours in order to produce new shades.
- After studying the work of a Welsh artist, pupils emulate his work by producing effective paintings. They make good use of line, tone and pattern in their work.
- In KS2, pupils experiment with various media to convey line, texture, tone and pattern in their work. They discuss these elements to a satisfactory standard.
- They observe carefully when sketching still-life objects and work of a good standard is produced by a substantial number of pupils.
- In the context of their work on their own locality, the pupils co-operate successfully over a period of time to produce interesting murals.
- Pupils display a satisfactory understanding of pattern when involved in activities such as weaving. When modelling with clay, they observe carefully and produce work of a good standard.

### **Shortcomings**

- In KS1, pupils do not make choices when responding to stimuli.
- In both key stages, pupils produce few 3-D models.
- In both key stages, pupils' ability to discuss and evaluate their own work, or the work of other artists, is not well developed.

### **Music**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils sing a variety of songs and hymns to a satisfactory standard. They maintain the beat correctly and identify and repeat simple rhythms.
- In response to a stimulus, pupils produce simple compositions and record them in the form of graphic scores. They use tuned and untuned instruments when composing simple sequences to convey colour.
- They listen to music and use some musical terms when asked to describe it.
- In KS2, pupils continue to sing a variety of songs, including a round and rap. They produced a simple accompaniment when performing their rap song. The quality of their singing is satisfactory.
- All the pupils play the recorder effectively and their awareness of notes, rhythms and tempo are developing well.

- The pupils have composed simple tunes to accompany set verses. After performing their work, they discuss and evaluate in order to improve its quality.
- Following a stimulus, such as ‘sports day’, they investigate a range of sound sources to convey a specific atmosphere. They use their bodies and untuned instruments in their compositions.
- The pupils listen to a range of music and identify and name the instruments. They use some musical terms to describe the music.

### **Shortcomings**

- In both key stages, pupils’ control of breathing and dynamics is inadequate; insufficient use is made of IT.
- In both key stages, pupils’ attempts to evaluate a range of music, in order to identify and describe its most prominent characteristics, are not sufficiently extended.

### **Physical education**

The scheme of work indicates that the school offers a wide range of activities. In the two games lessons observed during the inspection, standards were satisfactory. There is insufficient evidence available to allow a judgement to be made about standards of achievement across the subject as a whole.

### **Good features**

- In both key stages, the pupils understand the importance of warming up the body at the beginning of a lesson before undertaking physical activity. They respond well to their teacher’s instructions.
- Pupils display a good awareness of space, showing that they have appropriate control across a wide range of activities. They co-operate well in pairs and in groups. They develop a variety of skills when sending, receiving and travelling with a ball.
- The school takes part in sports involving other schools on a regular basis. Some of the older pupils achieve considerable success in these events.

### **Shortcomings**

- The skills of a good number of pupils are insufficiently developed.
- The pupils do not improve or enhance their performance on a regular basis.

### **Religious education**

Standards are good in both key stages.

### **Good features**

- In KS1, the pupils know many stories from the Bible and can retell them accurately, both orally and in writing. They can differentiate between the Old and New Testament.

- When discussing the parables of Christ, they come to understand their significance to us in the present day. Their understanding of principles, such as friendship and caring for others, is developing well.
  - They are aware of the purpose of prayer and compose their own simple prayers.
  - The older pupils in KS1 are aware of the main religious festivals and of the significance of important dates in the religious calendar. Following a visit to the cathedral at St David's, they describe the main features of the church correctly.
  - In KS2, the pupils can accurately retell the main events in the life of Christ as well as stories from the Old Testament.
  - They participate in detailed discussions about the importance of the Koran to Muslims and of the Torah to Jews and they compare their forms of worship with those belonging to the Christian tradition. They observe some of the artefacts belonging to these religions and discuss their importance and significance.
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- The pupils have visited the cathedral at St David's and a local chapel and can name the characteristics of both buildings and describe their functions. They know that different religions have their own special places of worship.
  - When discussing places that are special to them as individuals, the pupils come to understand the significance of pilgrimage and the places that pilgrims visit.
  - The pupils are aware of some of the ways in which people express concern and care for each other and understand the need to respect the creeds and habits of every individual. After undertaking work on the Ten Commandments, they express their opinions about the need for rules to be respected today.

### **Shortcomings**

- In KS1, pupils have little knowledge about religions other than Christianity.
- In KS2, the pupils' written work lacks depth and understanding.

## **8. SCHOOL IMPROVEMENT**

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

The school has made satisfactory progress in relation to a number of the issues identified in the report on the previous inspection, but some matters require further consideration.

- The previous inspection underlined the need for the planning and organisation of the curriculum to be evaluated in order to ensure appropriate balance and pace in the teaching and learning. In addition it was suggested that the tasks set for pupils should extend and challenge them and that more emphasis should be placed on developing specific skills such as handwriting and mental mathematics. It was also stated that structured play activities should be provided more regularly for children under five. It was also noted that the school should review the procedures it employs for registering pupils' attendance.
- The school's long-term and short-term planning processes ensure that pupils' experiences within lessons are balanced, but a substantial number of lessons continue to be too long and the pace of the learning and the teaching too slow. Tasks in the core subjects have been differentiated appropriately, but the tasks provided in a significant number of the other subjects are not challenging enough to extend pupils' learning.
- By now, much emphasis is placed on developing handwriting and mental mathematics.
- There has been an investment in equipment for children under five, and a nursery assistant is employed to support their learning. The new arrangements work well, but play activities need to be structured more clearly.
- Registration procedures have been reviewed and are implemented appropriately.

### **8.2 Key issues for action**

The school needs to:

- maintain the good standards and improve standards in those subjects and aspects that are satisfactory by addressing the shortcomings noted;
- extend the good quality teaching by increasing the pace of lessons, providing challenging tasks and ensuring progression and continuity in the learning in each subject.
- plan the development of the key skills in more detail;
- extend the self-evaluation system in order to evaluate the teaching provision and pupils' standards of achievement more effectively;
- ensure that the contents of the school handbook for parents conforms in full with the statutory requirements;
- address the health and safety issues identified in the report.

## APPENDIX

### School Data

#### A. Basic Information About the School

School's Name	Cwmgwili C P School
Type	LEA maintained/Community
Age range of pupils	4-11
School Address	Heol y Deri Cwmgwili Carmarthenshire
Postal Code	SA146PU
Telephone number	01269842903

Name of Headteacher	Miss R Bevan
Date of Appointment	Medi 1988
Chair of the governors/ The appropriate authority	Miss Z Williams
Registered Inspector	Miss D Morris
Date of Inspection	3-4 July, 2002

#### B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	3	5	6	3	1	4	29

<i>Number of teachers</i>
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	Full time	Part time	Full time equivalent (FTE)
Number of teachers	2	1	2.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio, excluding nursery and special classes	13.8 :1
Average class size, excluding nursery and special classes	14.5
Teacher : class ratio	1.05 :1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
	R	KS1	KS2	Whole School
Spring 2000	91.6	91.9	91.5	91.6
Summer 1999	91.4	93.6	92.1	92.3
Autumn 1999	91.5	94.2	87.2	90.9

Number of pupils excluded during the 12 previous months.	0
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### **C. Results of National Curriculum Assessments 2001**

#### **RESULTS OF NATIONAL CURRICULUM ASSESSMENTS END OF KEY STAGE 1: 2001**

As the number of pupils eligible to be assessed at the end of KS1 was less than five, this information is not included.

#### **RESULTS OF NATIONAL CURRICULUM ASSESSMENTS END OF KEY STAGE 2: 2001**

As the number of pupils eligible to be assessed at the end of KS2 was less than five, this information is not included.

### **D. The Evidence Base of the Inspection**

The school was inspected over a period of 2 days. The team consisted of 3 inspectors including the lay inspector. During this period:

- 17 teaching periods or part thereof were attended.
- Pupils were questioned about their knowledge and understanding of the curriculum. Pupils were heard reading and samples of their work were examined.
- The school's documentation was studied including the schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, and the governing body.
- A meeting was held with the parents and the 21 questionnaires returned were analysed.

### **E. Composition and Responsibilities of the Inspection Team**

<b>Name</b>	<b>Role</b>	<b>Aspects</b>	<b>Subjects (section 7)</b>
Miss D Morris	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.4, 6.1, 6.2, 6.3, 8.1, 8.2, Appendix	Mathematics, science, information technology, design technology, geography, physical education.
Mrs Rh. H. Roberts	Team Inspector	4.1, 5.2, 5.3, 5.5,	Children under five, Welsh, English, history, art, music ,religious education
Mr K Lewis	Team Inspector	4.2, 4.3, 5.6, 5.7.	

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