



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

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

**Date of inspection: October 2019**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Model C.I.W. School

Model Church in Wales Primary School is situated in Carmarthen. There are 412 pupils on roll between the ages of 3 and 11, including 55 pupils in the part time nursery. Around 13% of pupils are eligible for free school meals, which is below the national average (18%). A very few pupils speak Welsh at home.

The school identifies that 24% of pupils have special educational needs. This is slightly above the national average. (21%)

The last inspection of the school was in June 2014. The headteacher was appointed to her post in January 2013.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Model Church in Wales Primary School provides an inclusive and nurturing learning community for its pupils. It has a very caring and respectful ethos, which is promoted successfully by all staff. The headteacher has a clear vision for the school based on high standards and developing confident independent learners. She is ably supported by the governing body, leaders, and all staff. All collaborate successfully to develop the provision for pupils at the school, and continuously aim to raise standards of achievement and wellbeing.

Almost all pupils make good progress in their literacy, numeracy and information and communication technology (ICT) over time. They apply these skills effectively in a wide range of rich contexts across the curriculum. Teachers and support staff collaborate successfully to provide an enriching range of independent learning experiences for pupils. The school extends foundation phase pedagogy into key stage 2, through the development of enhanced independent activities. As a result, most pupils develop as confident individuals who persevere well with their tasks.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Ensure consistency in the provision for developing pupils' Welsh oracy skills across the school
- R2 Improve pupils' attendance
- R3 Develop the role of middle leaders to have better impact on school improvement planning

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study for dissemination on Estyn's website on its work in relation to the impact of the foundation phase pedagogy in key stage 2.

## Main findings

### Standards: Good

When they start at the school, most pupils' skills are at the expected level for their age and they make strong progress over time. Most recall prior learning confidently, and apply themselves diligently to their tasks and challenges.

Most pupils listen attentively. They speak confidently and politely with their peers and respect other pupils' opinions, such as when discussing which fruit and vegetables they would like to buy from the class shop. Across key stage 2, most pupils appreciate other people's views and share ideas confidently together. For example, many Year 6 pupils collaborate successfully when using co-ordinates around the school site to find clues and solve problems.

Most pupils read confidently. The nursery and reception pupils develop early reading skills quickly and become aware of the link between sounds and letters. Many Year 2 pupils use phonic skills successfully to discover meaning in different texts. They understand the importance of punctuation and direct speech when reading. The more able pupils read with lively expression, and discuss their likes and dislikes maturely. Most pupils maintain strong progress with their reading across key stage 2. They discuss their favoured genres confidently and make sensible decisions about what they want to read. In upper key stage 2, many pupils have good research skills and show a good understanding of the importance of inference in text to read for subtle meaning.

Many reception pupils have well developed early writing skills. They use their understanding of letters to start mark-making from an early stage. Many Year 2 pupils write to a good standard in a variety of genres. Most show a sound understanding of when to use basic punctuation. Many more able pupils develop their ideas effectively when producing a range of engaging writing, both in factual and creative contexts. A good example of this is when pupils record a scientific investigation about whether it will be tinfoil, fabric or newspaper that will be the most waterproof. Most pupils maintain good progress with their writing across key stage 2. For example, when writing a high-quality recount of their recent visit to Green Castle woods, using effective opening paragraphs, time connectives and direct speech. Many Year 6 pupils write to a high standard in different contexts, for example when writing a factual piece based on research into micro-organisms and their effect on the human body.

Most pupils across the foundation phase have good mathematical skills. Many reception pupils have an early understanding of how to use different coins in the class shop. Many more able Year 2 pupils apply their numeracy skills confidently, adding and subtracting two-digit numbers successfully. Most have a sound understanding of the properties of two and three-dimensional shapes.

Most Year 3 and 4 pupils' numeracy skills are good and they apply them successfully when taking part in challenges within their 'Ditectif Dysgu' activities. Most Year 6 pupils use data to create graphs accurately, for example when drawing a line graph to show the varying weight of chocolate bars over the decades. This is particularly detailed work, and the more able pupils' interpretation of the change in weight is highly effective.

Many pupils' Welsh oracy is developing appropriately across the school. Pupils speak confidently in familiar contexts, and enjoy speaking in class with their peers. The younger pupils develop an increasingly wide vocabulary and respond well to the language model and encouragement provided by staff. However, many older pupils lack confidence when using the language in less structured contexts.

Most pupils in the foundation phase develop a good range of ICT skills and apply them well across the areas of learning. For example, pupils in the reception classes take pictures of their work and most develop creative and linguistic skills in beneficial ways. Many pupils in Year 2 can search the internet safely for 2D shapes and then use these to classify them in a simple branching database. In key stage 2, many pupils build appropriately on their previous ICT skills. Older pupils locate and use information on the first open heart surgery and use the information to create an informative presentation.

### **Wellbeing and attitudes to learning: Good**

The school is a very caring and happy community in which nearly all pupils feel valued. They feel safe and secure in school, and appreciate the care shown to them by staff. There is a strong family ethos across the school. Pupils show a high level of respect towards their peers. They value others' contributions during activities and class discussions. The older pupils show concern and empathy for their younger peers and enjoy taking care of them. This supports pupils' wellbeing successfully. Most pupils adhere to the school's high expectations in relation to behaviour. For example, in the very rare occurrence of conflict, most pupils respond positively to the guidance provided by staff, leading to successful resolution.

Nearly all pupils have a clear and detailed understanding of how to keep themselves safe on the internet, and in the wider community. They understand the importance of strong passwords, and ensuring that their parents and carers are aware of their online activity.

Most pupils have a sound understanding of the significance of maintaining a healthy lifestyle through eating healthy lunches and snacks. They understand the importance of drinking water regularly. Pupils have a positive attitude towards keeping themselves healthy, through a varied programme of physical activity, including opportunities to participate in the daily mile run. Many pupils enjoy taking part in an effective range of after school activities and clubs. They develop a mature understanding of the human body through their work in science. For example, they learn about the digestive system through highly engaging practical activities. Many understand how the body absorbs nutrients through their work on the body's digestive system.

Most pupils demonstrate a positive attitude to learning. They respond very well to opportunities to work independently, selecting graded activities that provide them with individual challenges. During these activities, most demonstrate very good resilience, and persevere confidently in order to succeed in completing their tasks. For example, many Year 2 pupils investigate which bowl will float best when holding the most weight. They make sensible predictions and after completing their tasks acknowledge that their original prediction may have been incorrect. Many pupils develop real ownership of their learning, and explain the impact of different activities on their skill development. Most pupils understand that making mistakes is an essential part of learning.

Many pupils represent their peers diligently on whole school groups such as the school council, eco council, 'criw Cymraeg', and as digital leaders. These groups meet regularly and discuss issues that relate to the provision at the school. For example, when discussing sustainability they carry out a maths activity to calculate the school's daily water usage. They arrange opportunities for pupils to work with parents to create bat boxes, which are then located on the school site.

Most pupils make an active contribution to what and how they learn. They make mature suggestions about the direction that their learning will follow next, and feel fully included in the planning process. They know that their teachers will listen to their ideas. Most pupils participate confidently and many maintain excellent concentration during teacher-led and independent activities. This positive attitude to their learning is a consistently strong feature across the school. Pupils' attendance does not compare well with that in similar schools and persistent absenteeism is relatively high.

### **Teaching and learning experiences: Good**

Nearly all teachers have high expectations of pupils in all areas of learning. Most learning activities are engaging and creative and most pupils participate with enthusiasm and interest. Teachers provide meaningful opportunities for pupils to have a say in what they learn. As a result, pupils remain on task for extended periods and speak enthusiastically about what they are learning and why. Most teachers plan activities that provide effective challenge for pupils. As a result, most pupils make good progress and develop their skills successfully.

Teachers plan an enriching range of 'Ditectif Dysgu' enhanced provision activities. They provide a rotation of engaging, independent learning activities for the pupils to select and complete throughout the week. This is particularly evident in key stage 2, where pupils have the opportunity to enhance their skills in focused tasks. For example, in science, most apply their prior learning about the circulatory system to choose ingredients to represent the components of blood. As a result, nearly all pupils collaborate successfully with peers and show high levels of perseverance. Teachers plan valuable opportunities for pupils to reflect on their learning, and most pupils speak confidently about the impact this method of working has on their understanding.

Nearly all teachers foster a positive and supportive working environment. They deploy staff well to support groups of pupils in both the indoor and outdoor learning areas. Nearly all staff use effective and consistent strategies to encourage good behaviour and engagement in learning is managed effectively. In a very few activities, teachers over-direct tasks and opportunities for pupils to extend their thinking and understanding are more limited.

Most teachers plan purposeful visits to enrich and enhance pupils' learning experiences based on pupils' interests. These experiences provide a successful stimulus for writing or scientific investigation. For example, pupils from Year 4 assumed the role of scientists on a visit to Green Castle Woods.

Most teachers provide clear guidance for pupils on how to succeed in a task and encourage them to lead their own learning. For example, they provide an

audio-visual clip of a poet reading his work, before facilitating a discussion about how to develop their writing in the style of the poet. As a result, most pupils understand how to create a more effective poem themselves.

Most teachers provide useful feedback for pupils, in both written and verbal form. As a result, most pupils understand how to develop their work further. Most know how to ensure they are making progress and how to improve their work.

Teachers plan and deliver purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum. However, teachers do not always provide sufficient progression and continuity in developing pupils' ICT skills.

Extended writing opportunities are purposeful, with clearly planned skill development through the year groups. In Year 2, these opportunities allow pupils to explain which chocolate they predicted would melt the quickest and then analyse their data to decide if there were correct. Teachers provide enriching activities for pupils to write analytically to interpret their data. Most teachers provide good opportunities for pupils to read for pleasure and purpose and, as a result, pupils speak with enthusiasm about reading, with many reading for pleasure outside school.

Teachers ensure numeracy activities link well to topic themes. They ensure that numerical reasoning tasks provide opportunities for pupils to apply previously taught mathematical skills. For example, prior knowledge of mini beasts in Year 4 created the opportunity for pupils to explore combinations of insect and spider legs to reach the target number of 124. In most classes, pupils are expected to use the correct technical vocabulary, with many Year 2 pupils comfortably using mathematical vocabulary to explain how they planned to make 3D cuboids out of marshmallows and wooden sticks.

Across the school, many staff use incidental Welsh well to instruct and praise pupils. In many classes, especially in the foundation phase, teachers provide effective opportunities for pupils to develop their speaking in meaningful contexts. For example, in Year 2, teachers used the taking of the register to calculate numbers present for lunch and then count forwards and backwards with the pupils in Welsh. However, opportunities to develop pupils' Welsh oracy are not consistent enough across the school and this has a detrimental effect on pupils' standards.

### **Care, support and guidance: Good**

The school has effective processes for monitoring pupils' progress. Leaders and staff analyse a wide range of data to set challenging targets for pupils and use this information to measure progress to identify pupils who may need additional support. This enables pupils of all abilities to make good progress.

There is effective provision for pupils with special educational needs (SEN). The SEN co-ordinator and staff collaborate effectively to identify pupils who may require specific support or intervention. The school involves parents in identifying a suitable person-centred plan in partnership with specialist agencies where appropriate. Staff make purposeful use of a range of intervention programmes, such as to support pupils' speech and phonic development. The SEN co-ordinator has developed an effective timetable of assessment activities, which include regular pupil progress meetings. As a result, staff have detailed information about pupil progress against agreed targets.



The school communicates well with parents through social media, email and text messaging service. There is a suitable range of opportunities for parents to engage with the school, for example through the parent council and the parent-teachers and friends association. This enables parents and the community to be part of the life of the school and to support specific projects such as the eco garden.

The school sets regular homework for pupils and provides appropriate advice to parents about how to support their children's learning. For example, teachers arrange a useful numeracy workshop to raise parents' awareness of how to support their children with their numeracy development at home.

The school works closely with parents and the local authority's attendance officer to implement a range of strategies to promote good attendance and punctuality. However, this has not had a strong enough impact on whole school attendance.

The school makes appropriate arrangements to help pupils make healthy lifestyle choices. Staff provide a range of effective opportunities for physical exercise. For example, nearly all pupils participate the daily mile. They receive worthwhile lessons on healthy eating, substance misuse, sex and relationships education and online safety.

Staff organise a suitable range of curricular and extra-curricular activities, including cookery using autumn vegetables, sewing, art, football and dodgeball.

Staff provide pupils with opportunities to have a meaningful voice within the school. There are many opportunities for pupils to play an active part in decision-making and to undertake leadership roles. Most teachers ensure that pupils have a say in what and how they learn through discussions about pupils' prior knowledge and what they would like to learn about different topics. As a result, pupils are involved in planning their own activities, and have a real ownership of their learning. The school helps pupils to develop leadership skills and to learn the importance of citizenship through pupil-led groups. The school council has regular opportunities to improve the school grounds, for example by developing an infant allotment and litter picking around the school.

The school ensures that pupils have opportunities to contribute to events in the local area. For example, the school choir regularly sings at venues in the community including at the local care home. The school provides meaningful opportunities for pupils to reflect on the human consequences of war, for example through making poppies for the annual remembrance service, where they regularly attend and perform.

There are worthwhile opportunities for pupils to reflect on their learning and wellbeing. For example, a mindfulness programme helps pupils to develop resilience when facing challenging situations. Staff and pupils discuss the school's 'value of the half term' and relate it to pupils' friendships and the best use of the 'playtime peacemakers'. There is effective use of restorative practices across the school, ensuring pupils' positive attitudes towards learning and behaviour.

The school provides many opportunities for pupils to engage in worthwhile activities such as visits to Llangrannog and theatre trips, which enrich their out of school experiences successfully.

Most pupils develop a suitable awareness of economically developing countries, for example through supporting water aid and through sponsoring Timothy the donkey who works to assist the community in an African village. There are many valuable opportunities for pupils to develop their cultural awareness through music and performance. The school has been successful in reaching the Urdd National Eisteddfod on numerous occasions, for example in creative dance and 'cerdd dant' singing groups.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

### **Leadership and management: Good**

The headteacher and governors have a clear vision based on establishing high expectations for the academic, social, emotional and wellbeing of all pupils. Recently, they have used the restructuring of the leadership team purposefully to develop an enthusiastic team who have a clear understanding of the roles and challenges they face. The new senior leadership team focus well on the strategic management of the school and work cohesively to monitor and raise standards, and to establish consistency in provision and assessment across the school. Middle leaders are developing their monitoring skills purposefully while looking at progression and continuity in their areas of responsibilities. However, they have not yet fully developed their capacity to report on their findings in an evaluative manner that would contribute to worthwhile school improvement.

Leaders ensure that the school responds meaningfully to national priorities with a clear focus on developing Welsh language skills within the school. The school is beginning to respond positively to the new curriculum for Wales and many classes are creating an innovative curriculum that successfully engages the enthusiasm and imagination of pupils and staff.

The governors know the school well and provide effective support and challenge in equal measure. They understand and fulfil their roles and responsibilities well, and promote the school's values successfully. Governors undertake visits to the school that equip them with a valuable first-hand understanding of recent developments. This enables them to ask relevant questions to evaluate the impact of changes. As a result, they know the school's strengths and areas for development thoroughly and play a robust role in agreeing school policies and priorities. There is positive balance between their role in challenging and supporting and their role as a critical friend is developing well. The chair of governors has supported the headteacher effectively through a challenging restructure of the senior leadership team. As a result, leaders have successfully developed their capacity to support and challenge staff.

Leaders use a range of self-evaluation processes purposefully in order to identify the strengths of the school and the areas that need further development. Their views on standards, provision and leadership are generally accurate and the school's priorities reflect the identified priorities well in nearly all instances. The school has a strong track-record of making improvements and has responded purposefully to the recommendations of the previous Estyn inspection.

Leaders ensure that professional learning supports school improvement effectively. They make good use of the expertise within the school, for example to improve the consistency and impact of classroom practice. Leaders successfully deliver

worthwhile training opportunities to enhance staff understanding of how restorative practices build and maintain positive relationships. They then evaluate the impact of the various strategies and amend practices in response to teacher and pupil feedback. Teachers and leaders visit other schools in order to learn from good practice and have the confidence to evaluate which ideas are most likely to be successful for their pupils. Where appropriate, leaders invite experts to train staff in new initiatives and to support ongoing professional development.

The school uses the pupil development grant effectively to mitigate the impact of poverty on pupils of differing abilities. The school currently has a deficit budget. However, leaders work appropriately with the local authority to agree a three-year plan to improve the financial situation of the school.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 23/12/2019