

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

**Mynydd Cerrig Primary School
Mynydd Cerrig
Pontyberem
Carmarthenshire
SA15 5BG**

School Number: 669/2004

Date of Inspection: March 22-24th 2005

**by
Mrs Eleri Betts
W24/17717**

Date: 27th June 2005

Under Estyn contract number: T36/04P

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

The inspection of Mynydd Cerrig Primary School took place between March 22nd and 24th. An independent team of inspectors, led by Mrs Eleri Betts Rgl, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

The governing body is responsible for amending the current development plan to incorporate action in response to the recommendations within 45 days of receiving this 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.

List of acronyms in the report in alphabetical order

ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualification, Curriculum and Assessment Authority for Wales)
CoP	Code of Practice
CS1	Core subject Indicator
GB	Governing Body
HMCI	Her Majesty's Chief Inspector
ICT	Information and communication Technology
IEP	Individual Education Plans
INSET	In service Training
LEA	Local Education Authority
NC	National Curriculum
NQT	Newly Qualified Teacher
PSE	Personal and Social Education
KS	Key Stage
SEN	Special Education Needs
SDP	School Development Plan
WAG	Wales Assembly Government
Y	Year

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Context

The nature of the provider

1. Mynydd Cerrig Primary School is located in the upland area between Pontyberem and Tumble in eastern Carmarthenshire. It is a small two-teacher school. The catchment area includes the village of Mynydd Cerrig, Capel Seion and the nearby farms. There are 18 pupils on the register. Nine of them, including the under-fives are in the infants' class and the other nine are in the KS2 class. There are no Y3 pupils at present.
2. As a Category A school, the school's aim is to enable pupils to become bilingual; consequently, it is intended that Welsh will be the main everyday language of the school, the teaching medium in KS1 and a substantial number of the subjects in KS2. The LEA's Policy is to introduce English formally towards the end of KS1.
3. There are no children at the school where Welsh is the main language of the home. 24% of them are entitled to free school meals. The school notes that the school's community is a deprived area and that pupils are of mixed abilities; none of them have statements of SEN but the majority of pupils are on the stages of the CoP.
4. The school was last inspected in January 1999; it achieved the Basic Skills Quality Mark in the summer of 2004.
5. Shortly before and during the inspection, the head was on sick leave. In order to ensure that the inspection could proceed, a head from a nearby school came in to undertake the staffing and timetabling arrangements and to assist in locating the necessary evidence. A permanent KS1 teacher returned from maternity leave early in order to facilitate the inspection and taught some subjects in both classes. Five teachers taught in the KS2 class at different times during the inspection. The under-fives and KS1 pupils were mainly taught by a supply teacher who was a NQT.

The school's priorities and targets

6. The school's main aims are to :
 - create a happy school atmosphere that will foster the intellectual, emotional, physical, social and spiritual development of every pupil to the full extent of his/her ability;
 - foster in every child the desire to learn, and to encourage the learning by acquiring skills, concepts and information within the NC;
 - educate children to help them develop as responsible members of society, especially of their own community.

7. The school notes the following priorities for the current year:
- raise the GB's awareness of matters in the SDP;
 - update information technology equipment in the school and receive training in the use of the interactive whiteboard;
 - develop the school's links with business and industry;
 - write a school policy on information disclosure;
 - respond to health and safety matters;
 - improve and update resources.

Summary

8. In accordance with the School Inspections Act, I am of the opinion, and HMCI agrees, that this school needs special measures.
9. The shortcomings that led to this judgement are that the leadership and management of the school are ineffective, that standards are low in KS2 in the vast majority of subjects inspected including two core subjects, that standards are low in the key skills in KS2, that the school does not comply with NC requirements in KS2 and that the school has not made sufficient progress since the last inspection.

Table of grades awarded

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

Standards

10. Standards in NC subjects are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 4
Science	Grade 3	Grade 5
Design and technology	Grade 3	Grade 5
Information technology	Grade 3	Grade 4
Geography	Grade 3	Grade 5
Physical education	Grade 3	Grade 3

11. Standards in lessons seen during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	8 %	50%	34%	8%

12. Pupils' standards of achievement are much lower than WAG all-Wales targets of 95% satisfactory by 2004 and 98% satisfactory (Grade 3) by 2007 and 50% good by 2004 and 65% good (Grade 2 or better) by 2007.
13. The general quality of the educational provision for under-fives is appropriate to their needs, and they make good progress towards the Desirable Outcomes for Children's Learning.
14. In withdrawal sessions with the SEN teacher, pupils make appropriate progress and achieve appropriate standards in line with their age and ability.
15. In key skills for under-fives and KS1 pupils' standards in listening display good features and no important shortcomings, and in speaking, reading, writing, numeracy and ICT good features outweigh shortcomings. In KS2, standards in listening are good and no important shortcomings. Good features outweigh shortcomings in their speaking skills in English, but in Welsh, there are several important shortcomings. In reading skills in both languages and in the use of ICT, there are shortcomings in important areas. In writing in both languages, there are many important shortcomings.
16. Pupils' progress in bilingualism shows that good features outweigh shortcomings in KS1. There are many shortcomings in the standards of bilingualism in KS2 and there is insufficient progress on standards in KS1. By the time pupils reach the upper end of the school their confidence in their use of Welsh deteriorates. The extensive use of English as a teaching medium in subjects that the school has decided should be taught in Welsh, enhances the development of English but deprives the pupils of opportunities of using Welsh and develop as bilingual citizens.
17. As only a small number of pupils take the national tests annually, results do not give a clear picture of standards at the school. The school had not undertaken national tests in 2004 as there were no pupils in Y2 nor Y6. During the previous two years, teacher assessment results in KS1 and KS2 and test

results indicated that pupils' performance is substantially better than local and national results.

18. KS1 pupils understand clearly what is expected of them as they undertake their tasks; they achieve their potential. In KS2, a survey of pupils' work shows that they are not always clear on what is expected of them and generally, they do not attain their potential.
19. Pupils are aware of the importance of equal opportunities and understand the need to play fairly and await their turn; this is shown by their care for one another. They know that they have a responsibility to assist people in need.
20. The general standard of pupils' behaviour is good; they are courteous and happy and obey adults promptly. There was no indication that bullying is a cause of concern in the school and pupils' relationship with one another during the inspection was warm and friendly. No pupil has been excluded during the last three terms.
21. Attendance standards are at 94.55%; percentages are distorted by the absence of individuals in KS2. Those who arrive late in the morning are rare exceptions.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	50%	32%	12%	6%

23. Overall, teaching in the under-fives class and KS1 is good and there is a warm, happy relationship between the permanent and temporary teacher and the pupils. They are good language models in Welsh; they have high expectations and provide a stimulating environment for teaching and learning.
24. In KS2, owing to the number of supply teachers during the week of the inspection, the quality of teaching was inconsistent. Good features included careful planning, clear presentations, questioning that challenged pupils, imaginative use of resources and an appropriate use of time. Where there were shortcomings in the teaching in KS2, lesson aims were unclear, the language medium of teaching was mixed, there was no focus on different abilities and ages, presentations were too long and timing was too slow.
25. There are many important shortcomings in the school's assessment procedures, mainly in KS2. Generally, the use made of assessment, to inform planning and enable the school to identify pupils' strengths and shortcomings and highlight areas for development, is superficial and lacking in direction and consistency.

26. Although the school has an assessment policy, it does not offer clear guidance with regard to the procedures that need to be followed. Neither core nor foundation subjects are assessed regularly, national test results are not analysed, collections of work in pupils' profiles are not annotated and there is inconsistency in the standard and frequency of marking in KS2.
27. Under-fives are appropriately assessed and procedures for identifying and assessing pupils with SEN comply with statutory requirements. Reports to parents comply with statutory requirements, and on the whole are of good quality.
28. The curriculum for under-fives is based appropriately on the Desirable Outcomes for Children's Learning.
29. There are evident shortcomings in whole-school planning for the curriculum. A number of schemes of work are those of the LEA, but they have not been adapted to this school's requirements. Other than the design and technology scheme, no curricular map for every subject was seen. In geography, several versions of the school scheme of work were seen, all identifying different contrasting locations to be studied. Schemes of work suitable for a school of this size are few in number and do not provide sufficient guidelines for teaching and learning the common requirements in KS2. As a result, during the inspection, a number of unconnected lessons delivered by supply teachers were seen in KS2, which did not take into account what pupils knew already.
30. The curriculum for SEN pupils in withdrawal lessons is appropriate to individual needs.
31. There are several shortcomings in the school's provision for teaching key skills. Overall, they do not appear in sufficient detail in plans to ensure continuity and progression in the school's work.
32. Examples were seen of provision for the cwricwlwm Cymreig, but Welsh culture is not prominent at the upper end of the school. References to other cultures, and the diversity of the world, are limited. Materials are recycled at the school but pupils' awareness of sustainable development and global citizenship is insufficiently developed.
33. The school is pro-active in organising visits to local places of interest and to important places in Wales and beyond. These give pupils memorable experiences, but there is insufficient evidence in pupils' work that they consolidate work or stimulate challenging work in the classroom.
34. Pupils' spiritual and moral development display good features. Assemblies have a spiritual ethos but it is less spiritual in the KS2 class where the opportunities to wonder at, while learning and achieving, are few. School rules give pupils appropriate guidance.

35. Elements of PSE are taught formally using ACCAC resources. However, there is no scheme of work that would ensure that all aspects of PSE are presented in a structured manner.
36. Through the questionnaire and pre-inspection meeting, parents praised very highly the care pupils receive in the school. They praise the relationship between teachers and pupils and say that their children can turn to teachers for help at any time. However, the home/school agreement is still in its draft form and therefore does not comply with statutory requirements. The annual report of the GB to parents does not conform with statutory requirements but the parents' handbook gives relevant information and meets statutory requirements.
37. The school joins appropriately with the primary schools in the cluster in headteacher meetings on a termly basis; there are occasional cultural links but those in sport are more evident. Links and transfer arrangements between the three schools, where pupils can transfer at eleven years of age, vary.
38. No policy on links with industry was seen but through links with the chair of the GB, the school visits the local quarry, and receives financial support and sponsorship from them.
39. The school has numerous policies for creating a safe environment for pupils. A large number of them have not been updated and not all teachers are aware of them. They are not dated, have not all been signed by the GB and there is no date for their revision. The documentation for child protection does not conform fully with requirements, and the booklet for parents of children starting school at five years of age does not give the correct information about the early-years curriculum. Information regarding giving medication to pupils found in the policy differs from that stated in the parents' handbook.
40. Documentation for pupils with SEN is in place including a policy and IEPs and they have been updated and appropriately revised and conform with the requirements of the CoP. These are not considered when preparing for individual pupils in KS2.

Leadership and management

41. Although generally, the school day proceeds effectively, there are many important shortcomings in the school's leadership and management, including financial management. The contingency fund is far higher than the 5% which the auditors give as a guideline.
42. There is no effective co-ordination for the majority of subjects in order to know about the school's work as a whole, to make decisions with regard to its effectiveness, or plan for further development. As a result, there are evident shortcomings in the school's management of its curriculum.

43. The GB is supportive of the head and the school and the current chairman is very caring of the school's welfare and continuity. A number of the governors are recently appointed, and therefore are not generally familiar with curriculum policies and schemes of work and mechanisms for controlling the school finance. Formal links for monitoring curricular provision and standards of achievement have not been developed.
44. The SDP is a comprehensive document but it has not been updated, and does not prioritise appropriately with regard to the school's development nor does it give strategic direction to all aspects of school life. It is not regularly revised, targets are not effectively costed, and no appropriate time is set for their implementation. Although an INSET programme has been appropriately arranged, it is insufficiently linked to priorities in the SDP.
45. The school has a sufficient number of staff to support the number of children on the register. However, the staffing complement is not always sufficient to respond to the wide range of needs where under-fives and KS1 pupils are taught together. Teachers and the other adults who serve the school display a strong commitment to this community.
46. The school benefits greatly from part-time peripatetic teachers, and volunteers who give support with Welsh, SEN, history and music. Teachers exchange classes for the purposes of teaching Welsh in KS2 for one lesson a week; this has a positive effect on standards during these specific lessons.
47. Overall, with the exception of staffing for early years and KS1, resources are sufficient but there is no record of what is available. The school has invested recently in a range of materials especially in ICT, Welsh, geography and equipment for under-fives.
48. The main building is in a good and safe condition and the school is maintained in a clean and orderly manner.
49. Classrooms are of a good size and are appropriate for the needs of teaching and learning, and the number of pupils. Very good use is made of the stage in the infants' class to create a very effective play area, mainly for under-fives. Although the school's canteen is unsightly from the outside, it is clean and neat inside. Great care however is needed when gymnastics or games lessons are held there owing to the furniture stored.
50. Effective use is made of resources in the local environment, the community and educational locations such as museums to enrich pupils' learning. This is further enhanced by visitors' contributions such as a radio-programme crew and sporting celebrities.
51. Although the inspection team agreed with the school's opinion on key question seven, they disagree substantially with the school's judgements in the self-evaluation document with regard to the other six questions and have allocated far lower grades.

52. Little mention is made of the curriculum in the self-evaluation document. As the school does not have an efficient system of coordinating subjects across the school, subject findings, priorities or targets are not fed into the self-evaluation process. Neither the adults who work at the school nor the GB are part of the self-evaluation process and there is no evidence that parents' views nor pupils' ideas on aspects of school life are taken into consideration.
53. There has been insufficient progress since the last inspection.

Recommendations

In order to improve the school, the staff and GB need to:

- R1. raise standards in subjects in both key stages, especially in Welsh, science, design and technology, information technology and geography in KS2;
- R2. improve the quality of teaching;
- R3. extend and establish consistency in the use of Welsh as a teaching medium in KS2;
- R4. create effective whole-school procedures for assessment;
- R5. establish an effective system for coordinating subjects across the school;
- R6. create whole-school schemes of work relevant to the school's needs including planning for continuity and progression in key skills;
- R7. improve the school's strategic management;
- R8. establish procedures for monitoring standards and the quality of learning and teaching across the school;
- R9. develop the quality of the self-evaluation document and the self-evaluation process;
- R10. respond to a number of shortcomings with regard to the school's policies by:
 - updating them and relating them to the school's needs;
 - ensuring that all the teachers who contribute to the teaching are aware of them;
 - ensuring that child protection documentation and the annual report of the GB to parents comply with requirements;
 - implementing a home-school agreement;
- R11. ensure that all the key issues identified in the last inspection of the school in 1999 are implemented.

Standards

Key question 1: How well do learners achieve?

Grade 5: many important shortcomings

54. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school awarded this key question a grade 2.

55. Standards in NC subjects are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 4
Science	Grade 3	Grade 5
Design and technology	Grade 3	Grade 5
Information technology	Grade 3	Grade 4
Geography	Grade 3	Grade 5
Physical education	Grade 3	Grade 3

56. Standards in lessons seen during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	8 %	50%	34%	8%

57. Pupils' standards of achievement are much lower than WAG all-Wales targets of 95% satisfactory by 2004 and 98% satisfactory (Grade 3) by 2007 and 50% good by 2004 and 65% good (Grade 2 or above) by 2007.

58. The general quality of the educational provision for under-five children is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

59. In withdrawal sessions with the SEN teacher, pupils make appropriate progress and attain appropriate standards in line with their age and ability.

60. In key skills for under-fives and KS1 pupils' standards of listening display good features and no important shortcomings and in speaking, reading, writing and numeracy and ICT good features outweigh shortcomings. The majority develop language skills appropriately, can use number in several contexts and realise that they can record information in a variety of ways and make varied use of the computer.

61. In KS2, standards in listening are good with no important shortcomings. When pupils have opportunities to discuss, good features outweigh shortcomings in their oral skills in English, but in Welsh, there are many important shortcomings. In reading skills in both languages, there are shortcomings in important areas as pupils do not regularly read an adequate variety of reference and creative texts, including poetry. In writing in both languages,

there are many important shortcomings as pupils' experiences of writing across the subjects in response to unchallenging and uniform tasks is limited. They do not write sufficiently for different purposes nor to a variety of audiences. Evidence seen did not indicate that pupils integrate and extend their ICT skills regularly across curriculum subjects, and there are shortcomings in important areas in their standards.

62. Pupils' progress in bilingualism indicates that good features outweigh shortcomings in KS1. Pupils from non-Welsh speaking homes and who come from England are immersed in Welsh and by the time they reach the upper end of KS1, they are bilingual in line with their age and ability.
63. There are many shortcomings in the standards of bilingualism in KS2 and there is insufficient progress in standards from KS1. By the time pupils reach the upper end of the class, their confidence in their use of Welsh is deteriorating. Pupils who arrive at the school during KS2 and who attend the language centre make good progress; an example was seen of one able pupil who had made very good progress. The extensive use of English as a teaching medium in subjects that the school has decided should be taught in Welsh, extends the development of English but deprives pupils of opportunities of using Welsh and develop as bilingual citizens. The social language of the classroom is English.
64. As only a small number of pupils undertake the national tests annually, results do not give a clear picture of standards in the school. The school had not undertaken national tests in 2004 as there were no pupils in Y2 nor Y6.
65. During the previous two years, teachers' assessment results in KS1 indicated that the performance of pupils who achieved level two were substantially above local and national results. Results in general however, in Welsh, mathematics and science show that no pupils achieved level three.
66. Results of the national tests in KS2 in 2002 and 2003 are higher than other schools, locally and nationally and the CSI, which combines results in English, mathematics and science is 100%. Compared with similar schools, on the basis of free school meals, the results in English, mathematics and science were in the upper quartile, and Welsh consistently in the lower quartile. There is no significant difference between the performance of boys and girls.
67. KS1 pupils understand clearly what is expected of them as they undertake their tasks; they achieve their potential. Discussion with the teacher gives them a good indication of what is expected of them and the support they receive whilst they are doing their work ensures that they are aware of what they can do.
68. In KS2 a survey of pupils' work shows that pupils are not clear as to what is expected of them. They do not achieve their potential as they often do not complete their tasks and work is not regularly marked.
69. Pupils are aware of the importance of equal opportunities within the school and everyone has opportunities in school performances. They understand that they

need to play fairly and await their turn; their care for one another bears witness to this. They understand, through the school's good number of enterprises, such as collecting money for good causes, that they have a responsibility to assist people in need.

70. Appropriate examples of creativity in art were seen in both key stages as pupils imitate works by famous artists. However opportunities for pupils in KS2 to be creative are few as they do not have sufficient opportunities to learn independently. Examples of creativity in language and design and technology for example are few and insufficient evidence was seen of regular problem-solving by pupils.
71. The general standard of pupils' behaviour is good; they are courteous and happy and obey adults promptly. There was no indication that bullying is a cause of concern in the school and pupils' relationships with one another during the inspection were warm and friendly. No pupil has been excluded during the last three terms.
72. Attendance standards are at 94.55%; percentages are distorted by the absence of individuals in KS2. Those who arrive late in the morning are rare exceptions.

The quality of education and training

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

Grade 4 : some good features, but shortcomings in important areas.

73. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school awarded this question a grade 3.
74. In the lessons observed, the quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	50%	32%	12%	6%

75. Overall, teaching in the under-fives' and KS1 class is good and there is a warm and happy relationship between the permanent and the temporary teacher and the pupils. They are good language models in Welsh, they have high expectations and provide a stimulating environment for teaching and learning.
76. In KS2, owing to the number of supply teachers during the week of the inspection, the quality of teaching was inconsistent.
77. Where the teaching is good, teachers:
- plan carefully in order to ensure effective presentation and summing up sessions;

- present work clearly and share aims and objectives with pupils;
- use a variety of questions to challenge pupils to do their best;
- make imaginative use of resources including the interactive whiteboard to stimulate interest, explain concepts and develop information, understanding and pupils' skills;
- ensure good balance between class, group and individual work, and an appropriate use of their time when pupils undertake their tasks.

78. In lessons where there were evident shortcomings:

- lesson aims are unclear and tasks insufficiently challenging to extend the more able children, and the language medium of the lesson changes consistently;
- the focus on differentiated work for pupils of different abilities and ages is insufficiently detailed in teachers' plans;
- insufficient attention is given to continuity and progression in the skills related to individual subjects;
- introductions are too long and the flow of the lesson is slow; there is an extensive use of work-sheets;
- neither the teaching nor the learning develop at an appropriate pace in order to ensure sufficient progress within the lesson.

79. There are many important shortcomings in the school's assessment procedures, mainly in KS2. Although the school has an assessment policy, it does not offer clear guidance on procedures to be followed. Generally, use made of assessment, to inform planning and to enable the school to identify pupils' strengths and shortcomings and highlight areas for development, is superficial and lacking in direction and consistency. Although teachers make regular informal observations on their pupils, the policy's influence on present practice is inadequate.

80. Neither core nor foundation subjects are regularly assessed in KS2 and therefore, the school does not have a clear picture of each pupil's achievements. National test results and scripts are not analysed to identify strengths and weaknesses of work in core subjects and to guide priorities in long-term planning.

81. Although appropriate targets are set for pupils, they do not have opportunities to become part of the process through self-assessment.

82. Under-fives are assessed appropriately after they have settled in by means of the LEA baseline assessment; results are not used as an aid to track pupils' progress.
83. Procedures for identifying and assessing pupils with SEN comply with statutory requirements and challenging targets are set in pupils' IEPs.
84. Pupils have an individual profile which includes a collection of work; however, pieces of work are not levelled nor annotated and therefore cannot be used to track pupils' progress sufficiently.
85. The marking policy does not offer guidance for teachers how to respond to pupils' work, and neither does it include further guidance how to target pupils' progress. The quality and frequency of marking in KS2 is inconsistent.
86. Reports to parents comply with statutory requirements and on the whole they are of good quality. They include information about pupils' achievements in all subjects, and information about their personal and social development. However, some comments tend to refer to what was studied rather than report on pupils' achievements. Parents are welcomed once a year to review their child's progress and are welcome to visit informally at any time.

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

Grade 5: many important shortcomings

87. The findings of the inspection team differ from the school's judgement in its self-evaluation report as the school awarded this key question a Grade 2.
88. The curriculum for under-fives is based appropriately on the Desirable Outcomes for Children's Learning. As there is no additional support in the classroom and space is restricted, provision for physical and creative development is limited. It is not possible to give under-fives sufficient opportunities to make choices.
89. There are evident shortcomings in the whole-school planning for the curriculum. Many of the schemes of work are those of the LEA but they have not been adapted to this school's requirements. Other than a design and technology scheme, no curricular map for every subject was seen. In geography, several versions of the school scheme of work were seen, all designating different contrasting locations to be studied. Schemes of work suitable for a school of this size are few in number.
90. Schemes of work do not give sufficient guidelines for teaching and learning the common requirements in KS2. As a result, during the inspection, a number of unconnected lessons delivered by supply teachers were seen in KS2, which did not give adequate consideration to what pupils already know. In KS1, teachers overcome the lack of guidelines in schemes of work by means of

detailed short-term planning. Plans for individual lessons include clear teaching aims and a suitable structure for lessons. No comparable system was seen in KS2.

91. The school does not have procedures to ensure continuity in what is being taught between KS1 and KS2. In KS2, neither what is taught nor pupils' work indicate a sufficient link with the scheme of work, and continuity is not evident in subjects taught.
92. Serious shortcomings in what pupils should know about parts of the NC in KS2 are evident in pupils' work and in responses when questioned. The amount of work they have done suggests that neither due time or attention is given to every core and foundation subject. In the school's timetable for this year, Welsh as a subject is limited to Monday and Tuesday. There is evidence of a substantial imbalance in curriculum time for different areas within physical education as well.
93. The curriculum for pupils with SEN in withdrawal lessons is appropriate to their individual needs, and Welsh resources provided by the LEA to meet the needs of non-Welsh-speaking latecomers to the school are appropriate.
94. There are many shortcomings in the school's awareness and provision for teaching key skills. Overall, they do not appear in sufficient detail in schemes to ensure continuity and progression in pupils' work.
95. Examples were seen of provision for the cwricwlwm Cymreig in art in KS1 and history in KS2, but Welsh culture is not evident at the upper end of the school. Other than in geography, references to other cultures and the diversity of the world, are few.
96. There is no formal timetable for providing homework and it is given at teachers' discretion; other than reading tasks, there is no evidence that the provision in KS2 extends the learning.
97. The school is pro-active in organising visits to local places of interest and to important places in Wales and beyond. They provide pupils with memorable experiences, but there is insufficient evidence in the school's work that they consolidate work or stimulate challenging work in the classroom. A number of visitors such as the local policeman come to the school to talk to pupils about rules, people who help in society and the world of work. The athrawes fro comes to school to extend pupils' language skills in KS2, and although sex education is not formally taught, a nurse comes to discuss relevant matters with Y6.
98. Pupils' spiritual and moral development display good features. Although pupils do not have opportunities to reflect during school collective worship, assemblies have a spiritual ethos. Ethos in the KS2 class is less spiritual, where opportunities to wonder at, while learning and achieving, are few. School rules give pupils appropriate guidance.

99. Pupils socialise naturally, but little evidence was seen of pupils extending their skills by taking responsibilities in the classroom to promote their social development. A residential visit to Pendine however, promotes older pupils' social development.
100. The school aims to be an Eco school. Materials are recycled at school and pupils have visited a local forestry, and forestry officials have visited the school to discuss recycling matters. However, no examples were seen of pupils working on projects which enhance the grounds nor cultivating a wild area on the school land; their awareness of sustainable development and global citizenship have not developed sufficiently.
101. The school has responded to ACCAC guidelines for PSE. Elements of PSE are taught formally using ACCAC resources. However, there is no scheme of work which would ensure that all aspects of PSE are presented systematically. The curriculum theme 'food' offers appropriate guidance to pupils as to which foods are healthy options.
102. Although the school does not have a PTA, the whole community uses and holds fund-raising activities for the school and other organisations. A number of members of the community come to share their experiences with pupils and develop the school's awareness of the world of work. However, the home/school agreement is still in its draft form and therefore does not comply with statutory requirements. The annual report of the GB to parents does not conform with statutory requirements but the parents' handbook gives relevant information and meets statutory requirements.
103. The school takes part appropriately with primary schools in the cluster in headteacher meetings on a termly basis; there are occasional cultural links but those in sport are more evident.
104. Links and transfer arrangements between the three schools, where pupils can transfer at eleven years of age, vary. The school receives visits by teachers from Gwendraeth and Maes-yr-Yrfa schools and pupils have an opportunity to visit; links with Ysgol Cambria have not developed to the same extent. Secondary school pupils come to school on work experience and contribute to pupils' experiences but the school does not receive students from a teacher training college.
105. No policy on links with industry was seen but through links with the chair of the GB, the school visits the local quarry and receives financial support and sponsorship from them. The school does not take advantage of business management courses.
106. The school receives all services offered by the LEA and its officers visit regularly. Links with the emergency services are appropriate.

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

Grade 4: some good features but shortcomings in important areas

107. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school has awarded this key question a Grade 2.
108. In the questionnaire and the pre-inspection meeting, parents praised very highly the care pupils receive. They praise the relationship between teachers and pupils and say that their children can turn to teachers for assistance at any time.
109. Relationships with appropriate external services such as the health service and the LEA's support services promote pupils' welfare.
110. Pupils are safe within the building, as locks have been placed on every door; they are locked during school hours. Although the school gates are not locked during school hours, pupils are well supervised at break-times and lunch-times.
111. Documentation for pupils with SEN includes a policy and IEPs; they are appropriately updated and revised and comply with NC requirements.
112. The head is responsible for first aid in the school, and his qualifications have been updated. Parents are confident that their children receive every care if they have injured themselves and that they will be contacted immediately.
113. The school regularly monitors attendance and punctuality.
114. The school has numerous policies for creating a safe environment for pupils. Many of them have not been updated and not all teachers are sufficiently aware of their content, and a number are not relevant to this school. Policies are not dated, nor signed by the GB, and there is no date for their expected revision.
115. The school has child protection documentation but it does not conform fully with requirements.
116. Although there are arrangements for children who start school at five years of age to visit the school, the booklet for the parents of these children does not give the correct information about the early years curriculum nor sufficient information about the school's procedures.
117. No fire drill has been recorded since the start of this school year though the equipment has been checked since that date.
118. The information stated in the policy regarding giving medication to pupils differs from that in the parents' handbook.

119. Although the school has had discussions with the LEA regarding the disability act, no appropriate documentation was seen related to disability nor plans for adapting the building for pupils with disabilities. Steep steps leading to the dining hall, individual steps at the school entrance and classroom doors, and narrow doors to the classrooms create difficulties for pupils in wheelchairs. However, there is evidence that the school ensures equal opportunities for pupils whatever their disability.

Leadership and management

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

Grade 5 : many important shortcomings

120. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school has awarded this key question a Grade 2.
121. Even though the school day proceeds effectively overall, there are many important shortcomings in the school's leadership and management, including financial management. The contingency fund is far greater than the 5% given by the auditors as a guideline.
122. The head is able to carry out administrative duties during non-contact time when the athrawes-fro and other specialists are teaching in KS2.
123. The head's management is weak and he does not provide the school community with clear and inspired leadership. There is insufficient communication between the two permanent teachers in both key stages; they do not work well as a team nor support one another effectively.
124. Because of staffing uncertainties, the management structure is not sufficiently clear. Coordination for the majority of subjects in order to know about the school's work as a whole, make decisions with regard to its effectiveness, or plan for further development is ineffective. As a result, there are evident shortcomings in the school's management of its curriculum. The school's priorities for this year do not give sufficient attention to curricular matters.
125. Job descriptions have not been updated and do not indicate curricular responsibilities.
126. The school has sound aims and values, but pupils, staff, governors and parents are unaware of them. As a Category A school, the school's aim is to enable pupils to become bilingual; neither the school nor the LEA's linguistic aim is achieved in KS2.
127. The school does not consider national priorities nor local partnerships sufficiently in its planning.

128. Although an action plan, which included a number of targets, was drawn up after the last inspection, targets are not always relevant to the key issues identified in the report. There is no evidence that the action plan was reviewed.
129. The SDP is a comprehensive document but it has not been updated and it does not prioritise school development appropriately nor give strategic direction to all aspects of school life. It is not regularly reviewed, targets are not effectively costed and no appropriate time is given for their implementation.
130. There are insufficient links between the SDP and the self-evaluation process and no firm judgement is given in the self-evaluation document about the quality of the school's provision nor pupils' standards of work.
131. The school's performance management scheme works effectively, and teachers receive appropriate INSET and are keen to develop professionally. The NQT visits other schools to promote her professional development.
132. The GB is supportive of the head and the school, and the current chairman is very caring of the school's welfare and future. A number of the governors have recently been appointed and they are beginning to develop an awareness of their duties and responsibilities, with some curricular links developed recently. However, they are not generally familiar with curriculum policies and schemes of work and mechanisms for controlling the school finance. Formal links for monitoring curricular provision and standards of achievement have not been developed.

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

Grade 5: many important shortcomings

133. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school has awarded this key question a Grade 2.
134. Although the inspection team agreed with the school's judgement with regard to key question seven, they disagree substantially with the school's judgements in the self-evaluation report on the other six key questions, and have awarded a far lower grade.
135. The self-evaluation document has been based appropriately on the inspection framework.
136. The head wrote the document, and although the teacher and the GB discussed it, they were not an active part of the process.
137. Priorities in the document are unclear and do not correspond with those identified in the SDP; observations are descriptive and are not soundly based on data and evidence.

138. Little mention is made of the curriculum in the self-evaluation document. As the school does not have an efficient system of coordinating subjects across the school, subject findings, priorities and targets are not fed in to the self-evaluation process; this is a major weakness.
139. Neither the adults who work at the school nor the GB are part of the school's self-evaluation process, and there is no evidence that parents' views nor pupils' ideas on aspects of school life are considered.
140. There has been insufficient progress since the last inspection.

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

Grade 2 : good features and no important shortcomings
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141. The inspection team's findings agree with the judgement made by the school in its self-evaluation report.
142. The school has a sufficient number of staff to support the number of children on the register. However, the staffing complement is not always sufficient to respond to the wide range of needs where under-fives and KS1 pupils are taught together.
143. Teachers are well qualified. Although an INSET programme has been appropriately organised, it is insufficiently linked to the priorities identified in the SDP.
144. The school benefits greatly from peripatetic teachers, part time teachers and volunteers who provide support with Welsh, SEN, history and music. Teachers exchange classes for teaching Welsh in KS2 for one lesson a week; this has a positive effect on standards during these specific lessons.
145. Teachers and other adults display a strong commitment to this community and they contribute effectively to the school's general activities. Good help and support is received from the cook, the lunchtime supervisor and the caretaker. The school is kept in a clean and orderly condition.
146. Overall, with the exception of staffing for early years and KS1, there are sufficient resources but there is no record of what is available. The school invested recently in a range of materials especially in ICT, Welsh, geography and equipmen for under-fives.
147. A good supply of reference and reading books is kept in a designated room but although many of these have been updated, several are old and dated.
148. The main building is in a good and safe condition. The school's playground is even and smoothly surfaced and has been marked for games; the playground has safe boundaries.

149. Classrooms are of a good size and appropriate for learning and teaching needs and the number of pupils. Very good use has been made of the stage in the infants' class to create a very effective play area mainly for under-fives. Displays on walls are colourful and document visits and pupils' experiences; however, they do not include sufficient examples of pupils' work.
150. The school's dining hall is used for serving lunches and for physical education lessons. Although it is unsightly outside, it is clean and tidy inside. Great care must be taken however, when holding gymnastics or games lessons owing to the dinner-time furniture stored there. Moving between the main building and the dining hall during rainy and severe weather is uncomfortable and inconvenient for staff and pupils.
151. Effective use is made of resources in the local environment, the community and educational locations, such as museums, to enrich pupils' learning. This is enhanced by the contribution of visitors such as radio personalities and sporting celebrities. Little use is made of the grassed area around the dining hall as a teaching resource.

Standards achieved in subjects and areas of learning

Welsh

KS 1 – Grade 3 : good features outweigh some shortcomings

KS 2 – Grade 4: some good features but shortcomings in important areas

Good features

152. The majority of KS1 pupils speak naturally and can hold a conversation amongst themselves and with the teacher. They make an effort to be correct, and try to use the concise form of the past tense when sharing their news.
153. Across KS1, pupils can discuss books effectively; they use the terminology of a book describing correctly what should be included in the blurb. They show enjoyment when reading stories together and know that the beginning, middle and ending are important. They read words on flash cards and simple sentences correctly.
154. In KS1, pupils form letters correctly. They begin to write news that can be understood, and older pupils can extend their news in a series of sentences. They can write appropriate invitations to a party, create an advertisement and an effective menu for a picnic.
155. A number of pupils in KS2 are eager to use extended sentences in their discussions.
156. Pupils across KS2 read story books fluently. When reading aloud in the classroom, they vary their voices for narrative and dialogue parts.

157. In KS2, pupils write very simple press releases, place phrases in speech bubbles, devise full sentences in response to questions, and write a short summary of the book 'Dannedd Gosod Ben'.
158. KS2 pupils' knowledge of language is developing appropriately as they understand what happens in mutations, how to use verbs and how to indicate singular and plural forms of nouns.

Shortcomings

159. Overall, pupils' vocabulary across the school is limited, and this prevents pupils in KS2 speaking fluently; there is no clear continuity in their oral skills across the key stage.
160. Pupils' knowledge of sentence patterns is limited in KS2 and they have difficulty in providing the correct form of answers in the present tense; this makes holding an extended conversation difficult.
161. Pupils' writing in KS2 is uniform, and they have difficulty in writing simple descriptive and creative pieces.
162. There are important shortcomings in pupils' handwriting in KS2, as pupils at the upper end of the key stage continue printing; handwriting is untidy and presentation of work lacks care.

Science

KS1 : Grade 3 : good features outweigh some shortcomings
KS2 : Grade 5 : many important shortcomings

Good features

163. KS1 pupils respond positively to scientific ideas. They use their senses to investigate materials that are similar and different. They can sort materials on the basis of basic features such as 'soft and hard', 'smooth and rough'.
164. Y2 pupils have a sound knowledge of the characteristics of living things and of conditions necessary for plant growth. They can name parts of the body and list healthy foods correctly. They are familiar with everyday equipment that uses electricity and are aware of safety requirements.
165. KS1 pupils understand that they have senses and that they must be used to be aware of the world around them. They devise simple investigations to develop further their understanding of the five senses.
166. Across KS2, pupils' understanding of life processes and living things is developing appropriately. They understand that to remain healthy, an adequate and varied diet is needed. They know that the heart operates as a pump and

what effect physical exercise has on the rest on the pulse rate. They can discuss the characteristics of teeth and the importance of looking after them.

167. Pupils in KS2 can name the main external parts of the body and know the function of the skeleton and the muscles in supporting their bodies and that they help them move.
168. Older pupils in KS2 have an appropriate knowledge of forces and motion. They know that magnets and some other materials have magnetic forces, and that magnets attract and repel.
169. KS2 pupils know about the relative positions of the sun, the world and other planets in the solar system.

Shortcomings

170. Generally, in KS1 and KS2 pupils are not confident when discussing and explaining scientific processes and presenting reports on their findings.
171. Across the school, pupils' understanding of factors associated with the process of devising a fair test is uncertain.
172. In KS2, pupils' knowledge of the contents of the NC programme of study is superficial and narrow.
173. In KS2 pupils' skills in recording and interpretation and ability to draw conclusions are limited.
174. In KS2 investigative skills are undeveloped, and their knowledge of scientific terms is uncertain.
175. KS2 pupils do not use a sufficiently wide variety of sources to write observations, use databases and record results.

Design and technology

KS1 : Grade 3 : good features outweigh some shortcomings KS2 : Grade 5 : many important shortcomings

Good features

176. Pupils in KS1 are aware of the rules required when handling food.
177. Using the story 'Lola'r Lindys Farus' as a stimulus for devising a picnic, pupils in KS1 choose food carefully before preparing a feast and tasting it.
178. In KS1 pupils plan in order to make sandwiches choosing their favourite filling. They use equipment carefully to cut them; they discuss their work confidently and older pupils evaluate their work appropriately.

179. KS1 pupils create attractive Easter cards and cut and glue them effectively. They create a simple and effective card game they can play. They create simple mechanisms that move on wheels.
180. In KS2, pupils undertake some research into the popularity of pizzas and the different varieties available before going on to create a list of ingredients and instructions as to how to make them. They design attractive packages for chocolate bars.
181. When designing their own sandwiches, pupils in KS2 seek appropriate information from the internet.
182. KS2 pupils' Easter cards are carefully designed and stitched.

Shortcomings

183. Overall, pupils' experiences in design and technology are limited and progression in their awareness of the process and their skills is not evident between KS1 and KS2.
184. Pupils are unable to choose a sufficiently varied range of materials to make artefacts; as a result, their creative talent is limited.
185. Pupils in KS2 do not always undertake sufficient research before starting on the planning process.
186. Pupils, especially in KS2, are not sufficiently aware of the need to evaluate and suggest improvements to what they are making.
187. Pupils in KS2 are unfamiliar with terminology linked to the subject and do not use it confidently.

Information Technology

KS1 : Grade 3 : good features outweigh some shortcomings.

KS2 : Grade 4 : some good features but shortcomings in important areas

Good features

188. Pupils in both key stages are aware of how to use the Smartboard, the interactive whiteboard and the digital camera.
189. In KS1, pupils use audio-visual equipment independently to listen to stories.
190. Pupils in KS1 are able to handle parts of the computer confidently, such as moving the cursor, changing colour, following instructions in a game and moving items of clothing across the screen in order to dress a teddy bear.

191. In KS1, pupils can create simple graphs on the computer in order to record, and know that an e-mail message can be sent from one computer to another.
192. In KS2, pupils, who are familiar with a computer, can change font and size, create italic lettering and underline, centre their work, import pictures and save their work.
193. In KS2 pupils create a range of simple graphs to record information. They can suggest search engines on the internet where they can find information.

Shortcomings

194. In KS1 pupils' experience of controlling an electronic toy is limited.
195. Pupils in KS2 do not practise word-processing skills sufficiently.
196. There is insufficient continuity and progression in information technology skills across the school, especially between KS1 and KS2 and across KS2.
197. Pupils in KS2 have limited experience in sending e-mails and using the internet to undertake purposeful and specific research.

Geography

KS1 : Grade 3 : good features outweigh some shortcomings KS2 : Grade 5 : many important shortcomings

Good features

198. In KS1, pupils develop a sound awareness of their local area. They can discuss the features and locations of their homes as well as create a simple map of the classroom. They can refer confidently to the geographical features of the village such as mountain, lake, street, shop and chapel and understand the meanings of signs used around the area.
199. KS1 pupils have a basic knowledge of a contrasting area with that of the school and can refer to some physical and human features in both areas.
200. In KS1 pupils know about the main features of everyday weather, understand seasonal changes and can record them appropriately by referring to different types of clothing worn in summer and winter.
201. Older pupils in KS1 are beginning to use and understand geographical terms confidently, ask and answer geographical questions, and offer simple observations.
202. In KS2, the majority of pupils can deal with the eight compass directions, and can use two-figure co-ordinates to locate specific features on simple maps.

They understand that graphs have varying scales and realise the significance of contour lines.

203. In KS2 pupils compare food in their own local area with Lesotho, and display an early understanding of the main differences, especially in relation to weather, education and work.
204. Pupils in KS2 indicate and locate places using atlases and globes, and older ones have an appropriate knowledge of continents and oceans. They recognize their local area and have an appropriate understanding of the nature and character of that area.
205. In KS2 pupils understand how people can affect the environment and why safeguarding it is important. They have an awareness of the features of different sources of energy and start to become aware of their effect on the environment.

Shortcomings

206. Pupils' skills in discussing maps and plans and making and using maps are limited.
207. Pupils' awareness and understanding of a contrasting area in Wales is limited in KS1.
208. In KS2, pupils' mapping skills have not developed sufficiently, for example they only infrequently use co-ordinates and grid references in this context.
209. In KS2 pupils' geographical investigation skills are undeveloped, especially in relation to collecting and recording information, fieldwork, mapping skills, and the use of a variety of secondary sources.
210. In KS2 pupils' grasp of geographical terms for describing and comparing places is uncertain.
211. In KS2 pupils lack confidence when undertaking tasks involving scale and distance, and their identification of the geographical characteristics of Wales is limited.
212. Generally across KS2, pupils are not sufficiently aware of the geographical features and the effect they have on life in different places.

Physical education

KS1 : Grade 3 : good features outweigh some shortcomings KS2 : Grade 3 : good features outweigh some shortcomings
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213. Two lessons were seen during the inspection, a dance lesson in KS1 and a gymnastics lesson in KS2; evidence seen suggests that good features outweigh some shortcomings across the subject.

Good features

214. In both key stages, pupils warm up and cool down in an appropriate manner. They respond quickly and effectively to instructions and work well as individuals and in pairs.

215. In KS1, pupils display imagination, co-operation, and respond well to the dance tasks in “Jack and the Beanstalk”. They display a good awareness of space as they move lightly around the room.

216. In KS2 pupils respond well to challenging instructions. The standard of their floor work as they display various balances within different levels is good, and they persevere effectively in order to improve their work.

217. Evidence suggests that pupils’ skills in KS2 develops appropriately as a result of taking part in inter-schools athletics competitions and games activities in cricket and netball.

218. Pupils in KS2 develop relevant and appropriate skills in open-air and adventure activities, such as orienteering, abseiling and caving in the Lady Stepney centre.

219. All pupils in the school have swimming lessons for an extended period every year and the school states that the majority achieve standards expected of eleven-year-old pupils in the NC.

Shortcomings

220. Generally, pupils have insufficient control of their techniques and movements when undertaking their activities.

221. Skills in evaluating their own work and the work of others have not developed sufficiently.

Appendix A

Basic information about the school

Name of school	Mynydd Cerrig Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Mynydd Cerrig, Pontyberem, Carmarthenshire
Post-code	SA15 5BG
Telephone number	01269 870532

Headteacher	Mr T.W.E. Evans
Date of appointment	1/9/82
Chair of governors/ Appropriate authority	Mr T. Jenkins
Registered inspector	Mrs Eleri Betts
Dates of inspection	March 22-24th 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		2	3	4	0	5	2	2	18

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.25

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	8.5-1
Average class size, excluding nursery and special classes	9
Teacher (fte): class ratio	1-9

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	96.34%	93.58%	89.07%	97.17%
Summer 2004	99.34%	94.31%	95.03%	94.36%
Autumn 2004	95.83%	95.19%	91.66%	92.13%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results 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		In Wales	
2004	Not applicable		Not applicable
2003	80%		80%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2: 2003

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school 2003	100%	In the school 2003	100%
In Wales 2003	71%	In Wales 2003	70%

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

- The inspection was undertaken by a team of three inspectors who were present in the school for a total of six days.
- There was no nominee.
- A pre-inspection meeting was held with parents and the GB to discuss the life and the work of the school. 11 parents attended the parents' meeting.
- Nine questionnaires were completed by parents and they were analysed in detail; 100% of them were positive.
- Discussions were held with the teaching staff.
- School documentation and samples of pupils' work were examined.
- 16 lessons or sessions were observed.
- The inspectors listened to pupils reading.
- Discussions were held with pupils about their work and school life.
- Pupils' behaviour was observed during break-times, lunch-times and at the end and beginning of school sessions.
- Inspectors attended the school's collective worship.
- Post-inspection meetings were held with the staff and the GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Context, summary and recommendations. Key Questions 1,3,4,6 Welsh, design and technology, information technology.
Mr Gwilym Morris Lay Inspector	Contributions to key questions 1,3,5,7
Mr Ogwyn Philips Team Inspector	Key questions 2,5,7 science, geography, physical education.

Acknowledgement

The inspectors wish to thank the governors, the head, the head of the nearby school who was at hand during the period of the inspection, staff, pupils and parents of the school as well as the LEA for their co-operation during the inspection.

Contractors

Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cardiff
CF23 6XD

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

**Mynydd Cerrig Primary School
Mynydd Cerrig
Pontyberem
Carmarthenshire
SA15 5BG**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: March 22-24th 2005

**by
Mrs Eleri Betts
W24/17717**

Date: 27th June 2005

Under Estyn contract number: T36/04P

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

The inspection of Mynydd Cerrig Primary School took place between March 22nd and 24th. An independent team of inspectors, led by Mrs Eleri Betts Rgl, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

The governing body is responsible for amending the current development plan to incorporate action in response to the recommendations within 45 days of receiving this 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.

List of acronyms in the report in alphabetical order

ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualification, Curriculum and Assessment Authority for Wales)
CoP	Code of Practice
CS1	Core subject Indicator
GB	Governing Body
HMCI	Her Majesty's Chief Inspector
ICT	Information and communication Technology
IEP	Individual Education Plans
INSET	In service Training
LEA	Local Education Authority
NC	National Curriculum
NQT	Newly Qualified Teacher
PSE	Personal and Social Education
KS	Key Stage
SEN	Special Education Needs
SDP	School Development Plan
WAG	Wales Assembly Government
Y	Year

Context

The nature of the provider

1. Mynydd Cerrig Primary School is located in the upland area between Pontyberem and Tumble in eastern Carmarthenshire. It is a small two-teacher school. The catchment area includes the village of Mynydd Cerrig, Capel Seion and the nearby farms. There are 18 pupils on the register. Nine of them, including the under-fives are in the infants' class and the other nine are in the KS2 class. There are no Y3 pupils at present.
2. As a Category A school, the school's aim is to enable pupils to become bilingual; consequently, it is intended that Welsh will be the main everyday language of the school, the teaching medium in KS1 and a substantial number of the subjects in KS2. The LEA's Policy is to introduce English formally towards the end of KS1.
3. There are no children at the school where Welsh is the main language of the home. 24% of them are entitled to free school meals. The school notes that the school's community is a deprived area and that pupils are of mixed abilities; none of them have statements of SEN but the majority of pupils are on the stages of the CoP.
4. The school was last inspected in January 1999; it achieved the Basic Skills Quality Mark in the summer of 2004.
5. Shortly before and during the inspection, the head was on sick leave. In order to ensure that the inspection could proceed, a head from a nearby school came in to undertake the staffing and timetabling arrangements and to assist in locating the necessary evidence. A permanent KS1 teacher returned from maternity leave early in order to facilitate the inspection and taught some subjects in both classes. Five teachers taught in the KS2 class at different times during the inspection. The under-fives and KS1 pupils were mainly taught by a supply teacher who was a NQT.

The school's priorities and targets

6. The school's main aims are to :
 - create a happy school atmosphere that will foster the intellectual, emotional, physical, social and spiritual development of every pupil to the full extent of his/her ability;
 - foster in every child the desire to learn, and to encourage the learning by acquiring skills, concepts and information within the NC;
 - educate children to help them develop as responsible members of society, especially of their own community.

7. The school notes the following priorities for the current year:
- raise the GB's awareness of matters in the SDP;
 - update information technology equipment in the school and receive training in the use of the interactive whiteboard;
 - develop the school's links with business and industry;
 - write a school policy on information disclosure;
 - respond to health and safety matters;
 - improve and update resources.

Summary

8. In accordance with the School Inspections Act, I am of the opinion, and HMCI agrees, that this school needs special measures.
9. The shortcomings that led to this judgement are that the leadership and management of the school are ineffective, that standards are low in KS2 in the vast majority of subjects inspected including two core subjects, that standards are low in the key skills in KS2, that the school does not comply with NC requirements in KS2 and that the school has not made sufficient progress since the last inspection.

Table of grades awarded

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

Standards

10. Standards in NC subjects are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 4
Science	Grade 3	Grade 5
Design and technology	Grade 3	Grade 5
Information technology	Grade 3	Grade 4
Geography	Grade 3	Grade 5
Physical education	Grade 3	Grade 3

11. Standards in lessons seen during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	8 %	50%	34%	8%

12. Pupils' standards of achievement are much lower than WAG all-Wales targets of 95% satisfactory by 2004 and 98% satisfactory (Grade 3) by 2007 and 50% good by 2004 and 65% good (Grade 2 or better) by 2007.
13. The general quality of the educational provision for under-fives is appropriate to their needs, and they make good progress towards the Desirable Outcomes for Children's Learning.
14. In withdrawal sessions with the SEN teacher, pupils make appropriate progress and achieve appropriate standards in line with their age and ability.
15. In key skills for under-fives and KS1 pupils' standards in listening display good features and no important shortcomings, and in speaking, reading, writing, numeracy and ICT good features outweigh shortcomings. In KS2, standards in listening are good and no important shortcomings. Good features outweigh shortcomings in their speaking skills in English, but in Welsh, there are several important shortcomings. In reading skills in both languages and in the use of ICT, there are shortcomings in important areas. In writing in both languages, there are many important shortcomings.
16. Pupils' progress in bilingualism shows that good features outweigh shortcomings in KS1. There are many shortcomings in the standards of bilingualism in KS2 and there is insufficient progress on standards in KS1. By the time pupils reach the upper end of the school their confidence in their use of Welsh deteriorates. The extensive use of English as a teaching medium in subjects that the school has decided should be taught in Welsh, enhances the development of English but deprives the pupils of opportunities of using Welsh and develop as bilingual citizens.
17. As only a small number of pupils take the national tests annually, results do not give a clear picture of standards at the school. The school had not undertaken national tests in 2004 as there were no pupils in Y2 nor Y6. During the previous two years, teacher assessment results in KS1 and KS2 and test

results indicated that pupils' performance is substantially better than local and national results.

18. KS1 pupils understand clearly what is expected of them as they undertake their tasks; they achieve their potential. In KS2, a survey of pupils' work shows that they are not always clear on what is expected of them and generally, they do not attain their potential.
19. Pupils are aware of the importance of equal opportunities and understand the need to play fairly and await their turn; this is shown by their care for one another. They know that they have a responsibility to assist people in need.
20. The general standard of pupils' behaviour is good; they are courteous and happy and obey adults promptly. There was no indication that bullying is a cause of concern in the school and pupils' relationship with one another during the inspection was warm and friendly. No pupil has been excluded during the last three terms.
21. Attendance standards are at 94.55%; percentages are distorted by the absence of individuals in KS2. Those who arrive late in the morning are rare exceptions.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	50%	32%	12%	6%

23. Overall, teaching in the under-fives class and KS1 is good and there is a warm, happy relationship between the permanent and temporary teacher and the pupils. They are good language models in Welsh; they have high expectations and provide a stimulating environment for teaching and learning.
24. In KS2, owing to the number of supply teachers during the week of the inspection, the quality of teaching was inconsistent. Good features included careful planning, clear presentations, questioning that challenged pupils, imaginative use of resources and an appropriate use of time. Where there were shortcomings in the teaching in KS2, lesson aims were unclear, the language medium of teaching was mixed, there was no focus on different abilities and ages, presentations were too long and timing was too slow.
25. There are many important shortcomings in the school's assessment procedures, mainly in KS2. Generally, the use made of assessment, to inform planning and enable the school to identify pupils' strengths and shortcomings and highlight areas for development, is superficial and lacking in direction and consistency.

26. Although the school has an assessment policy, it does not offer clear guidance with regard to the procedures that need to be followed. Neither core nor foundation subjects are assessed regularly, national test results are not analysed, collections of work in pupils' profiles are not annotated and there is inconsistency in the standard and frequency of marking in KS2.
27. Under-fives are appropriately assessed and procedures for identifying and assessing pupils with SEN comply with statutory requirements. Reports to parents comply with statutory requirements, and on the whole are of good quality.
28. The curriculum for under-fives is based appropriately on the Desirable Outcomes for Children's Learning.
29. There are evident shortcomings in whole-school planning for the curriculum. A number of schemes of work are those of the LEA, but they have not been adapted to this school's requirements. Other than the design and technology scheme, no curricular map for every subject was seen. In geography, several versions of the school scheme of work were seen, all identifying different contrasting locations to be studied. Schemes of work suitable for a school of this size are few in number and do not provide sufficient guidelines for teaching and learning the common requirements in KS2. As a result, during the inspection, a number of unconnected lessons delivered by supply teachers were seen in KS2, which did not take into account what pupils knew already.
30. The curriculum for SEN pupils in withdrawal lessons is appropriate to individual needs.
31. There are several shortcomings in the school's provision for teaching key skills. Overall, they do not appear in sufficient detail in plans to ensure continuity and progression in the school's work.
32. Examples were seen of provision for the cwricwlwm Cymreig, but Welsh culture is not prominent at the upper end of the school. References to other cultures, and the diversity of the world, are limited. Materials are recycled at the school but pupils' awareness of sustainable development and global citizenship is insufficiently developed.
33. The school is pro-active in organising visits to local places of interest and to important places in Wales and beyond. These give pupils memorable experiences, but there is insufficient evidence in pupils' work that they consolidate work or stimulate challenging work in the classroom.
34. Pupils' spiritual and moral development display good features. Assemblies have a spiritual ethos but it is less spiritual in the KS2 class where the opportunities to wonder at, while learning and achieving, are few. School rules give pupils appropriate guidance.

35. Elements of PSE are taught formally using ACCAC resources. However, there is no scheme of work that would ensure that all aspects of PSE are presented in a structured manner.
36. Through the questionnaire and pre-inspection meeting, parents praised very highly the care pupils receive in the school. They praise the relationship between teachers and pupils and say that their children can turn to teachers for help at any time. However, the home/school agreement is still in its draft form and therefore does not comply with statutory requirements. The annual report of the GB to parents does not conform with statutory requirements but the parents' handbook gives relevant information and meets statutory requirements.
37. The school joins appropriately with the primary schools in the cluster in headteacher meetings on a termly basis; there are occasional cultural links but those in sport are more evident. Links and transfer arrangements between the three schools, where pupils can transfer at eleven years of age, vary.
38. No policy on links with industry was seen but through links with the chair of the GB, the school visits the local quarry, and receives financial support and sponsorship from them.
39. The school has numerous policies for creating a safe environment for pupils. A large number of them have not been updated and not all teachers are aware of them. They are not dated, have not all been signed by the GB and there is no date for their revision. The documentation for child protection does not conform fully with requirements, and the booklet for parents of children starting school at five years of age does not give the correct information about the early-years curriculum. Information regarding giving medication to pupils found in the policy differs from that stated in the parents' handbook.
40. Documentation for pupils with SEN is in place including a policy and IEPs and they have been updated and appropriately revised and conform with the requirements of the CoP. These are not considered when preparing for individual pupils in KS2.

Leadership and management

41. Although generally, the school day proceeds effectively, there are many important shortcomings in the school's leadership and management, including financial management. The contingency fund is far higher than the 5% which the auditors give as a guideline.
42. There is no effective co-ordination for the majority of subjects in order to know about the school's work as a whole, to make decisions with regard to its effectiveness, or plan for further development. As a result, there are evident shortcomings in the school's management of its curriculum.

43. The GB is supportive of the head and the school and the current chairman is very caring of the school's welfare and continuity. A number of the governors are recently appointed, and therefore are not generally familiar with curriculum policies and schemes of work and mechanisms for controlling the school finance. Formal links for monitoring curricular provision and standards of achievement have not been developed.
44. The SDP is a comprehensive document but it has not been updated, and does not prioritise appropriately with regard to the school's development nor does it give strategic direction to all aspects of school life. It is not regularly revised, targets are not effectively costed, and no appropriate time is set for their implementation. Although an INSET programme has been appropriately arranged, it is insufficiently linked to priorities in the SDP.
45. The school has a sufficient number of staff to support the number of children on the register. However, the staffing complement is not always sufficient to respond to the wide range of needs where under-fives and KS1 pupils are taught together. Teachers and the other adults who serve the school display a strong commitment to this community.
46. The school benefits greatly from part-time peripatetic teachers, and volunteers who give support with Welsh, SEN, history and music. Teachers exchange classes for the purposes of teaching Welsh in KS2 for one lesson a week; this has a positive effect on standards during these specific lessons.
47. Overall, with the exception of staffing for early years and KS1, resources are sufficient but there is no record of what is available. The school has invested recently in a range of materials especially in ICT, Welsh, geography and equipment for under-fives.
48. The main building is in a good and safe condition and the school is maintained in a clean and orderly manner.
49. Classrooms are of a good size and are appropriate for the needs of teaching and learning, and the number of pupils. Very good use is made of the stage in the infants' class to create a very effective play area, mainly for under-fives. Although the school's canteen is unsightly from the outside, it is clean and neat inside. Great care however is needed when gymnastics or games lessons are held there owing to the furniture stored.
50. Effective use is made of resources in the local environment, the community and educational locations such as museums to enrich pupils' learning. This is further enhanced by visitors' contributions such as a radio-programme crew and sporting celebrities.
51. Although the inspection team agreed with the school's opinion on key question seven, they disagree substantially with the school's judgements in the self-evaluation document with regard to the other six questions and have allocated far lower grades.

52. Little mention is made of the curriculum in the self-evaluation document. As the school does not have an efficient system of coordinating subjects across the school, subject findings, priorities or targets are not fed into the self-evaluation process. Neither the adults who work at the school nor the GB are part of the self-evaluation process and there is no evidence that parents' views nor pupils' ideas on aspects of school life are taken into consideration.
53. There has been insufficient progress since the last inspection.

Recommendations

In order to improve the school, the staff and GB need to:

- R1. raise standards in subjects in both key stages, especially in Welsh, science, design and technology, information technology and geography in KS2;
- R2. improve the quality of teaching;
- R3. extend and establish consistency in the use of Welsh as a teaching medium in KS2;
- R4. create effective whole-school procedures for assessment;
- R5. establish an effective system for coordinating subjects across the school;
- R6. create whole-school schemes of work relevant to the school's needs including planning for continuity and progression in key skills;
- R7. improve the school's strategic management;
- R8. establish procedures for monitoring standards and the quality of learning and teaching across the school;
- R9. develop the quality of the self-evaluation document and the self-evaluation process;
- R10. respond to a number of shortcomings with regard to the school's policies by:
 - updating them and relating them to the school's needs;
 - ensuring that all the teachers who contribute to the teaching are aware of them;
 - ensuring that child protection documentation and the annual report of the GB to parents comply with requirements;
 - implementing a home-school agreement;
- R11. ensure that all the key issues identified in the last inspection of the school in 1999 are implemented.

Acknowledgement

The inspectors wish to thank the governors, the head, the head of the nearby school who was at hand during the period of the inspection, staff, pupils and parents of the school as well as the LEA for their co-operation during the inspection.