

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Model C.I.W. School
College Road
Carmarthen
Carmarthenshire
SA31 3EQ**

School Number: 6693322

Date of Inspection: 23/06/08

by

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Model C.I.W. 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 Model C.I.W. School took place between 23/06/08 and 26/06/08. An independent team of inspectors, led by Glyn Robert Scott 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 nursery schools, 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

KS1	Year 1 and Year 2
KS2	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 Model Church in Wales is situated in the market town of Carmarthen and serves the two parishes of St. David's and St. Peter's in the town area. A small number of pupils come from outside the area. The school will also admit children who are temporarily resident at the Women's Aid Refuge. There are strong links with the church underlining the school's commitment to promoting Christian values.
- 2 The school serves an area which is neither prosperous nor economically disadvantaged. The number of pupils who receive free school meals is at present 8.9% of the school.
- 3 There are currently 390 pupils on roll from Nursery to Year 6 and they represent the full range of ability. Currently there are 54 pupils designated as having additional educational needs including 5 who have a statement of SEN. The predominant language spoken at home is English. Approximately 2% of pupils come from homes where the language is predominantly Welsh. There is a small ethnic community within the school.
- 4 The school is expanding rapidly and currently undergoing a new build and refurbishment of the school accommodation in Key stage 2(KS2).The projected date for completion of these works is September 2008. The Headteacher and Assistant Headteacher retired in the autumn term 2007. A new Headteacher was appointed by the Governing body in December 2007 and took up the appointment in March 2008.
- 5 The school retains very close links with the nearby university based in Trinity College, Carmarthen a position it has held since its inception. It was last inspected in May 2002.

The school's priorities and targets

- 6 The school's priorities are to:
 - link to the priorities set out in the Carmarthenshire Children and Young People's Plan 2008-10 (CYPP)
 - focus on Cross curricular development
 - phase in over a period to October 2008 a skill audit across all NC subjects and structure subject development plans to the evaluation of the skill audits
 - prioritise actions in Headline priorities to focus attention and deployment of resources
 - set Specific and quantifiable targets for skill development across all National Curriculum subjects.
 - ensure consistency in approach to self evaluation and audit of standards across all subjects

Summary

- 7 Model Church in Wales Primary School provides a very good and in a number of subjects an outstanding education for its pupils based around a strong Christian ethic. The school is very well led by the newly appointed headteacher who is developing a strong team of very able teachers. Despite the disruption of building alterations there are some outstanding features that provide the pupils the opportunity to achieve high standards.

Table of grades awarded

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

- 8 The inspection team endorses the school's self evaluation in Key Questions 1, 2, 4 and 5 but differs in key questions 3, 6 and 7 where the team considered that there were sufficient outstanding features to award a grade 1.

Grades for standards in subjects inspected

Inspection area	KS1	KS2
English	Grade 1	Grade 1
Welsh second language	Grade 2	Grade 3
mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
Geography	Grade 1	Grade 2
Music	Grade 2	Grade 2

Standards

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Nursery and reception age children listen attentively to teachers and support staff and follow instructions well.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	57%	4%	0%	0%

- 10 The pupils overall standards of achievement in the lessons observed are better than the Welsh Assembly Government's (WAG) target for 2010 set out in 'Vision in Action' which states 'the quality of learning assessed by Estyn to be grade 3 or better in 98% of classes.'
- 11 Pupils throughout the school make good progress in their learning and achieve good standards based on their ability on entry to the school. In 2008 in both key stages pupils in their teacher assessments at the end of KS1 and KS2 are well above national averages in the core subjects.
- 12 Children in early years make very good and often outstanding progress. They enjoy the opportunities that the extensive facilities offer. The children access equipment well and are developing good independent skills. The children exhibit very good speaking skills which along with their attentive listening is an outstanding feature. Their early reading skills are also appropriate for children of their age and through their emergent writings they are developing good writing techniques.
- 13 Standards in communication skills throughout the school are very good. In speaking and listening they are outstanding and the quality of writing skills is also exceptional. Reading levels are good with the majority of pupils reaching their potential. Pupils' information and communication technology (ICT) skills are also outstanding with pupils throughout the school accessing technology equipment in a wide variety of activities. They are developing well in numeracy with many demonstrating good mental skills. This applies to all pupils regardless of ability or ethnic grouping.
- 14 Trends in performance over the previous three years have progressed and are progressing well. Pupils achieve high standards in their work. In 2007 pupils, when benchmarked against schools in a similar free school meals range FSM, were in the middle to upper middle quartile for all core subjects in KS1 and the middle to upper quartile in all subjects in KS2.
- 15 Pupils enjoy school and thrive in the warm and caring atmosphere. The majority of parents agree that their children are happy in school. Pupils are extremely well motivated, eager to learn and have very positive attitudes to learning. This is an outstanding feature. The high standards of behaviour and the levels of courtesy and respect pupils demonstrate are exemplary. This is reflected well in every aspect of school life. Pupils show respect for each other and adults and visitors.
- 16 Levels of attendance averaged 92.62% over the last three terms and currently stands at 93.87%. Nine percent of pupils on the school roll have levels of attendance lower than 85.0%. Most of the pupils are punctual at the start of the

day with instances of lateness being recorded in the Late Book. However there are a significant minority of pupils who often arrive late.

- 17 The school makes a positive contribution to the overall well-being of the pupils. Pupils' moral and social skills are well developed and they reflect the strong Christian ethos within the school. Pupils in both key stages have a good understanding of their Welsh culture and heritage. However, overall their bilingual skills do not develop sufficiently to enable them to instigate and take part in conversations and use Welsh confidently across the curriculum.
- 18 Pupils work extremely well together and collaborate appropriately respecting each others views and interests. Good progress is made by those pupils with special education needs (SEN) and pupils who demonstrate exceptional abilities.
- 19 Pupils demonstrate an excellent capacity to study independently, including the skills to maintain lifelong learning. They cultivate a clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society.

The quality of education and training

- 20 In the 41 lessons or part lessons observed the quality of the teaching was judged as follows:

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	65%	2%	0%	0%

- 21 These figures represent an improvement compared with the last inspection. They are well above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's annual report in 2006-07. Nationally the quality of teaching is reported to be good or better in 80% of lessons with 14 % having outstanding features
- 22 Teachers have high expectations of their pupils and provide appropriately challenging work. Relationships with the pupils are often outstanding and encourage pupils to challenge themselves. Lesson objectives and key skills are shared with the pupils and in the best examples pupils are asked to assess the success criteria of the lesson.
- 23 Teachers' classroom management is good. They successfully create an ethos of mutual respect, which promotes learning very effectively.
- 24 The school's arrangements for assessment, including baseline assessments and end of key stage teacher assessments, meet statutory requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to NC criteria and this has improved the accuracy and consistency of teacher assessments.

- 25 The school has a marking policy that is made known to pupils. However it is not consistently applied through all classes. The school has recently introduced an electronic tracking continuum system which is developing as an effective tool for identifying gaps in learning.
- 26 The school provides an outstanding range of rich learning experiences and meets the learning needs of all its pupils exceptionally well. This provision includes those with additional learning needs and those who are gifted and talented. All pupils receive equal access to the curriculum which meets statutory requirements. Pupils, irrespective of their social background or gender, are positively included in all appropriate school activities. This is a strength of the school.
- 27 Provision for out of hours and extra curricular activities is outstanding. A wealth of well organized after school experiences includes the successful undertaking for a large number of individuals and teams in Urdd competitions and many have been successful in qualifying for the county and national level in sporting competitions.
- 28 The school shows a very strong commitment to its provision for pupils' spiritual, moral, social, cultural development and health education. There are many outstanding features. The school encourages a healthy mind and a healthy body and contributes substantially to the well-being of all its pupils. All staff actively foster values such as honesty, fairness and respect and model behaviour for pupils and this is also an outstanding feature of the day- to- day life of the school.

Leadership and management

- 29 The headteacher is a skilful and experienced leader who in the short period she has been at the school has built on the good work that existed prior to her appointment. She is making an outstanding contribution and is developing a strong management team to take the school forward in a period of considerable change. The headteacher, who is well supported by her deputy and senior staff, is setting a clear direction based on the aims and values of the school.
- 29 The headteacher, staff and governors have a clear vision firmly based in the Christian ethos of the school and the desire to support every child in reaching their true potential. Achievable targets and goals have been set with reference to a wide range of data on pupils' progress.
- 30 The governing body (GB) is fully involved in the workings of the school. They are also proactive in planning the strategic direction of the school. Individual governors regularly monitor areas within the school and feedback information to the full governing body as part of their monitoring of provision.
- 31 The GB fully meets its statutory obligations, providing extensive information on its role within the school to parents and other stakeholders.

- 32 The school self- evaluation processes within the school are outstanding. The self-evaluation report is an extensive document based on detailed evidence and data. The school has addressed the issues from the previous inspection well. There is a clear sense of purpose from all involved in progress.
- 33 Leaders monitor pupils' work and regularly discuss progress with teachers and learners. Procedures for monitoring the teaching and learning of subjects by coordinators are developing appropriately. Subject leaders evaluate and audit their areas of responsibility well.
- 34 The school employs an appropriate number of well qualified and experienced teachers who deliver a rich and balanced curriculum. Teaching and learning throughout the school are significantly strengthened by a team of dedicated, well qualified, enthusiastic learning support assistants. They are very well deployed within the school and make a very valuable contribution to planning, teaching and pupils' achievements.
- 35 All resources are very well cared for, organised and readily accessible. Pupils have access to a good number of computers and the interactive whiteboards enrich and support good teaching. The additional use of college amenities enhances facilities for physical education and information technology to a very high level. The impact of these facilities and the commitment of all concerned has an outstanding impact on the raising of standards.
- 36 The overall school site has the potential to be outstanding when the present remodelling work has been completed. All the building work and remodelling of existing premises has been project managed by the governing body. Their skilful management of this challenging project is an outstanding feature.
- 37 The headteacher together with subject leaders and a very well informed governing body ensure the school makes economic and efficient use of its resources to deliver a balanced curriculum.
- 38 Taking into account the pupils' achievements together with how well learners are guided and supported, the breadth, relevance and coherence of subjects taught and the outstanding contribution made by experienced teaching and support staff, the school provides very good value for money.

Recommendations

- 39 The governors, headteacher and staff now need to:
- R1 Continue to develop a more consistent approach to marking, and support pupils own target setting as part of their understanding of self assessment procedures.
 - R2 Raise parents' awareness of their responsibilities in ensuring regular attendance and punctuality.
 - R3 Further develop conversational Welsh across the curriculum and provide a more consistent approach to bilingualism throughout the school.

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.

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.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

- 40 The findings of the inspection team match the judgement made by the school in its self- evaluation report.
- 41 During the time of the inspection the standards of achievement in the lessons observed were as follows.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	58%	4%	0%	0%

- 42 The pupils overall standards of achievement in the lessons observed are better than the Welsh Assembly Governments (WAG) target for 2010 set out in 'Vision in Action' which states 'the quality of learning assessed by Estyn to be grade 3 or better in 98% of classes.'
- 43 Pupils throughout the school make good progress in their learning and achieve good standards based on their ability on entry to the school. In 2008 in both key stages pupils in their teacher assessments at the end of KS1 and KS2 are well above national averages in the core subjects. In addition in both key stages pupils' exceeded the targets set for them in all core subjects. There is no significant difference between girls or boys achievement. Pupils' succeed regardless of their social ethnic and linguistic background and make good progress towards fulfilling their potential.
- 44 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Nursery and reception age children listen attentively to teachers and support staff and follow instructions well.
- 45 Children in early years make very good and often outstanding progress. They enjoy the opportunities that the extensive facilities offer. Staff provide a supportive, well organised and caring atmosphere for all the children. The children access equipment well and are developing good independent skills. They interact well with each other and their personal and social skills are also developing appropriately. The school is well prepared for the Foundation Phase.
- 46 The children exhibit very good speaking skills which along with their attentive listening is an outstanding feature. Their early reading skills are also appropriate for children of their age and through their emergent writings are developing good writing techniques.

- 47 KS1 pupils continue to show excellent speaking and listening skills. Literacy skills are a strength of the school and through a well structured programme pupils writing skills are very good. Pupils at this key stage also enjoy books and regularly read in school and at home with good support from parents and carers. Their ICT skills are also developing very well with the youngest demonstrating a good understanding of computers and their uses.
- 48 In KS2 pupils communication skills overall are outstanding. They speak clearly and confidently with a growing maturity as they progress through the school. They listen conscientiously and form good opinions which they share with their teachers and peers. Reading is very good and the quality of writing in both free writing and where they for example analyse poetry is exceptional. They speak confidently in mental mathematics sessions. Their ICT skills are developing very well with pupils of all ages showing growing confidence.
- 49 Pupils in both key stages have a good understanding of their Welsh culture and heritage. However, overall their bilingual skills do not develop sufficiently to enable them to instigate and take part in conversations and use Welsh confidently across the curriculum.
- 50 Trends in performance have progressed and are progressing well. Pupils achieve high standards in their work and in literacy many pupils show outstanding levels of achievement. In 2007 pupils, when benchmarked against schools in a similar free school meals range (FSM), were in the middle to upper middle quartile for all core subjects in KS1 and the middle to upper quartile in all subjects in KS2.
- 51 Pupils show a keen interest in their work and as they progress through the school they acquire new knowledge and develop a wide range of skills. They are developing an understanding of what they need to do to progress. However their understanding of what they need to do to develop their next stage of learning and achieve their personal targets and agreed learning goals is at an early stage of development.
- 52 Pupils are extremely well motivated, eager to learn and have very positive attitudes to learning. This is an outstanding feature. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. This contributes significantly to the pupils` good standards of work. Pupils with English as an additional language also achieve high standards.
- 53 The high standards of behaviour and the levels of courtesy and respect pupils demonstrate are exemplary. This is reflected well in every aspect of school life. Pupils show respect for each other and adults and visitors. Older pupils are careful of smaller pupils and share the outdoor facilities well. Pupils reflect the attitudes and values set by the school.
- 54 Levels of attendance averaged 92.62% over the last three terms and currently stands at 93.87%.Nine percent of pupils on the school roll have levels of attendance lower than 85.0%. Most of the pupils are punctual at the start of the day with instances of lateness being recorded in the Late Book.

- 55 Pupils demonstrate an excellent capacity to study independently, including the skills to maintain lifelong learning. Pupils work extremely well together and collaborate well. The older pupils have a good knowledge of learning skills and increasingly deploy their skills to good effect.
- 56 Pupils show exemplary development in their personal, social, moral and wider development. The School Council continues to develop and participated in the interviewing process when appointing a new Headteacher. The school's Christian ethos is evident in all aspects of the pupils' development.
- 57 Pupils develop a clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society.
- 58 Pupils have opportunities to participate in a variety of ways within the local community. The school has forged strong links with local business and industry which helps to prepare learners for an effective participation in the work place.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

- 59 The inspection team agreed with the school self- evaluation judgement of a Grade 2.
- 60 The quality of the teaching is a major strength of the school. The consistency of teachers' planning, teaching and subject knowledge has a positive impact on standards achieved by pupils in all year groups. In a number of lessons observed there were outstanding features.
- 61 In lessons or part lessons the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	65%	2%	0%	0%

- 62 These figures represent an improvement compared with the last inspection. They are well above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's annual report in 2006-07. Nationally the quality of teaching is reported to be good or better in 80% of lessons with 14 % having outstanding features.
- 63 Outstanding features of teaching are:
- teachers plan very carefully so that the objectives of the lesson are well matched to the ages and abilities in the classes
 - teachers have very high expectations of their pupils and make these clear at the beginning of each lesson
 - relationships between teachers and pupils encourages and support pupils efforts
 - learning intentions are shared and in the best lessons pupils are asked with the help of eye catching aide memoirs, which key skills they expect to use
 - in plenary sessions objectives and key skills are reviewed ensuring that pupils know what they have achieved
 - teachers make it clear at the beginning of the lesson what the criteria for success is to be. (These criteria is revisited in the plenary session and pupils decide if it has been met.)
 - they use a wide range of teaching and learning strategies and stimulating activities
 - teachers are skilled in questioning with vigour and enthusiasm
- 64 Pupils are reminded of these expectations throughout the lessons. In the best teaching seen the pace is good. However, because of restrictions during the rebuilding programme, some morning sessions are too long. Teachers

successfully build on what pupils already know. Pupils' needs are well catered for through differentiation and different learning and teaching styles. The interactive white board is used well to support all areas of the curriculum. However, at times pupils' independent learning skills are not fully developed because of an over use of work sheets and work books.

- 65 Teachers' classroom management is good. They successfully create an ethos of mutual respect, which promotes learning very effectively. The classrooms are vibrant and colourful. They display and celebrate all pupils' success. Interactive aide-memoires support and stimulate the pupils.
- 66 Teachers promote equality of opportunity for all and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. In the best practice seen teachers use instructional Welsh throughout and some content learning, for example in science. However the use of incidental Welsh by teachers across the school is inconsistent and as a result pupils' bilingual skills do not fully develop. Pupils with English as an additional language are supported well and their linguistic skills are used very effectively and with great sensitivity to help the induction of new pupils who have no English.
- 67 Support staff and trainees are used effectively to support individuals and groups of children. They are involved in planning and understand what they are expected to do to support children in reaching objectives set in class work and on specific learning programmes and in particular the targets to be met in precision teaching.
- 68 The sense of team work is a good feature of the school. Each member of staff is equally valued and benefits from the opportunities the school offers for Continual Professional Development. The Professional Development interviews give opportunities for all members of staff to reflect on their practice and identify their strengths and areas to be developed. All staff take part in an INSET programme and participate in cluster and county training.
- 69 The rigour of assessment for the under-fives is good. Baseline results are used very well to guide intervention strategies to support children's needs. In both key stages the school has employed a number of systems such as NFER and Fischer Family Trust to use as a diagnostic and analytic tool. The data is collated, analysed and the results used to group pupils in English and mathematics for example. The school's electronic tracking continuum system is recently introduced but is already an effective tool for identifying gaps in learning.
- 70 The school's arrangements for assessment, including baseline assessments and end of key stage teacher assessments, meet statutory requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to NC criteria and this has improved the accuracy and consistency of teacher assessments.
- 71 The school has a marking policy that is made known to pupils. However, although teachers' mark pupils' work with positive comments, the practice of

setting targets or goals for pupils to improve their work is not yet established. The school is developing self-assessment and peer marking strategies to improve pupils' understanding of assessment and the next step in their learning but this is at an early stage. Where pupils set targets they are broad in nature and are not related to NC skills.

- 72 Parents are kept well informed about their children's progress. They have once a year written reports and pupils share their work with parents on the two Parents' evenings. Reports in KS2 include targets for improvement in the core subjects. These however are not specific to the next step in the child's learning. Pupils contribute to reports with a description of the school year and parents have an opportunity to respond in writing to the report.

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

Grade 1: Good with outstanding features.

- 73 The inspection team does not agree with the school's evaluation of this key question as a number of outstanding features were identified.
- 74 The school provides an outstanding range of rich learning experiences and meets the learning needs and interests of all its pupils exceptionally well. This provision includes those with additional learning needs, pupils who require additional language support and those who are gifted and talented. All pupils receive equal access to the curriculum which meets statutory requirements. Pupils, irrespective of their social background or gender, are positively included in all appropriate school activities. This is a strength of the school.
- 75 The curriculum is well planned, broad and balanced and is supported by a good range of appropriate updated policies and schemes of work. Learning experiences are generally coherent, productive and show good progression. However due to present timetabling arrangements some teaching sessions are overlong. As a result learning becomes less productive. A combination of topic work, separate subject teaching, setting by ability and some specialist teaching ensure quality learning experiences for all pupils. As pupils move through the school their knowledge, skills and understanding are positively reinforced and extended in the majority of subjects. Homework makes a very positive contribution to pupils' learning throughout the school.
- 76 The curriculum offered to the under fives is outstanding, with exciting well planned experiences carefully structured to provide enjoyment and meaningful opportunities for independent learning across the early years. Key skills are systematically developed and receive very high priority. The early year's provision which follows foundation stage philosophies and encourages learning through play both indoors and outdoors is an outstanding feature.
- 77 There is a very clear understanding of key skill development and the whole school approach has led to a key skills framework being developed in

communication, numeracy, personal and social education with a particular strength in the use of communication technology. Opportunities for the development of key skills are built into planning and common expectations ensure good progression and continuity. An outstanding feature regarding the development of key skills is pupils' awareness of particular key skills covered and embedded during the final plenary sessions. The school has achieved the Basic Skills Quality Mark for the second time.

- 78 Provision for out of hours and extra curricular activities is outstanding. A wealth of well organized after school experiences includes the successful undertaking for a large number of individuals and teams in Urdd competitions and many have been successful in going through to the Urdd Eisteddfod and sporting competitions. These sporting activities are wide and varied and include athletics, rugby, swimming, cricket, football and netball. Pupils have the opportunity to take part in both local musical concerts and the local Junior Proms Concerts.
- 79 Educational visits and visitors enhance the curriculum throughout the school to a very high level. These include local walks, visits to Bath and a residential visit to Llangrannog plus a host of visitors to the school including coracle men, a sculptor, an artist, a harpist, the local parish priest, theatre companies, grandparents and many international visitors linked to the local college. This additional provision provides pupils with an outstanding opportunity to extend and develop their self confidence and personal interests.
- 80 The school shows a very strong commitment to its provision for pupils' spiritual, moral, social, cultural development and health education which has many outstanding features. Generally collective worship is a quality experience which celebrates the school as a community, meets statutory requirements and is broadly Christian in nature. Pupils have good opportunities to say prayers and sing hymns in both Welsh and English and do so enthusiastically with enjoyment. The school has strong links with the local clergy of differing denominations and representatives of other religions. Time is provided for reflection and contemplation of a spiritual nature during assemblies and, as such, is a strength of the school. For example, the lighting of a candle and the dimming of the hall lights to good effect to aid one's thoughts in a focused manner.
- 81 All staff actively foster values such as honesty, fairness and respect and model behaviour for pupils and this is an outstanding feature of the day to day life of the school. Teachers make every effort to let pupils know that their contributions are valued and that their views are taken seriously for example, when they make decisions in the School Council and Eco-committees.
- 82 Pupils' social development is further enhanced through the personal and social education programme, circle time, the buddy system and behaviour and discipline policies. Pupils are involved in raising funds for a number of good causes and this promotes their sense of social responsibility and understanding of their own and other communities.

- 83 Outside playground provision includes 'Friendship Stops'. These are in the form of large wooden trains upon which pupils sit if they are feeling 'out of sorts' or seeking a new friend and this is deemed as highly successful by pupils.
- 84 Cultural development is actively developed and the school promotes pupils' understanding, awareness and appreciation of other cultures successfully. Y Cwricwlwm Cymreig is fostered through the study of famous Welsh people for example pupils are given opportunities to learn about the tradition, culture and history of Wales through many visits and visitors to the school. Other links are further developed through personal and social education, geography, history and religious education for example, farm Africa. This area is a strength of the school.
- 85 The languages, culture and heritage of Wales are reflected in the life of the school. A sense of pride in being Welsh is promoted through for example the Saint David's Day celebrations which include singing, folk dancing and tasting Welsh food. Visitors such as Jonathan Shipton the author and Raymond Rees and his coracle, celebrate Anglo Welsh literature and the history and culture of the Tywi river. Pupils research the life of Saint Non and the history of Ucheldir successfully winning the Welsh Heritage in Schools Award 2007. Pupils recite and sing a number of Welsh prayers and hymns and use some incidental Welsh throughout the day. However overall their bilingual skills do not develop sufficiently to enable them to instigate and take part in conversations and use Welsh confidently across the curriculum.
- 86 There are sound curricular links with local business and industry which promotes pupils' awareness of the work place. The school is proactive in combating social disadvantage and stereotyping and successfully presents pupils with equality of access and opportunity across the full range of its provision.
- 87 Pupils' awareness of the need for sustainable development is well promoted through recycling, energy conservation and healthy eating projects. The school has formed an Eco Club which meets on a weekly basis and the pupils, staff members and parents are fully involved in all aspects.
- 88 The school provides an appropriate range of opportunities to develop entrepreneurial skills and the skills needed to support economic development and work related skills. The school has formed an Enterprise Club which is proactive in promoting those skills in marketing and advertising, production and selling, using resources and producing income and expenditure accounts. Opportunities also include a wide range of fund raising projects.
- 89 The schools' provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society. The School Development Plan has been developed to align with the Carmarthenshire Children and Young Peoples Plan 2008-2010, which is approved by the Welsh Assembly Government.

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

Grade 1: Good with outstanding features

- 90 The findings of the inspection team matches the judgement made by the school in its self-evaluation report.
- 91 Pupils are particularly well cared for, guided and supported in a very secure, supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. This is an outstanding feature.
- 92 The quality of relationships between teachers, support staff and pupils is an outstanding feature of the school. The result of the dual use of highly trained support staff, who provide a high level of supervision at play times and lunch times, results in mutual respect between all parties, which creates a warm, caring environment in which pupils are encouraged to do their best at all times. Male and female lunchtime supervisors are good role models for all children. Teaching and support staff give guidance and support of the highest quality. Specialist intervention programmes for specific learning difficulties, physical and emotional difficulties, by support staff are an outstanding feature.
- 93 The school promotes social development in a coherent and progressive way. The school grounds give pupils a wealth of opportunities to develop responsibly and take a pride in their environment. Pupils are given more responsibilities such as school council which is a well organised and effective body. The eco-school membership and the 'Healthy Schools' promotes a strong agenda for social and personal development. During circle time pupils share concerns and worries, but the outstanding feature of the pupils' social, personal and emotional development is shown in how children express their deepest thoughts, worries and concerns for others and themselves in their prayer walls. The school staff are outstanding role models for the pupils. Twenty five members of the staff sponsored by the pupils, show the meaning of compassion by running the Race for Life.
- 94 Attendance and punctuality is systematically monitored. The School Secretary receives the information on a weekly basis and enters data into a computer system. Pupils' behaviour and performance is systematically monitored. Good achievement, behaviour and examples of courtesy and kindness to others are suitably rewarded.
- 95 The school works very effectively with health professionals and external agencies to give pupils considerable support. It has a very positive partnership with parents. It knows pupils and their families very well. The head teacher's commitment in this respect is outstanding. Parents' views are sought on a variety of subjects through regular meetings and IEPs take full account of parents'/ carers' views and where appropriate pupils' own feelings and aspirations. There is very good daily informal contact between teachers and parents at the start and end of the day.

- 96 Induction arrangements for the early years are very carefully planned and implemented. As a result of the phased intake and entry even the youngest children settle very well into school life. There are very good procedures in place when pupils move between classes and key stages and very effective arrangements to support pupils who join the school at a later stage. Pupils who have been excluded from other schools are welcomed and very quickly integrate. All pupils quickly learn the routines and settle well into school life.
- 97 The school is in its third year of the Healthy Schools' initiative. It is extremely effective at promoting health and fitness for pupils through a wide range of extra curricular activities. The school's partnership with Trinity College ensures that children have access to outstanding facilities such as abseiling, a climbing wall, athletics and a variety of sports. All pupils have access to water throughout the day. Healthy choices are available at lunchtime. Pupils understand the need for exercise and a balanced diet.
- 98 All adults in the school are very well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified medical conditions and allergies. There is a comprehensive health and safety policy: risk assessments are systematic. All staff are trained in first aid procedures and are alert to issues relating to the well-being of pupils.
- 99 There is an effective policy and sound procedures for child protection. The head teacher is the nominated officer. All staff and the Governing Body are fully aware of their responsibilities. The school works sensitively and effectively with families and agencies to support pupils at risk or in need.
- 100 The school uses a good range of assessments including baseline and diagnostic in conjunction with teacher assessments, to identify pupils' additional needs effectively, at an early stage and to influence the teaching appropriately.
- 101 There is excellent support for pupils with additional learning needs, by teachers, a highly effective support staff and additional learning resources. High quality IEPs, individual behaviour plans (IBPs) inform learning and teaching in detail. Able and gifted children are identified and their needs are well addressed in ICT and Literacy in particular, where standards achieved are outstanding. Good communication ensures that pupils and parents are fully involved in the process. Pupils with additional needs are fully included in all aspects of school life and extra-curricular activities and they take a full part. They are equally valued. The ethos of inclusion is an outstanding feature of the school.
- 102 The school has a very effective Equal Opportunities Policy that helps promote pupils' understanding of equality well. The overall support and guidance for learners is an outstanding feature of provision.
- 103 There is a very positive policy of inclusion and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activity. This was particularly evident in the manner in which a

child offers assistance to a non English speaking Polish girl who has just started in the school. This is an outstanding feature.

- 104 The school is proactive in developing pupils` understanding of racial equality and the importance of good race relations based on mutual respect. Pupils understand the need for respect and support for diversity in a global society.
- 105 There are clear policies to promote high standards of behaviour and well considered strategies to prevent bullying, discrimination and all forms of harassment. This provision is an outstanding feature.
- 106 The school takes effective steps to avoid placing pupils, including those with severe physical disabilities at any substantial disadvantage. There is a clear and well produced Disability Scheme and appropriate action plan that will require some updating once the refurbishment is completed.
- 107 The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. This is an outstanding feature.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

- 108 The findings of the inspection team match the judgement made by the school in its self- evaluation report.
- 109 The headteacher is a skilful and experienced leader who in the short period she has been at the school has built on the good work that existed within the school. She is making an outstanding contribution and is developing a strong management team to take the school forward in a period of considerable change.
- 110 The school's mission statement to work within a Christian ethos, to nurture and develop all that is best in our pupils is evident in the everyday workings of the school. The headteacher is well supported by her deputy and senior staff, in setting a clear direction based on the aims and values of the school.
- 111 The school takes good account of national priorities and is also heavily involved in local initiatives. There are outstanding links with Trinity College where both parties take advantage of the educational opportunities that help to develop students and pupils alike. In addition the school development plan has been developed to take account of the Carmarthenshire Children and Young Peoples Plan 2008-2010, which is approved by the Welsh Assembly Government.
- 112 The school has set challenging and achievable targets for whole school development. There are significant changes occurring within the school with regard to new build and also new management. All stakeholders are contributing considerably to these changes. This is also reflected in the continual driving up of standards with literacy and ICT forming a strong base for further developments in the curriculum.
- 113 The arrangements for performance management for teachers and the headteacher are well embedded and in line with current requirements. There are clear procedures and systems in place to support all staffs' professional development with a number of teachers being involved in pilot programmes and taking advantage of grants to develop areas such as KS1 mathematics.
- 114 The governing body (GB) is fully involved in the workings of the school. They are proactive in the planning and strategic direction. They are for example highly involved in the physical alterations of the school premises providing valuable expertise. Individual governors regularly monitor areas within the school and feedback information to the full governing body as part of their monitoring of provision.
- 115 The GB fully meets its statutory obligations, providing extensive information on its role within the school to parents and other stakeholders.

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

Grade 1: Good with outstanding features.

- 116 The judgement of the inspection team differed from the school's own self-evaluation in that the team considered the school's self-evaluation document and the accompanying SDP were outstanding documents.
- 117 The school self-evaluation processes within the school are outstanding. The school self-evaluation report is an extensive document based on detailed evidence and data. Analysis of this data is providing the school with a clear way forward. All stakeholders were involved in its development and annually review their areas of responsibility.
- 118 Subject leaders evaluate and audit their areas of responsibility well. There are good policies and schemes within the school which reflect the high quality of work produced by the pupils. Leaders monitor pupils' work and regularly discuss progress with teachers and learners. Procedures for monitoring the teaching and learning of subjects by coordinators are developing appropriately.
- 119 The school takes account of the views of the church, parents, governors, parents and pupils. Their views are incorporated into the self-evaluation document and the subsequent SDP. This document is also an outstanding document that is clearly costed and related to the priorities for the school. There are clear success criteria incorporated and the particular skills of staff and governors are well utilised.
- 120 The inspection team differed with the school's own self-evaluation in Key questions 3, 6 and 7. The team felt that despite the extensive changes taking place, the school is addressing the issues admirably and some aspects of management and provision are outstanding. In addition, the school has addressed the issues from the previous inspection well. Standards overall are either good or better in most areas and Welsh is being addressed. Whole school planning and assessment is very strong. Key skills are fully integrated into lessons and planning. Parental reports fully meet statutory requirements and the refurbishment will provide a safe educational establishment. There is a clear sense of purpose from all involved in progress.
- 121 The governors and school have an outstanding record on ensuring that resources provide for the specific needs of all pupils.

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

Grade 1: Good with outstanding features.

- 122 The overall findings of the inspection team differ from the Grade 2 judgement of the school in its self-evaluation. The inspection team considered that the school had underestimated its strength in this area.

- 123 The school employs an appropriate number of well qualified and experienced teachers who deliver a rich and balanced curriculum. They are ably supported by effective and committed learning support assistants (LSA). The arrangements for their deployment and subject responsibilities are very well managed. Curriculum leaders make a very important contribution to the operation of their subject areas. Teachers and Learning assistants are deployed efficiently, ensuring the best is made of their time, expertise and experience. There are effective staff development procedures in place to improve standards and the quality of teaching and learning.
- 124 Arrangements for teachers' planning, preparation and assessment time are very well managed. Effective cover is provided with all involved staff being clear as to their roles and responsibilities. These arrangements are having a very positive impact on pupils' learning.
- 125 Teaching and learning throughout the school are significantly strengthened by a team of dedicated, well qualified, enthusiastic learning support assistants. They are very well deployed within the school and make a very valuable contribution to planning, teaching and pupils' achievements.
- 126 The office staff provide very efficient and highly effective administrative support. The caretaker and cleaners maintain a very high level of cleanliness throughout the buildings. All midday staff play an important part in the well-being of pupils including healthy eating.
- 127 Taken together the well managed, well qualified, committed and enthusiastic whole school staff is an outstanding feature of the school community. Arrangements for teachers' planning, preparation and assessment (PPA) time are very well managed. Effective cover is provided with qualified teachers who provide good levels of teaching to the school.
- 128 The nursery and reception classes, including the outside play areas, are very well stocked with a wealth of appropriate materials, books, large play equipment and information technology equipment to enhance and support all the dedicated areas of learning. This is an outstanding feature.
- 129 All classrooms are stocked with a very good range of books and appropriate resources to support positively all subject areas. Pupils have access to a good number of computers and the interactive whiteboards make teaching more interesting and relevant. The additional use of college amenities enhances facilities for physical education and information technology to a very high level. These amenities on offer contribute to the standards achieved to an outstanding level. Curriculum audits have been undertaken to identify and address any resource needs. All resources are very well cared for, organised and readily accessible.
- 130 The overall school site has the potential to be outstanding when the present remodelling work has been completed. Internally the present split site school buildings are bright, clean and very well cared for. Walls throughout the school

are decorated with good quality displays that celebrate pupils' achievements both in their work and at play. Very good use is made of all available space. The two large halls provide good facilities for collective worship, physical education and communal activities. There has been whole school involvement in the design and development of the school grounds and the extensive playing field area with its all-purpose running track and playground areas, now undergoing their final transformation, will be a valuable asset to the school in the years ahead. They will provide a very stimulating learning and play environment for all pupils. All the building work and remodelling of existing premises has been project managed by the governing body. Their skilful management of this challenging project is an outstanding feature.

- 131 The economic and efficient use of available resources together with the skilful management of school finances is outstanding. Appropriate learning resources are identified and costed with the School Development Plan. The headteacher together with subject leaders and a very well informed governing body ensure the school makes economic and efficient use of its resources to deliver a balanced curriculum. Day-to-day finances are managed highly effectively by the school office staff as indicated by a recent education authority financial audit.
- 132 Additional funding is secured through a range of grant applications and the very successful efforts of the present fund raising activities. All this additional funding is put to good use.
- 133 Taking into account the pupils' achievements together with how well learners are guided and supported, the breadth, relevance and coherence of subjects taught and the outstanding contribution made by experienced teaching and support staff, the school provides value for money.

Standards achieved in subjects and areas of learning

English

KS1: Grade 1: Good with outstanding features

KS2: Grade 1: Good with outstanding features.

Outstanding features

- 134 The overall quality of literacy skills throughout the school is such that pupils at the upper end of the school are producing work of a consistently high standard. Teachers' very high expectations are met and very often exceeded especially in the study of different genre in writing. Pupils are encouraged from early years to enjoy writing activities even to the extent of chalking letters in the playground.
- 135 Pupils in both key stages speak clearly and confidently and are encouraged to question from an early age. They participate in discussions with enthusiasm and the level of debate in the upper age groups reflects the systematic development throughout the school. 'Hot seating' where pupils are questioned by their class friends is used regularly to encourage pupils to enter into question and answer sessions. Pupils enjoy the challenge and clearly enjoy the activities.
- 136 Pupils listen intently and attentively. In KS1 pupils listen to stories and enjoy the opportunity to recall their favourite parts and characters. In KS2 they expect to consider the issues in discussions before making their reasoned judgements.
- 137 Pupils are encouraged to write from the early years and enjoy the emergent writing that they produce. Through the first steps approach their writing develops across the range of genre with pupils of all ages producing work of an exceptionally high standard. Pupils in Y1 construct clear and informative reports that incorporate a high standard of grammar and punctuation.
- 138 Pupils in KS1 know how to research information, build mind maps and interpret their work to produce reports on dinosaurs.
- 139 In KS2, pupils write stories and poems to an extremely high standard. They draft and redraft their work and take pride in what they regard as the completed article. The quality of the presentation of their work reflects pupils' commitment to high standards.
- 140 The analysis of poetry by pupils in Y6 is of a standard that reflects the very high expectations that the school has come to expect. They compared the poems The Sea Fever by John Masefield and Disevolving by Joseph Johnson. Most pupils have an understanding of rhyming couplets and the importance of rhythm in the poems. The more able pupils can recognise iambic pentameters and talk confidently of the use of rhetoric. They make very good informed judgements.

Good features

- 141 In KS1, pupils learn appropriate strategies for developing their vocabulary and spelling. They use early dictionaries, thesauri and use word books to support their writing skills. By KS2, pupils have developed a wide range of vocabulary and use dictionaries and thesauri regularly to improve the quality of their writing.
- 142 Pupils throughout the school read with confidence and refer to favourite authors and well known stories. They read a wide range of fiction from set schemes to personal favourites, such as Jacqueline Wilson and Michael Morpurgo, Nina Bawden and Anna Fine. They take books home and show a keen interest in reading. Pupils of all ages read confidently and fluently. By the end of their primary schooling the majority are good readers.
- 143 The quality of handwriting and overall presentation is very good. Pupils take pride in their work and this is reflected in the quality of displays throughout the school. In addition to their stories and poems the quality of informative writing is also very good in both key stages. Pupils, for example, in Y1 have written informative displays on animals they have studied.
- 144 Pupils develop a good range of grammatical skills. Punctuation of work is also good overall.

Shortcomings

- 145 There are no shortcomings.

Welsh second language

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 3: Good features outweigh some shortcomings

Good features

- 146 In KS1, pupils show an eagerness to learn the language and their enjoyment is evident. They listen well and speak clearly. They use and respond to greetings and instructions such as “bore da” and “pawb yn barod?” They respond to the attendance and dinner registers confidently in Welsh. They respond to simple questions such as “beth sy’n bod?” and enjoy role play, their bandages displaying what’s wrong. They play a snap game, read and copy write simple sentences related to illnesses.
- 147 In KS2, pupils respond to questions related to feelings, the weather, and the days of the week themselves and their families. They take part in dialogues and listen to interactive stories on the computer. Pupils respond with positive and negative responses about games and sports. They begin to write simple sentences for example, “Ryan Giggs ydw i. Dwi’n hoffi pêl-droed”. Pupils write

simple poems about their favourite jungle animals. Some pupils use Welsh vocabulary when painting and name some planets in their Science lessons.

- 148 In both key stages pupils enjoy singing a range of Welsh songs and Hymns such as Sosban Fach, Calon Lan and Hen wlad fy nhadau with conviction and gusto.

Shortcomings

- 149 Oral skills in KS2 are underdeveloped. Sentence patterns and vocabulary do not develop sufficiently to enable pupils to conduct meaningful independent conversations or to respond to questions using the correct forms of negative and affirmative answers.

Mathematics

KS1: Grade 2: Good features with no important shortcomings.

KS2: Grade 2: Good features with no important shortcomings.

Good features

- 150 Throughout both KS 1 and 2 the majority of pupils respond well in oral and mental mathematics. The confident use of ICT by pupils in both key stages has a profound effect on the standards achieved; its use is integral to each lesson.
- 151 By the end of KS1 the majority of pupils have a secure grasp of the order of numbers from 0 to 50 and most readily recognise number bonds to twenty. Most pupils confidently identify, add and subtract even numbers, add and subtract single and double digit numbers and make appropriate progress in exploring a range of simple number sequences up to thirty, and some higher achieving pupils well beyond that; in some cases up to one hundred and beyond. By the end of the key stage most pupils have a firm grasp of simple multiplication facts and reading, count from a given number accurately in twos, fives and tens correctly up to fifty. Pupils confidently use and understand a range of mathematical language for example, even, odd, greater than, less than and fewer, plus, add and altogether. Most pupils recognise the mathematical operations associated with addition and subtraction symbols in a variety of problem forms. Most pupils confidently recognise halves and quarters in relation to a shaded shape as parts of a whole. However, the over reliance on commercially produced worksheets restricts pupils' attempts to record mathematical outcomes in a variety of ways.
- 152 Year 2 pupils display a good knowledge of the names and properties of two-dimensional shapes and are beginning to understand the concept of regular and irregular shapes. Most pupils measure and weigh everyday objects accurately using standard and non-standard measures. Using a variety of appropriate software packages the majority of pupils interpret data correctly presented in simple bar graphs and pictograms.

- 153 In KS2, the majority of pupils display a good understanding of numbers and the number system. Most pupils work both accurately and rapidly with a range of basic number operations and relationships.
- 154 In year 4, most pupils confidently explore and name types of angles and understand why the right angle is a special case. Most show an awareness of angles in the everyday environment. Pupils' understanding of angles is suitably reinforced following ICT lessons related to a screen turtle and a Valiant Roamer moving in various compass directions.
- 155 By the end of year 4, the majority of pupils confidently read a range of scales related to the measurement of liquids. Pupils note how much more liquid would be needed to increase capacity to the next litre from a given recorded level. Using a range of unmarked containers most pupils accurately estimate how much individual containers hold in millilitres and litres.
- 156 Older KS2 pupils develop a good knowledge of two- and three-dimensional shapes and their associated properties. Using two-dimensional shapes, most pupils confidently position them in a variety of quadrants using translation and reflective movements. Higher attaining pupils confidently explain the difference between a translation and a reflection. The quality of pupils' presentation of work in workbooks is generally of a high standard, suitably assisting the recording of any results.
- 157 Most pupils in upper KS2 show an increasing confidence when working with number values of up to and beyond one thousand. Pupils carry out mathematical investigations using an increasing range of strategies. They identify properties of common shapes, calculating perimeters and areas of regular and complex shapes. In year 6, most pupils confidently gather a range of information, recording the results accurately in a simple table and graph and draw conclusions from the data collected. Most understand the term 'mode' in a series of random numbers.

Shortcomings

- 158 There are no important shortcomings.

Information technology

KS1: Grade 1: Good with outstanding features.

KS2: Grade 1: Good with outstanding features.

Outstanding features

- 159 Throughout the school most pupils use ICT skills confidently across a range of subjects. There are outstanding examples of recording and retrieving information to support learning. Most pupils make good use of the internet to research for material.

- 160 Pupils make very good use of the interactive whiteboards and digital photography to consolidate their ICT skills and generate high levels of enthusiasm for the subject.
- 161 When brainstorming ideas most pupils draw very successfully on the knowledge and understanding they acquired in earlier lessons.
- 162 The majority of pupils have developed an excellent understanding of the impact that ICT contributes to their daily lives.

Good features

- 163 In KS1, pupils' basic computer skills are developing extremely well. The confident manner in which most pupils use their ICT skills clearly enhances their learning in most subject areas. As they progress through the key stage, the majority of pupils work with confidence and independence on computers using a wide range of software packages to good effect.
- 164 Most pupils enter simple text, change its appearance, log on and off their computer, follow instructions and present their work confidently. Many successfully produce quality detailed patterns and designs using a range of appropriate art packages.
- 165 Pupils confidently take photographs using a digital camera and sensibly discuss their findings after downloading the photos to a computer and moving them on the interactive whiteboard.
- 166 Pupils give detailed examples of various electrical devices that are to be found in the home and at school. They know about the actions needed to operate certain machines, for example the electronic key pad to gain access to the school as a means of security.
- 167 Year 3 pupils confidently control a programmable toy to undertake certain detailed manoeuvres. Most pupils successfully apply and build on knowledge learnt in mathematics such as angles, estimation and direction. Most pupils confidently write procedures using standard commands. Pupils work extremely well in designated groups listening to each other's predictions using correct mathematical vocabulary and drawing appropriate conclusions if the robot fails to take the route planned.
- 168 In year 4, pupils review the process of taking a picture with a digital camera and transferring it to the server. Pupils confidently use an appropriate software package to import the image of an insect followed by producing a fact file about their chosen insect using techniques such as 'cut' and 'paste'. Most pupils confidently send emails that include a short message attaching their document using the correct email address.
- 169 Pupils in year 5, confidently build successfully on previous ICT experience as they use music software to plan, organise and create a musical composition

that reflects similar music played in Tudor times in the court of Henry VIII. Most pupils place musical notation onto a staff, perform their composition and save and retrieve their work. Most pupils confidently amend the tune created using tempo, structure and notational value of each note.

- 170 Using the outstanding facilities provided by the local college, year 6 pupils use a range of skills to import digital files from a variety of sources including the internet to create a photo story on 'Swansea in the Blitz'. Most pupils confidently plan the order of images, select an appropriate piece of music to accompany the images and use editing tools in the programme to change the way the images are viewed. By the end of year 6, most pupils confidently direct models to move in a certain direction and use a range of technological equipment, for example recording the light change in a classroom over a twenty-four hour period. They successfully record the numerical values, enter the information into a database and create appropriate graphs before interpreting the data including appropriate questions.

Shortcomings

- 171 There are no important shortcomings.

Geography

KS1: Grade 1: Good with outstanding features.

KS2: Grade 2: Good features and no important shortcomings.

Outstanding features

- 172 Pupils in KS1, show exceptional observation skills in using directional maps of Carmarthen Town. They have a very good understanding of points of the compass. They talk confidently of landmarks within their town and can give clear directions to and from these landmarks and their homes and school.
- 173 Pupils in Y1, have a good understanding of the countries they study. In addition they show outstanding problem solving skills when creating systems to locate positions on a given map. They recognise the differences between environments abroad from their own and talk confidently about how climate affects the nature of people and places. They also know that different climates provide habitats for differing species and that certain creatures are indigenous to certain countries.
- 174 They show a very good understanding of their locality and talk confidently of the differences between man made and natural objects. They study the local farming industry and tour local farms studying the lives of the farm workers as well as the animals.

Good features.

- 175 In Y3, pupils continue to study the locality and survey areas and compare and contrast Carmarthen of the past with the modern day. They use artefacts and photographs to support their geographical investigation.
- 176 Pupils in Y4, study Lesotho as a contrasting environment. They have questioned the headteacher who has visited Lesotho as part of their research and study artefacts and research the internet. They can locate Lesotho on a world map and know of its capital and some of its customs.
- 177 In Y5, pupils make power point presentations of their comparative study of Vielje in Denmark. They also study the differing weather systems and the customs related to the differing climate.
- 178 Pupils in Y6 study rivers and visit the Towey on a field trip. They talk confidently about the origins and sources of rivers and coupled with their science experiments create models of the erosion effects of rivers. They know of meanders and oxbow lakes and do comparative studies with the River Rhine.
- 179 As they progress through the school pupils gain a good knowledge of weather systems and understand the use of compasses and coordinates as methods of finding locations. They study the physical aspects of their own and other environments and compare and contrast a number of differing environments throughout the world.

Shortcomings

- 180 Methods of recording work in KS1 do not always support the high levels of interaction during lessons.

Music

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

- 181 Pupils of all ages and abilities enjoy performing, composing and appraising music. The quality of singing is good overall. Most pupils sing in tune with good expression and diction. They have a varied repertoire of songs and hymns in English and Welsh that they perform with pride and enjoyment. They enjoy listening to a wide repertoire of music performed by pupils and in for example the peripatetic instrumental teachers' concert.
- 182 In KS1, pupils begin to develop a good understanding of tempo, pitch, dynamics and duration. They sing "I hear thunder" keeping the beat well with percussion and tapping the rhythmic patterns. They explore pitch with their voices and

tuned percussion, singing and playing “Hot cross buns” with a good understanding of glissando and intervals.

- 183 They use ICT competently to compose a piece of music to illustrate a story, selecting instruments and sound effects and sequencing them to create a symbolic score. Pupils evaluate their work, using appropriate vocabulary, through discussion and the traffic lights system.
- 184 In KS2, pupils listen to a number of pieces of music and discuss how music creates images. They use their good understanding of onomatopoeia to create effective rhythmic descriptions to create an accompaniment for a poem using voice, body and instrumental percussion and ICT. They evaluate their work making suggestions as to how they could improve their compositions for example, considering the suitability of the pitch of certain words that lead to a particular sound. They discuss starting points that inspire compositions and use their understanding of the different pitch of instruments to create a pictorial score to represent the percussion sounds for ‘The Society Raffles’ silent movie. Pupils perform a sound story to accompany the description of an earthquake showing a good understanding of tempo and dynamics.
- 185 The music curriculum is well supported by extra curricular activities. The school choir sings with due regard to pitch, dynamics and breathing to a variety of audiences and in local and county venues. Pupils in the recorder group begin to read musical notation and perform simple pieces.
- 186 A good number of pupils receive string, brass and woodwind instrumental tuition. These pupils perform to a high standard.

Shortcomings.

- 187 There are no important shortcomings.

School's response to the inspection

No response has been received from the school.

Appendix 1

Basic information about the school

Name of School	Model Church in Wales
School type	Voluntary CIW
Age-range of pupils	3-11
Address of school	College Road Carmarthen Carmarthenshire
Post-Code	SA31 3 EQ
Telephone Number	01267 234386

Headteacher	Mrs. Mary Thorley
Date of appointment	December 2007
Chair of Appropriate Authority	Dr. Medwin Hughes
Registered Inspector	Mr Glyn Scott
Dates of inspection	23 rd -26 th June 2008

Appendix 2

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	62	48	50	49	46	48	51	36	390

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	8	20

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	89%	90%	93.5%
Spring 2008	90%	91%	91.21%
Summer 2008	89%	90.8%	93.87%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of KS1:

National Curriculum Assessment KS1 Results 2008__			Number of pupils in Y2:					49
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	2	8	67	23	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	2	8	58	31	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	6	15	71	8	
		National	0	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	0	13	52	35	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	2	8	71	19	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	4	75	21	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	80.1

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

National Curriculum Assessment KS2 Results 2008__			Number of pupils in Y6							32	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	6	44	50
		National	0	0	0	1	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	11	56	33
		National	0	0	0	1	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	6	58	36
		National	0	0	0	1	0	2	12	52	32

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	88.9%	In the school	NA
In Wales	74.2%	In Wales	NA

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 4

Evidence base of the inspection

4 inspectors spent a total of 18 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 41 lessons or part lessons at the school

The team also considered:

- a selection of work by present pupils
- comments from the pupils about their school
- documentation provided by the school before and during the inspection
- the 42 responses to a parents' questionnaire. (On average around 92% of parents gave positive responses in the questionnaires.)

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff
- teachers and LSA's
- mainstream school teachers;
- representatives of the local authority

Appendix 5

Inspector	Type	Aspect Responsibilities	Subjects
Mr Glyn Scott	Rgi	Context, Summary, Key Questions 1, 5, and 6	English Geography
Mrs Ann Williams	Team	Key Question 2, 4.	Welsh/ Music
Mr Peter Clark	Team	Key question 3, 7.	Maths /IT
Mr .John Foley	Lay	Contributions to 1, 3, and 4.	PSHE
Mrs Susan Jones	Peer Assessor	Contributions to LEFS and GEFS	
Mr J. Cudd	Nominee	Support of school and inspection team.	

Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

Inspection Contractor:

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