

REPORT

on the

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

**CWRT HENRI PRIMARY SCHOOL
DRYSLWYN
CARMARTHEN
SA32 8RX**

School Number: 669/2067

Date of Inspection: 21 – 23 June 2004

By

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Registered Inspector 78384

Under Estyn contract number: T/213/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh 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

Cwrt Henri Primary School is situated in the small village of Dryslwyn, just off the A40 between Llandeilo and Carmarthen. Most pupils come from the surrounding area. The school states that the area from which 75 per cent of its pupils are drawn is neither prosperous nor economically disadvantaged; the remaining 25 per cent come from an economically disadvantaged area. There are currently 57 pupils on roll, aged 3-11 years and the full ability range is represented amongst them. Numbers on roll have increased slightly over recent years; they were 50 at the time of the last inspection in June 1998.

The school is a designated Category A school according to the Carmarthenshire Welsh Language Policy. As a result, Welsh is the main medium of communication in the life and work of the school and English is introduced to pupils at seven years of age. In Key Stage 2 (KS2), almost all subjects are taught through the medium of Welsh, with the exception of English and mathematics.

Pupils are organised into three classes; Infant Class containing nursery/ reception/Y1 and Y2; Middle Class, containing Y3 and Y4 pupils and the Upper Class containing Y5 and Y6 pupils. Approximately 35 per cent of pupils come from homes where Welsh is the main language of communication, and the remaining 65 per cent come from English speaking homes. Eighteen per cent of pupils are registered as being eligible for free school meals. Seventeen pupils are on the school's register of special educational needs (SEN), four are the subject of School Concern, six are on School Action and seven are on School Action Plus.

The school's priorities for the coming year are:

- to formulate a scheme of work for Personal and Social Development (PSE);
- to review the Information and Communication Technology (ICT) policy, to include effective use of the interactive white board;
- to extend connections with local business and commerce.

2. MAIN FINDINGS

The main findings of the report

Cwrt Henry Primary provides a happy and orderly environment in which pupils thrive educationally and socially. Of particular note, is the school's success in promoting pupils' bilingualism, resulting in the vast majority being able to communicate effectively in both languages by the time they leave for secondary school.

- 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. The four nursery children (3-4 years) and 11 reception children (4-5 years) are educated alongside pupils in KS1 but receive sufficient and very good quality support from their

teacher and two classroom assistants. Time limitations during the inspection dictated that progress and standards of achievement can only be reported on reception children. Standards of achievement in the six areas of learning for reception children are as follows:

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

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in different national curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	N/A	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Unsatisfactory*
History	Satisfactory	Very good**
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Insuff evidence	Insuff evidence
Physical education	Satisfactory	Satisfactory
Religious education	Good	Good

* good standards achieved in Y3 and Y4

** good standards achieved in Y3 and Y4

- Standards achieved were satisfactory or better in all lessons seen. They were good in 70 per cent and satisfactory in the remaining 30 per cent.
- In both key stages, pupils achieve very good standards in listening and they achieve good standards in speaking, reading and writing across the curriculum in both Welsh and English. The use of numeracy skills is good overall in both key stages. Pupils in KS1 and in Y3 and Y4, achieve good standards in the use of information and communications technology (ICT). Overall, standards are unsatisfactory in the use of ICT across the curriculum in Y5 and Y6.
- Pupils' social, moral and spiritual development is very good and their cultural development is good.
- Pupils' behaviour and attitudes are very good. They work and play happily and harmoniously. They show respect for staff, each other and visitors. They show very good attitudes to their work and most display very good powers of concentration and perseverance.

- Levels of attendance and punctuality are good.
- The quality of teaching in the lessons or part lessons observed was very good in 9 per cent, good in 56 per cent and satisfactory in 35 per cent. Good teaching occurs in all classes and, overall, pupils are provided with a range of high quality learning experiences.
- Lessons are well planned and delivered. In most, there are clear aims and objectives that involve good quality introductions followed by differentiated tasks and ending with a plenary session when completed work is shared and discussed.
- Long and mid-term planning is of a good standard. Much of the curriculum is planned around termly themes and the work covered is recorded in individual pupils' files. As the completed work within these files is not clearly classified in subject areas, some pupils find difficulty associating a piece of work with a given subject; this adversely affects their overall recall of what has been learnt.
- In the lessons where the teaching was judged to be satisfactory, the main shortcomings are overlong introductions and tasks set that do not sufficiently challenge pupils to achieve their true potential. A general shortcoming in all classroom arrangements in KS2 is the unnecessary and undesirable seating and group arrangements whereby boys and girls are separated.
- The overall quality of assessment, recording and reporting is good. All teachers arrange good quality, continuous assessments in the core subjects, the findings of which are used for forward planning and identifying any pupils with SEN. Of particular note, are the examples of pupils' work in the core subjects that are placed in individual files termly; these are levelled, with reasons given for the level and pointers showing the way forward for each pupil. Examples of work in the foundation subjects are retained on a yearly basis.
- The marking policy provides clear guidelines to teachers. However, although pupils' work is marked regularly and positively, the quality of the guidance given on how to improve the standard of their work is uneven.
- The annual reports to parents conform to statutory requirements. Parents appreciate the information given in the reports and the opportunity provided to discuss children's work in a formal parents' evening. In general, the reports are of good quality but some do not specify the way forward for pupils in relation to achieving higher standards.
- The quality and organisation of the curriculum are generally good. All statutory requirements are met. Whole school planning is good and tasks are, for the most part, differentiated effectively to meet the various ages and abilities in each class.
- The planning and provision for the Cwricwlwm Cymreig are good and satisfactory arrangements are made for the delivery of personal, social and health education.
- The School Council provides pupils with opportunities to discuss issues relating to school improvements and helps to develop their responsibilities as citizens. The curriculum is planned to make pupils aware of the need to sustain the environment. Visits to the college

farm in Gelli Aur and recycle bins in the school grounds help pupils to care for and respect their environment.

- Homework is set regularly and serves well to extend and support pupils' learning. Visitors to the school and a range of extra-curricular activities have a significant beneficial impact on pupils' learning.
- Apart from the unnecessary division of the sexes for some activities in KS2, the school is socially inclusive and there is equality of access and opportunity within all its activities.
- The quality of the support, guidance and pupils' welfare is good. Adults know the children well and they in turn feel confident to turn to the adults for help and guidance. Pupils are well supervised inside the school environment during work and play. However, the safety of pupils and other road users is placed at risk by the inconsiderate parking of some parents at the end of the school day.
- The provision for pupils with SEN is good and pupils make good progress and achieve good standards in relation to the targets set.
- Partnerships with parents and community, schools and other institutions are good. The school's partnership with industry is satisfactory.
- The quality of the school's procedures for self-evaluation and planning for improvement is satisfactory with good features. The school has produced a useful self-evaluation document which lists developments in subjects and aspects. It offers judgements on what has been achieved but it does not pinpoint weaknesses and has not set targets for development.
- The school development plan (SDP) contains a number of relevant long-term and short-term priorities. The document is not clear, however, on specifying quantifiable targets that can be used to measure success.
- Very good quality portfolios of pupils' work have been created for the core subjects; the work has been levelled according to NC criteria and annotated to provide teachers with a common understanding of expected standards throughout the school.
- The quality of the leadership and efficiency of the school is good. The head teacher, who has a virtual full-time teaching commitment, provides high quality leadership. She has created a warm, supportive family atmosphere in which pupils thrive. Despite numerous, unavoidable staff absences during the past year, she has maintained staff and pupil morale as well as the confidence of parents.
- The governors are supportive and knowledgeable about the life and work of the school. They undertake their responsibilities efficiently and effectively. All statutory requirements are met.
- The school budget is well managed. Spending priorities are set in accordance with the educational aims of the school.

- Staff with subject responsibilities effectively undertake their duties to provide good quality long, medium and short term curriculum plans in all subjects except physical education. Their role at present, however, does not extend to monitoring progress and achievement across classes.
- The quality of the school's staffing and learning resources is good. The quality of the school's accommodation is unsatisfactory overall. Staffing levels are good and staff are suitable deployed. There is a good range of learning resources and these are generally well used to support the teaching and learning. However, expensive resources such as the interactive whiteboard, projector and accompanying laptop are not well used.
- Although good and effective use is made of all available space, the interior accommodation provides restricted space for the number of pupils on roll. There is no school hall, library, staffroom or head teacher's study and private meetings and conversations have to be undertaken in class areas or the lobby. The classroom housing the youngest pupils has to be used for dining and assembly purposes. The classroom housing the older pupils has adequate space but pupils have to walk across the playground to gain access to the toilet facilities.
- There is a small, secure play area for the under fives which is well utilised. The hard surfaced play area for other pupils is very restricted. When all pupils use the space, health and safety issues can arise if, as observed, the football is kicked accidentally but with force against unsuspecting pupils. There is a school field which, when used in fine weather, relieves the congestion on the playground. Standards of cleanliness in and around the building are good.
- Seven key issues arose from the last inspection report in June 1998. Matters relating to four of the key issues have been fully addressed but some work remains to be done on the remaining three. For example, the provision for physical education remains unsatisfactory as dance and gymnastics are under-represented in the curriculum. Subject co-ordinators still do not monitor progress and standards of achievement across classes. The school development plan (SDP) continues to omit sufficient quantifiable targets to measure progress.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were satisfactory or better in all the lessons and part-lessons observed. They were good in 70 per cent and satisfactory in 30 per cent.

- Reception children achieve very good standards in language and literacy and in their personal and social development. They achieve good standards in their mathematical development, knowledge and understanding of the world, physical development and creative development.

- In KS1, pupils achieve good standards in Welsh, mathematics, science, design and technology, information technology, geography, and religious education. They achieve satisfactory standards in history, art and physical education. There was insufficient evidence to make an overall judgement in music.
- By the end of KS2, pupils achieve very good standards in history. They achieve good standards in Welsh, English, mathematics, science, design and technology, geography and religious education. Standards achieved in art and physical education are satisfactory. Standards are unsatisfactory in information and technology in Y5 and Y6 but are good in Y3 and Y4. There was insufficient evidence to make an overall judgement on standards in music.
- Pupils with SEN make good progress and achieve good standards in relation to the targets set.
- KS1 teacher assessment results for 2003 indicate that pupils achieved scores slightly lower than the national average in Welsh, mathematics and science. The school's average score was 75 per cent in relation to the Wales average of 80 per cent. There was no significant difference in the performance of boys and girls.
- As the number of pupils in Y6 in 2003 was fewer than five, the results of the national assessment tests are not published.

3.2 Standards achieved in key skills across the curriculum

In both key stages, pupils achieve very good standards in listening and they achieve good standards in speaking, reading and writing in Welsh and English across the curriculum. The use of numeracy skills across the curriculum is good overall in both key stages. Pupils in KS1 and in Y3 and Y4 achieve good standards in the use of information and communications technology (ICT). Overall standards are unsatisfactory in the use of ICT across the curriculum in Y5 and Y6.

- Children under five achieve very good standards and make very good progress in using the key skills of language, literacy, numeracy across the six areas of learning. They make good progress in the use of ICT.
- In KS1 and KS2, the vast majority of pupils concentrate and listen very well in lessons and respond effectively to stories, presentations and instructions. Pupils in both key stages listen attentively to each other's contributions.
- From an early age, speaking skills are well developed. Good progress is made throughout both key stages with many pupils in upper KS2 making effective and perceptive contributions to discussions in both languages.
- Pupils' reading skills develop well and are built up gradually through both key stages. Pupils in KS1 respond enthusiastically to books and value reading as a source of pleasure. Pupils understand that books can be used as a source of information with some showing very good independent research skills.

- KS2 pupils successfully use reading skills in both languages to look for information and older pupils analyse what they read to answer specific inquiries.
- Standards in pupils' written recording across subjects are good in Welsh in KS1 and good overall in both languages in KS2. By the end of KS2, pupils write at length, having developed a range of writing techniques to suit different purposes and audiences.
- Numeracy skills are satisfactorily applied in science and design and technology, where pupils estimate and measure effectively during various activities. Their skills in using graphs and tables to illustrate their work and to present information are well developed in KS1 and in Y3 and Y4. Such skills are not as effectively developed in Y5 and Y6; where the use made of pupils' numeracy skills is incidental and is not planned effectively across the curriculum.
- Pupils in KS1 and lower KS2 are confident in their use of computers and achieve good standards. They successfully use their developing skills to support learning across the curriculum. Standards in upper KS2, however, are unsatisfactory with pupils given too few opportunities to develop their ICT skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- Pupils' spiritual development is very good. A very positive aspect of the school's work is the active involvement of pupils in leading the worship through readings, sharing their own written prayers and thoughts, and accompanying the singing with various musical instruments. A sense of devotion and worship is created during morning assemblies. All pupils are given opportunities to contribute directly in the assemblies and to engage in quiet reflection. There is a strong link between the school and local places of worship and pupils benefit from jointly celebrating in their Christian festivals. The very occasional removal of pupils for recorder activities during assemblies contravenes statutory requirements.
- Pupils' moral development is very good. They have a very good understanding of the difference between right and wrong from an early age. Their inter-relationships are typified by respect and tolerance towards each other and they care well for learning resources and for the school environment. Discussions with pupils show that they have a very good understanding of the problems of others and of the need to be kind. They contribute regularly to charitable work, both locally and further afield. Racial equality is promoted effectively.
- Pupils' social development is very good as is witnessed by their relationships with each other, their teachers, other adults in the school and visitors. They extend a very warm welcome and are very courteous to visitors. They show care and concern for each other

and this promotes social inclusion. They work effectively in pairs and groups during lessons and are prepared to support each other's learning. The division of the sexes for such groups is, however, unnecessary and undesirable.

- The establishment of the School Council is a very positive initiative which provides pupils with the opportunity to work together for the good of all in the school and gives them opportunities to exercise certain responsibilities. The school participates in a range of activities arranged for the four cluster schools and these make a valuable contribution to pupils' personal and social development.
- Pupils' cultural development is good. They are made aware of their Welsh heritage, including the rich history and traditions of their immediate area, including work associated with field trips to Aberglesni, Gelli Aur and Dryslwyn and Cydweli castles. Pupils in KS2 make very good progress in developing their links with European and American cultures through their links with schools in Germany and New Mexico.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The school is a warm, caring community in which pupils work and play happily together. They show respect for staff, each other and visitors. This is supported by the views of parents and governors as expressed in the pre-inspection meetings and questionnaires.
- There are effective strategies, based on high expectations, for promoting pupils' behaviour.
- No cases of bullying or racism were reported by parents and none were seen during the inspection. However, the division of the sexes for seating arrangements and some group activities in KS2 is both unnecessary and undesirable.
- Pupils show very good attitudes to their work. They are interested and attentive in class and display very good powers of concentration and perseverance.
- Pupils readily take on responsibility and carry out their duties efficiently and effectively. Members of the School Council take their responsibilities seriously and understand that the decisions they make can improve school life for others.

4.3 Attendance

Levels of attendance are good overall.

- Over the three terms preceding the inspection, whole school average attendance was at around 95%, which is a small deterioration from the time of the last inspection. However, because of the relatively small numbers on roll, the figures have been heavily influenced by the prolonged absences of one pupil despite the good and often very good attendance

of the overwhelming majority of pupils. The level of unauthorised absences has been similarly affected.

- Attendance among pupils in the early years is relatively high.
- Although the school does not set overall numeric targets for attendance, there is very careful and rigorous monitoring of individual attendance and the school maintains good links with pupils' homes to effect improvements.
- The school's attendance registers fully comply with statutory requirements.
- Punctuality is good and lessons start promptly through the day.

5. QUALITY OF EDUCATION

5.1 Teaching

Twenty-three lessons or part lessons were observed during the inspection. The quality of teaching was very good in 9 per cent, good in 56 per cent and satisfactory in 35 per cent.

- Teachers have good knowledge of the subjects they teach apart from, in some instances, information technology and physical education.
- Very good support is provided by the classroom assistants and the peripatetic music and Welsh teachers.
- Good teaching occurs in all classes and, overall, pupils are provided with a range of high quality learning experiences.
- Most lessons are well planned and delivered. Generally, there are clear aims and objectives that involve good quality introductions, followed by differentiated tasks, and ending with a plenary session when the completed work is shared and discussed.
- Long and mid-term planning is thorough and of a good standard. Much of the curriculum is planned around termly themes and the work covered is recorded in individual pupil files. As the completed work in these files is not clearly recorded in subject areas, some pupils find difficulty in associating a piece of work with a given subject; this adversely affects their overall recall of what has been learnt.
- In the lessons where the teaching was judged to be satisfactory, the main shortcomings are overlong introductions and tasks set that do not sufficiently challenge pupils to achieve their full potential. The seating arrangements in KS2, whereby girls and boys are separated for many activities, are unnecessary and undesirable.
- Teachers provide very good language models for pupils to emulate and this has a particularly beneficial effect on the successful development of pupils' bilingual skills.

5.2 Assessment, recording and reporting

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

- Baseline assessments are undertaken when the children first come to school. The information gained is used effectively to plan the curriculum, identify pupils with SEN at an early stage and measure the progress of all pupils as they move through the school.
- The systems for assessing pupils with SEN are good and the information is used to set appropriate and realistic targets in pupils' individual education plans (IEPs).
- A number of standardised tests, including reading and mathematics tests, are used throughout both key stages. In using the equivalent reading tests in both English and Welsh teachers are able to make direct comparisons in the standards of reading in both languages. Information gathered from such tests is used effectively to assist planning and identify whether further support is needed.
- The procedures for assessment at the end of all key stages conform to statutory requirements.
- All teachers arrange good quality, continuous assessments in the core subjects, the findings of which are used for forward planning and identifying any pupils with SEN. Examples of pupils' work in the core subjects are kept in individual pupil files on a termly basis; these are levelled, with reasons given for the level and pointers made for the way forward for each pupil. The assessments in the foundation subjects are done on a yearly basis. Subject portfolios with levelled examples are kept in the core subjects only and, at present, this good practice is not extended to the foundation subjects.
- The marking policy provides clear guidelines to teachers. However, although pupils' work is marked regularly and positively, the direction given to pupils on how to improve the standard of their work is uneven.
- Personal targets are set for pupils but these are not always discussed fully with pupils.
- The annual reports to parents conform to statutory requirements. Parents appreciate the information given in the reports and the opportunity provided to discuss their children's work in a formal parents' evening. However, the reports do not specify the way forward in relation to achieving higher standards.

5.3 Curriculum

The quality and organisation of the curriculum are generally good. All statutory requirements are met.

- The curriculum for the under fives successfully promotes the Desirable Outcomes for Children's Learning.
- In KS1 and KS2, the school offers a generally broad and balanced curriculum that is relevant to the needs of pupils. The exceptions are the limited IT curriculum offered in

upper KS2 and the lack of provision for gymnastics and dance within the school's physical education curriculum.

- Whole school planning is good and tasks are, for the most part, differentiated effectively to meet the various ages and abilities in each class. Satisfactory opportunities are provided for the development of key skills across the curriculum
- Very good strategies are in place for promoting pupils' bilingualism in Welsh and English and, as a result, by the time they leave school the vast majority are proficient in using both languages.
- The planning and provision for the Cwricwlwm Cymreig are good. Pupils are proud of their roots and are knowledgeable about Welsh culture and traditions.
- There are satisfactory arrangements for the delivery of personal, social and health education.
- The School Council provides pupils with opportunities to discuss issues relating to school improvements and helps to develop their responsibilities as citizens.
- The curriculum is planned to make pupils aware of the need to sustain the environment. Visits to the college farm in Gelli Aur and recycle bins in the school grounds help pupils to care and respect their environment.
- Homework is set regularly and serves well to extend and support the learning.
- Visitors to the school, including a local artist and a farmer's wife, serve effectively to extend and enrich the school's curriculum. Extra-curricular activities, including visits to a range of interesting places, sports activities arranged with the local cluster group and local and national competitions have a significant beneficial impact on pupils' learning.
- There is a very recently devised race awareness policy and an appropriate equal opportunities policy. Apart from the unnecessary division of the sexes for some activities in KS2, the content of both is incorporated effectively into the life and work of the school. The school is socially inclusive and there is equality of access and opportunity within all its activities.

5.4 Support, guidance and pupils' welfare

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

- The staff know their pupils well and the pupils in turn know that they are able to approach any member of staff at any time for support and guidance.
- The school's arrangements for sex education, first aid, fire precautions and promoting equal opportunities, are good. There are appropriate policies relating to drugs and

bullying. Parents are aware of the procedures to be followed in relation to administering medicines to children.

- The school ensures that all pupils receive full access to all aspects of its provision. These standards contribute effectively to social inclusion.
- The head teacher is aware of her responsibility as coordinator for child protection issues. The draft policy has been discussed with the chair of governors who has responsibility within the Governing Body for this aspect. This will be adopted shortly by the governing body and all members of staff will be made aware of its implications.
- The pupils are carefully supervised within the school environment during work and play. However the safety of pupils and other road users is placed at risk by the inconsiderate parking of some parents at the end of the day.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN is good and the pupils are making good progress and achieving good standards towards the targets set.

- Seventeen pupils are identified with SEN and they are well supported in the classroom and during withdrawal sessions, with one of the class teachers who is released for this purpose.
- One further pupil has been identified as being gifted academically and she is provided with appropriate work to challenge and extend her capabilities.
- Individual education plans (IEPs) are of good quality and have identified appropriate and realistic targets. The strategies devised to meet the targets are relevant to the needs of each pupil. Parents are kept well informed of their children's progress.
- Pupils with SEN have access to the full curriculum and they are fully integrated within all activities.
- As a result of the provision made and the support provided, all pupils make good progress and achieve good standards in relation to the targets set in their IEPs.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents and community, schools and other institutions are good.

- During the pre-inspection consultation, parents expressed strong approval, with very few exceptions, of the quality of relationships between the school and pupils' homes.
- Parents are very well informed about the life and work of the school. They regularly receive clearly written letters about administration, events and achievements; there is a

prominent notice board and teachers are readily available for discussions at the start and end of the school day.

- As well as parent evenings when pupils' progress is discussed, the school also holds open evenings when curricular and pastoral developments are explained to parents.
- Parents of early years' pupils are well prepared for their children's start at school. There are explanatory meetings and opportunities for parents and pupils to attend introductory sessions in the school.
- The school prospectus is well presented and complies with the statutory requirements, as does the governing body's annual report to parents. The home-school agreement complies with statutory requirements and has been signed by all parents.
- The school values parents' opinions and have consulted them by questionnaire as part of their self-evaluation process. Opportunities for parents to contribute to the work of the school are mainly limited to helping with the transport and supervision of pupils to various events. The Parent Teachers Association (PTA) is active and raises valuable sums of money to augment the school's resources.
- Individuals in the community, such as members of the clergy, Urdd and Cylch Meithrin group, support the school well. Pupils visit the local church to learn about important Christian festivals. The school uses the locality well as a resource in the teaching and learning.
- The school co-operates effectively with other primary schools by sharing resources and meeting regularly to discuss educational developments. They also co-operate as part of their partnership with the comprehensive schools. Pupils have a choice of two comprehensive schools to which they transfer, and arrangements are well organised for both schools. Curricular co-operation is stronger with the comprehensive school within their immediate catchment where there is regular discussion regarding the bridging arrangements between KS2 and KS3 in the core subjects.
- Although there has been past contact with an institution of teacher training, there have been no recent student placements.

5.7 Partnership with industry

Partnership with industry is satisfactory.

- The further development of beneficial links with industry and commerce is a feature of the school development plan (SDP).
- Some pupils have benefited from experiences such as visits to local shops, the post office and farms that have reinforced their thematic studies.
- Y3 and Y4 pupils' involvement in the translation of a web-based commercial teaching resource is of good quality and has enhanced their use of key skills, including ICT.
- There is limited contact with relevant agencies such as Careers Wales and no member of staff has benefited from industry links in their professional development.
- The school receives valuable support from a local garage by sponsorship and assistance with resources.

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 with good features.

- The school has produced a useful self-evaluation document which lists developments in subjects and aspects. It offers judgements on what has been achieved but does not pinpoint weaknesses and has not set targets for future development.
- The SDP contains a number of relevant long-term and short-term priorities. However, the document does not clearly pinpoint quantifiable targets that can be used to measure success.
- Targets are set for the core subjects for a three-year period, as required. The results of internal assessments and of NC tests and tasks are analysed in order to set appropriate targets.
- Curriculum coordinators are effective in devising good quality curriculum documentation and in offering advice to colleagues in their particular subject. Their role in monitoring standards, however, is underdeveloped.
- Very good portfolios of pupils' work have been created for the core subjects containing levelled, annotated work to provide teachers with a common understanding of expected standards throughout the school.

6.2 Leadership and efficiency

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

- The head teacher, despite having almost a full time teaching commitment, provides high quality leadership. She has succeeded in creating a warm, supportive family atmosphere in which pupils thrive. Despite numerous unavoidable staff absences during the past year, she has maintained staff morale and the confidence of parents.
- The governors are supportive and knowledgeable about the life and work of the school. They undertake their responsibilities conscientiously and effectively. All statutory requirements are met.
- The school budget is well managed. Spending priorities are set in accordance with the educational aims of the school. The school generally manages its resources efficiently and effectively.
- Staff effectively undertake their duties to provide good quality long, medium and short term curriculum plans. However, their role does not extend to monitoring progress and achievement across classes.
- The day-to-day administration of the school runs smoothly.

6.3 Staffing, accommodation and learning resources

The quality of the school's staffing and learning resources is good. The quality of the school's accommodation is unsatisfactory overall.

- The school has an adequate number of experienced and suitably qualified teachers who are effectively deployed.
- The two classroom assistants provide very good support for the under fives. The cook, cleaner and clerical officer work well as part of the school team and are highly valued by staff and pupils. A strong team spirit prevails in the school and this has a beneficial effect on staff and pupil morale.
- All members of staff have job descriptions that clearly define their roles and responsibilities.
- In general, staff have attended appropriate in-service training (INSET) to provide for specific needs and to extend their professional development. Staff development training in information technology and physical education requirements has been more limited.
- Good use is made of displays of pupils' work in KS1 and lower KS2 to create stimulating areas for learning. These help to increase pupils' self-esteem and to show that their achievements are appreciated.
- There is a good range of learning resources, particularly in relation to historical and religious artefacts. In general, there is a good supply of books but there is a shortage of Welsh medium reading books in lower KS2. For the most part, learning resources are

used effectively to support the learning. However, expensive equipment such as the Interactive Whiteboard, projector and accompanying laptop are under-used, resulting in their vast learning potential not being fully exploited.

- Although good and effective use is made of all available space, the interior accommodation provides very restricted space for the number of pupils on roll. There is no school hall, and the nursery, reception and KS1 classroom has to be used for dining and assembly purposes. This causes considerable disruption for the teacher and pupils. There is no staff room and the school clerk works in a very small room which is no larger than a small storeroom. The mobile classroom in the school grounds, housing the older KS2 pupils, has adequate space but pupils have to move across the playground to use the toilet facilities in the main building.
- There is a small, secure play area for the under-fives and this is well utilised. The hard surfaced play area for other pupils is very restricted. When all pupils use the space, health and safety issues can arise if, as observed, the football is kicked accidentally, but with force, against unsuspecting pupils. There is a school field which when used in fine weather relieves the congestion on the playground.
- Standards of cleanliness both within and outside the building are good.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under fives is good and successfully promotes the Desirable Outcomes for Children's Learning. The four nursery children (3-4 years) and the 11 reception children (4-5 years) are educated alongside pupils in KS1 but receive sufficient and very good quality support from their teacher and two classroom assistants. Time limitations during the inspection dictated that progress and standards of achievement can only be reported on reception children. Reception children make good progress and achieve very good standards in language and literacy and in their personal and social development. They achieve good standards in the four other areas of learning.

Good features

- The children achieve very good standards in **language and literacy**. They listen attentively and respond eagerly during stories and discussion times. They are at ease within the large class group and feel confident to make individual contributions. Very good progress is made in the development of early reading skills and four children are already reading independently. Most of the others can identify initial letter sounds and some familiar words in their early readers. Early writing skills are developing very well. Most can write their name legibly and form letters clearly. At least two are beginning to write simple sentences independently.

- Standards of achievement in **mathematical development** are good. The children can name the common shapes and describe their properties. They can recognise, name and write numbers to 8 and several can recognise numbers beyond this. They understand and use mathematical vocabulary such as 'more' and 'less' in relevant contexts. They are beginning to understand the mathematics of money and can use money up to five pence when shopping in the class shop.
- In their **personal and social development**, the children achieve very good standards. Most display very good concentration and perseverance in their learning. They mix easily with older and younger children in the classroom. They share, take turns and clear up after activities. They follow class rules and are developing very well in their awareness of the feelings and needs of others. Most display a high degree of independence.
- Children's **knowledge and understanding of the world** is good. They have a good idea of the passing of time and of the seasons of the year. They can discuss appropriate clothing for different seasons. Through listening to a story about the country mouse and the town mouse, they can describe and compare two different places. They discuss their own homes and are developing a good awareness of their environment. Following a visit to the college farm and after looking at pictures in the classroom, they discuss where animals live and their various habitats. They know that Francis of Assisi was a saint and that he cared very much for animals, plants and the natural world. They display good recall of some Bible stories, including the Creation.
- The children's **physical development** is good. They use space well and are aware of others around them. Their gross motor skills are good and their control well developed. They use equipment sensibly during outdoor play, avoiding obstacles and manoeuvring safely. They display good skills in throwing and catching a ball or bean bag and are learning to follow rules when involved in small team games. The children's fine motor skills are developing well when using brushes, pens and pencils. They control the mouse adeptly when using the computer.
- The children's **creative development** is good. They sing a wide range of songs and rhymes. They recall the words well and sing them clearly and tunefully. They display a good sense of rhythm as they use percussion instruments in their compositions of Cefn Gwlad music. They have experimented with paint and produced colourful images of a good standard.

Shortcomings

There are no significant shortcomings.

Welsh

Standards of achievement are good in both KS1 and KS2.

Good features

- In KS1, pupils listen attentively to stories, presentations and instructions while contributing well in the discussions that follow. They express themselves clearly and talk about their personal lives and experiences with ease and confidence.
- The reading standards of the vast majority of children are good. They read fluently, showing good awareness of the importance of tone and intonation. They identify the main characteristics of a book and express their views about the characters, showing good understanding of the text read. Some Y2 pupils independently use an index to seek information from reference books.
- Pupils write well in a wide range of formats for different purposes and audiences. They write freely and record their experiences well. Some individuals vary their sentences and many make correct use of punctuation marks. Their short poems display a growing confidence in using rhyme appropriately.
- Pupils in KS2 listen intently and older pupils discuss their work with very good understanding. They express their opinions for or against controversial issues of the day, such as hunting and the environment, with enthusiasm and perception.
- Reading standards are good across the key stage with some pupils achieving very good standards. Most pupils discuss with good understanding a wide range of books and poems and give valid reasons for their preferences and choice of favourite authors. Reading skills are used effectively to seek information from reference books.
- Writing standards are good. Pupils present work in a range of formats, according to requirements and the type of audience. Some of the work produced is published on the internet by a national organisation. They write book reviews along with formal and informal letters, expressing views about the building of a by-pass and justifying hunting. Good standards are achieved in a range of creative work including poetry, dialogue, descriptive, imaginative and empathetic writing. Many older pupils include appropriate similes and idioms to enrich their writing. A significant minority achieve very good standards, reflecting originality, imagination and a good grasp of verb usage and correct punctuation.
- The presentation of work by pupils in KS1 is good and is very good by the majority of pupils in Y5 and Y6.

Shortcomings

- Pupils in Y3 and Y4 do not present their work well and are careless with their spelling and handwriting skills.

English

English is not formally taught in KS1. Standards of achievement are good in KS2 with some older pupils achieving very good standards.

Good features

- Pupils display very good listening skills, reflected in their clear and confident oral responses. Their oral skills are developing very well and, by the end of the key stage, most are confident in justifying their opinions in extended and well reasoned oral arguments. Most speak audibly and articulately, using a wide range of subject-specific vocabulary accurately in curricular areas such as mathematics and science.
- Standards of reading are good by the end of the key stage, with a small number of pupils achieving very good standards. The vast majority read accurately, using a range of well judged expression to suit the text. Most can talk at length about a range of literature and their favourite authors. They give thoughtful and perceptive reasons for their preferences. They make good use of their reading skills to gather information from a variety of sources to support their work across the curriculum.
- Pupils display a good ability to write in a variety of styles for different purposes and audiences. They are aware of the need to adapt their writing styles for different purposes, such as dialogue, narrative, persuasive, poetic, letter writing and imaginative. Y3 and Y4 pupils produce a good range of writing in response to the stimulus of reading 'Charlotte's Web'. Older pupils in Y5 and Y6 display good skills when writing in diary, letter and descriptive forms in response to their reading of 'The Wreck of the Zanzibar'. Some of the writing by Y5 and Y6 pupils is enriched by their increasing use of imagery.
- Older pupils have a good grasp of sentence structure and of the use of punctuation; their spelling is generally accurate and they have developed good handwriting skills which enhances the presentation of their work.

Shortcomings

- The handwriting skills of some Y3 and Y4 pupils are unsatisfactory; some continue to print and very few have developed a neat and legible joined script.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- Older pupils in KS1 recognise and understand odd and even numbers. They correctly sequence numbers to 100 and use a range of strategies to help them to work out answers mentally and in written form. Most have a secure grasp of place value and can add confidently in units of 2, 3 and 5.
- Y2 pupils understand the relationship between addition and multiplication. They recognise and use the mathematical signs for both.
- The majority show a sound understanding of size, length and weight. They identify the features of two-dimensional shapes, including pentagon and hexagon, and a few can identify the properties of some three-dimensional shapes.

- Most recognise and understand the value of coins and can give correct change from 20p and 50p.
- In KS2, pupils in Y3 and Y4 use number facts in a variety of forms with increasing confidence, speed and accuracy. They begin to recognise number patterns and relationships between halves and doubles.
- Most can tell the time to the nearest five minutes and on an analogue clock face, and they can work out simple problems using both analogue and digital times.
- Pupils in Y3 and Y4 can handle data confidently; they collect information and represent it clearly in a variety of forms, making appropriate use of IT.
- In Y5 and Y6, pupils' understanding of place value is secure. The more able recognise the relationships between fractions, decimals and percentages and convert with ease. They round numbers confidently and explain equivalent fractions clearly.
- Pupils in Y5 and Y6 have a good understanding of how shapes can be transformed by rotation, while preserving all their properties. Most make sensible and perceptive statements about the effect on co-ordinates of rotation about a vertex.

Shortcomings

- Work in data handling is under represented in Y5 and Y6 and, as a result, pupils' skills in collating, representing and interpreting data in a variety of ways are underdeveloped.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils are developing good investigative skills. They are beginning to understand the importance of a systematic method of experimentation and know that detailed observation is needed. Good use is made of the observation table to develop these skills along with fieldwork activities around the school and during a visit to Gelli Aur. They take and record measurements accurately, based on the weather and growing sunflower plants.
- Pupils classify plants and animals into different groupings, based on characteristics. They give good descriptions of the main characteristics of plants and are aware of the factors that affect growth. They label parts of flowers correctly.
- Pupils understand that light comes from various sources, know of the dangers of electricity and differentiate between equipment that use plugs and those that need batteries. They construct and explore simple circuits involving batteries, wires, bulbs and identify correctly which materials conduct electricity.

- Pupils record their work in simple sentences and in pictorial and graphical form. ICT is used effectively to record and display some of the work.
- In KS2, the majority of pupils have a good understanding of the scientific process. In the best practice, pupils' investigations are well organised and they interpret their observations effectively. They have a strong awareness of the concept of fair testing and they use this, and other appropriate scientific terms, when discussing proposed experiments.
- Pupils' understanding of scientific concepts relating to electricity is good and they can construct and record circuits using diagrams and appropriate symbols. They describe the differences between the characteristics of various materials and classify materials as solids, liquids and gases effectively.
- In their study of light, KS2 pupils understand that light travels from a source and they investigate reflections of images. They understand how shadows are formed.
- Pupils demonstrate an increasingly good knowledge and understanding of aspects of life processes and living things and they can describe the main stages in the life cycle of flowering plants, including pollination, seed production, seed dispersal and germination.

Shortcomings

- Pupils in KS1 do not always use the correct terminology when recording their investigations based on electricity.
- Pupils in upper KS2 are insecure in their use of IT equipment and software to monitor changes.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 have a good understanding of the design process, and use sketches to show details of their glove puppets.
- Pupils in Y2 evaluate their finished products in terms of their likes and dislikes and make simple suggestions as to how improvements can be made.
- In both key stages, pupils research examples of commercial products prior to designing their own artefacts as was the case with fridge magnets in KS1 and pencil cases in KS2.
- Pupils' skills are appropriately developed throughout KS2 and this is facilitated by differentiated work. Pupils understand the need to plan carefully and to produce clear, annotated sketches showing critical aspects of their designs.

- Some of the work in KS2 shows good cross-curricular links and incorporates pupils' understanding of other subjects. In one instance, pupils' prior knowledge of electrical circuits was well used when designing board games in lower KS2 and traffic lights in upper KS2.
- Most pupils in upper KS2 evaluate their finished products, noting how improvements can be made and the appropriateness of the materials used, as demonstrated in their evaluations of picture frames.

Shortcomings

- Pupils in KS1 show little knowledge and understanding of controlling programmable toys.
- Pupils in upper KS2 show only elementary skills in creating, testing, storing and modifying instructions to control events.

Information technology

No direct teaching of IT was observed during the period of the inspection. On the basis of the evidence available and from discussion with pupils and the teaching staff, standards of achievement in IT are judged to be good in KS1 and lower KS2. They are unsatisfactory in upper KS2.

Good features

- In KS1, pupils' keyboard skills are developing well when word processing. They have good mouse control and drag items across the screen with considerable dexterity. Y2 pupils edit and punctuate their work using appropriate keys and skills.
- They use art programs well to create pictures to enrich other curricular areas such as religious education, especially their work on the natural world and the wonder of creation.
- Y2 pupils retrieve and save work with some assistance. They make good use of a graphing package to present information based on their weather records and favourite toys.
- Modelling has developed well across KS1. Pupils make confident use of the programme 'Fy Myd', developing their skills and understanding,
- Lower KS2 pupils have good opportunities to process their work on a computer. They can change font and colour, add a border and input clipart and pictures from the digital camera confidently. The more able combine pictures and text in a PowerPoint presentation.
- Pupils demonstrate good skills in Y3 and Y4 in using data bases and creating graphs to support other curricular areas.

- Some pupils in lower KS2 are showing very good modelling skills, using Logo, while older pupils have less developed skills in this area.

Shortcomings

- Pupils in upper KS2 pupils have very limited skills sharing and exchanging information using email, the combining of text and pictures and creating multi-media material.
- Pupils in upper KS2 are unable to use computers to sort, question and analyse data, using databases. They cannot recognize patterns or relations and predict various outcomes through the use of a spreadsheet. They lack confidence in saving and retrieving their work independently.

History

Standards of achievement are satisfactory in KS1. They are good in lower KS2 and very good in upper KS2.

Good features

- In KS1, pupils discuss artefacts confidently, such as toys, from the past and how their grandparents may have used them. They make sensible comparisons with toys from olden days and the toys they have now.
- They have used their IT skills well to compile a graph of the favourite toys of all the children in their class, and they interpret their findings clearly.
- They are familiar with the names of some important people from history such as Prince Llywelyn, Guy Fawkes and Gerallt Gymro.
- Pupils in Y3 and Y4 empathise with children who were evacuees during World War 2 and understand the feelings and emotions they would have experienced on being transferred to a strange place away from their families and friends.
- In their study of life in Victorian times, pupils effectively develop their skills of historical enquiry through finding out about school life in those days by visiting a local educational centre, researching in books, including the school log books, and the Internet. They make sensible and perceptive comparisons about schooldays in Victorian times as compared with their own.
- Pupils in Y5 and Y6 discuss perceptively some of the underlying reasons why Britain was drawn into a war with Germany in 1939. They display very good understanding of the effects of the war on social life, including the effects of conscription, the blitz, evacuation and rationing.
- They display very good knowledge and understanding of life in Tudor times, including the repercussions of Henry VIII's quest for divorce, such as the break with Rome and the

abolition of the monasteries. They provide reasoned arguments about good and bad points relating to his reign. They recall significant details of the lives of other Tudor monarchs, such as Henry Tudor and Elizabeth 1.

- Pupils in Y5 and Y6 have a very good understanding of aspects of life in Victorian times and make sensible comparisons between ways of life then and now.
- They display a very good sense of chronology and sequence accurately on a timeline the periods and events in history they have studied.

Shortcomings

There are no shortcomings in upper KS2.

- Pupils in KS1 have unsatisfactory recall of the work undertaken in relation to Prince Llywelyn's life and his death in Cilmeri, and the life and work of Gerallt Gymro.
- Their recall of other work covered is also rather hazy.
- Pupils in lower KS2 have an insecure grasp of chronology.

Geography

Standards of achievement are good in KS1 and KS2. There are very good aspects in lower KS2.

Good features

- Pupils in KS1 have a good awareness of the features of the local area. They can discuss what is to be seen in the village and use simple geographical terms in describing the area.
- They express an opinion on the environment, including their likes and dislikes, and offer sensible reasons.
- They recognise features of the weather and know that weather conditions change with the seasons.
- Early mapping skills are developing well. Pupils draw a clear map of how to find the way to a local farm and note prominent buildings on it, such as the post office and local garage.
- They have visited a college farm to look at the animals, their environment and how they are cared for. They recall the visit clearly and know that farming is the main industry in their locality. They can discuss knowledgeably how the farmer's work varies with the seasons.
- Pupils in KS2 have compared the locality of the Wyddfa with their own area. Y3 and Y4 pupils have plotted a route from Cwrt Henri to Llanberis and listed interesting places that can be passed on route. They have devised a diary of the life of a shepherd on the Wyddfa

and display good knowledge and understanding of the conditions prevailing on that particular terrain.

- They plan their own weather map with symbols and forecast likely conditions for the next day.
- They have taken photographs of different buildings in the area and can discuss sensibly how the local environment can be improved. They understand the need to protect the beauty of the environment and know the importance of the recycling bins that are kept in the school.
- They display a good understanding of the similarities and differences of life in Lesotho as compare with Wales. They also make very good comparisons between school life in Rethabile, Lesotho and their school life in Cwrt Henri.
- Class links have been established with a school in New Mexico, and pupils from both schools have exchanged a significant artefact, with information about why it is special. Pupils can locate New Mexico on a world map and are familiar with some of the physical and human features of the area.
- Y5 and Y6 pupils have a good knowledge of an economically developing country such as Eritrea. They confidently compare and contrast its geographical and human features with those in Wales.
- Long-term links have been established with a school in Germany and the two teachers involved have made exchange visits to each other's school. Pupils communicate by letter with their peers in Germany and, through the links, learn about and develop respect for each other's country and way of life.
- Y5 and Y6 pupils display good understanding of life around the Wyddfa and are knowledgeable about the physical features of the area and the main work of the inhabitants.

Shortcomings

There are no significant shortcomings in KS2.

- Pupils in KS1 are insecure in their ability to compare and contrast Llanelli with Aberystwyth.

Art

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- KS1 pupils experiment with a variety of media and produce drawings and paintings of animals, teddies and toys of a satisfactory standard.
- Pupils across the school benefit from the experience of working with a local artist who visited the school. The three-dimensional models produced with paper, paint and wire are of a good standard and are effectively displayed in classrooms.
- Y3 and Y4 pupils select suitable materials for their art work and know how to mix colours to get the right tones and shades. They have produced colourful and imaginative masks of good quality.
- Pupils in Y5 and Y6 apply their knowledge of the work of Kyffin Williams and his style as they emulate his work. Their sketching and drawing techniques are satisfactory with some pupils achieving good standards.
- Pupils mix colours confidently to produce different shades and hues. Their paintings of Creation scenes are bright, vibrant and of satisfactory quality.

Shortcomings

- As the range of art work is limited across the school, pupils' skills in sketching, painting and modelling are underdeveloped and the majority do not achieve their true potential in the subject.

Music

One lesson only was observed in music. Standards of achievement in the lesson with Y3 and Y4 pupils were good. However, there is insufficient evidence to make an overall judgement on standards at the end of KS1 and KS2.

Good features

- The standard of singing in whole school assemblies is good. It is tuneful and, when required, includes 'hwyl' and verve.
- Evidence from a tape recording, indicates that KS1 pupils can select appropriate musical instruments to depict animal and other country sounds. Their completed composition is of a good standard.
- Pupils in Y3 and Y4 display good appreciation skills as they listen to a song on tape. Most can distinguish musical elements such as pitch, beat, tone and dynamics. They learn how a musical score can distinguish between the various elements. Their performing skills in singing are of a good standard.

- There is evidence from tapes and discussion with pupils that they have good opportunities to perform in school productions for a wider audience. Parents and governors welcome the fact that all pupils are involved in such productions.

Shortcomings

There were no significant shortcomings in the work seen.

Physical education

In both key stages, two lessons on ball control only were observed. Standards of achievement in both lessons were satisfactory.

In the absence of a school hall, dance and gymnastics are under represented in the physical education curriculum. The school makes good efforts to provide pupils with swimming lessons over one term a year, and ensures that they have an opportunity to visit the Urdd centre at Llangrannog where they take part in various team and individual sporting activities such as skiing, rollerblading, horse riding, swimming and football.

Pupils also take part in competitive games with another small school in the cluster and have competed in a local cricket tournament. Pupils in both key stages have benefited from working with a member of the Dyfed Dance team and were able to create their own dance movements with some help.

Good features

- Pupils in KS1 listen and respond satisfactorily to instructions.
- They display satisfactory levels of skill as they throw and catch balls.
- Pupils work effectively in pairs, and they participate energetically in a simple game, adhering to the rules as they play.

- In upper KS2, pupils understand the importance of warm up exercises for the body and of relaxing after activities.
- They display good ball skills and body control as they move around the available space.

Shortcomings

- Pupils in KS1 are not given warming up exercises or opportunities to relax after activities.
- Not all pupils in KS2 wear appropriate clothing.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils across both key stages understand the significance of prayer and can compose their own simple prayers based on their personal experiences.
- Pupils in both key stages have a good knowledge of stories including from the Old and New Testaments.
- KS1 pupils display good recall of the story of the Creation and some other well known stories and parables. Pupils in KS1 show a good understanding of the story of St Francis. They can reflect and apply their understanding of the story while creating rules on how to look after living things.
- KS2 pupils have a good understanding of the important elements of the story of Creation. They understand the significance of the Bible as the Christians' sacred book and the role of Bishop William Morgan in ensuring its translation into Welsh.
- They are familiar with the concept that the Bible is a library and that it contains different kinds of literature. They realise the importance of the Bible to Christians and of the Koran to Muslims.
- They show an awareness of the magnitude of the universe and write their own poems expressing their awe and wonder of this.

Shortcomings

- Pupils' knowledge and understanding of other religions are not well developed in KS1.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The following seven key issues were highlighted in the last inspection report in June 1998. The school's response to each is as follows:

- i. maintain the good standards achieved and raise standards in those subjects where shortcomings were identified, including a broad and balanced range of physical education activities.**

In most subjects, good standards have been maintained. Standards have improved in language and literacy and personal and social development with the under fives. They have improved in Welsh, mathematics in KS1 and history in KS2. They have not improved in physical education and they have dipped in information and technology in Y5 and Y6.

- ii. allocate curriculum responsibilities to individual teachers, and to develop systematic procedures for monitoring and evaluating the quality of the provision and the standards achieved by pupils on a whole-school basis.**

Curriculum responsibilities have been allocated and teachers are undertaking their duties conscientiously and effectively in relation to whole school planning in their subjects. Their role in monitoring standards achieved by pupils on a whole-school basis remains underdeveloped.

- iii. continue to improve the security arrangements on site.**

The site is now safe and secure.

- iv. provide a designated area for outdoor play for the under fives and an appropriate range of large play equipment for them.**

This has all been fully addressed

- v. Proceed with the plans to improve the condition of the building, to provide a source of water in the middle classroom, and to remedy the unevenness in parts of the playground and around some of the drains.**

These matters have been addressed.

- vi. refine the SDP by making greater use of the data available in the school to set quantifiable targets to measure progress.**

Some work remains to be done. The document still does not pinpoint sufficient quantifiable targets that measure success.

- vii. maintain the exceptional ethos of the school.**

This has been maintained.

8.2 Key issues for action

The school needs to:

- raise standards in IT in Y5 and Y6, and address the shortcomings highlighted in subjects and aspects;
- improve and extend the provision for physical education;
- extend the monitoring roles of teachers;
- review the present system of recording pupils' work in a thematic file without a clear subject focus.
- ensure that no gender stereotyping occurs during classroom seating arrangements and when working in groups;
- alert parents to the need for safe parking when bringing and collecting their children from school, and investigate further the safety issues involved.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Cwrt Henri Primary School
School type	LEA maintained
Age -range of pupils	3-11
Address of school	Dryslwyn Carmarthen Carmarthenshire
Post-Code	SA32 8RX
Telephone Number	01558 668588

Headteacher	Mrs Carol Ann Thomas
Date of appointment	01-09-85
Chair of Governors/ Appropriate Authority	Mrs Rebecca Williams
Registered Inspector	Ms Lona Thomas
Dates of inspection	21-23 June 2004

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	11	5	4	11	9	6	7	57

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.2

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil:adult (fte) ratio in nursery classes	N/A
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	19
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	95	88	93	92
Term 2	89	95	96	93
Term 3	97	92	96	95

Percentage of pupils entitled to free school meals	18
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	75	In Wales:	80

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2000	Number of pupils in Y6: 4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspection days at the school. During that period:

- 23 lessons or part-lessons were observed;
- a sample of pupils in both key stages were heard reading;
- a selection of their written and practical work in all subjects was inspected;
- inspectors held discussions with the head teacher and teachers during the inspection on a vast range of issues related to the school's work;
- the school's planning documents and various files and records were scrutinised;
- inspectors were present at morning assemblies;
- 18 parents attended the pre-inspection meeting and 24 questionnaires were returned.
- Discussions were held with teachers and governors in pre and post inspection meetings.

E. Composition and responsibilities of the inspection team

{PRIVATE }Team member	Subject responsibilities	Aspect responsibilities
Ms L Thomas (Rgl)	Under fives; English; mathematics; history; geography; art; music.	Context; main findings; standards achieved in subjects and areas of learning; teaching; curriculum; provision for pupils with SEN; leadership and efficiency.
Mr M Pryse (Team)	Welsh; science; design and technology; information technology; physical education; religious education.	Standards achieved in key skills across the curriculum; pupils' spiritual, moral, social and cultural development; behaviour and attitudes; assessment, recording and reporting; quality of self-evaluation and planning for improvement; staffing, accommodation and learning resources.
Mr E James (Lay)		Attendance; partnership with parents, community, schools and other agencies; partnership with industry.