

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

**YSGOL GYNRADD CWMIFOR
Cwmifor
Llandeilo
Carmarthenshire**

School Number: 669-2060

Date of Inspection: 2-3 February 2005

by

**Mr D Gwynfor Evans
W005/15682**

Date: 8 April 2005

Under Estyn contract number: T/134/04P

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Ysgol Gynradd Cwmifor was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Ysgol Gynradd Cwmifor** took place between **2-3 February 2005**. An independent team of three inspectors, led by **Mr D Gwynfor Evans** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

Nature of the provider

Ysgol Gynradd Cwmifor is a small rural school serving the village of Cwmifor and the nearby area in Carmarthenshire. According to the school, the pupils are drawn from a social background which is neither prosperous nor economically disadvantaged. No pupils are entitled to free school meals.

There are 20 full-time pupils and one part-time child of nursery age on roll which corresponds almost exactly to the number that was in the school during the time of the last inspection in March 1999. Four pupils have a statement of special educational needs (SEN) and another one is on the SEN register.

The vast majority of pupils come from English-speaking homes; only 10 per cent of pupils come from homes where Welsh is the main language. Welsh is used as the medium of teaching in the reception and in Key Stage (KS) 1; in KS2, pupils are taught through the medium of Welsh and English with the aim of pupils becoming bilingual by the time they transfer to the secondary school at the age of 11.

The school was last inspected in 1999. The headteacher has been in her post since January 2002.

The school's priorities and targets

In the school development plan (SDP) for 2004-2005, the following priorities are listed:

- Raise standards in the core subjects across the school;
- Improve spelling standards in Welsh and English;
- Develop pupils' information and communications technology (ICT) skills and extend the opportunities in physical education;
- Create subject portfolios;
- Extend the links with the community;
- Improve the school's buildings.

Summary

Table of grades awarded

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

1. The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
2. Pupils with SEN make good progress and achieve the targets set for them.
3. Children under five make good progress in the key skills of listening, speaking, reading, writing and numeracy and satisfactory progress in the development of their ICT skills.
4. Pupils achieve good standards in listening and speaking skills in KS1 and KS2. Pupils' ability to use their reading and writing skills across the curriculum is more variable, and overall the standards are grade 3.
5. Pupils make good use of their numeracy skills across the curriculum. They also demonstrate good skills in problem-solving. Their personal and social education skills are good. Their creative skills are grade 3.
6. Overall, pupils have not developed their information technology skills sufficiently to be able to use ICT and sources of information effectively for different purposes. Standards are satisfactory overall.
7. Early years' children and KS1 pupils make good progress with regards to bilingual ability. In KS2, pupils' listening and speaking skills are developing appropriately in Welsh and English. Their reading and writing skills in Welsh are not as secure as their skills in English and, overall, the standards are grade 3.
8. Pupils' attainment in the National Curriculum (NC) assessments by teacher assessment in KS1 and by tests in KS2 compare favourably with the local and national averages in the last few years. The numbers of the pupils who sit tests are small; in 2004, not one pupil sat end of KS2 tests.
9. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are good.
10. In general, pupils do not have a sufficient knowledge and understanding of their strengths and weaknesses and what they need to do to improve.
11. Pupils' behaviour at all times is very good and is a strength of the school. Pupils are friendly and polite and show respect and an awareness of the needs of others.
12. The vast majority of the pupils attend school on a regular basis and they are punctual at the start of the school day. The attendance average during the three terms prior to the inspection was 93.5 per cent.
13. In general, KS2 pupils have not developed the ability to work independently enough and to investigate answers to questions.
14. Throughout the school, pupils' understanding of equal opportunity issues are developing very well.
15. Pupils play a prominent part in the activities of the community but their understanding of the world of work and the workplace is underdeveloped.

The quality of education and training

16. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	64%	21%	0%	0%

17. These percentages are significantly higher than Welsh Assembly Government targets of 95 per cent of lessons being satisfactory or better and 50 per cent being good or better.
18. Presentations at the start of lessons are clear and enkindle pupils' interest. Overall, planning is appropriate and the use of resources matches learning activities well. However, generally, planning for the development of pupils' key skills is not sufficiently addressed and, in KS2, the planning is insufficiently detailed to ensure a balanced development of pupils' bilingual skills.
19. The teachers have a good relationship with their pupils. The support staff offer valuable support throughout the day to teachers and pupils.
20. In the majority of lessons, teaching is at an appropriate level to meet the pupils' wide range of ability and age in classes, but sometimes, the most able pupils do not get enough challenge in their work.
21. The quality of assessment, recording and reporting to parents is good. Pupils' personal files, which include standard test results, reports and a cross-section of their work, show the progress and development in pupils' work.
22. The personal profiles of the under-fives include records of achievement and purposeful comments in the six areas of learning. In KS1 and KS2, pupils' work is levelled in the core subjects at the end of the year according to NC levels. Levelling their work in the foundation subjects has not been started.
23. Reports to parents conform to statutory requirements.
24. Overall, the learning experiences provided by the school satisfy the needs of learners appropriately and meet their aspirations. The school gives access to a broad and balanced curriculum.
25. There is a detailed and appropriate policy for developing pupils' basic and key skills but the principles of the policy are not included in teachers' short and middle-term planning.
26. The partnership between parents and the school is good and there are purposeful links with other schools. Although some educational visits and visitors to the school are arranged, this aspect of the school's work is undeveloped and the SDP acknowledges the need to extend the school's links with the community. The opportunities for pupils to develop their knowledge and awareness of the world of work and business are limited.
27. The school promotes pupils' spiritual, moral, social and cultural development well. The provision for pupils' personal and social education is good and the school promotes education for sustainable development.
28. The school has effective links for ensuring pupils' care and health and safety. All the appropriate policies are in place and are implemented successfully.

29. The school analyses pupils' individual learning needs thoroughly. The provision for pupils with SEN is good and meets the needs of the Code of Practice. The school makes every effort to ensure equal treatment to each pupil and to make adaptations in line with individual pupils' needs.

Leadership and management

30. The school has sound aims and values which promote equal opportunities in all aspects of the school's work. An atmosphere of close co-operation and trust characterises the life of the school.
31. The school gives appropriate consideration to curricular and managerial priorities through the SDP. It is also part of a healthy eating initiative. In general, however, national priorities, new initiatives and partnerships have been insufficiently developed. The quality of leadership is satisfactory.
32. Although informal monitoring work is done by the headteacher, self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence, have not been set up. Subject co-ordinators have not been identified and a self-evaluation programme has not been formulated over a period of time which notes the aspects and subjects which are to be addressed.
33. The governing body is very supportive to all school work and development. Members contribute towards setting a strategic direction for the school through confirming policies and the SDP.
34. At present, the governors do not contribute directly towards monitoring pupils' standards of achievement and the quality of educational provision.
35. The SDP is a purposeful planning document. It contains all the planning steps for the present school year. The priorities are costed and supported through ensuring sufficient resources.
36. The school has addressed well the key issues identified in the last inspection report.
37. The school is well-staffed. Teachers have the appropriate experience and qualifications for the needs of the school. The staff work together for the benefit of all the pupils; this is a strength of the school.
38. With the exception of the need for further investment in equipment and resources for information technology, the school is well-resourced. The resources are in good condition and are used efficiently.
39. The school building and yard are well maintained. Since the last inspection, a play area has been created for the under-fives with suitable play equipment for the children. There is no hall in the school but arrangements are made to use facilities in a nearby school for some physical education activities.
40. The school plans appropriately and the expenditure on resources and other developments are in line with the school's priorities in the SDP. Overall, the school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1. plan more systematically for developing pupils' basic skills and key skills;
- R2. further develop pupils' ICT skills;*
- R3. promote KS2 pupils' bilingual skills, especially their reading and writing skills across the curriculum;
- R4. develop pupils' independent learning skills;
- R5. extend pupils' knowledge and understanding of their strengths and weaknesses and what they need to do to improve;
- R6. establish self-evaluation procedures by:
 - a. formulating a specific programme over a period of time which notes the subjects and aspects to be addressed;
 - b. appointing subject co-ordinators and defining their role;
 - c. developing the role of governors in the process.
- R7. extend the partnership with the community and the world of work.*

* These issues are already addressed in the SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 41. The findings of the inspection team do not match the grade 3 judgement made by the school in the self-evaluation report.
- 42. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 43. Pupils with SEN make good progress and achieve the targets set for them.
- 44. Children under five make good progress in the key skills of listening, speaking, reading, writing and numeracy and satisfactory progress in the development of their ICT skills.
- 45. Pupils achieve good standards in listening and speaking skills in KS1 and KS2. Pupils' ability to use their reading and writing skills across the curriculum is more variable, and overall the standards are grade 3.
- 46. Pupils make good use of their numeracy skills across the curriculum. They can apply their knowledge well to deal with mathematical demands from day-to-day.

47. Overall, pupils have not developed their information technology skills sufficiently to be able to use ICT and sources of information effectively to gather, prepare, process and present information and convey ideas. Standards are satisfactory.
48. Pupils show good development in their personal and social education skills. They also demonstrate good skills in problem-solving. Their creative skills are grade 3.
49. Early years' children and KS1 pupils make good progress with regards to bilingual ability. In KS2, pupils' listening and speaking skills are developing appropriately in Welsh and English. Their reading and writing skills in Welsh are not as secure as their skills in English and, overall, the standards are grade 3.
50. Pupils' attainment in the NC assessments by teacher assessment in KS1 and by tests in KS2 compare favourably with the local and national averages in the last few years. The numbers of the pupils who sit tests are small; in 2004, not one pupil sat end of KS2 tests.
51. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are good.
52. In general, pupils do not have a sufficient knowledge and understanding of their strengths and weaknesses and KS2 pupils do not self-evaluate their work against targets nor note what they need to do to improve.
53. Pupils' behaviour in the classrooms and around the school is very good and is a strength of the school. Pupils show respect and an awareness of the needs of others. They are friendly and polite to one another, to staff and to visitors to the school and there is a special relationship between them and the staff who are good role models for them. The staff and the pupils discuss and then set the school rules and the pupils adhere to them. Pupils' behaviour has a positive effect on the teaching and learning in the school. The school has had no case to exclude any pupil and no cases of aggressive behaviour or bullying were seen during the inspection but clear structures have been formulated should such cases arise.
54. The average attendance during the three terms prior to the inspection was 93.5 per cent without any case of unauthorised absence. Parents are aware of the school's expectations and inform the school in any case of absence. The school has not set targets for attendance but regularly reminds parents of the importance of regular attendance and punctuality. Registers are kept neatly and registration meets statutory requirements. The vast majority of the pupils attend school on a regular basis and they are punctual at the start of the school day.
55. In general, KS2 pupils have not developed the ability to work independently enough and to investigate answers to questions.
56. Throughout the school, pupils' understanding of equal opportunity issues are developing very well. Through the general work of the school and their work in religious education and personal and social education, the pupils come to respect the diversity of beliefs, and cultural attitudes and traditions within society.
57. Visits to the local community and the activities held in the village hall, the chapel and the church are an integral part of the life of the school. However, insufficient opportunities are provided for pupils to learn about the world of work through

visits and visitors to the school and teachers have not had the opportunity to take up placements in the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

58. The findings of the inspection team do not match the grade 3 judgement made by the school in the self-evaluation report.

59. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	64%	21%	0%	0%

60. These percentages are significantly higher than Welsh Assembly Government targets of 95 per cent of lessons being satisfactory or better and 50 per cent being good or better.

61. Presentations at the start of lessons are clear and enkindle pupils' interest. Overall, teachers have a good subject knowledge and are familiar with recent developments in their field.

62. Overall, planning is appropriate and the use of resources matches learning activities well. However, insufficient attention is given to planning for the development of pupils' key skills.

63. The teachers have a good relationship with their pupils. The support staff offer valuable support throughout the day to teachers and pupils.

64. The teaching is at an appropriate level to meet the broad needs of ability and age in classes. Sometimes, however, the work is insufficiently challenging for the most able pupils.

65. The majority of long and middle-term plans are comprehensive but the short-term planning methods vary in their detail and their content. In the best practice, lesson plans show how knowledge, understanding and skills can be extended and how work is modified to meet the needs of pupils of different ages and ability.

66. Teachers promote equal opportunity and equality through their lessons in religious education and personal and social education. The individual needs of learners are met in a flexible way. The differentiation is appropriate and effective individual support is given by the class assistants.

67. Throughout, the quality of assessment, recording and reporting to parents is good. The assessment policy outlines clearly the procedures for planning, assessing and presenting reports. Appropriate records are kept such as the Starting School Profile, termly progress records and standard summative assessment tests. Learners' personal files, which are a cross-section of work, reports and standard test results, show the progress and the development in pupils' work.

68. National Curriculum levels are put on pupils' work in the core subjects at the end of the year. Levelling pupils' work in the foundation subjects has not been

started. The personal profiles of the under-fives include a record of achievement and purposeful comments under the headings of the appropriate six areas of learning.

69. The work of gathering examples of pupils' levelled work in the form of a subject portfolio has been started. Targets are given to Y1 to Y6 pupils but the pupils themselves are not involved in the process of target-setting.
70. The procedures for identifying and assessing pupils with SEN conforms to the statutory requirements. These pupils receive the appropriate education and additional support.
71. Annual reports to parents conform to statutory requirements and their quality is good on the whole. They outline pupils' achievements and skills in each subject as well as give general comments about their personal and social development. In general, insufficient guidance is given on how learning can be promoted through practical recommendations. Parents appreciate that there is an open door to discuss pupils' work during the year.

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

Grade 3: Good features outweigh shortcomings

72. The findings of the inspection team match the school's judgement in the self-evaluation report.
73. Overall, the learning experiences satisfy the needs of learners appropriately and meet their aspirations. The school gives access to a broad and balanced curriculum. Throughout, the teachers offer a curricular provision which is appropriate to pupils of a wide range of ability and age. All pupils receive the same opportunities whatever their background, gender or disability.
74. There is a detailed and appropriate policy in place for developing pupils' basic and key skills across the curriculum. However, the principles of the policy are not included in teachers' short and middle-term planning and as a result, the development of basic and key skills is uneven. The *Cwricwlwm Cymreig* gets due attention within termly themes. There is appropriate emphasis on the study of Welsh heritage and culture.
75. Although some educational visits are organised and visitors are invited to the school to support and add to learners' experiences from time to time, this aspect of the school's work is undeveloped and the SDP acknowledges the need to extend the school's links with the community. The opportunities for extra-curricular activities outside school hours are limited because of transport arrangements.
76. Parents are very supportive and there is a good relationship between them and the school. Parents expressed a high level of satisfaction regarding the quality of education provided by the school through the questionnaires and the parents' meeting. All parents have signed the Home/School Agreement. The Parent Teacher Association is strong and organises social activities regularly in order to raise money to buy additional resources for the school.
77. The School Handbook and also the governors annual report provided for the parents meet statutory requirements. There are good links with the secondary

school to which the majority of pupils transfer through visits by teachers and pupils as well as curricular links. The school receives students on work experience from the two local secondary schools; at present, the school does not receive students on teaching practice.

78. The school has a few links with local businesses but the opportunities for pupils to learn about the world of work through visits and visitors to the school are underdeveloped, as are the opportunities for teachers to take up placements in the world of work.
79. The school promotes the personal development of learners, including their spiritual, moral, social and cultural development, well. Pupils are given opportunities to reflect on events and to pray in the morning services. Teachers provide positive role models for the pupils so that they can develop their self-knowledge well. There is no School Council, but opportunities are given to children to express their points of view and their feelings during 'circle time'.
80. The school's linguistic provision is based on the aim that pupils become bilingual by the time they transfer to the secondary school at the age of 11. English is introduced in Y3 and by the end of KS2, the provision offers a range of experiences in both languages. Teachers are flexible when responding to linguistic needs by translating when necessary for the recent incomers to the school. Overall, pupils' oral skills are nurtured appropriately in Welsh and English, however, arrangements to promote reading and writing skills in both languages among KS2 pupils are not sufficiently detailed and structured.
81. There is appropriate provision for pupils' personal and social education. The school is part of the Carmarthenshire Healthy Schools project. Fruit is sold during the break and pupils are encouraged to eat healthily and look after themselves and others.
82. The school promotes education for sustainable development through geography and personal and social education lessons and pupils are aware of the importance of looking after the environment. The pupils contribute to a paper recycling scheme and collect litter around the village; they have planted daffodil bulbs near the hedges of the village and flowers in pots to make the school yard more attractive.

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

Grade 2: Good features and no important shortcomings

83. The inspection team findings match the judgement given by the school in its self-evaluation report.
84. The teachers work in a good partnership with parents, carers and governors and consider their opinion when making decisions.
85. The school ensures pupils' health and safety by following LEA guidelines. It promotes healthy development through the 'Healthy Schools Project'. Use is made of a nurse for discussing personal development with the older pupils.
86. The provision for pupils with SEN is good and satisfies the requirements of the Code of Practice. The policy clearly notes the duties and main responsibilities of the school staff.

87. The school analyses learners' individual learning needs thoroughly. It provides additional support to meet individual needs, including those with a disability, effectively. A nursery nurse, carer and support teacher give effective support.
88. The school provides personal support and guidance of high quality to pupils, including access to personal and social education, tutor programmes and specialist services.
89. Health and safety, bullying, behaviour and attendance policies are in place. The staff, governors, parents and pupils are aware of the school rules which are clear in the School Handbook. The staff and pupils adhere to the safety rules.
90. The school has a policy on child protection which identifies purposeful arrangements. The headteacher is the nominated person for child protection. All members of staff have received training in child protection issues and procedures and are aware of what is to be done in an emergency.
91. The school recognises and respects diversity. It succeeds in promoting racial equality. The school does its best in order to ensure equal treatment to each pupil and makes modifications in line with the individual pupils' needs.
92. The school has a good partnership with parents but the school does not have formal arrangements in order to gather their opinion.
93. Pupils' punctuality, attendance and behaviour is monitored effectively. Parents are reminded regularly of the importance of good behaviour and attendance and they respond positively to this.
94. No cases of bullying or aggressive behaviour were seen during the inspection and the school has effective procedures to deal with these if cases arise.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

95. The findings of the inspection team match the judgement the school made in its self-evaluation report.
96. The school has sound aims and values which promote equal opportunities in all aspects of the school's work. The contribution of all members of school staff is valued and an atmosphere of close co-operation and trust characterises the life of the school.
97. The school gives appropriate consideration to curricular and managerial priorities through the SDP. It is also part of a healthy eating initiative. In general, however, national priorities, new initiatives and partnerships have been insufficiently developed. The quality of leadership is satisfactory.
98. The partnership with the secondary school to which the pupils transfer is good.
99. The performance management programme is used for setting targets for teaching staff and for identifying staff development needs. There are no formal arrangement for monitoring subjects and evaluating standards across the school although the teachers share findings regarding pupils' achievements informally on a regular basis.

100. Teachers continuous professional development is promoted through the staff appraisal process and this has a beneficial impact on the provision and standards in the school.
101. The school's priorities for the school year 2004/5 are outlined in the SDP. It sets realistic aims and targets which are based on the needs of the school.
102. The governing body is very supportive to all school work and development. The members are regular visitors to the school including visits to classes. They contribute towards setting a strategic direction for the school through confirming policies and the SDP.
103. At present, the governors do not contribute directly towards monitoring pupils' standards of achievement and the quality of educational provision.
104. The governing body meets regularly and fulfils all of its legal and regulative requirements.

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

Grade 3: Good features outweigh shortcomings

105. The findings of the inspection team match the judgement the school made in the self-evaluation report.
106. The headteacher and the assistant teacher have good knowledge of individual pupils' performance and they utilise that information appropriately to meet their personal and educational needs.
107. Although informal monitoring work is done by the headteacher, self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence, have not been established. Subject co-ordinators have not been identified and a self-evaluation programme has not been formulated over a period of time which notes the aspects and subjects which are to be addressed.
108. The school has close links with parents through its 'open-door' policy and it considers the parents' points of view in its actions. There is no formal method of gathering the points of view of pupils and the wider community.
109. The SDP is a purposeful planning document. It contains all the planning steps for the present school year. The priorities are costed and supported through ensuring sufficient resources.
110. The school makes an appropriate analysis of pupils' test results, including baseline results in the early years, teachers' assessments and NC tests in KS2.
111. The quality of the school's self-evaluation report is satisfactory. Overall, the inspection team agreed with the school's analysis of its strengths and the areas for improvement in its self-evaluation. The inspection team agreed with the school's judgements in four of the seven key questions. Where there was a difference in judgement, the inspection team has awarded a higher grade.
112. The school has addressed well the key issues identified in the last report.

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

Grade 2: Good features and no important shortcomings

113. The inspection team findings do not match the grade 3 judgement made by the school in the self-evaluation report.
114. The school is well-staffed. Teachers have the appropriate experience and qualifications for the needs of the school.
115. All the staff of the school work together for the benefit of all pupils; this is a strength of the school.
116. The staff are managed in a way which ensures the best use of their time, their expertise and their experience. The assistants give valuable support and they are effectively deployed in classes.
117. The school has appropriate arrangements for staff professional development.
118. With the exception of the need for further investment in equipment and resources for information technology, the school is well-resourced. The resources are in good condition and are used efficiently.
119. The school building and yard are well maintained. Since the last inspection, a play area has been created for the under-fives with suitable play equipment for the children. There is no hall in the school but arrangements are made to use facilities in a nearby school for some physical education activities.
120. Within classes, the good use of pupils' work and other learning materials create a stimulating learning environment.
121. The SDP shows that the school plans appropriately and that expenditure on resources and other developments is in line with the school's priorities. Through their visits and consultation with school staff, members of the governing body regularly review the way resources are used. Overall, the school provides good value for money.

School's response to the inspection

The school was invited to provide a response to the inspection report but in this case, declined to do so.

Appendix A

Basic information about the school

Name of school	Cwmifor Primary School
School type	Community
Age-range of pupils	3 - 11
Address of school	Cwmifor Llandeilo Carmarthenshire
Post-code	SA19 7AW
Telephone number	01558 822573

Headteacher	Mrs Janice A Jones
Date of appointment	January 2002
Chair of governors	Mrs Eiryl Firstbrook
Registered inspector	Mr D Gwynfor Evans
Dates of inspection	2-3 February 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1.5	2	2	3	2	3	2	5	20.5

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	9.8:1
Average class size, excluding nursery and special classes	10
Teacher (fte): class ratio	1.05:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole school
Spring 2004	92.46	95.73	88.53	90.96
Summer 2004	94.95	94.83	94.77	94.79
Autumn 2004	81.53	94.36	95.47	95.10

Percentage of pupils entitled to free school meals	0
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	0
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix D

Evidence base of the inspection

- The inspection was conducted by a team of three inspectors over a period of two days.
- The headteacher was the nominee.
- Fourteen lessons or parts of lessons were inspected as well as a selection of pupils' practical and written work.
- Registration activities, collective worship and other activities were seen during the inspection.
- Discussions were held with staff and pupils about their work.
- All documents presented by the school were analysed before and during the inspection.
- Pre-inspection meetings were held with staff, parents and the governing body.
- Nine parents attended the pre-inspection meeting and 13 questionnaires were completed by parents and analysed.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr D G Evans, Rgl	Context Summary and recommendations Key questions 1, 5, 6 a 7
Mrs N Williams, Team	Key questions 2, 3 a 4
Mrs J Davies, Lay	Contributions to key questions 1, 3, 4 and 7

Acknowledgement

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

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

A SUMMARY REPORT FOR PARENTS

**YSGOL GYNRADD CWMIFOR
Cwmifor
Llandeilo
Carmarthenshire**

School Number: 669-2060

Date of Inspection: 2-3 February 2005

by

**Mr D Gwynfor Evans
W005/15682**

Date: 8 April 2005

Under Estyn contract number: T/134/04P

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Ysgol Gynradd Cwmifor was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Ysgol Gynradd Cwmifor** took place between **2-3 February 2005**. An independent team of three inspectors, led by **Mr D Gwynfor Evans** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Name of school	Cwmifor Primary School
School type	Community
Age-range of pupils	3 - 11
Address of school	Cwmifor Llandeilo Carmarthenshire
Post-code	SA19 7AW
Telephone number	01558 822573

Headteacher	Mrs Janice A Jones
Date of appointment	January 2002
Chair of governors	Mrs Eiryl Firstbrook
Registered inspector	Mr D Gwynfor Evans
Dates of inspection	2-3 February 2005

Context

Nature of the provider

Ysgol Gynradd Cwmifor is a small rural school serving the village of Cwmifor and the nearby area in Carmarthenshire. According to the school, the pupils are drawn from a social background which is neither prosperous nor economically disadvantaged. No pupils are entitled to free school meals.

There are 20 full-time pupils and one part-time child of nursery age on roll which corresponds almost exactly to the number that was in the school during the time of the last inspection in March 1999. Four pupils have a statement of special educational needs (SEN) and another one is on the SEN register.

The vast majority of pupils come from English-speaking homes; only 10 per cent of pupils come from homes where Welsh is the main language. Welsh is used as the medium of teaching in the reception and in Key Stage (KS) 1; in KS2, pupils are taught through the medium of Welsh and English with the aim of pupils becoming bilingual by the time they transfer to the secondary school at the age of 11.

The school was last inspected in 1999. The headteacher has been in her post since January 2002.

The school's priorities and targets

In the school development plan (SDP) for 2004-2005, the following priorities are listed:

- Raise standards in the core subjects across the school;
- Improve spelling standards in Welsh and English;
- Develop pupils' information and communications technology (ICT) skills and extend the opportunities in physical education;
- Create subject portfolios;
- Extend the links with the community;
- Improve the school's buildings.

Summary

Table of grades awarded

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

1. The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
2. Pupils with SEN make good progress and achieve the targets set for them.
3. Children under five make good progress in the key skills of listening, speaking, reading, writing and numeracy and satisfactory progress in the development of their ICT skills.
4. Pupils achieve good standards in listening and speaking skills in KS1 and KS2. Pupils' ability to use their reading and writing skills across the curriculum is more variable, and overall the standards are grade 3.
5. Pupils make good use of their numeracy skills across the curriculum. They also demonstrate good skills in problem-solving. Their personal and social education skills are good. Their creative skills are grade 3.
6. Overall, pupils have not developed their information technology skills sufficiently to be able to use ICT and sources of information effectively for different purposes. Standards are satisfactory overall.
7. Early years' children and KS1 pupils make good progress with regards to bilingual ability. In KS2, pupils' listening and speaking skills are developing appropriately in Welsh and English. Their reading and writing skills in Welsh are not as secure as their skills in English and, overall, the standards are grade 3.
8. Pupils' attainment in the National Curriculum (NC) assessments by teacher assessment in KS1 and by tests in KS2 compare favourably with the local and national averages in the last few years. The numbers of the pupils who sit tests are small; in 2004, not one pupil sat end of KS2 tests.
9. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are good.
10. In general, pupils do not have a sufficient knowledge and understanding of their strengths and weaknesses and what they need to do to improve.
11. Pupils' behaviour at all times is very good and is a strength of the school. Pupils are friendly and polite and show respect and an awareness of the needs of others.
12. The vast majority of the pupils attend school on a regular basis and they are punctual at the start of the school day. The attendance average during the three terms prior to the inspection was 93.5 per cent.
13. In general, KS2 pupils have not developed the ability to work independently enough and to investigate answers to questions.
14. Throughout the school, pupils' understanding of equal opportunity issues are developing very well.
15. Pupils play a prominent part in the activities of the community but their understanding of the world of work and the workplace is underdeveloped.

The quality of education and training

16. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	64%	21%	0%	0%

17. These percentages are significantly higher than Welsh Assembly Government targets of 95 per cent of lessons being satisfactory or better and 50 per cent being good or better.
18. Presentations at the start of lessons are clear and enkindle pupils' interest. Overall, planning is appropriate and the use of resources matches learning activities well. However, generally, planning for the development of pupils' key skills is not sufficiently addressed and, in KS2, the planning is insufficiently detailed to ensure a balanced development of pupils' bilingual skills.
19. The teachers have a good relationship with their pupils. The support staff offer valuable support throughout the day to teachers and pupils.
20. In the majority of lessons, teaching is at an appropriate level to meet the pupils' wide range of ability and age in classes, but sometimes, the most able pupils do not get enough challenge in their work.
21. The quality of assessment, recording and reporting to parents is good. Pupils' personal files, which include standard test results, reports and a cross-section of their work, show the progress and development in pupils' work.
22. The personal profiles of the under-fives include records of achievement and purposeful comments in the six areas of learning. In KS1 and KS2, pupils' work is levelled in the core subjects at the end of the year according to NC levels. Levelling their work in the foundation subjects has not been started.
23. Reports to parents conform to statutory requirements.
24. Overall, the learning experiences provided by the school satisfy the needs of learners appropriately and meet their aspirations. The school gives access to a broad and balanced curriculum.
25. There is a detailed and appropriate policy for developing pupils' basic and key skills but the principles of the policy are not included in teachers' short and middle-term planning.
26. The partnership between parents and the school is good and there are purposeful links with other schools. Although some educational visits and visitors to the school are arranged, this aspect of the school's work is undeveloped and the SDP acknowledges the need to extend the school's links with the community. The opportunities for pupils to develop their knowledge and awareness of the world of work and business are limited.
27. The school promotes pupils' spiritual, moral, social and cultural development well. The provision for pupils' personal and social education is good and the school promotes education for sustainable development.

28. The school has effective links for ensuring pupils' care and health and safety. All the appropriate policies are in place and are implemented successfully.
29. The school analyses pupils' individual learning needs thoroughly. The provision for pupils with SEN is good and meets the needs of the Code of Practice. The school makes every effort to ensure equal treatment to each pupil and to make adaptations in line with individual pupils' needs.

Leadership and management

30. The school has sound aims and values which promote equal opportunities in all aspects of the school's work. An atmosphere of close co-operation and trust characterises the life of the school.
31. The school gives appropriate consideration to curricular and managerial priorities through the SDP. It is also part of a healthy eating initiative. In general, however, national priorities, new initiatives and partnerships have been insufficiently developed. The quality of leadership is satisfactory.
32. Although informal monitoring work is done by the headteacher, self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence, have not been set up. Subject co-ordinators have not been identified and a self-evaluation programme has not been formulated over a period of time which notes the aspects and subjects which are to be addressed.
33. The governing body is very supportive to all school work and development. Members contribute towards setting a strategic direction for the school through confirming policies and the SDP.
34. At present, the governors do not contribute directly towards monitoring pupils' standards of achievement and the quality of educational provision.
35. The SDP is a purposeful planning document. It contains all the planning steps for the present school year. The priorities are costed and supported through ensuring sufficient resources.
36. The school has addressed well the key issues identified in the last inspection report.
37. The school is well-staffed. Teachers have the appropriate experience and qualifications for the needs of the school. The staff work together for the benefit of all the pupils; this is a strength of the school.
38. With the exception of the need for further investment in equipment and resources for information technology, the school is well-resourced. The resources are in good condition and are used efficiently.
39. The school building and yard are well maintained. Since the last inspection, a play area has been created for the under-fives with suitable play equipment for the children. There is no hall in the school but arrangements are made to use facilities in a nearby school for some physical education activities.
40. The school plans appropriately and the expenditure on resources and other developments are in line with the school's priorities in the SDP. Overall, the school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1. plan more systematically for developing pupils' basic skills and key skills;
- R2. further develop pupils' ICT skills;*
- R3. promote KS2 pupils' bilingual skills, especially their reading and writing skills across the curriculum;
- R4. develop pupils' independent learning skills;
- R5. extend pupils' knowledge and understanding of their strengths and weaknesses and what they need to do to improve;
- R6. establish self-evaluation procedures by:
 - a. formulating a specific programme over a period of time which notes the subjects and aspects to be addressed;
 - b. appointing subject co-ordinators and defining their role;
 - c. developing the role of governors in the process.
- R7. extend the partnership with the community and the world of work.*

* These issues are already addressed in the SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

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