

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

**Furnace Community School
Old Colliery Road
Furnace
Llanelli
Carmarthenshire
SA15 4HT**

School Number: 6692135

Date of Inspection: 20/03/06

by

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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Furnace C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Furnace C.P. School took place between 20/03/06 and 22/03/06. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 This popular primary school is located in the village of Furnace, on the outskirts of the town of Llanelli and serves an area that is described as being economically disadvantaged. It is maintained by Carmarthenshire Local Education Authority. The school has pupils of the full ability range and their attainment levels vary greatly when they are first admitted to school.
- 2 There are currently 137 pupils between 4 and 11 years of age on the school register and they are admitted to school at the beginning of the term of their fourth birthday.
- 3 Eight per cent of pupils are entitled to receive free school meals – a figure that is lower than county (18%) and national (19%) averages. Sixty three pupils (46%) are designated as having additional learning needs and this figure is considerably higher than county and national averages. Four pupils have statements of their needs.
- 4 Approximately 40% of pupils come from homes where Welsh is the main spoken language. In accordance with the policy of the local education authority, Welsh is the main medium of teaching and learning up to the end of Key Stage 1, with both Welsh and English being used in Key Stage 2. The school teaches the National Curriculum Welsh Programme of Study.
- 5 The headteacher was appointed to her post in 2000 and there have been a number of staffing changes since the last inspection held in April 2000 - some of them very recently. There has been a considerable increase in pupil numbers in recent years and the school has doubled its pupil population since the last inspection was held. In 2004 the linguistic medium of the school was changed to the above definition of the local education authority of a Category A school.

The school's priorities and targets

- 6 The school's priorities and targets for 2005 – 2006 include:
 - monitoring standards in the light of developments, including the termination of formal end of key stage assessments;
 - reviewing the school's self-evaluation arrangements following the school's inspection;
 - gaining Bronze Eco School accreditation;
 - presenting a new staffing structure to the governing body;
 - reviewing job descriptions;
 - updating assessment portfolios;
 - renewing the Basic Skills Agency Quality Mark accreditation;
 - employing new members of staff, and monitoring their performance.

Summary

- 7 The findings of the inspection team matched the judgements of the school in six of the seven Key Questions. A lower grade was awarded for Key Question 5.

Table of grades awarded

- 8 The inspection team adjudged the school's work to be as follows:

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

Standards

- 9 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	57%	28%	--	--

10 Areas of learning for the under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 1

- 11 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.

12 Grades for standards in subjects inspected

Subjects	Key Stage 1	Key Stage 2
English	---	Grade 3
Mathematics	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 3	Grade 2
Religious education	Grade 3	Grade 3

- 13 Overall, the pupils make good progress during their time at school.
- 14 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes.
- 15 Overall, pupils in both key stages make good use of their communication and mathematical skills in various contexts across the curriculum. The use they make of their information technology skills to support their learning across the subject range is very limited.
- 16 Pupils' bilingual skills are developing well as they move up the school. The development of the oral skills of pupils who are learning Welsh is particularly good.
- 17 In relation to similar schools in terms of the percentage of pupils receiving free school meals, the school's performance over time in Key Stage 1 is within the lower 25%. In Key Stage 2, its performance has fluctuated from being in the lower 25% to the upper 25%. There has been an improvement in this key stage over the last two years.
- 18 Across the school, the majority of pupils make good progress in their personal and social development.
- 19 The behaviour of the vast majority of pupils is good and they are courteous and respectful towards each other and towards adults. There is at times a tendency for some individuals to be challenging, but in general the teachers control this small minority effectively.
- 20 In the three full terms prior to the inspection, the average level of attendance was approximately 92%, which is lower than Welsh Assembly Government expectations. There is therefore room for improvement. There are some examples of a lack of punctuality.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	67%	22%	4%	--

- 22 The quality of the annual reports to parents is good. They are useful and clear, and conform to requirements.
- 23 The school provides a flexible, broad and balanced curriculum that meets the needs and interests of every pupil. The provision is socially inclusive and secures equality of access and opportunities for all, including those pupils with additional learning needs.
- 24 Pupils' spiritual, moral, social and cultural development is well promoted.
- 25 The provision for activities out of school hours is very good.
- 26 Parents are supportive of the work of the school and are happy to assist pupils and teachers. The response of the vast majority of parents at the pre-inspection meeting and in the questionnaires returned to the inspectors was positive, although concerns were expressed about some aspects.
- 27 There is a good partnership between the school and the community. The school contributes generously to local charities and plays a prominent part in community activities.
- 28 The provision for developing the pupils' personal and social education is very good.
- 29 The school promotes the pupils' enterprise skills to very good effect.
- 30 The quality of care, support and guidance is good, with outstanding features. The school is a close knit and caring community that values and respects its pupils.
- 31 The provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. Pupils receive good support and the school seeks to identify and provide for their needs as early as possible.

Leadership and management

- 32 Under the leadership of the headteacher, the staff and the governing body co-operate effectively, providing a sense of direction to the work of the school. The school has been particularly successful in managing the changes that resulted from the re-definition of its linguistic medium used for teaching and learning.
- 33 The school has begun to address the issue of establishing formal self-evaluation procedures, and the work undertaken to date lays a solid foundation on which to build. However, these arrangements have not been sufficiently comprehensive and nor are they based on sufficient direct evidence to provide a full picture of performance.

- 34 The school has made good progress in acting on the vast majority of the key issues identified in the 2000 report. The work of raising standards continues to be a priority.
- 35 The teachers are effectively supported by assistants, volunteers and specialist teachers.
- 36 Overall, the resources available to support the learning are sufficient in the majority of subject areas. More large equipment is required for the under-fives, but the main shortcoming is currently the shortage of computer hardware and software.
- 37 Despite the investment in a new double portacabin, the school continues to be severely short of space. It is understood that the school has been earmarked for improvements under Carmarthenshire's Modernising Educational Provision plans, and it would be appropriate to proceed with this work with minimum delay.
- 38 The classroom environment is enhanced by displays that highlight the pupils' work and celebrate their achievements.
- 39 The school's financial resources are managed effectively by the headteacher, the administrative staff and the governing body. The school provides value for money.

Recommendations

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

- R1: continue with the efforts to raise standards;
- R2: ensure the resources required to develop information technology as a key skill across the curriculum;
- R3: continue to develop and build upon existing good practice in the school's self-evaluation procedures;
- R4: work with parents to improve pupils' levels of attendance;
- R5: work with the Local Education Authority to secure improvements to school buildings.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

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

41 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	57%	28%	--	--

42 Standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 1

43 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.

44 In Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	---	Grade 3
Mathematics	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 3	Grade 2
Religious education	Grade 3	Grade 3

45 Overall, the pupils make good progress during their time at school. They succeed regardless of their social or linguistic background, and the vast majority achieve the targets set for them. The pupils with additional learning needs make solid progress within their age and ability.

46 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes.

47 Overall, pupils in both key stages make good use of their communication and mathematical skills in various contexts across the curriculum. The use they

make of their information technology skills to support their learning across the subject range is very limited.

- 48 Pupils' bilingual skills are developing well as they move up the school. In Key Stage 2, they come to use their oracy, reading and writing skills in both languages in a number of curricular contexts. The development of the oral skills of pupils who are learning Welsh is particularly good.
- 49 In Key Stage 1 in 2005, according to teachers' assessments, 31% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2004 the figure was 59% (Wales 80%; Carmarthenshire 76%) and in 2003 it was 70% (Wales 79%; Carmarthenshire 78%). The results for 2005 were slightly lower than county and national averages (2004) in science, were lower in mathematics and considerably lower in Welsh.
- 50 In Key Stage 2 in 2005, according to teachers' assessments, 100% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2004 it was 100% (Wales 72%; Carmarthenshire 74%) and in 2003 the figure was 13% (Wales 71%; Carmarthenshire 69%). The results for 2005 were higher than county and national averages (2004) in all core subjects.
- 51 Over time, there are no apparent patterns of difference in the performance of boys or girls in either key stage.
- 52 In relation to similar schools in terms of the percentage of pupils receiving free school meals, the school's performance over time in Key Stage 1 is within the lower 25%. In Key Stage 2, its performance has fluctuated from being in the lower 25% to the upper 25%. There has been an improvement in this key stage over the last two years.
- 53 The vast majority of pupils respond positively when learning new knowledge or new skills. They are happy to venture and to ask for support and guidance as and when required. They learn to be more aware of the strengths of their work and of what they need to do to improve it. The majority make solid progress towards achieving their potential.
- 54 Across the school, the majority of pupils make good progress in their personal and social development.
- 55 Overall, the pupils enjoy their lessons and engage in the various activities quite enthusiastically. They are able to concentrate and persevere, but there are some examples of pupils who lose interest in their work from time to time.
- 56 The behaviour of the vast majority of pupils is good and they are courteous and respectful towards each other and towards adults. There is at times a tendency for some individuals to be challenging, but in general the teachers control this small minority effectively.

- 57 In the three full terms prior to the inspection the average level of attendance was approximately 92%, which is lower than Welsh Assembly Government expectations. There is therefore room for improvement. There are some examples of a lack of punctuality.
- 58 Pupils' creative skills across the school are developing well. The majority respond positively to the opportunities they receive to express themselves in different ways.
- 59 Pupils' awareness of equal opportunity issues and diversity in society is very good.
- 60 Pupils play an active part in a good range of community activities, and through their curricular links such as the 'Enterprise Week' and visits, their awareness of the world of work is developing well.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 61 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 62 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	67%	22%	4%	---

- 63 A range of appropriate strategies are employed to motivate pupils to persevere and to work confidently. The pupils are educated within a welcoming and stimulating learning environment. Overall, the teachers support and control the pupils well, intervening according to pupils' needs.
- 64 Equal opportunities are promoted by the school. Programmes of study are modified according to requirements to fulfil the needs of individual pupils, including those with additional learning needs. The teachers come to know the pupils well, to value them as individuals and succeed in nurturing and sustaining an effective working relationship with them.
- 65 Pupils have a clear understanding of what is expected of them in terms of achievement and behaviour. Teachers use praise and encouragement to nurture their self-respect.
- 66 The outstanding features to the teaching include lively presentations and highly effective strategies for gaining and retaining pupils' interest. There is skilful questioning, that encourages pupils to think and to investigate issues in detail and depth.

- 67 In the lessons where the teaching is good, the learning objectives are shared with pupils and there are constant references to prior learning in order to secure continuity and progression. The pace of these lessons is effective and there is good use of time. Teachers succeed in introducing differentiated activities that fulfil the requirements and interests of every pupil in the class.
- 68 The shortcomings in the teaching include presentations that feed information for long periods of time and fail to engage pupils' curiosity. In some lessons the teaching is not lively enough to retain pupils' attention. The summaries are not effective enough to enable pupils to reflect on what they have learnt.
- 69 The teachers' lesson plans are comprehensive and well-structured. Overall, their subject knowledge is appropriate and they are familiar with recent developments within their areas of responsibility.
- 70 The teachers use good quality language when teaching pupils and this has a considerable effect on pupils' bilingual skills. They provide pupils with good opportunities to use their bilingual skills in subjects across the curriculum.
- 71 The school has prepared an effective assessment system that provides accurate and consistent procedures across the school. The programme of standardised tests administered by the school follows local education authority guidelines. Test results are analysed and the information is used in order to identify areas for improvement.
- 72 The teachers keep monthly notes that record the academic and personal progress of all pupils. Appropriate examples are kept of pupils' work in individual portfolios. The records and the contents of the portfolios are kept as a basis for the consultation evenings with parents.
- 73 Pupils' work is marked regularly. However, the quality of the comments made at the end of a piece of work is inconsistent in terms of the information given to pupils on how to improve their work. The practice of recording personal targets is developing across the school.
- 74 Through its planning, the school acknowledges the need to promote pupils' self-assessment skills in order to encourage them to evaluate their own work. Reference is also made to the need to further develop the process of creating portfolios in order to facilitate the task of moderating pupils' work across the school.
- 75 The quality of the annual reports to parents is good. They are useful and clear, and conform to requirements. Summary targets are listed aimed at securing the progress of each individual pupil. Opportunities are given to parents and pupils to add their comments at the end of the report. The school invites parents to discuss their children's progress on three occasions during the year. Parents appreciate the school's open door policy.

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

Grade 2: Good features and no important shortcomings

- 76 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 77 The school provides a flexible, broad and balanced curriculum that meets the needs and interests of every pupil. The provision is socially inclusive and ensures equality of access and opportunities for all, including those pupils with additional learning needs.
- 78 Effective policies and schemes of work are provided for all curriculum subjects and the religious education syllabus. They conform to requirements. The curriculum is presented through a system of thematic cycles.
- 79 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. A range of exciting and purposeful activities are provided that succeed in nurturing the children's curiosity.
- 80 The school's self-evaluation report acknowledges that there is room to strengthen the planning for the development of pupils' basic and key skills.
- 81 Pupils' spiritual, moral, social and cultural development is promoted effectively. The majority of pupils display initiative and develop an understanding of being members of a civilised society. Services of collective worship are provided that make a good contribution towards their spiritual development. They are carefully planned and are soundly based on Christian principles. Pupils understand the moral values promoted by the school and they respond positively through their work and play.
- 82 The provision for activities out of school hours is very good. The school has a weekly sports club, an Urdd group and choir practices. Pupils receive good opportunities to be involved in numerous Urdd activities, including attending a residential course and competing in eisteddfodau. The provision is enhanced through regular visitors and visits arranged by the school to support class-based work, including their visit to the Gower Heritage Centre, St David's and the Glynn Vivian Gallery, Swansea.
- 83 Pupils' awareness, understanding and appreciation of their own culture and that of others are effectively nurtured and developed through a range of curricular areas.
- 84 Parents are supportive of the work of the school and are happy to assist pupils and teachers. The response of the vast majority of parents at the pre-inspection meeting and in the questionnaires returned to the inspectors was positive, although concerns were expressed about some aspects.

- 85 The school handbook is a comprehensive document that is full of information. It conforms to requirements. The majority of parents have responded to the home-school agreement.
- 86 The close links with the local secondary schools ensure that pupils transfer smoothly to Year 7 at the end of their time in the primary sector. The 'bridging' schemes followed by Year 6 pupils promote effective continuity between Key Stage 2 and Key Stage 3. There are also good links with catchment primary schools.
- 87 There is a good partnership between the school and the community. The school contributes generously to local charities and plays a prominent part in community activities.
- 88 Appropriate attention is given to the Welsh dimension within the curriculum in subjects such as art and history. The quality of the provision for encouraging and developing pupils' bilingual competence is particularly good.
- 89 The provision for developing the pupils' personal and social education is very good. The school provides learning experiences that deal with issues such as good health, safety, global citizenship and sustainable development in subjects across the curriculum, as well as in personal and social education. Pupils have a sound awareness of issues relating to recycling and of their responsibility to protect the environment. The school's Eco committee is active and the school has already gained the Eco-Schools scheme bronze award. The school actively develops pupils' understanding of the importance of healthy eating and is aiming at completing the first stage of the Promoting Healthy Schools initiative.
- 90 The School Council is well established and plays an active part in the life and work of the school. Members understand their role as representatives of their class communities and they appreciate the opportunities to influence issues that affect their daily lives at the school.
- 91 The school promotes the pupils' enterprise skills to very good effect. They receive opportunities to solve problems and make decisions when organising fund raising activities. Recently, the older pupils organised a business week to raise money for a specific charity. All classes were invited to produce and contribute goods for sale. Their experiences are enhanced further through their involvement in the 'Make a Million' project with Careers Wales West. Such initiatives encourage pupils to develop into independent learners, laying the foundations for lifelong learning.

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

Grade 1: Good with outstanding features

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

- 93 The quality of care, support and guidance is good, with outstanding features. The school is a close knit and caring community that values and respects its pupils. Following the discussion between the inspection team and groups of pupils, it was noted that they feel safe at school and that they are happy to approach the headteacher and staff for help and guidance.
- 94 Pupils receive equal access to all aspects of the school's educational activities. The teachers know their needs and make supportive provision for them. The teachers' work is supported by the assistants who work across the school.
- 95 The school is currently working in partnership with a parent to secure regular medicinal provision that requires a degree of expertise. This leads to strain and there is room for the appropriate authorities to support better arrangements.
- 96 The questionnaires distributed amongst pupils are testimony to the effort made by the school to consider their views. During discussions with the School Council, members referred to the willingness of the headteacher and staff to listen and respond to their comments. This is an outstanding feature of the life and work of the school.
- 97 The programmes for welcoming the reception children are well established. A session is held to welcome parents and the children are invited to join the reception class before they attend school on a full-time basis. The children settle quickly into the life and work of the school. The pupils who arrived as latecomers are supported by staff and their new peers. They receive opportunities to attend the Gwendraeth Language Centre in order to promote their bilingual skills.
- 98 The quality of the school's procedures for monitoring pupils' behaviour and performance is appropriate and it secures their progress and development.
- 99 The attendance registers are correctly administered and the school carefully monitors the attendance levels of each individual pupil. Parents are reminded of the importance of attendance and punctuality.
- 100 The school has comprehensive policies and effective systems for securing pupils' well being, health and safety. The school's links with specialist agencies are effective. There are regular visits by a policeman and the community nurse, and the school introduces programmes that relate to and promote pupils' awareness of road safety. The programme of personal and social education is operational across the school. Regular fire drills are held and records are kept by the school. All members of staff have received first aid training. The school follows recent guidelines issued by the local education authority on conducting risk assessments. However, it has not yet sufficiently formalised its procedures in this regard.
- 101 There is a child protection policy in place and staff are familiar with the relevant procedures.

- 102 The provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. Pupils receive good support and the school seeks to identify and provide for their needs as early as possible. They receive full access to the curriculum. The individual education plans provide effective guidance to teachers on how best to focus their work in order to fulfil the needs of each individual pupil. Pupils' progress is monitored and followed by twice-yearly reviews. They make progress according to their ability and they achieve the targets set for them. Meetings are held with parents to share the content of the individual education plans and to discuss their children's progress. Pupils are moved effectively along the Stages of the Code of Practice and this is recorded on an appropriate tracking form.
- 103 The strategies established to promote behaviour are working effectively.
- 104 The policies for equal opportunities and racial equality are well established. The teachers succeed in developing positive attitudes amongst pupils on issues such as equality on grounds of race, gender, background and disability. This is an outstanding feature of its provision.
- 105 The school has taken reasonable steps to ensure that disabled pupils do not suffer from being treated less favourably. In accordance with the 2001 Disability and Special Educational Needs Act, the school has produced an Accessibility Plan.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 106 The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. The main reason for the lower grade awarded by the inspectors is the need to strengthen the school's self-evaluation processes.
- 107 Under the leadership of the headteacher, the staff and the governing body co-operate effectively, providing a sense of direction to the work of the school. The agreed aims that are promoted secure equality for all and these are well reflected in its day-to-day work. The school has been particularly successful in managing the changes that resulted from the re-definition of its linguistic medium used for teaching and learning.
- 108 There is a wide range of appropriate management and curricular policies in place and a number have been recently reviewed.
- 109 The school is now working within a staffing structure that was recently put into place. This means that three newly appointed members of staff took up their posts during the half term leading up to the inspection, and although they have undertaken curricular responsibilities, the opportunities they have received to fulfil their role as subject co-ordinators have been limited. The role of others

have not been fully developed and the school has not to date ensured that self-evaluation is a sufficiently pivotal element of its management processes.

- 110 Staff meet regularly after school hours to discuss management and curricular issues.
- 111 Good consideration is given to Welsh Assembly Government priorities. The school has recently gained the Basic Skills Agency Quality Mark accreditation for the third time. It is recognised as a 'Healthy School' and is part of the 'Eco Schools' scheme.
- 112 The school sets cyclical targets according to Welsh Assembly Government requirements. They are realistic and based on the likely performance of pupils.
- 113 The national agreement in relation to reducing teachers' workload is implemented effectively and the arrangements for performance management have a positive impact on the work of the school.
- 114 The governing body is very supportive, it meets at least on a termly basis and its sub-committees meet as required. Through the headteacher's reports and their visits conducted according to an agreed rota, they have an awareness of the school's performance and of the factors that impinge upon it. They provide good support to the headteacher in guiding the strategic direction of the school. There is room to develop further their contribution to the work of monitoring standards of provision.
- 115 The school fulfils its responsibilities with regard to teaching time, but there are minor shortcomings in the annual report of the governing body to parents.

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

Grade 3: Good features outweigh shortcomings

- 116 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 117 The school has begun to address the issue of establishing formal self-evaluation procedures. The work undertaken to date, such as the monitoring of a limited number of subjects, lays a solid foundation on which to build. It was also seen that a three-year programme of monitoring has been produced. However, the arrangements have not been sufficiently comprehensive and not based on enough direct evidence to provide a full picture of performance.
- 118 Good consideration is given to the views of pupils and parents in the development of the school through the use of questionnaires. Appropriate opportunities are provided to discuss any concerns about procedures or the school's provision and evidence was seen that the school has responded positively.

- 119 The self-evaluation report presented to the inspectors gives a useful overview of the school's position. It makes judgements on a good number of aspects of the inspection, and identifies the areas that are strengths together with some of those that require further development.
- 120 The school development plan targets a number of priorities for the current year, and provides an outline of other issues to be addressed in the longer term. It contains clear actions to be taken and the criteria for success, responsibilities, together with timelines and expected costs, are also included. However, it does not place sufficient emphasis on the work of raising standards.
- 121 The findings of the school matched the judgement of the inspection team in six of the seven Key Questions. In Key Question 5, the grade awarded by the inspection team was lower than that awarded by the school itself.
- 122 The school has made good progress in implementing the vast majority of the key issues identified in the 2000 report. The work of raising standards continues to be a priority.

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

Grade 3: Good features outweigh shortcomings

- 123 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 124 There is a good number of teaching staff for the size of the school. As a result of the growth in pupil numbers in recent years, there have been staffing changes and responsibilities have been re-allocated, with three teachers being appointed in recent months. They are gradually familiarising themselves with their responsibilities and they receive good support from their colleagues.
- 125 The teachers are effectively assisted by assistants, volunteers and specialist teachers. Good use is made of expertise, as in the case of the sports development officer.
- 126 Overall, the resources available to support the learning are adequate in the majority of subject areas, although gaps are becoming apparent due to the growth in pupil numbers. More large equipment is required for the under-fives, but the main shortcoming is currently the shortage of computer hardware and software. The school has succeeded recently in commissioning a number of interactive whiteboards and is awaiting a new supply of computers.
- 127 Despite the investment in a new double portacabin, the school continues to be severely short of space. Few pupils will leave at the end of the current school year, and the number of incomers next year, together with those who have already registered for forthcoming years, will inevitably further intensify the school's problems. One classroom is much too small to accommodate

anything other than a few pupils, and the size of the hall that doubles up as a refectory is inadequate for whole-school assemblies and physical education activities. It is understood that the school has been earmarked for improvements under Carmarthenshire's Modernising Educational Provision plans, and it would be appropriate to proceed with this work with minimum delay.

- 128 There are shortcomings in the condition of some of the external buildings and in the timberwork of the older portacabins.
- 129 The buildings are not wholly suitable for disabled access, but there are designated disabled toilet facilities.
- 130 The pupils benefit from the contribution of visitors who share their experiences and from educational visits outside the school to enhance their learning.
- 131 The classroom environment is enhanced by displays that highlight the pupils' work and celebrate their achievements.
- 132 The school's financial resources are managed effectively by the headteacher, the administrative staff and the governing body. The school provides value for money.

Standards achieved in subjects and areas of learning

Under-fives

Grade 2: Good features and no important shortcomings

- 133 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. They receive a wealth of broad-based experiences in a safe and stimulating environment. This succeeds in challenging and motivating the children to achieve good standards. There are outstanding elements in two areas of learning.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

Good features

- 134 The children's listening skills are developing well. They understand and respond immediately to teachers' questions and instructions. They enjoy listening to a variety of stories and presentations, including the story 'Beth Nesaf' (What Next). They are able to recall a range of traditional nursery rhymes and perform them with increasing competence. They receive regular opportunities to develop their spoken language and they use new vocabulary introduced to them during role-play. The majority pronounce clearly and their understanding of linguistic syntax is developing well. They recognise the sounds and forms of numerous letters of the alphabet, and make good

progress in their basic reading skills. They clearly enjoy reading some of the large class books collectively. A number of the older pupils seek to write words and to build simple words independently.

Shortcomings

135 There are no important shortcomings.

Personal and Social Development

Grade 2: Good features and no important shortcomings

Good features

136 The children settle in quickly at school and they form a good relationship with the adults. The majority behave well and are happy to help each other. They know what makes them feel happy, sad, frightened and angry. The children are eagerly interested in what they do and display a willingness to wait their turn when talking or playing game. They begin to develop good independent learning strategies and are able to make decisions when selecting and sorting activities. The children are confident and the majority are able to concentrate and persevere until they have completed the task. They respond courteously when receiving their mid morning milk. They are aware of the need for personal hygiene and are able to put on and take off their outdoor clothing with a fair degree of independence.

Shortcomings

137 The self-control skills of some individuals have not been sufficiently developed.

Mathematical Development

Grade 1: Good with outstanding features

Outstanding features

138 The children's number skills are an outstanding feature of their mathematical development. They handle numbers confidently and are able to count up to a minimum of 20. They are able to count familiar objects and match numbers, symbols and sounds. The older children are able to count forward from a specific number and calculate two figure totals.

Good features

139 They have good recognition skills of simple two and three-dimensional shapes and are able to describe some of their characteristics. They understand and use simple mathematical language relating to capacity and volume when playing with water and sand. They understand concepts related to the measures, such as largest/smallest, tallest/shortest, longest/shortest, heavy/light. They can estimate the heaviest objects before weighing them on the scales. They come to recognise and handle common items of coinage when playing in the Hat Shop. They are able to collect data and create class graphs. They are able to read them in order to convey information. They use

their mathematical skills across the six areas of learning and when engaged in cookery activities, such as preparing and making pancakes.

Shortcomings

140 There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

141 The children are able to speak confidently about the weather and they can recognise a series of simple weather symbols. The children are able to place a series of pictures in time of day order. They have a sound understanding of the work undertaken by people who serve the community, such as the postman and the garage worker. Following their visit to Burry Port harbour, they come to understand the role of the coastguard. Their awareness of the different types of transport is developing well. The children are interested in their environment and are able to talk knowledgeably about the buildings and features in the vicinity of the school. During the picnic preparation activity, they exhibit an awareness of the impact of litter on the environment. The children's current work shows that they are familiar with numerous sources of communication. They have appropriate mouse control when undertaking tasks on the computer. Evidence from their previous work shows that they are able to sort and classify a wide range of materials according to their characteristics.

Shortcomings

142 There are no important shortcomings.

Physical Development

Grade 3: Good features outweigh shortcomings

Good features

143 The children use a range of materials and equipment to practise their fine motor skills, such as handling building blocks, paintbrushes and pencils. They display good control of scissors when cutting out shapes for their collage work. They make appropriate use of the space around them as they develop their movement skills in the hall. They are able to create a range of shapes with their bodies, such as tall and round. They can exhibit different ways of moving, including running, walking, stepping, skipping and jumping. They are able to link a series of movements in response to music.

Shortcomings

144 Their day-to-day use of large play equipment and steering toys in order to practise their climbing, balancing, pushing, pulling and pedalling skills is limited.

Creative Development

Grade 1: Good with outstanding features

Outstanding features

145 The children enjoy opportunities to investigate and experiment, using a range of techniques and materials. They are able to use their imagination to create unique and impressive mechanisms.

Good features

146 The children enjoy their role-play experiences. Their imaginative play in the cafe, the fire engine, police station and when enjoying a picnic generates interesting discussions and situations that extend their creative skills. They exhibit enthusiasm and imagination when responding to music and when emulating the sounds produced by different kinds of transport. They recognise a good number of percussion instruments and know how to hold them in order to produce a good sound. They clearly enjoy handling their own percussion instruments and are able to use them confidently in response to music.

Shortcomings

147 There are no important shortcomings.

English

148 Pupils do not follow the programme of study on a formal basis for this subject until the beginning of Key Stage 2.

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

149 The oral skills of Key Stage 2 pupils are good. They express themselves effectively, using a broad and appropriate vocabulary. They listen attentively to the teachers, visitors and to each other's contributions.

150 Overall, they make good progress in their reading, and the majority of pupils read with a good measure of understanding and fluency. A number of pupils are able to read expressively, casting their voices and modifying the tone and pace of their voice. They receive opportunities to practise their reading skills aloud as they work in groups with one of the school volunteers. They know the difference between works of fiction and non-fiction.

151 They write in various styles, including stories, reports, scripts, instructions and letters of thanks. They realise that language form depends on its purpose and audience. They understand the importance of making effective use of adjectives to create a portrait. They use their imagination effectively as they create imaginary locations for their creative work. They exhibit increasing confidence when playing with words and rhyme, as seen in their work in creating limericks. When they are given opportunities to write at greater length, they are able to sustain their sequence of ideas effectively, selecting phrases and words in order to generate interest and variety. In general, they exhibit an understanding of paragraphing and punctuation in their current work.

Shortcomings

- 152 The spelling of a significant number of pupils is careless as they repeat the same errors, and their use of dictionaries and thesauri in order to improve the quality of their written work is limited.
- 153 There is a lack of continuity and progression in pupils' handwriting skills.

Mathematics

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

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

Good features

- 154 In Key Stage 1, the pupils have a good understanding of number bonds and patterns, including odd and even numbers. They use appropriate vocabulary to describe their position on the class register and their understanding of addition and subtraction processes is developing well. They have a sound understanding of money and from their previous work it was seen that they use simple fractions correctly.
- 155 They recognise and are able to describe the features of common two and three-dimensional shapes correctly. They move early to be able to correctly use standard units of measurement and they develop their estimating skills effectively as a result of this work. They collect a good variety of data and present it correctly in graphical form.
- 156 In Key Stage 2, pupils have a very sound understanding of the place value of large numbers. They come to use the four number rules with increasing assuredness, and are able to offer a reasonable estimate of answers to problems they are given. They handle decimals correctly and have a sound understanding of fractions and negative numbers.
- 157 Their understanding of the characteristics of shape and the measures builds effectively on their work in the previous key stage. Their work on angles is developing well and they are able to correctly collect, arrange, re-arrange and present data according to the criteria set for them.

Shortcomings

- 158 Some of the older pupils at the school are not quick enough in providing responses in their mental mathematics work.

Art

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

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

Good features

- 159 In Key Stage 1, the pupils produce work that is of a consistently high standard. They use a range of different media in order to create effects, including pencils, paint, and oil pastels.
- 160 They experiment with creating patterns and their understanding and use of the vocabulary related to line, shape and texture is developing very well.
- 161 They are able to use the technique of printing to create pictures of garden flowers.
- 162 The pupils' work in sketching a spray of daffodils in a vase displays their ability to observe details such as colour, tone, shape and line.
- 163 Their study of the work of artists from Wales on the theme of 'seaside' has led to impressive collaborations. The pupils' three-dimensional work is developing well.
- 164 In Key Stage 2, pupils use their sketchbooks to experiment and investigate, as in their work on shadows and tone. They have a very good awareness of perspective, and their work on drawing a bicycle is detailed and skilful.
- 165 Following their study of the work of Cefyn Burgess, the pupils have been able to emulate the artist's style to create pictures of local buildings, including the school. They make good use of their sketchbooks to record their sketching work.
- 166 The process of responding to their own work and that of other artists is developing well.
- 167 The pupils' work is enhanced by inviting a local artist to school to work with pupils, and through their visit to the Glynn Vivian Gallery, Swansea. As a result, they display confidence when working on the theme 'movement' and when creating portraits.
- 168 The standard of their finished work is good and it reflects the different styles and techniques introduced across the school. Recently, the pupils' work was framed by a professional company, and parents were invited to the school's Art Gallery.

Shortcomings

- 169 There are no important shortcomings.

Physical education

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

- 170 During the period of the inspection, inspectors observed two lessons – one in each key stage, and the judgement is based on the evidence gained from these two lessons. However, it was seen that the school's schemes of work

provide for the full range of physical education experiences in the National Curriculum.

Good features

- 171 In Key Stage 1, pupils display a developing awareness of parts of their bodies as they experiment with different ways of moving about the hall. A number of pupils respond creatively. They learn how to work safely, and on the whole, they make effective use of space. Their balancing skills are developing.
- 172 In Key Stage 2, the older pupils understand the importance of warming-up and the impact this has on the body. They respond well to instructions, concentrating for extended periods, and they work energetically. They work effectively within the limitations of the space provided for them, varying their movements according to requirements.
- 173 They exhibit increasing skill in their ability to handle a rugby ball. They learn how to move with the ball, to throw and catch it correctly, from distance, using either hand. They work effectively in pairs to develop their skills.
- 174 They follow team game rules well and respect the conventions of fair play as they respond competitively in their activities. They gain obvious pleasure from taking part.

Shortcomings

- 175 Key Stage 1 pupils do not apply sufficient energy to their work.
- 176 The failure to concentrate sufficiently is a feature of their work and they do not respond well enough to instructions.

Religious education

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 177 In Key Stage 1, pupils begin to realise the value of a person as an individual. They are able to talk about their feelings and about what makes them happy or sad. They know what makes a good friend and about the importance of their families.
- 178 They are able to name some of the people who provide community leadership, including the minister. They can explain some of his duties.
- 179 They know some of the best known stories of the New Testament.
- 180 In Key Stage 2, following their work on the Ten Commandments, the pupils are able to express opinions on adhering to modern-day rules and they have produced an appropriate list of secular rules.

- 181 They know that the Bible is a sacred book for Christians and can talk about some of the characters of the Old Testament such as Moses, and about some of Jesus' teachings, such as the parables.
- 182 They know about the main festivals of the Christian faith and can talk in general terms about the practices of some of the other world religions.
- 183 They have a good awareness of the meaning of pilgrimage, and they know that pilgrims travelled to special places that are of particular significance to different religions. They have strengthened their understanding of the concept by going on their own 'pilgrimage' to St David's.

Shortcomings

- 184 In both key stages, the pupils' knowledge and understanding of other world religions is superficial.
- 185 Pupils' knowledge of a range of Biblical stories has not been developed sufficiently.

School's response to the inspection

The staff and governing body acknowledge the relevant points that have been raised. Considering the changes that have happened in the school, everyone is proud of the report and ready to implement the recommendations where all play a prominent role in the process of self-evaluation and accept responsibility for raising standards.

Appendix A

Basic information about the school

Name of school	Furnace
School type	Community
Age-range of pupils	4 – 11 years
Address of school	Old Colliery Road Furnace Llanelli
Post-code	SA15 4HT
Telephone number	(01554) 758589
Headteacher	Mrs C Lloyd-Jenkins
Date of appointment	January 2000
Chair of governors/ Appropriate authority	Mr Stephen Davies
Reporting inspector	Mr D M Cray
Dates of inspection	20 – 22 March 2000

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	--	44	21	19	13	20	12	8	137

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	8.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.1:1
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Spring 2005	94%	94%
Summer 2005	90%	92%
Autumn 2005	93%	94%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS 1 Results 2005			Number of pupils in Y2:		13			
Percentage of pupils at each level								
			D	W	1	2	3	2+
Welsh	Teacher Assessment	School			69	21		21
		National		2	10	63	25	89
Welsh: Oracy	Teacher Assessment	School		15	54	21		21
		National	1	2	11	63	24	87
Welsh: Reading	Teacher Assessment	School			46	54		54
		National	1	2	16	59	22	81
Welsh: Writing	Teacher Assessment	School			69	31		31
		National	1	3	19	66	12	78
Mathematics	Teacher Assessment	School			23	69	8	77
		National		2	11	63	24	87
Science	Teacher Assessment	School			15	85		85
		National		2	10	65	23	88

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	31%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6		8	
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included					

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	72%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

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

These inspectors visited:

- twenty seven lessons or part lessons;
- all classes;

- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; physical education; religious education.
Mrs Shirley Taylor	Team	Key questions 2; 3; 4.	Under fives; English; art.
Mrs Deris Williams	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Mrs C Lloyd -Jenkins

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

Acknowledgement

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