

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

**A Report on the Quality of Education in**

**Llanelwedd C.I.W. Primary School  
Llanelwedd  
Builth Wells  
Powys  
LD2 3TY**

**School Number: 6663037**

**Date of Inspection: 24/09/07**

**by**

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**Date of Publication: 4<sup>th</sup> December 2007**

**Under Estyn contract number: 1103207**

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Llanelwedd 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 Llanelwedd C.I.W. School took place between 24/09/07 and 26/09/07. An independent team of inspectors, led by Michael T. Ridout 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 **full** 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:

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





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## Context

### The nature of the provider

- 1 Llanelwedd Primary is a Voluntary Controlled Church-in-Wales School for boys and girls aged four to eleven years. It also accommodates a non-maintained nursery setting for three-year-olds. In the main school, there are three mixed age classes, one catering for children under-five and pupils in Key stage 1 (KS1) and the others for pupils in lower and upper Key stage 2 (KS2). There are 43 pupils on roll. The average class size is 14. There are 3.5 (fte) teachers, including one part-time teacher. Four part-time learning support assistants (LSA) enhance this provision.
- 2 The school is situated in Llanelwedd on the outskirts of Builth Wells in the valley of the River Wye in Powys. It serves Llanelwedd and Llanfaredd and the nearby rural communities of Aberdw, Builth Road and Rhulen. A number of pupils are from outside the catchment area indicating preferred placements. There is a predominance of owner occupied homes in the locality and the school states that most pupils come from neither prosperous nor economically disadvantaged homes. Less than one per cent of pupils are entitled to free school meals; this is well below local and national averages. There are no pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
- 3 Assessment data confirms that the school receives pupils from the full range of abilities with a good proportion of more-able pupils in some cohorts. Baseline assessments in reception are broadly in line with local averages. Around sixteen per cent of pupils have special educational needs (SEN). Two pupils have a statement of SEN.
- 4 The school was previously inspected in October 2001. Since that time, the number on roll has decreased although the organisation of classes remains similar. Improvements to the building and to the outdoor environment provide well for play and learning opportunities, particularly for the under-fives. Two teachers have left the school during the last twelve months and replacement teachers have been appointed. The school has been awarded the Basic Skills Quality Mark.

### The school's priorities and targets

- 5 The school has a statement of purpose and upholds the following principles:
  - All children can be successful;
  - Our school is founded on mutual respect and respect for all;
  - The curriculum is far more than a list of subjects;
  - Effective teaching and learning is creative and exciting;
  - All adults within the school have high expectations of children and value achievement.
- 6 The school development plan (SDP) 2005 – 2007 indicates a range of priorities, the principal areas being: developing assessment, provision for the Foundation Stage, including a three-year-old setting, promoting key skills, raising awareness of sustainable development and global citizenship and updating resources for literacy, numeracy and information and communications technology (ICT).

## Summary

- 7 Llanelwedd Primary School plays a positive role within the community, provides good pastoral guidance for pupils, through its distinctive caring family ethos, and promotes their personal development particularly well. However, there are some important shortcomings in standards, leadership, self-evaluation and planning for improvement.

### Table of grades awarded

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

- 8 The inspection endorses the school's self-evaluation in key questions three, four and seven but differs in the others.
- 9 In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

### Standards

- 10 In thirty lessons or parts of lessons standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	83%	17%	-	-

- 11 These figures are well above the Welsh Assembly Government's (WAG) target for 65 per cent of standards to be Grade 2 or better. They represent an improvement compared with the last inspection and are somewhat above those published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2005 – 2006, where overall standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.
- 12 The first-hand evidence of the inspection reflects the positive impact of two recently appointed teachers and the positive contribution of experienced members of staff on pupils' current achievements. However, the evidence from discussions with pupils

and scrutiny of their previous work reflects variable standards and some important gaps in their prior knowledge and skills.

- 13 The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's learning.
- 14 The standards achieved in the areas of learning for under-fives are judged as follows and indicate improvement since the last inspection:

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

- 15 Children under-five make a good start in acquiring basic and key skills in communication, numeracy and ICT and they are building up appropriate bilingual skills.
- 16 The standards in the subjects inspected in both key stages were judged as follows<sup>1</sup>:

<b>Inspection Area</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 3
Information technology	Grade 3	Grade 2
Design and technology	Grade 4	Grade 4
History	Grade 4	Grade 4
Geography	Grade 4	Grade 4
Art	Grade 4	Grade 4
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

- 17 Standards remain good in Welsh as a second language and physical education. In information technology standards have improved since the last inspection in 2001 and are now good at the end of KS2.
- 18 There are important gaps in pupils' knowledge and skills in design and technology, history, geography and art.
- 19 Standards in speaking, listening and reading are good, but the limited range of writing undertaken reduces standards. In numeracy pupils' thinking skills are underdeveloped and, although many older pupils have good competence in ICT, they seldom use it as an effective learning tool.
- 20 There are important shortcomings in the overall standard of bilingual competence.

<sup>1</sup> Religious Education is not inspected in this inspection. A separate denominational inspection reports on standards and provision for religious education and collective worship.

- 21 The results of the 2006 National Curriculum (NC) teacher assessments in KS1 indicate standards below the national average in English and mathematics and just below average in science. In comparison with similar schools, having fewer than eight per cent of pupils entitled to free school meals, standards were well below average in English and mathematics and below average in science.
- 22 In KS2 the 2006 results of NC teacher assessments indicate standards above national figures in English, mathematics and science. In comparison with similar schools, standards were well above average in all three subjects.
- 23 Taking the school's 2001 NC results as a baseline there is a downward trend in KS1 and in KS2 the overall trend is flat. Fluctuations in the school's results from year to year reflect the varied profile of pupils' abilities within small cohorts.
- 24 Pupils with SEN make good progress towards the targets set for them in individual education plans (IEPs). Pupils of average ability make appropriate progress but the more able pupils make more limited progress as the work undertaken is seldom challenging enough.
- 25 Pupils' behaviour and their attitudes to learning are good.
- 26 Levels of attendance are good and pupils are punctual.
- 27 Pupils insufficiently develop their capacity to work and study independently.
- 28 Pupils' personal, social, moral and wider development is good. This is a particularly strong feature of the school's provision.
- 29 Pupils have a good understanding of equal opportunities issues and they are well prepared to take an active role in their community, but their awareness of diversity and of the work place is limited.

### **The quality of education and training**

- 30 In thirty-two lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	75%	22%	3%	-

- 31 These figures are better than the last inspection and those published in HMCI's latest Annual Report, where overall the quality of teaching in primary schools in Wales is reported to be Grade 2 in 62 per cent of lessons and Grade 1 in 17 per cent.
- 32 In three out of four lessons observed the quality of teaching was good. This reflects the current provision, but a range of evidence indicates the impact of teaching on standards over time is variable.
- 33 The quality of teaching is consistently good for children under five and pupils in KS1 and lower KS2.

- 34 Teachers and LSAs successfully establish good working relationships with pupils that foster interest in learning. This is a particular feature of teaching.
- 35 Where teaching is lively and engaging pupils are well motivated and achieve well. However, on occasions teaching is over-directed and opportunity to develop the full range of learning skills is limited.
- 36 There is a lack of consistency in lesson planning. The format used in lower KS2 provides a useful exemplar. However, planning to promote key skills, including study skills, is underdeveloped across the school.
- 37 Furthermore, lesson planning is not always sufficiently rigorous in using assessments to match tasks to pupils' differing needs and abilities.
- 38 The most effective teaching observed featured a variety of teaching approaches and where teaching was less effective, shortcomings included lengthy introductions, over direction, insufficiently challenging tasks and a slow pace.
- 39 There is good emphasis on developing pupils' oracy skills in English, but bilingual skills are not promoted consistently within the day-to-day routines of the school.
- 40 The school uses an appropriate range of assessment materials, mainly in English and mathematics, to track pupils' progress. There is a marking policy, but it does not address the uses of assessment in developing pupils' learning.
- 41 Pupils have a developing understanding of the purpose of assessment and are aware of their individual targets.
- 42 Although written reports detail pupils' progress they do not include targets to indicate the way forward. As a consequence they do not meet statutory requirements.
- 43 The school is strengthening its curricular provision, although shortcomings remain. Recent improvements in the provision for younger learners and in lower KS2 are meeting the needs of pupils well. However, the absence of detailed past planning and the limited range of work undertaken in several subjects over the last year are shortcomings the school is working to resolve.
- 44 Schemes of work in all subjects provide the basis of a broad and balanced curriculum but there is currently no whole-school plan to assure progression in all subjects and no effective planning to promote key skills across the curriculum.
- 45 The school successfully enriches the curriculum, for example through visits and the contribution of visitors, and provides a good range of extra-curricular activities.
- 46 Good provision is made for pupils' moral and social development, but the provision to promote pupils' cultural awareness is less well developed.
- 47 Opportunities to celebrate the culture of Wales are missed, as the Cwricwlwm Cymreig is not appropriately reflected in the life of the school.
- 48 The quality of the school's partnership with parents has improved since the last inspection. However, shortcomings remain in the information provided for parents.

- 49 The provision of education for sustainable development and global citizenship is good. As part of the eco-schools award scheme, the school has received the bronze award for its commitment to conservation and the environment.
- 50 Pupils are cared for, guided and supported very well in a warm, happy and inclusive environment. However, the school has not yet formalised its provision for personal and social education (PSE) as required by the WAG.
- 51 The school has effective procedures to monitor pupils' performance, attendance, punctuality and behaviour. This is an improvement since the last inspection.
- 52 The school makes good efforts to ensure the healthy development, safety and well being of pupils and is successful in establishing an environment where pupils feel secure and safe.
- 53 The quality of provision for pupils with SEN is good.
- 54 The school council is well established and provides an effective forum for pupils to express their views. Pupils have equality of opportunity in all school activities.
- 55 The school does not have a race equality policy or a disability access plan in line with WAG requirements. Furthermore, the school has no formalised action plan to promote pupils' awareness of diversity and equality.

### **Leadership and management**

- 56 Leadership is successful in maintaining a caring family ethos in the school and in maintaining overall standards since the last inspection. However, important shortcomings remain in aspects of leadership and strategic management.
- 57 A shared understanding of the school's positive values and direction in pastoral aspects is clearly evident but there is a lack of clarity in setting aims, objectives and targets to promote further educational improvements.
- 58 Although the school has a range of assessment data this is not collated and analysed in order to help plan improvements in learning and teaching.
- 59 There is an absence of effective self-evaluation and formalised planning for improvement linked to a SDP. As a consequence the effectiveness of planning for improvement is very limited.
- 60 The governing body (GB) is strongly supportive of the school but the current extent of its involvement in self-evaluation and strategic planning is limited.
- 61 The GB does not fulfil its statutory obligations in full. It has not agreed a number of required policies and there are important omissions in the information provided for parents.
- 62 The school is well staffed and the accommodation provides a good setting for effective learning and teaching. There is a basic sufficiency of learning resources, with recent improvements in ICT, although the range of visual aids and artefacts available to support learning is limited.

- 63 The routine organisation of classes is appropriate, but lessons are sometimes too long and too little use is made of key resources such as ICT and the library, thus limiting the efficiency and effectiveness of learning.
- 64 Although overall standards have not improved in line with the national picture since the previous inspection, some improvements are evident. However, this inspection finds important shortcomings in standards and strategic management that indicate the school is not yet in a position to demonstrate value for money in key aspects of its work, despite the good quality of much of its current provision.

## Recommendations

- 65 The school and the governing body, together with the support of appropriate agencies, including the Church-in-Wales and the Local Education Authority (LEA), should work to:
- R1 raise standards in design and technology, history, geography and art and raise standards further in other subjects where shortcomings are identified;
  - R2 improve the progress and achievement of more able pupils;
  - R3 promote consistently pupils' use of basic and key skills, their development of a range of study skills, including the capacity for independent learning, and improve bilingual competence;
  - R3 build on good practice to ensure appropriate consistency and rigour in lesson planning, including the effective use of assessments to adapt learning;
  - R4 review, update and consistently implement schemes of work within a whole-school framework and develop planning to promote key skills and a range of study skills;
  - R5 improve educational leadership and strategic planning through provision of a focused development plan setting challenging, realistic targets and goals supported by plans of action to guide the school;
  - R6 establish effective self-evaluation and monitoring arrangements linked to the school's priorities;
  - R7 ensure that all statutory requirements are met.

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 4: Some good features, but shortcomings in important areas

66 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 3. Although strengths outweigh shortcomings in the core subjects of English, mathematics and science there are important shortcomings in four foundation subjects.

67 In thirty lessons or parts of lessons standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	83%	17%	-	-

68 These figures are well above the WAG's target for 65 per cent of standards to be Grade 2 or better. They represent an improvement compared with the last inspection and are somewhat above those published in HMCI's latest Annual Report, where overall standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.

69 The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's learning.

70 The standards achieved in the areas of learning for under-fives are:

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

71 Children's skills and achievements when they first come to school are broadly in line with local averages. They make good progress in all areas of learning and make a good start in acquiring the key skills of communication, numeracy and ICT. They develop appropriate bilingual skills.

72 The standards achieved in subjects across both key stages are:

Subject	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 3
Information technology	Grade 3	Grade 2
Design and technology	Grade 4	Grade 4
History	Grade 4	Grade 4
Geography	Grade 4	Grade 4

Art	Grade 4	Grade 4
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

- 73 Pupils achieve good standards in Welsh and physical education. Their knowledge in English, mathematics and science is generally sound. In information technology, standards improve over time and are good at the end of KS2. The quality of singing is very good and in music standards in knowledge of music and in performing and appraising are improving well from a low base.
- 74 There are important gaps in pupils' knowledge and skills in design and technology, history, geography and art.
- 75 The school is generally successful in meeting its end of key stage targets for attainment in the core subjects of English, mathematics and science.
- 76 Standards in the use of basic and key skills in communication, numeracy and ICT are widely variable. Standards in speaking, listening and reading are good but the limited range of writing undertaken across the curriculum reduces standards. In numeracy pupils' thinking skills are underdeveloped and, although many older pupils have good competence in ICT, they seldom use it as an effective learning tool.
- 77 There are important shortcomings in the standard of bilingual competence. Pupils seldom use the good skills acquired in lessons in Welsh in everyday situations.
- 78 Regardless of background pupils achieve similar levels of success at school.
- 79 The results of the 2006 NC teacher assessments in KS1 indicate standards below the national average in English and mathematics and just below average in science. In comparison with similar schools, having fewer than eight per cent of pupils entitled to free school meals, standards were well below average in English and mathematics and below average in science. The proportion of pupils attaining the expected level 2 in all three subjects, known as the core subject indicator, was below average. No pupils attained level 3 in English and science.
- 80 In KS2 the 2006 results of NC teacher assessments indicate standards above national figures in English, mathematics and science. In comparison with similar schools standards were well above average in all three subjects with all pupils attaining at least the expected level 4.
- 81 The KS1 figures for 2006 represent a marked drop in standards compared with 2004 and 2005. Provisional results for 2007 indicate an improvement in results. In KS2 results show all pupils attaining the core subject indicator in 2004 and 2006. Results dipped in 2005 and the provisional results for 2007 indicate that all pupils attained at least the expected level in the core subjects.
- 82 The fluctuation in the school's results reflects the varied profile of pupils' abilities within small cohorts. However, taking the school's NC 2001 results as a baseline there is a downward trend in KS1 and in KS2 the overall trend is flat.

- 83 Analysis of the school's NC results reveals that girls outperform boys by a significant margin in KS1. The performance of boys and girls is equally good in KS2, indicating that all pupils make good gains in attainment across the key stage.
- 84 The gains in attainment indicated by the school's results are not consistently evident in pupils' previous work, their recall of knowledge and in their skills development in several subjects. The variable picture in standards across both key stages indicates that pupils make good progress in a few areas and limited progress in others. The first-hand evidence of inspection indicates particular shortcomings in pupils' study skills, including problem solving and research, and a lack of depth in much of their work.
- 85 Pupils with SEN make good progress towards the targets set for them in IEPs. More able pupils make limited progress in knowledge and skills, as the work undertaken is seldom challenging enough, or developed sufficiently over time. Pupils of average ability make appropriate progress, for example in basic skills, and all pupils, particularly in upper KS2, learn a great deal incidentally.
- 86 In both key stages individual learning targets in English, mathematics and science highlight what pupils need to do to improve. However, pupils' awareness of targets is not fully developed through strategies to involve them, such as teachers' marking.
- 87 By the end of KS2 the majority of pupils make adequate progress towards fulfilling their potential and they are prepared appropriately for the next stage of learning.
- 88 Pupils' behaviour and their attitudes to learning are good. The school is a happy, welcoming and supportive community. Pupils are keen learners and enjoy their work and play. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to their tasks and sustain concentration well.
- 89 A clear code of conduct exists and pupils understand what is expected of them; they demonstrate respect and consideration to all involved in the school community. A particular strength is the way in which older pupils consistently help and support younger pupils during the school day.
- 90 Attendance rates for the past three terms average 94.3 per cent and instances of unauthorised absence are minimal. The school is currently meeting the WAG target of less than seven per cent absence annually. Pupils are punctual, registration is conducted efficiently and lessons start promptly. There have been no exclusions in the last twelve months.
- 91 Pupils have insufficiently developed the capacity to work independently, use their own initiative and make decisions to improve their learning. They have good ideas but seldom make choices in the planning and organisation of their own work. As a consequence they are over reliant upon teachers' direction.
- 92 Pupils' personal, social, moral and wider development is good. The supportive ethos of the school, the positive relationships between members of staff and pupils and the sensitive moral and spiritual elements of collective worship provide pupils with a secure set of values to guide them.

- 93 Pupils have a good understanding of equal opportunities issues, particularly relating to gender and disability issues, and recognise the importance of treating everyone equally and fairly. However, their understanding of the diversity of beliefs, social and cultural traditions in society today is less well developed.
- 94 The school prepares pupils well to take an active role in their community. Governors, staff and pupils support a range of community activities. Opportunities for pupils to learn about the world of work within their community are more limited.

## **The quality of education and training**

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

#### **Grade 3: Good features outweigh shortcomings**

- 95 The findings of the team match the judgement made by the school in its self-evaluation report.
- 96 In thirty-two lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	75%	22%	3%	-

- 97 These figures are better than the last inspection and those published in HMCI's latest Annual Report, where overall the quality of teaching in primary schools in Wales is reported to be Grade 2 in 62 per cent of lessons and Grade 1 in 17 per cent.
- 98 Significant changes in staffing have taken place in recent times. At the time of the inspection one teacher had been in post for three terms and a second for three weeks.
- 99 The quality of teaching observed was consistently good for children under-five and pupils in KS1 and lower KS2.
- 100 Throughout the school, skilled LSAs make a positive contribution to teaching. They are often well managed by teachers, such as in lower KS2 where an LSA engages in role play with the teacher to enliven learning and provides well focussed support to groups and individuals in the class.
- 101 Teachers and LSAs successfully establish good working relationships with pupils that foster interest in learning. This is a particular feature of teaching.
- 102 Where teaching is confident, lively and engaging, pupils are well motivated and achieve well in relation to their prior learning. However, on occasions teaching is over-directed and opportunity to develop the full range of learning skills is limited.
- 103 Taken overall teachers have good subject knowledge, such as in physical education, the early years and the performing arts. They have a sound knowledge of recent developments in primary education and this is beginning to have a positive impact.

- 104 There is a lack of consistency in lesson planning. In the best examples, the learning objectives are clear and made known to pupils. The format of weekly lesson planning used in lower KS2 provides a useful exemplar. However, planning to promote key skills, including study skills, is underdeveloped.
- 105 Teaching is most successful where a variety of teaching approaches and learning styles are used. Particular examples in English across the school feature:
- the effective use of a 'Big Book' and questioning to promote literacy skills with the youngest learners;
  - the effective use of a focused introduction, supported by role play and 'hot-seating' prior to a writing task in lower KS2 and;
  - empowering older pupils to explore the arguments for and against a local bypass through taking different roles in a structured debate.
- 106 Where teaching is less effective, shortcomings include lengthy introductions, over-direction, insufficiently challenging tasks and a slow pace to learning, because pupils are not sufficiently engaged, such as in practical investigations in mathematics and science.
- 107 Teaching promotes equality of opportunity appropriately and successfully addresses issues of gender equality throughout the school's activities.
- 108 There is good emphasis on developing oracy skills in English. The athrawes bro successfully promotes language skills in Welsh, but bilingual skills are not promoted consistently within the day-to-day routines of the school. There is, however, evidence of good practice developing in some classes.
- 109 Teachers plan to meet the individual needs of pupils with SEN well through the effective use of LSAs. However, lesson planning is not always sufficiently precise and effective in taking account of day-to-day assessments and adapting tasks to enable pupils to build successfully on prior learning. This is particularly the case for more-able pupils in KS2.
- 110 Assessment arrangements for the under-fives are effective and firmly linked to the Desirable Outcomes for Children's Learning. An appropriate baseline assessment is implemented. The arrangements for end of key stage statutory assessments are appropriate.
- 111 The school uses a range of standardised tests and nationally recommended assessment materials, mainly in English and mathematics, to track pupils' progress. This data is used well to identify pupils who are underachieving, including those with SEN.
- 112 Portfolios with examples of pupils' work in Welsh as a second Language and writing in English provide an indication of standards. However, teachers have not worked together to moderate their assessments using NC criteria and to prepare portfolios of annotated and levelled work to exemplify standards in different subjects.
- 113 Pupils have a developing understanding of the purpose of assessment. They are involved in termly target setting in English and mathematics, but do not have

individual short-term or daily targets against which they are assessed. Their involvement in planning their own goals and in self-assessment strategies is at an early stage.

- 114 The school has a marking policy, but it does not address the uses of assessment in developing learning. Although teachers mark pupils' work with positive comments, the practice of setting goals for pupils to improve their work or assessing achievement against a learning objective is not established.
- 115 Parents are informed appropriately of their children's progress. Day-to-day contacts with teachers are encouraged through an 'open door' policy. From time to time more formal parent consultations are arranged and a written report is sent to parents at the end of the summer term. Although reports detail pupils' progress in the subjects, they do not include targets to indicate the way forward. As a consequence, they do not comply with statutory requirements.

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

**Grade 3: Good features outweigh shortcomings**

- 116 The findings of the team match the judgement made by the school in its self-evaluation report.
- 117 There is evidence that the school is strengthening its curricular provision, although some shortcomings remain. Recent improvements, particularly in the quality of provision for the under-fives, KS1 and lower KS2, are beginning to meet the needs of pupils well. However, the absence of detailed past planning in some classes and the limited range of work undertaken by pupils in several subjects during the last year are shortcomings the school is working to resolve.
- 118 Children under five have access to a good range of well planned indoor and outdoor learning experiences that meet their needs well. This provision prepares them well for later work based on the NC programmes of study. In KS1 and lower KS2 current provision is generally in line with pupils' needs, although particularly in upper KS2, the learning experiences of the more able pupils sometimes lack adequate progression.
- 119 Current planning provides the basis of a broad and balanced curriculum across both key stages. There are appropriate schemes of work in all NC subjects. For each class, long-term planning provides a two-year cycle of study themes. However, there is no formalised whole-school plan. Furthermore, previous work indicates that studies in subjects including science, design and technology, geography, history and art are not always developed fully. As a result, although teachers implement planning flexibly, coherence and progression in learning are not assured in all subjects.
- 120 There is good provision to promote the basic skills in literacy and numeracy. However, planning to ensure that all pupils acquire the key skills of communication, numeracy and ICT and apply them across the curriculum is undeveloped. Some opportunities are identified in day-to-day plans, but the school has not formalised its provision.

- 121 The school successfully enriches pupils' learning experiences. It provides a good range of out-of-hours activities, including Dragon Sports, football and musical activities, such as a choir. This provision also includes regular opportunities for competitive sports. Church leaders and other adults contribute well to pupils' learning. Educational visits linked to topic studies successfully broaden pupils' experiences and develop their self-esteem.
- 122 The school makes good provision for pupils' moral and social development. This is clearly reflected in the good quality of the school's family ethos. Daily assemblies, in line with statutory requirements, incorporate an appropriate act of collective worship that is Christian in nature and suitably enhances pupils' spiritual awareness. Assemblies also help to foster pupils' personal development, extend their social understanding and provide good opportunities for recognition of individual achievements.
- 123 The provision to promote pupils' cultural awareness is less well developed, both in terms of the locality and learning about a range of cultures as part of their studies, for example in geography, history and music.
- 124 There are shortcomings in the provision to promote bilingual skills and the language and culture of Wales. There is no formalised planning to promote the Cwricwlwm Cymreig. Although pupils acquire knowledge and understanding of the heritage of Wales through educational visits and the annual Eisteddfod celebration, opportunities to celebrate the Welsh dimension through literature, the arts and the humanities are missed. Furthermore, opportunities to develop progressively the bilingual competence of pupils are not a consistent feature within the daily life of the school.
- 125 Good features outweigh shortcomings in the school's partnership with parents, other providers and all interested parties. Parents are supportive of the school, value the school's welcoming, family ethos and appreciate the quality of pastoral support offered to their children. However, a significant number of parents would like a clearer understanding of what is taught and would appreciate more information about their children's achievements.
- 126 Communication with parents through informal daily contact is successful but curriculum information for parents is limited. A useful home/school agreement is in place that has readily been accepted by parents. Parents confirm that some homework is undertaken but the provision is inconsistent.
- 127 Parents and friends make a good contribution to the life and work of the school. The Friends of the School Association organises social and fundraising activities to support the school and is actively involved in a range of practical work to enhance the school grounds and gardens. Their contribution is greatly valued by the head teacher and staff. This is a marked improvement since the last inspection, when parents' involvement in the school was judged to be unsatisfactory.
- 128 There are appropriate pastoral, administrative and curriculum links with the receiving secondary school. Arrangements for the transfer of pupils are well established and ensure pupils in Y6 look forward to secondary school and approach it with confidence.

- 129 The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking childcare and vocational qualifications. Students are well supported by staff and make a positive contribution to school life.
- 130 The school enjoys good partnerships with the local community, particularly the parish church. Local groups and organisations use the Jubilee Hall on the school site and this enhances these links further.
- 131 Good features outweigh shortcomings in the work related education provided for pupils. Whilst pupils visit some local shops, the quarry and receive support from the National Farmers Union (NFU), the vocational aspect of the PSE programme is not fully developed, and work-related education is not an integral part of pupils' learning experiences.
- 132 An effective partnership has been developed with Careers Wales. The head teacher has undertaken a relevant placement that has contributed to his professional development and enhanced curricular provision for pupils.
- 133 The school successfully promotes equal opportunities, tackles social disadvantage and challenges stereotypes. All pupils have equal access to the curriculum and all other facilities in the school.
- 134 The standards in, and provision for education for sustainable development and global citizenship are good. As part of the eco-schools award scheme the school has received the bronze award for its commitment to conservation and the environment. The school makes every effort to act in a sustainable way and pupils are involved in re-cycling, composting and waste minimisation schemes. Their understanding of environmental, conservation and global issues is good and they are actively involved in enhancing their outdoor environment.
- 135 Pupils have some opportunities to develop their entrepreneurial skills as they enter competitions but involvement in enterprise schemes and business initiatives are limited. However, some pupils are developing problem-solving and decision-making skills well through their work on the school council and eco committee.
- 136 The school is committed to the national priority for lifelong learning and contributes to the provision of 'wrap around' care with its successful breakfast club. Opportunities to enable pupils to take more responsibility for their own learning and become more independent are underdeveloped.
- 137 Pupils know their community well and understand what is needed for its continued success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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- 138 The findings of the team match the judgement made by the school in its self-evaluation report.
- 139 The head teacher and staff know and understand their pupils' needs well and support appropriately their educational, social and personal development. Pupils are cared for, guided and supported very well in a warm, happy and inclusive environment. Working relationships between adults and pupils are very good. Pupils who are newcomers to the school settle quickly, confirming that they feel valued and respected.
- 140 The school works in partnership with a range of agencies and support services to ensure pupils' needs are well catered for. There are effective links with health professionals, the educational psychologist and other education professionals.
- 141 There is good daily informal contact with parents and their contributions, for example in improving the school's outdoor environment and developing learning opportunities about organic methods of horticulture, are positive features. However, the school does not provide parents with enough curricular information, for example an overview of the topics being taught, to enable them to assist their children with their learning. The school takes parents' views into consideration informally and occasionally acts upon them, but has no formalised arrangements to seek their views.
- 142 Appropriate induction arrangements for the under-fives are planned and implemented. The school works closely with the part-time, non-maintained three-year-old nursery setting based in the school. Children become familiar with the school environment and routines. They settle well into school life and, although there is no formal 'Buddy' system, the older pupils support younger children very well, demonstrating both sensitivity and care.
- 143 Parents receive an induction booklet, but this does not provide them with information about learning and teaching and the Desirable Outcomes for Children's learning.
- 144 The quality of day-to-day personal support and guidance provided for pupils is good. However, although most expected elements of a PSE programme are in place the school has not formalised its provision into a systematic program to ensure appropriate progression and consistency. This is a statutory requirement. The GB has agreed a policy for sex education as required.
- 145 The head teacher has established effective procedures to monitor pupils' behaviour. The school's policies and procedures to promote good behaviour are successful and members of staff implement them fairly and consistently. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from the local authority when necessary. These arrangements work well.
- 146 Pupils' punctuality and attendance are monitored carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school takes appropriate account of attendance requirements set out in the WAG Circular 3/99.

Regular and effective liaison takes place with the education welfare officer (EWO). These procedures are well established and show a significant improvement since the last inspection when statutory requirements were not being applied.

- 147 Teachers monitor pupils' academic performance appropriately but the role of pupils in understanding and planning their own progress is not fully developed.
- 148 The school makes good efforts to ensure the healthy development, safety and well being of pupils and is successful in establishing an environment where pupils feel safe and secure. The school has a policy and set of procedures to promote health and safety, which includes risk assessment, first aid and fire drills etc. However, although the head teacher indicates these procedures are implemented there is little recorded evidence to confirm their consistent implementation. A number of potential health and safety issues, relating to the school grounds have been identified and discussed with the head teacher and the GB.
- 149 The school is committed to encouraging pupils to recognise the benefits of a healthy diet and lifestyle and makes good efforts to implement its healthy eating programme and to encourage pupils to take part in extra-curricular sporting activities. Pupils recognise that eating a sensible diet and exercising regularly is good for their health and well-being.
- 150 The school has a policy and defined procedures for dealing with child protection issues. The head teacher is the designated person with responsibility for child protection and he has received appropriate training. A nominated governor, who has good professional knowledge and understanding of child protection issues, is in place. However, the school acknowledges that there is a need to update its policy and for all members of staff to undertake training in child protection issues.
- 151 The provision for learners with additional learning needs is good; it is well managed by the SEN co-ordinator (SENCo) and fully meets the requirements of the SEN Code of Practice for Wales. The SENCo has a clear understanding of pupils' learning needs and provides valuable guidance to LSAs in meeting those needs.
- 152 Early diagnosis of learning needs is effective and arrangements for teaching and support ensure that all pupils with SEN have full access to the curriculum. A small number of pupils are identified at the school action and school action plus stages of the SEN Code of Practice. Two pupils have a statement of SEN.
- 153 Appropriate IEPs closely match the needs of pupils with SEN. Parents, pupils and support staff have regular opportunities to review and update learning targets in IEPs. The arrangements for the annual review of statements are appropriate.
- 154 A dedicated and effective staff, who are extremely knowledgeable about the needs of the pupils with whom they work, support well pupils having additional learning needs, including emotional and social difficulties that sometimes affect their behaviour.
- 155 Strengths outweigh shortcomings in the school's provision to promote equal opportunities.
- 156 The school successfully supports and guides learners taking into account fully their differing backgrounds and needs. This is most clearly evident in the school's

pastoral provision. The school has taken advantage of the WAG's Primary School Free Breakfast Initiative.

- 157 The school council is well established and its members take their responsibilities seriously, they are aware that they function to make the school a better place for everyone and feel that they make a difference. Members are elected by secret ballot and report back on issues discussed in meetings during whole school assemblies. The council is an effective forum for pupils to express their views and the practical impact of the council is already evident in the school environment and routines.
- 158 There is good provision to promote gender equality and encourage pupils to question stereotypes. Boys and girls have full and equal access to all aspects of the curriculum and to extra-curricular activities. However, identified trends in the performance of pupils from either gender are not addressed systematically.
- 159 The school has yet to formalise its provision to promote good race relations across its work. It does not have a race equality policy in line with WAG requirements.
- 160 The school has effective procedures to manage pupils who sometimes present challenging behaviour and to minimise bullying and all forms of harassment. The school benefits from the expertise of Powys Mediation and the Educational Psychology Service. Individual behaviour plans contribute greatly to the behaviour of individual pupils.
- 161 The school has appropriate provision to ensure that pupils with disabilities are treated equally. However, it has not yet agreed an appropriate disability access plan to help ensure that reasonable adjustments are made to avoid placing any pupils with disabilities at substantial disadvantage. This is a statutory requirement.
- 162 Pupils at the school have a predominantly white British background. Through religious education and charitable activities, they are encouraged to understand and respect different languages, religions, cultures and traditions. However, there is little in the taught curriculum to support and promote an informed understanding of the diversity and multicultural aspect of modern Wales. The school has no formalised action plan to promote pupils' awareness of diversity and equality.

## Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

- 163 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 3. Some good features are evident in pastoral aspects but this inspection finds important shortcomings in educational leadership and strategic management.
- 164 Leadership is successful in maintaining the strong features in the school's caring family ethos and maintaining overall standards since the last inspection.
- 165 A shared understanding of the school's positive values and direction in pastoral aspects, such as through systems to reward and promote good behaviour and achievement is evident among the current staff. However, there is a lack of clarity in setting aims, objectives and targets to promote further educational improvements.
- 166 Limiting factors include the absence of post holders, such as a deputy head or senior teacher, to contribute to the school's strategic management and the lack of rigorous arrangements to assist the head teacher in managing both his teaching and leadership roles.
- 167 The school responds positively to national priorities in particular areas. For instance, it is successful in promoting awareness of the need for healthy and sustainable lifestyles; it is preparing well for the introduction of the Foundation Stage curriculum and is to develop a transition plan with its partner schools. However, the school has yet to ensure the good improvement in NC results between KS1 and KS2 is consistently reflected in pupils' achievements across all aspects of the curriculum.
- 168 The school sets appropriate end of key stage targets for standards and is successful in meeting these at KS2. However, the processes for setting challenging, realistic targets for the school's work are undeveloped.
- 169 The arrangements for the head teachers' performance management are in line with national guidelines. However, there is need to ensure appropriate arrangements are put in place for all teachers. This is a statutory requirement.
- 170 There is no evidence of formalised arrangements to review and promote the professional development of members of staff in relation to personal or institutional needs. There is informal discussion of the training courses available and appropriate courses are attended from time to time. In the case of recently qualified teachers there is need to ensure they access the professional development opportunities available to them.
- 171 The GB is strongly supportive of the school. Governors are aware of their responsibilities and through their link roles are becoming more involved and better informed about learning and teaching. However, the role of the GB in monitoring the quality of provision remains at an early stage of development. Its effective involvement in self-evaluation and strategic planning is limited.

- 172 A promising initiative is the adoption of an action plan to formalise the GB's involvement in promoting improvement by, for example, ensuring curricular developments are considered at every meeting, important information such as performance indicators is rigorously examined and policies are reviewed and updated.
- 173 The chair of governors has supported the head teacher well in collating the school's policies and the GB has recently endorsed the school's behaviour and discipline policy, for example. However, the school falls short of its statutory obligations in a number of areas. Some statutory policies are not formalised and parents are not provided with the full range of information required in the prospectus and governors' annual report. In particular no information is published about the progress made in meeting the targets set by the GB. There is need to review and update the contents of both documents.

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

**Grade 5: Many important shortcomings**

- 174 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 3. The inspection finds many important and long-standing shortcomings in the evaluation and improvement of quality and standards.
- 175 The role of teachers as curriculum leaders, including monitoring, is undeveloped. This was a shortcoming identified in previous inspections.
- 176 Although the school has a range of assessment data this is not collated and analysed in order to help plan adjustments in learning and teaching.
- 177 The appointment of new members of staff provides opportunity for improvement and this has already begun in the leadership provided in music, mathematics and SEN.
- 178 There is an absence of effective self-evaluation arrangements. The most recent SDP was drawn together in 2005 but there is no recorded evidence of plans of action or of evaluations of progress, based on first-hand evidence, in the areas identified for improvement.
- 179 The school is to be commended for recognising its strengths and many of the shortcomings across its provision in its self-evaluation report. However, the process of producing this report was insufficiently rigorous and the absence of formalised planning to indicate the next steps reduce its quality. The inspection endorses the school's self-evaluation in key questions three, four and seven, but differs in the others by one grade, except in this key question where the evidence indicates many important shortcomings.
- 180 The school council is successful in enabling the school to take account of the views of pupils but although the school acknowledges the views of parents and community groups informally, it has yet to formally seek the views of stakeholders, such as through questionnaires.

- 181 Currently self-evaluation processes are based largely on informal consultations with members of staff. There are no records of recent staff meetings and governors had limited opportunity to consider and comment on the self-evaluation report.
- 182 The effectiveness of planning for improvement is limited. Although an action plan following the previous inspection and the SDP formulated in 2005 identify appropriate areas for improvement, there is no recorded evidence of plans of action to bring about improvement.
- 183 The school has successfully improved provision and raised standards for the under-fives, improved the provision of ICT and enhanced considerably the school's outdoor environment. This indicates the appropriate allocation of financial resources.
- 184 The previous inspection in 2001 described improvement since the last inspection as 'uneven.' This inspection finds insufficient improvement in overall standards and once again identifies issues relating to curricular planning, assessment, educational leadership and strategic management.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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- 185 The findings of the team match the judgement made by the school in its self-evaluation report. This inspection finds that recent improvements in provision are having a significant impact on both provision and standards, so that strengths outweigh shortcomings.
- 186 There are sufficient appropriately qualified teachers and experienced LSAs. The school makes effective use of teachers' expertise, such as in music and physical education although their role in curriculum leadership is undeveloped.
- 187 The arrangements to provide teachers with time during the teaching day for planning, preparation and assessment tasks are appropriately organised but there are no formalised procedures to review the effectiveness of this provision.
- 188 Good use is made of the skilled LSAs; they work effectively with pupils, take part in planning and feed back about pupils' progress to teachers, thereby supporting progression in learning well.
- 189 Effective support is given by administrative, supervisory and catering staff who ensure day-to-day routines run smoothly, and by the caretaker who keeps the buildings and site in good order.
- 190 The school has an appropriate range of resources for every age group but these are not always easily accessible to pupils. For instance, resources to promote numeracy skills are not consistently used. Reading scheme books are well organised, but the use made of some library resources is limited.
- 191 The school has a wide range of textbooks to support its schemes of work. However, the absence of a published scheme in English and mathematics for the whole school sometimes limits the range of work undertaken, particularly for the more able. The school has recently invested well in a new scheme of work in music. The range of

visual aids and artefacts to support learning, especially in the foundation subjects and to reflect diversity and multiculturalism is limited.

- 192 The accommodation provides a suitable setting for effective learning and teaching with appropriate attention to site security. The provision for the under-fives has been greatly improved to provide an outdoor classroom and suitable resources complement this area. All classrooms have a number of computers providing internet access. The school has two interactive whiteboards that offer good opportunities to vary teaching strategies, in order to better match pupils' different learning styles.
- 193 Good use is made of the accommodation, including the adjacent Jubilee Hall for physical education lessons, assemblies and singing. Bright and attractive classroom displays celebrate pupils' achievements and whole-school initiatives such as the Eco Committee and charitable work for 'Water Aid.'
- 194 The outdoor play area is divided into zones and caters well for pupils' differing needs at playtimes and lunchtimes. The playing field, together with the wild life area and pond, supports pupils' learning well.
- 195 The organisation of classes is appropriate, but the use of lesson time is not always fully effective and too little use is made of resources, such as ICT and the library. This reduces the efficiency and effectiveness of learning.
- 196 There are no systematic arrangements to ensure the professional development of members of staff, including newly qualified teachers.
- 197 In general, resources are matched appropriately to the school's needs. This is evident in recent improvements, such as in the purchase of new resources in music, but the absence of funded priorities linked to a SDP makes it difficult for the school to account for any strategy in its spending decisions.
- 198 There are no formalised systems to review resources in order to ensure value for money. Members of staff identify resource needs annually, but there is little evidence to show how purchases are prioritised or phased over time. Examples of effective spending decisions include recent investment in ICT, music, the outdoor environment and resources for the under-fives.
- 199 Although overall standards have not improved in line with the national picture since the previous inspection, some improvements have been achieved. However, this inspection finds long-standing and important shortcomings in standards and strategic management remain. As a consequence the school is not yet in a position to demonstrate value for money in key aspects of its work, despite the good quality of much of its current provision.

## **Standards achieved in subjects and areas of learning**

### **Under-fives**

#### **Language, literacy and communication skills**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 200 The children listen well and with interest to each other and to their teacher. They talk clearly and with confidence to each other and to adults about their experiences. They co-operate well with each other in role play in the 'Garden Shop' and in re-enacting their class story with abandoned enjoyment.
- 201 Children enjoy books and know that the author writes the story and the blurb is on the back of the book. They recall their favourite parts of a story articulately.
- 202 Children recognise letters that occur in their name and show that they understand the convention of writing, such as when practising their writing patterns and saying left to right. They sing sound songs such as 'b, b, bat and ball' and 'c, c, castanets,' enthusiastically adding hand gestures.

#### **Shortcomings**

- 203 There are no important shortcomings.

#### **Personal and social development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 204 Children are confident and work well, helping and supporting each other. They instigate conversation with adults, share equipment, take turns and understand the class rules and routines.
- 205 Children show good concentration skills, staying on task without being distracted by other activities. They enjoy practising their Welsh skills, answering the register in Welsh and singing songs such as 'Bore da ffrindiau' and sometimes instigating a conversation with an adult by asking who is 'helpwr y dydd?' and stating after yawning 'wedi blino!'
- 206 The children demonstrate increasing independence by undressing and dressing for physical education and washing their hands after using chalks; they are aware of all aspects of personal hygiene.

## **Mathematical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 207 Children sing a range of number rhymes and counting songs with enthusiasm. They use and understand mathematical language such as 'greater than' and 'bigger than;' they make repeating patterns with shapes and know that a balance is used to measure how heavy an object is.
- 208 Children order numbers from one to 10 with increasing accuracy. They successfully make sets of 10 eggs; know that four is bigger than three and count on three more to make seven. The children begin to recall number bonds to 10, count in twos and fives and to understand odd and even numbers. They begin to write numbers, to recognise some two dimensional shapes and to relate solid shapes to pictures.

#### **Shortcomings**

- 209 There are no important shortcomings.

## **Knowledge and understanding of the world**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 210 Children know their locality well. They understand the impact that the seasons have on farming, stating that sheep can't get grass in the snow; so extra sheep feed has to be bought. They know that vegetable seeds, such as runner beans and carrots are bought in gardening shops, are then planted and need water to grow in the soil before they can be harvested.
- 211 Children know that camels do not live in Llanelwedd, but in Africa. They have an understanding of time, knowing the school routines and stating 'dinnertime after this.' They create a simple time line showing a baby, a toddler, themselves now and themselves as adults. They have a good recall of the properties of metal, explaining that magnets 'stick' to metal, that glass is rigid and cardboard is flexible.
- 212 Children use the computer with confidence to support their learning. They drag images across the computer screen with good mouse control and use of directional arrows.

#### **Shortcomings**

- 213 There are no important shortcomings.

## Physical development

### Grade 2: Good features and no important shortcomings

#### Good features

- 214 Children's fine motor skills develop very well. They handle a variety of pencils, pens, paintbrushes, scissors and malleable materials, including clay, with increasing dexterity. They use a knife and fork correctly at lunchtime and painstakingly unbutton and button up their clothes.
- 215 The development of gross motor skills is good. Children show good control of their bodies in a wide range of movements, including running, skipping, hopping, stretching and curling. They show good balance and increasing spatial awareness when using a 'hoola hoop' skilfully and their movements reflect steady development as they travel along a bench and jump safely onto the mat. Children's hand-eye co-ordination develops well such as in throwing and catching a ball with increasing accuracy.

#### Shortcomings

- 216 There are no important shortcomings.

## Creative development

### Grade 2: Good features and no important shortcomings

#### Good features

- 217 Children sing tunefully and with enthusiasm and use their favourite percussion instruments to tap the beat and rhythm of known songs. They enjoy role play, serving their friends and adults in the 'Garden Shop' and taking the baby fox for a walk in the pram. In the outdoor classroom they play 'What's the time Mr Wolf?' and move across the playground as aeroplanes in the wind. They enthusiastically practise making writing patterns using water and enjoy exploring colour and shape by blow-painting with straws and using crayons, pastels and playdough.

#### Shortcomings

- 218 There are no important shortcomings.

## English

### Key stage 1: Grade 3: Good features outweigh shortcomings

### Key stage 2: Grade 3: Good features outweigh shortcomings

#### Good features

- 219 In both key stages, pupils develop the skills of speaking and listening well in a variety of contexts, such as role play and presenting ideas to the class, and through more

formalised opportunities such as assemblies and concerts. They listen attentively and enthusiastically respond to questions. Older ones in particular express themselves with conviction and extend their vocabulary well, such as when discussing arguments for and against a bypass for Builth Wells.

- 220 Standards in reading are good throughout the school. Pupils build up good levels of competence through reading an appropriate range of texts. In KS1, they read from 'Big Books' with their teacher. They gain confidence and skills in reading and learn about spelling patterns and punctuation, as well as identifying the features of books and distinguishing between fiction and non-fiction.
- 221 In tasks linked to the story 'Percy the Park Keeper,' pupils in Y2 successfully develop reading skills when decoding words on separate cards and sorting them to form a sentence from the book. Pupils in Y1 identify words and with assistance match them to a model sentence. All pupils tackle new words confidently making good use of letter sounds to help them read new words.
- 222 In both key stages, pupils build up reading skills and their understanding of spelling and sentence structure well. This enables them to structure their own ideas and develop their emerging writing skills.
- 223 In KS2 good progress is maintained in reading and pupils learn about libraries and how to locate information in books by using the contents and index. The more able discuss books that they have read with interest and confidently express preferences for particular authors or genre.
- 224 In lower KS2 pupils sequence the events of the story 'Fantastic Mr Fox' and write a diary extract based on the main character well. Less able pupils use phonic cues well to read and order text boxes and more able pupils achieve appropriate standards in their writing.
- 225 Across KS2 pupils steadily build up their spelling skills and develop their handwriting. Scrutiny of the previous work of older pupils shows that, on occasions, they draft and re-draft their work to produce well structured pieces of writing including recounts and letters.

### **Shortcomings**

- 226 In both key stages pupils do not undertake a sufficient range of writing. Their skills in planning and structuring the content of pieces of writing for different purposes and in drafting, editing and presenting their finished pieces to a high standard are underdeveloped.
- 227 Pupils do not develop sufficiently the skills of handwriting and good presentation.

**Welsh second language**

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

**Good features**

- 228 In KS1 pupils respond well to instructions associated with daily routines.
- 229 Pupils in KS1 listen well and speak clearly. Their use of and response to greetings is good. They ask and answer questions about topics such as the weather, using both positive and negative responses.
- 230 Pupils in KS1 use the present and past tense and link phrases with prepositions to create more complex sentences.
- 231 Pupils in KS1 enthusiastically develop their linguistic skills in role play, for example, as television weather presenters, when they confidently introduce themselves and describe weather conditions in nearby villages.
- 232 Pupils in KS1 use known phrases well in new contexts. They read a story 'Madam Fflur' with good expression and sing 'Olwynion y bw's and 'Mae'n bwrw glaw heddiw' with understanding and enjoyment.
- 233 In lower KS2 the pupils recall previously learnt vocabulary and sentence patterns well. They ask and answer questions about their feelings, home and age confidently.
- 234 Pupils in KS2 extend their oracy skills well. They take part enthusiastically and with enjoyment in role play, reading character cameos of celebrities such as David Beckham and Charlotte Church.
- 235 In upper KS2 pupils use their reading and problem solving skills well, for example to match illustrations to types of shops. They state preferences and express opinions about shops and write extensively about themselves, their homes and their likes and dislikes.

**Shortcomings**

- 236 There are no important shortcomings.

**Mathematics**

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

**Good features**

- 237 In KS1 pupils enthusiastically reinforce their understanding of number relationships

within twenty by singing number songs and playing number dominoes. They understand mathematical language such as 'greater than' and 'bigger than,' use a 100 square to add single digit numbers to a given number and demonstrate a clear understanding of number bonds to ten. They confidently compare numbers by size and count on three to make seven, for instance.

- 238 Previous work and discussion with some pupils indicates that by the end of Y2 they have a sound understanding of odd and even numbers, addition pairs and doubles to at least 20. Most are confident in the addition and subtraction of numbers to 100 and have a good understanding of money. They recall the names and properties of common two-dimensional shapes, such as a triangle, and have appropriate knowledge of units of measure including length and time.
- 239 In lower KS2 pupils make sensible estimates of length and understand when it is appropriate to use millimetres, centimetres or metres to measure. They measure accurately with their rulers and understand the importance of accurate measurements, as in the building industry. They convert millimetres to centimetres and centimetres to metres with increasing accuracy.
- 240 In upper KS2 pupils steadily develop their understanding of equivalent fractions. The more able confidently reduce fractions to the lowest terms, develop their understanding of appropriate mathematical language, such as denominator and numerator, and improve their understanding of mixed numbers.
- 241 Previous work confirms older pupils have a good knowledge of number patterns, relationships and operations. They develop a sound knowledge of aspects of shape, including symmetry, space and measures, including geometry, measuring angles and calculating area and perimeter.

### **Shortcomings**

- 242 In KS1 pupils' numeracy, mathematical thinking and problem solving skills are underdeveloped. Their practical skills in estimating and measuring are limited.
- 243 In KS2 pupils' competence in using different mental strategies, explaining them and recognising alternative methods of calculation is less secure than their skills of written calculation.
- 244 Across both key stages pupils' problem solving skills are undeveloped. Furthermore, their use and understanding of appropriate mathematical terms is limited.

<b>Science</b>
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<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
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<b>Key stage 2: Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

- 245 In KS1 pupils know the differences between living and non-living things. They know the difference between animals and plants and confidently describe the life-cycle of a butterfly.

- 246 Pupils recall the properties of materials using appropriate vocabulary such as rigid, flexible and transparent and categorise them into groups according to their properties. They know that candles are made of wax and when lit the wax melts and cools into a different solid shape.
- 247 In lower KS2 pupils steadily develop their understanding of life processes and living things in their work on the human body and skeleton. They begin to understand the importance of a healthy diet and good hygiene.
- 248 Discussion with pupils confirms that they have a good understanding of animal habitats; they confidently explain why animals adapt to their surroundings and how to categorise them.
- 249 Pupils have a good understanding of the uses of electricity and correctly describe the components of an electrical circuit and what happens if an extra bulb is added.
- 250 Previous work indicates that pupils' understanding of light and shadows and the property of materials grows as they test materials for strength.
- 251 In upper KS2 pupils enthusiastically use their senses to help identify common substances such as sugar and washing powder. More able pupils use prior knowledge to predict some powders will dissolve and others not. The majority confidently identify and name the twelve substances investigated.
- 252 Discussion with pupils reveals good general scientific knowledge across a range of topics. For instance, some pupils have a good understanding of crystals and how the faces reflect light. Their previous work indicates a sound understanding of the habitat and life cycle of birds and a developing understanding of the processes of global warming.

### **Shortcomings**

- 253 Across the school pupils lack confidence in using appropriate scientific vocabulary.
- 254 Pupils' investigative skills are undeveloped. They have a limited understanding of fair testing, gathering and presenting information, making predictions and drawing conclusions based on their everyday scientific knowledge.
- 255 Pupils do not develop sufficiently their recording skills in science to include predictions, methods of investigation, conclusions and results set out in a range of tables, bar charts and graphs.

<b>Information technology</b>
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<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

- 256 In KS1 pupils develop appropriate keyboard and mouse control skills. They use word

processing to type simple sentences and begin to use editing tools. They save, retrieve and print their work with help.

- 257 Discussion with representative pupils indicates that they recall using computer programs to support their learning, for example in literacy and numeracy. They experiment with graphics programs and recall 'dragging and dropping' images using the mouse when manipulating simulations on screen.
- 258 In lower KS2 pupils further their word processing and graphics skills appropriately. A number of pupils confirm their confidence in operating familiar programs and in their knowledge of menus and tools used in word processing and creating graphics.
- 259 In upper KS2 pupils confidently recall how to format text, including colour and size, and understand the 'save as' command. Previous work indicates the successful use of a graphics program to produce intricate symmetrical designs. Pupils know how to combine text and graphic images, how to add features such as a border to a text, how to conduct an internet search and how to send an e-mail.
- 260 Older pupils steadily build up their skills in manipulating text, data and graphics and in using the internet. Some talk confidently about extending their learning when using their home computers. They have a sound understanding of spreadsheets and confidently demonstrate how to generate different graphs.
- 261 When designing multimedia presentations pupils collaborate well to share ideas and skills, often building on knowledge gained from experimenting with the program at home. They enthusiastically describe how they edit their pages and their results show the successful use of text, graphics tools and simple animation.

### **Shortcomings**

- 262 In KS1, pupils' competence in word processing and using database and graphics programs to communicate ideas is underdeveloped. Furthermore, their experience of using modelling and simulation programs is limited.

<b>Design and technology</b>
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<b>KS1: Grade 4: Some good features, but shortcomings in important areas</b>
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<b>KS2: Grade 4: Some good features, but shortcomings in important areas</b>
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### **Good features**

- 263 In both key stages pupils use a range of tools and materials appropriately. As they progress through the school they learn the importance of working safely.
- 264 In KS1 pupils assemble and join materials using the skills of cutting, folding, joining card with a split pin and gluing, when making items such as a litter picker and a model of 'Incey Wincey Spider.'
- 265 In lower KS2 pupils observe and make suitable drawings of a variety of chairs before making models of their chosen design using malleable materials.

- 266 In upper KS2 pupils develop their making skills appropriately when following instructions to assemble bird boxes and using a glue gun to make a wooden frame to form a chassis.
- 267 Older pupils demonstrate good skills in using a Logo program to enter a series of commands to control a 'screen turtle.' They create attractive geometric designs.

### **Shortcomings**

- 268 In KS1 pupils do not develop sufficiently the skills of investigation and evaluation in a wide enough range of contexts. Furthermore, the aspects of planning, following instructions, selecting materials and producing original designs and products are undeveloped.
- 269 In KS2 pupils' knowledge of materials, including textiles, and of the designing and making process, developing designs and using evaluations to assess fitness for purpose are undeveloped.
- 270 Overall, pupils do not consistently develop their learning in order to improve their knowledge and skills in line with their capabilities.

<b>History</b>
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<b>KS1: Grade 4: Some good features, but shortcomings in important areas</b>
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<b>KS2: Grade 4: Some good features, but shortcomings in important areas</b>
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### **Good features**

- 271 In KS1 pupils begin to understand the passing of time as they discuss and match events to the months and seasons of the year.
- 272 Pupils in KS1 draw pictures of themselves, their brothers, sisters, parents, uncles, aunts and grandparents and begin to develop a sense of chronology by placing their pictures on a Family Tree.
- 273 Pupils begin to differentiate between historical fiction and fact through comparing stories about Cinderella and Robert the Bruce.
- 274 In lower KS2 pupils discuss and give reasons why people move from their homes to new areas. Based on a study of Tudor Times they recall the differences between the conditions in which rich and poor people lived in and make simple comparisons with farming today.
- 275 In upper KS2 pupils begin to explain and justify reasons for events such as the Plague in Haverfordwest. They sort and classify facts appropriately, in their study of the Victorian period. The more able speculate and form hypotheses; they ask searching questions and begin to distinguish between fact and opinion.
- 276 Discussion with older pupils indicates good recall of inventors during the Victorian era, including Alexander Graham Bell.

## **Shortcomings**

- 277 Pupils across the school have a limited understanding of important historical events and of the chronology of key periods that shaped society. In particular their historical knowledge and understanding of life in Wales, Modern Britain and their locality are undeveloped.
- 278 Pupils in both key stages make limited use of historical sources, so they have little understanding of primary and secondary evidence and how these can be interpreted in different ways.
- 279 In KS2 pupils do not sufficiently develop the skills of historical enquiry and research. They too frequently complete worksheets or copy texts, as opposed to making comparisons between past and present times and relating these to their own experiences.
- 280 Pupils seldom study historical topics in sufficient depth and do not produce well-researched written and oral accounts.

## **Geography**

**KS1: Grade 4: Some good features, but shortcomings in important areas**

**KS2: Grade 4: Some good features, but shortcomings in important areas**

## **Good features**

- 281 Pupils in KS1 have a developing knowledge of the school and the local area. They name features in the locality and observe changes in the weather. They know that symbols are used to represent features on a map.
- 282 Pupils in KS1 draw simple maps of the school and can name the countries of the United Kingdom on a map.
- 283 In lower KS2 pupils build up their knowledge of Builth Wells appropriately and begin to make comparisons with life in a village in India.
- 284 In upper KS2 pupils further their knowledge of Builth Wells. They begin to distinguish between physical and human features and their previous work indicates that they develop appropriate skills in interpreting maps.
- 285 In their current work pupils show a good understanding of the likely environmental impact of a proposed bypass for Builth Wells and some demonstrate sound map reading skills, including using map references; they have appropriate understanding of features including contour lines and the key.

## **Shortcomings**

- 286 In KS1, pupils' geographical enquiry skills are underdeveloped and their knowledge of physical features is limited. They acquire too little knowledge of places beyond Builth Wells.

- 287 Across KS2 pupils' knowledge of physical features and processes is limited; their knowledge of different localities in Wales and further afield is underdeveloped and their ability to identify geographical patterns and appreciate the importance of location are limited.
- 288 Pupils in both key stages do not sufficiently develop the skills of geographical enquiry and seldom develop their studies in sufficient depth to enable them to make comparisons and draw conclusions.
- 289 Pupils in both key stages lack sufficient experience of gathering evidence from a variety of sources, including ICT, forming conclusions and answering geographical questions in sufficient depth. Their knowledge of appropriate geographical terms is limited.

<b>Art</b>
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<b>KS1: Grade 4: Some good features, but shortcomings in important areas</b>
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<b>KS2: Grade 4: Some good features, but shortcomings in important areas</b>
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### **Good features**

- 290 In KS1 pupils experiment with watercolours and develop skills in brush technique as they create attractive spirals for their snails.
- 291 Pupils in KS1 experiment in three dimensions when making ceramic butterflies and develop skills in using natural materials to create an autumn collage.
- 292 In lower KS2 pupils begin to show an understanding of visual language as they portray relationships in their sketchbooks and illustrate their dreams in cartoon form. They explore the work of William Morris and make observational copies of his designs based on plants and flowers. They know that his patterns are made up of repetitive shapes and colours.
- 293 In upper KS2 pupils create attractive, colourful self-portrait montages in the style of Andy Warhol using a graphic design package, watercolour and acrylic paints. They use photographic images of pupils' movement to develop their use of line and tone.

### **Shortcomings**

- 294 Across the school pupils do not develop a sufficient range of artistic skills and techniques.
- 295 Pupils in both key stages seldom experiment with a range of materials and equipment, in order to develop techniques or to use different processes to create two or three-dimensional artwork.
- 296 Pupils' skills in line, tone, colour, pattern, texture, shape and form are limited.
- 297 Pupils' knowledge of the style and techniques of established artists is very limited. Their research skills are undeveloped, so they have little understanding of how artists from different cultures and periods work.

<b>Music</b>
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<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
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<b>Key stage 2: Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

- 298 Pupils of all ages and abilities enjoy performing. The quality of whole-school singing is very good. This was clearly evident in assemblies and singing practice.
- 299 Pupils sing in tune with good expression, clear diction and a very good understanding of dynamics. They have a varied repertoire of songs and hymns that they perform with enjoyment to different audiences.
- 300 A recording of the school's Christmas performance shows the whole school singing as one choir. Pupils show good understanding of rhythms as they hand jive to 'Hosanna Rock' and their good two-part singing of 'Emanuel' reflects a good appreciation of harmony.
- 301 In KS1 pupils are beginning to acquire a good understanding of pitch, tempo and rhythm. They use untuned percussion instruments well to keep the beat and tap the rhythm of the song 'Choose an instrument you can play.' They experiment with the instruments to make loud and quiet sounds. Pupils know the name and sound of an appropriate range of instruments.
- 302 In KS2, pupils sing tunefully with a good awareness of tempo. They explain why the tempo of verse and chorus differ to describe different animal movements. They begin to differentiate musical elements and to make comparisons and they further their understanding of more complicated rhythms through the use of raps and body percussion.

### **Shortcomings**

- 303 Pupils across the school do not transfer the skills they acquire in performing to create their own musical compositions or to explore sound using untuned and tuned instruments.
- 304 In both key stages pupils' experience of different styles of music, including Welsh composers, is not wide enough. Their knowledge of instruments, composers and musical styles is limited.
- 305 Pupils in both key stages do not develop sufficiently the skills of appraisal through evaluating and discussing their own and others' compositions and performances.

<b>Physical education</b>
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<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

- 306 Pupils of all ages understand the importance of a warm-up and cool-down routine before and after energetic physical exercise. They wear appropriate clothing and footwear for physical education lessons and observe safe routines for carrying and setting out gymnastics and games equipment.
- 307 Pupils in KS1 clearly describe the effect of exercise on their bodies and in KS2 they are well aware of the benefit of regular exercise and its contribution to a healthy lifestyle.
- 308 In KS1 pupils confidently curl, stretch and move like a rabbit, for example. They demonstrate good spatial awareness and have increasing control of a wide range of movements including running, skipping and jumping. In small groups, pupils successfully perform sequences of movement including three types of jump.
- 309 In lower KS2 pupils have good control and balance when performing a variety of simple gymnastic movements during warm-up activities. They develop tactical games skills effectively, demonstrate good spatial awareness and move with good balance and control when passing and receiving a ball.
- 310 In upper KS2 pupils show good agility, balance and control in their movements and demonstrate increasing competence in travelling, when using the floor space and executing movements on the apparatus. They work well together, both in teams and groups; they show respect for the ideas and abilities of others, make suitable evaluations of progress in performance and begin to identify targets for improvement.
- 311 A range of secondary evidence indicates that pupils achieve sound standards in all aspects of physical education. The majority learn to swim at least 25 metres by the age of 11 and participation in club activities and competitive games raises standards. The school's provision is enhanced by outside agencies and this has a positive impact on the standards achieved.

### **Shortcomings**

- 312 There are no important shortcomings.

## School's response to the inspection

313 The staff and governors of Llanelwedd Church in Wales Voluntary Controlled Primary School accept this report.

314 It is pleasing to note that the report recognises good features such as:

- The school is a happy welcoming and supportive community.
- The head teacher and staff know and understand their pupils' needs well and support appropriately their educational, social, and personal development.
- Pupils are cared for, guided and supported very well in a warm, happy inclusive environment.
- Teachers and LSAs successfully establish good working relationships with pupils that foster interest in learning.
- Pupils' behaviour and their attitudes to learning are good.
- The school council is well established and provides an effective forum for pupils to express their views.
- The GB is strongly supportive of the school.

315 The school will work in partnership with the LEA to address the recommendations of the report through whole school improvement plans with clear, specific targets and success criteria.

316 The school is committed to ensuring that the pupils receive the highest standard of education to which they are entitled.

## Appendix 1

### Basic information about the school

Name of school	Llanelwedd C.I.W. Primary School
School type	Voluntary Controlled
Age-range of pupils	4 – 11 years
Address of school	Llanelwedd Builth Wells Powys
Postcode	LD2 3TY
Telephone number	01982 552616

Head teacher	Mr Eifion Wyn Jones
Date of appointment	1 <sup>st</sup> January 1985
Chair of governors/ Appropriate authority	Mrs Grace Jones
Registered inspector	Mr Michael T. Ridout
Dates of inspection	24 <sup>th</sup> – 26 <sup>th</sup> September 2007

## 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	-	3	3	3	6	9	9	9	42

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12 : 1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1.17 : 1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Autumn 2006	92	95
Spring 2007	92	96
Summer 2007	94	92

Percentage of pupils entitled to free school meals	Less than 1%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results

##### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75	In Wales	80.6

#### National Curriculum Assessment Results

##### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	100	In Wales	74.1

## Appendix 4

### Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for seven inspector days (over three days) gathering first-hand evidence. In total, 32 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work.
- The evidence base includes two grades for each of seven lessons, where the under-fives and pupils in KS1 are taught together.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- No lessons in design and technology were timetabled during the inspection, one lesson in information technology took place and few lessons in some foundation subjects were available. In information technology, design and technology, history, geography and art judgements of standards are informed by the quality of pupils' previous work and discussion with representative groups of pupils.
- The registered inspector held a meeting attended by 13 parents before the inspection and considered 24 parents' responses to a questionnaire. Around 90 per cent of responses were positive.
- At the end of the inspection the main findings of the inspection were discussed with the head teacher in his role as the nominee. A short time after the inspection, meetings were held with the Chair of Governors, the acting teacher in charge, the LEA, the staff, and the governors, to report the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Efficiency aspect of KQ7. English, mathematics, information technology, design and technology, geography and physical education.
Mrs. Ann Williams Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Key question 7: How efficient are leaders and managers in using resources? Assessment aspect of KQ2. Under-fives, Welsh second language, science, history, art, and music.
Mrs. Janet Warr Lay inspector	Aspects of Key Questions: 1, 3 and 4.

### Acknowledgement:

**The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.**

The Contractor for this inspection was:

Ellis (Cymru) Limited.  
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