

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

**A Report on the Quality of Education in  
Archdeacon Griffiths Church-in-Wales Primary  
School  
Llyswen  
Brecon  
Powys  
LD3 0YB**

**School Number: 6663317**

**Date of Inspection: 06/03/07**

**by**

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15781**

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Archdeacon Griffiths C.I.W. Primary 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 Archdeacon Griffiths Church-in-Wales Primary School took place between 06/03/07 and 08/03/07. An independent team of inspectors, led by Dr. Peter David Ellis 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 **standard** inspection.

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year (Y) 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. Archdeacon Griffiths Church-in-Wales Voluntary Aided Primary School is situated in the village of Llyswen in the Wye valley about half way between Brecon and Builth Wells. It serves the village and the wide surrounding rural area, including Boughrood, Llanstephan, Erwood, Crickadarn, Gwenddwr and Llandefalle. As a result, a large number of pupils travel to school by bus or private car. The school was built in 1972 and is set in attractive grounds. It has a hall with kitchen attached, four classrooms, two offices and a staff room. There is an additional mobile classroom. Two extensions have recently been added; one currently houses the Y4/Y5 class and the other was purpose-built for a non-maintained early years setting for two and a half to four year olds. The interior of the main building has been refurbished to some extent to cater for this new provision. Outside there is a large grassed area, including a playing field, and a hard surface playground marked for netball and games, as well as an adventure playground and a seated area.
2. The school currently caters for 111 pupils from nursery age to Y6; there are eight full-time nursery pupils in the nursery/reception class. The number on roll has remained very stable over the last four years. The area the school serves is almost entirely agricultural and the majority of families live in scattered hamlets and farmsteads and are on relatively low incomes, although the number of pupils registered as being entitled to free school meals is, at approximately 1%, extremely low. There is a wide variety of housing in the area. The nature of the intake varies according to cohorts and represents a wide range of abilities. Around 14% are identified as requiring special educational needs (SEN) support, of whom four are statemented; this is below the national and local averages. There is none for whom the National Curriculum (NC) is disapplied. Approximately 8% come from an ethnic minority background, although there is only one for whom English is an additional language (EAL). No pupils are natural Welsh speakers or in care.
3. The school was last inspected in March 2001 and since then there have been some major changes in staffing. The deputy head was promoted to head in January 2006 on the retirement of the previous post holder and a new deputy was appointed in April 2006. Only one other teacher was in the school in March 2001. The accommodation has also been altered to some extent since the last inspection due to the building of one of the new extensions. The school achieved the Basic Skills Quality Mark for the second time in July 2005.
4. During the current inspection one of the teachers was away on maternity leave and was replaced temporarily by a newly qualified teacher (NQT). Another teacher, who has a job share arrangement, was away ill and so her job share colleague taught the class full-time.

## The school's priorities and targets

5. The school has a mission statement, 'Preparation for Life' and has adopted the following ethos statement:

*'The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.'*

6. The school also has a relevant set of objectives, which are:

1. To inspire spiritual and moral values and encourage respect and tolerance for other religions, cultures and races.
2. To develop and encourage in pupils lively, enquiring minds, the ability to think logically and to question and argue rationally.
3. To help pupils develop as individuals and as members of a variety of social groups.
4. To enable pupils to work effectively and to apply themselves to a variety of tasks.
5. To develop in pupils a variety of physical, manipulative and artistic skills.
6. To increase pupils' understanding of the world in which they live and its resources.
7. To enable pupils to acquire the knowledge and skills, which are relevant to adult life and to employment and leisure in a rapidly changing world.
8. To help pupils to develop language and mathematics skills (basic skills).
9. To help pupils develop an awareness of the uniqueness of Wales, its language, culture, heritage and diversity.
10. To help develop pupils' bilingual skills to enhance their learning potential.

7. The school's priorities, as set out in its School Development Plan (SDP) and self-evaluation report, are grouped under the seven key questions of the Estyn Framework. The current major targets are to:

- Raise standards in English, mathematics, science, design and technology, music and religious education, as well as oracy in the early years and spelling.
- Raise boys' attainment.
- Review assessment and marking procedures.
- Prepare for the introduction of the Foundation Phase.
- Develop a systematic approach to key skills, especially sustainability and bilingualism.

- Review personal and social education (PSE) and key school policies, especially the behaviour and discipline and anti-bullying policies and procedures.
- Implement the new staffing structure and provide up to date job descriptions.
- Implement a self-evaluation policy, cycle and agreed procedures.
- Improve resources throughout the school.

## Summary

8. Archdeacon Griffiths Church-in-Wales Primary School provides a sound education for its pupils. There are a number of good features in every aspect of its provision and good progress has generally been made since the last inspection, especially since the appointment of the new head teacher, although some issues still require continuing attention and development.

### Table of grades awarded

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

9. The inspection team agreed with the school's judgement in five out of the seven key questions and where they differed was by only one grade. The reason for the difference in two key questions was that the team identified important shortcomings, thus making them a Grade 3 in comparison to the school's Grade 2.

## Standards

10. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

11. These figures are substantially better than the last inspection and well above the Welsh Assembly Government's (WAG) all-Wales 2007 targets for 65% of standards to be Grade 2 or better. They also compare favourably with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall standards in primary schools are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.
12. Outstanding features were observed in pupils' work in both key stage (KS) 1 and KS2. Standards were not inspected in the early years.
13. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. There is a variety of abilities on entry to the school and the results of baseline assessments are around the average for the county.

## Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Geography	Grade 1	Grade 2
Music	Grade 2	Grade 2

14. These grades represent a significant improvement since the last inspection in all six subjects.
15. Pupils with SEN and the small minority with EAL make steady progress through the school, commensurate with their abilities.

16. NC assessment results for the core subjects in KS1 show a considerable improvement in 2006 over the previous two years and since the last inspection; they are now above local and national averages and better than similar schools. All pupils attained the core subject indicator (CSI) of at least level 2 in all three subjects and a good percentage attained level 3, especially in science.
17. NC assessment results for the core subjects in KS2 also show an improvement in 2006 since the last inspection and generally over the last two years, especially in relation to pupils attaining the higher level 5, which over half reached in each subject. The CSI of those attaining at least level 4 in all three subjects was around the national average, but pupils overall did less well than those of similar schools.
18. Although cohorts are relatively small, the school recognises there are differences between boys' and girls' achievement and is taking action as part of its SDP to address this issue.
19. Pupils across the school make good progress in the key skills of literacy, numeracy and information and communications technology (ICT). In KS1 and KS2 they build on the solid foundation in the early years to achieve good standards in speaking, listening, reading and writing overall, although on occasions some of the oldest pupils are a little reticent to listen carefully and to answer questions in class. In numeracy there are some good links across the curriculum and computers are used regularly and confidently for a range of purposes; this is a considerable improvement since the last inspection.
20. Pupils' bilingual skills are underdeveloped across the school. They infrequently hear or speak the Welsh language and are not sufficiently competent to use Welsh or to intersperse it with English beyond a few common words or phrases. This is a target in the school's current SDP.
21. Pupils have well developed personal, social and learning skills. Their attitude to learning, the interest they show in their work and their ability to sustain concentration are good features across the school. They are aware of their strengths and weaknesses. They generally produce a good quality and quantity of work, although a minority of the oldest have poor standards of presentation.
22. Relationships between pupils are generally very good and older ones are sensitive to the needs of those younger than themselves. They are well behaved overall, although occasionally one or two lack self-discipline. They understand that bullying is unacceptable and are aware of what to do should it occur.
23. Pupils have a good understanding of equal opportunities issues and are taught to recognise and respect the diversity of beliefs, attitudes and cultural traditions within society, although their experience of other cultures and people from different backgrounds is limited.
24. Attendance and punctuality are good.

## The quality of education and training

### Grades for teaching

25. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	62%	24%	0%	0%

26. These figures are substantially better than the last inspection and are almost identical with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.

27. Teaching in the early years is consistently Grade 2. In KS1 and KS2 it ranges from Grade 1 to Grade 3.

28. Where teaching was judged to be Grade 1, the outstanding features include:

- a high quality of subject knowledge, preparation and planning with the use of a wide range of teaching strategies and extremely good classroom management.

29. Where teaching was judged to be Grade 2, the good features include:

- well structured lessons with clear learning objectives;
- effective instructions, sound questioning techniques and a good pace to lessons;
- efficient monitoring in lessons of pupils' work and progress;
- good time management and a smooth transition between activities;
- effective use of praise and encouragement to value and celebrate pupils' achievements.

30. Where teaching was judged to be Grade 3, the shortcomings include:

- a lack of challenge and reduced pupil interest and motivation, due to insufficient pace and differentiation.

31. Overall, teachers have appropriate expectations of pupils, develop very effective relationships with them and establish a good learning environment. Their expertise in bilingualism, however, is underdeveloped.

32. The school has recently introduced a range of effective assessment procedures. These are clear and concise and inform future teaching and learning. Specific targets are set in English and mathematics and these are used effectively and consistently by both teachers and pupils.

33. Assessment in the foundation subjects is less rigorous. In addition, portfolios of work have not been developed and pupils are not fully involved in planning and assessing their own progress and improvement.
34. Teachers mark pupils' work accurately and helpfully and annual reports to parents are of a good standard; the school meets its statutory requirements in this respect.
35. The curriculum is appropriately broad, balanced and relevant and meets the requirements of the NC. It is well organised and the recently revised structure to the timetable is working well.
36. There are appropriate policies and curriculum maps for the early years and all subjects, but the schemes of work vary in their quality and coherence. Several are in need of updating.
37. Teachers plan very thoroughly and consideration is given to key skills, but these are not sufficiently linked to teaching and learning. In addition, there is a lack of attention to how work is specifically matched to differing ages and abilities. The school makes appropriate provision for pupils' PSE.
38. Pupils' spiritual development is very good and acts of collective worship are enjoyable whole school occasions; statutory requirements are fully met. Moral, social and cultural development is good.
39. The cwricwlwm Cymreig is well developed in some subjects, but the school recognises that multicultural awareness is an aspect that needs further development.
40. Pupils in all classes are given regular homework and benefit from a range of extra-curricular activities during and after school hours. They are also involved in a range of sustainable development and healthy living activities.
41. There is a good partnership with parents, who express satisfaction with the school's quality of care and communication and the general standards their children achieve.
42. The school participates fully in the life of the local community. There are strong links with local churches and there is active liaison with local schools. Links with industry, however, are limited.
43. The school provides a welcoming, happy and stable environment. Pupils state they are well cared for, guided and supported.
44. There are good induction arrangements and well established and effective transition links with the main receiving secondary school.
45. There are relevant policies and procedures to monitor pupils' behaviour and registers are completed correctly at the start of the morning and afternoon

sessions. There are appropriate incentives to encourage good attendance and punctuality.

46. Supervision at playtime is good and overall the school has suitable safety and security procedures. There is an appropriate policy for child protection and all staff are aware of its guidance.
47. The school has a relevant SEN policy. Diagnostic tests are used to identify difficulties at an early stage and external support services are well used. Teachers draw up individual education plans (IEP), but learning tasks are not always well matched to these. There is close liaison with parents.
48. The quality of provision for equal opportunities is good and the school has an appropriate disability access plan.

### **Leadership and management**

49. The school has a range of relevant management policies, which reflect its positive and caring ethos and its commitment to equality and school improvement.
50. The head teacher provides efficient and caring leadership. She has a clear sense of direction and vision for the future and is keen to take the school forward. She has achieved a good deal in the short time since she was appointed. However, she is overloaded currently with responsibilities.
51. The deputy is very supportive and works well with the head. He is a role model of good classroom practice.
52. Teachers and support staff work as an effective team. Planning, preparation and assessment (PPA) arrangements work well and an effective performance management system is in place. Day to day administrative routines operate efficiently and the school day is well organised.
53. Governors are proactive and kept well informed of the school's performance. They are involved in determining the strategic direction of the school, set realistic and challenging goals and know what needs to be done to effect improvements. All statutory requirements are generally met.
54. Financial management is sound and the budget is efficiently monitored. The substantial deficit has now been considerably reduced and the governing body (GB) is confident that by the end of the current financial year there will be a small surplus.
55. The school is working hard to establish a rigorous and robust system of self-evaluation and critical review. All staff and governors are involved in the process and the school has recently surveyed parents' opinions. The self-evaluation report is a thorough and honest document and the grades awarded and the strengths and areas for development identified indicate that the staff and GB know the school well.

56. The SDP is comprehensive and is informed by a wide range of evidence. It provides a relevant agenda for taking the school forward over the next three years.
57. Subject co-ordinator responsibilities have recently been reallocated, but their role and influence on standards remains relatively underdeveloped. Little monitoring of teaching and learning in the classroom has been undertaken and good practice is not generally shared. The monitoring role of the head teacher and the deputy is also in the early stages of development.
58. There are suitably qualified and experienced teaching and support staff to deliver all areas of the curriculum. Midday supervisors, kitchen and clerical staff all carry out their duties conscientiously and make a valuable contribution to school life.
59. The accommodation is of good quality and adequate for the number of children on roll and the school buildings and grounds are well maintained. However, there is no designated play area for the under-fives. Overall, the school uses its accommodation and facilities effectively.
60. Resources overall are adequate and well managed, although the school has identified shortages in artefacts and materials relating to other cultures and only two classrooms have interactive whiteboards.
61. The head teacher and finance committee of the GB review expenditure monthly to ensure the school provides value for money.

## Recommendations

In order to move forward and to make consistent progress in the various initiatives planned or already in process, the school needs to:

- R1 match work more closely to pupils' needs and abilities;
- R2 develop the management and monitoring roles of all staff, especially those of the subject co-ordinator;
- R3 improve standards in bilingualism;
- R4 complete the key issues from the previous inspection, including revising schemes of work, applying key skills and developing assessment procedures;
- R5 provide a specific outdoor play area for the under-fives.

N.B. The school already recognises the need to implement recommendations two to five as part of its SDP and self-evaluation report.

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

## Standards

### Key Question 1: How well do learners achieve?

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

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
63. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

64. These figures are substantially better than the last inspection and well above the WAG's all-Wales 2007 targets for 65% of standards to be Grade 2 or better. They also compare favourably with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall standards in primary schools are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.
65. Outstanding features were observed in pupils' work in both KS1 and KS2. Standards were not inspected in the early years.
66. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. There is a variety of abilities on entry to the school and the results of baseline assessments are around the average for the county.

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Geography	Grade 1	Grade 2
Music	Grade 2	Grade 2

67. These grades represent a significant improvement since the last inspection in all six subjects.
68. Pupils with SEN and the small minority with EAL make steady progress through the school, commensurate with their abilities.
69. NC assessment results for the core subjects in KS1 show a considerable improvement in 2006 over the previous two years and since the last inspection; they are now above local and national averages and better than similar schools. All pupils attained the CSI of at least level 2 in all three subjects and a good percentage attained level 3, especially in science. No boys attained level 3 in English, but they tended to do better overall than girls in science.
70. NC assessment results for the core subjects in KS2 also show an improvement in 2006 since the last inspection and generally over the last two years, especially in relation to pupils attaining the higher level 5, which over half reached in each subject. However, a number, mainly boys, did not attain the average level 4, although most of these were on the SEN register. More girls attained level 5 than boys and overall their results were above local and national averages, whereas boys were below, except in mathematics. The CSI of those attaining at least level 4 in all three subjects was around the national average, but pupils overall did less well than those of similar schools.
71. Although cohorts are relatively small, the school recognises there are differences between boys' and girls' achievement and is taking action as part of its SDP to address this issue.
72. Pupils make good progress in the key skills of literacy, numeracy and ICT. In the early years they listen attentively and speak confidently to adults and peers and in front of the class. They develop good early reading habits and learn to communicate meaningfully through writing. All of nursery age can write their own name and in reception several begin to write independently. They learn to count and to recognise numbers in a variety of contexts and activities. They use the computer confidently for a range of purposes.
73. In KS1 and KS2 pupils build on the solid foundation in the early years to achieve good standards in speaking, listening, reading and writing overall, although on occasions some of the oldest pupils are a little reticent to listen carefully and to answer questions in class. In numeracy there are some good links across the curriculum, for example in geography and design technology, when pupils measure and calculate accurately and apply their mathematical skills appropriately, demonstrating a good level of competence. They use computers regularly and confidently for a range of purposes and achieve good standards in the work they produce, which is a considerable improvement since the last inspection.
74. Pupils' bilingual skills are underdeveloped across the school. They infrequently hear or speak the Welsh language and are not sufficiently competent to use Welsh or to intersperse it with English beyond a few common words or phrases. This is a target in the school's current SDP.

75. Pupils have well developed personal, social and learning skills. Their attitude to learning, the interest they show in their work and their ability to sustain concentration are good features across the school. They show enthusiasm in what they do and work well both individually and as part of a team. Most tackle problems confidently and generally make effective use of their time.
76. The majority of pupils know the targets they are set in English and mathematics and are aware of their strengths and weaknesses in these subjects. They generally produce a good quality and quantity of work, although a minority of the oldest have poor standards of presentation.
77. Relationships between pupils are generally very good and older ones are sensitive to the needs of those younger than themselves. They are well behaved overall, although occasionally one or two lack self-discipline. They know what is expected of them and settle quickly in class. Their behaviour and attitudes reflect the emphasis the school places on consideration, courtesy and regard for all who are involved with the school community.
78. Pupils understand that bullying is unacceptable and are aware of what to do should it occur. When asked, they report that it is not tolerated and they are confident that any incidents will be dealt with quickly and appropriately by the school. Parents agree with this view.
79. Pupils have a good understanding of equal opportunities issues and are taught to recognise and respect the diversity of beliefs, attitudes and cultural traditions within society, although their experience of other cultures and people from different backgrounds is limited.
80. Attendance and punctuality are good; the average attendance for the three terms prior to the inspection was 94.7%. There were virtually no unauthorised absences. Pupils generally arrive punctually for school and for lessons.

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

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

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

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

#### **Grades for teaching**

82. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	62%	24%	0%	0%

83. These figures are substantially better than the last inspection and are almost identical with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.
84. Teaching in the early years is consistently Grade 2. In KS1 and KS2 it ranges from Grade 1 to Grade 3.
85. Where teaching was judged to be Grade 1, the outstanding features include:
- a high quality of subject knowledge, preparation and planning, involving a wide range of practical and enjoyable learning experiences that fully engage and motivate pupils;
  - the use of a wide range of teaching strategies with extremely good classroom management.
86. Where teaching was judged to be Grade 2, the good features include:
- well structured lessons with clear learning objectives that are shared with pupils;
  - effective instructions, sound questioning techniques and a good pace to lessons;
  - planned work that is relevant to the lives of pupils and provides them with a sense of responsibility for the world around them;
  - efficient monitoring in lessons of pupils' work and progress;
  - good time management and a smooth transition between activities;
  - useful revision at the end of lessons;
  - effective use of praise and encouragement to value and celebrate pupils' achievements.
87. Where teaching was judged to be Grade 3, the shortcomings include:
- a lack of challenge and reduced pupil interest and motivation, due to insufficient pace and differentiation and the setting of routine and mundane tasks;
  - insufficient insistence on good standards of presentation.
88. Overall, teachers have appropriate expectations of pupils, develop very effective relationships with them and establish a good learning environment. They have a good knowledge of the NC and recent educational developments and they actively promote equality of opportunity.
89. There is some variability in the way reading is taught across the school and teachers' expertise in bilingualism is underdeveloped, with the result that pupils only have limited access to the Welsh language.
90. The school has recently introduced a range of effective assessment procedures. These are clear and concise and inform future teaching and learning. In both

key stages assessment is used consistently and an effective system for tracking pupils' achievements has been developed.

91. Records of pupils' progress in mathematics and English are recorded individually each term. In these two subjects specific targets are set and these are used effectively and consistently by both teachers and pupils.
92. The assessment of pupils' achievements in the foundation subjects is less rigorous; progress is recorded on a "best fit" basis in groups. In addition, portfolios of work have not been developed and pupils are not fully involved in planning and assessing their own progress and improvement.
93. Teachers mark pupils' work accurately and helpfully and in most cases suggest the next learning step.
94. Annual reports to parents are of a good standard. Parents state that the new format introduced in 2006 is much more informative. The school meets its statutory requirements in this respect.

**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**

95. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, because the team identified some important shortcomings in this key question.
96. The curriculum is appropriately broad, balanced and relevant and meets the requirements of the NC. It is well organised and the recently revised structure to the timetable, based on a five session day, is working well and ensures that curriculum hours meet the recommended times for both KS1 and KS2.
97. Learning experiences for the under-fives are planned in accordance with the Desirable Outcomes for Children's Learning and ensure a good balance of activities across the six areas. The scheme of work is currently under review in preparation for the forthcoming Foundation Phase.
98. There are appropriate policies and curriculum maps for all subjects, as well as other relevant policies, for example for the more able and talented, but the schemes of work vary in their quality and coherence; several are in need of updating.
99. Teachers plan very thoroughly and produce half-termly, weekly and daily plans according to an agreed format. Consideration is given to key skills and the common requirements of the NC and there is a key skills policy and framework, but these are not sufficiently linked to teaching and learning. In addition, planning to promote learners' bilingual skills is inadequate, although a co-

ordinator has been appointed to develop this aspect and has produced an improvement plan. These issues are targets for further development in the SDP.

100. In addition, there is a lack of attention to how work is specifically matched to differing ages and abilities in the mixed age classes, especially in the foundation subjects. This lack of reference to differentiation in the planning process means that in some lessons more able pupils are under challenged and the less able cannot understand the work unless given direct support.
101. Teachers ensure that no pupil is disadvantaged and they actively avoid any form of stereotyping and promote opportunity for all. Inclusion is at the heart of the work of the school and teachers continually strive to ensure that all pupils have equal access to the curriculum and all aspects of school life. Pupils report that they are all treated fairly and equally.
102. The school makes appropriate provision for pupils' PSE. There is a PSE co-ordinator and a recently introduced scheme of work, which provides good guidance for teachers; its effectiveness has yet to be evaluated. An alternative to circle time is being introduced, in order to match activities better to the maturity and age of pupils, and there are good cross-curricular links, for example to science and English. Pupils particularly enjoy taking part in the scheme's role play scenarios.
103. Sex education is taught as part of PSE, as well as NC science, and the school nurse comes in to talk to Y6 pupils; parents are informed of the content of these sessions and of their right to withdraw their children.
104. Pupils' spiritual development is very good and acts of collective worship are enjoyable whole school occasions, which effectively reinforce the school's sense of community and Christian ethos. Statutory requirements are fully met.
105. Moral, social and cultural development is good. Pupils know the difference between right and wrong and work and play together well; they realise the importance of fair play and, through their support for charities, they understand that there are many children in the world less fortunate than themselves.
106. Pupils have opportunities to develop corporate responsibilities as members of the School Council, the Eco Committee or the Watch Club. They take their responsibilities seriously and are committed to their roles. They develop their own ideas for school improvement.
107. The cwricwlwm Cymreig is well developed in some subjects, such as history and geography, when pupils undertake a range of studies linked to the local environment and Wales, which involve a variety of visits and visitors to the school. However, less attention is given to the Welsh dimension in other subjects, for example music.
108. Due to the location of the school, many pupils' direct experiences of other cultures, lifestyles and faiths are limited. The school recognises that this is an

aspect which requires further development and it is in the process of establishing a link with a community in Kenya for this purpose.

109. Pupils in all classes are given regular homework, mainly in English and mathematics, and there are specific homework books in these subjects. Work is set and taken home on a Friday and returned early the following week, when it is marked. Parents are happy with these arrangements, although a minority have some concerns about the system for taking reading books home.
110. Pupils benefit from a range of extra-curricular activities during and after school hours, especially in music and sports, although none was observed during the inspection due to staff illness. The provision is available equally to boys and girls. Older pupils also go on an annual residential course, where they take part in outdoor pursuits that enhance their team building skills and physical development.
111. Pupils are also involved in a range of sustainable development and healthy living activities, involving, for example, recycling and conservation. The school recently gained the Eco schools' Bronze award and is making progress towards the Silver award over the next school year. The Eco committee meets regularly and co-ordinates recycling and composting programmes and promotes the efficient use of energy. The school is also part of the physical education and school sport (PESS) scheme.
112. There is a good partnership with parents, who express satisfaction with the school's quality of communication and the general standards their children achieve. They report that they are kept well informed about the school's life and work; for example, they receive termly information about the curriculum their children are studying and their progress. New parents receive an attractive prospectus and mention is also made of the school's activities and pupils' successes in the parish magazine every month.
113. There is a Friends of the School Association, which is very supportive and raises considerable sums of money for the school, and a number of parents help on a daily basis in classes, while others assist with extra-curricular events and school trips.
114. A home-school agreement is in place and most parents have signed it. The annual GB's report to parents contains a few minor statutory omissions.
115. The school participates fully in the life of the local community. There are strong links with local churches and the rector leads collective worship at the school on a weekly basis. Pupils are involved in local art exhibitions, church events and summer shows.
116. There is active liaison with local schools and regular cluster meetings are held for training purposes, sporting activities and meetings of SEN co-ordinators (SENCO), when good practice and advice from various support services are shared.

117. The school is in partnership with a teacher training university and a local further education college and accommodates students on placement on a regular basis.
118. Links with industry are limited, because of the location of the school and this prohibits the opportunities for teachers to undertake industrial and commercial placements. Pupils experience the world of work, however, through visits to local shops, farms and museums and various members of the community visit to talk about their jobs and livelihoods. In addition, the school is embarking on an entrepreneurial project to make wooden toys and there are some initial links with Careers Wales.

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

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

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The school provides a welcoming, happy and stable environment. Pupils state they are well cared for, guided and supported and know they can go to any adult for help. Teachers know them well and are fully aware of their individual needs.
121. There are good induction arrangements. When children start school they settle in quickly. Many attend the school play group in the purpose-built early years setting or the parent and toddler group that uses the school hall; some attend both. These arrangements considerably help children to become familiar with other adults and their peers and to adjust to school life.
122. Introductory visits for nursery pupils take place prior to them starting school and parents receive documentation outlining routines and procedures. Those who move from other schools are paired with another pupil as part of a 'buddy' system and this helps them to settle in quickly. There is also an effective moving day for pupils, when they change classes at the start of the school year.
123. There are well established and effective transition arrangements with the main receiving secondary school, although a number of parents choose to send their children elsewhere in the local area. There is an open day and an induction day, when pupils attend the high school, and secondary staff visit the school to introduce themselves to Y6 pupils.
124. There are relevant policies and procedures to monitor pupils' behaviour and members of the school council are involved in drawing up the school's 'golden rules', which are prominently displayed in the school hall. Rewards and consequences are clearly posted in each classroom and pupils are able to state what they are and that they are applied consistently.
125. Registers are completed correctly at the start of the morning and afternoon sessions and the head teacher personally monitors attendance and punctuality. The new procedure for marking registers on arrival at the beginning of the day is

an improvement and encourages pupils and parents to be punctual. The school has a first day response system in place and parents are aware of the procedures to follow if their child is absent.

126. There are appropriate incentives to encourage good attendance and punctuality and pupils are aware of the termly and annual rewards that they can earn. The education welfare officer ( EWO ) is very supportive, but rarely has occasion to attend the school other than the normal termly visit.
127. Supervision at playtime is good. Pupils generally play happily together and re-enter the school quietly and in an orderly fashion. Midday supervisors know the rules and routines for lunch time and have received guidance and training for playground games. Strategies to improve lunch time behaviour are working well.
128. The breakfast and after school clubs, managed by parents and one of the school's learning support assistants (LSA), are well supported and provide an effective facility for parents who have to go to work early or return late. The clubs provide a healthy choice of food and a range of activities, which extend pupils' social and learning skills.
129. The school is involved in the Healthy Schools initiative. Pupils have water on their work tables and each day there is a fruit break. In addition, a healthy eating tuck shop is being set up.
130. The school has suitable safety and security procedures, although there are a few issues that were discussed with the GB. There is a comprehensive health and safety policy and guidelines for accidents, emergencies and the administration of medicines are in place. Fire drills are held regularly and equipment is checked. Appropriate risk assessments are undertaken and staff are trained in first aid. All doors have locks and the fencing around the outer perimeter of the school is mainly in a good condition and prevents children leaving or animals entering.
131. There is an appropriate policy for child protection and all staff are aware of its guidance and the majority have received training. The head teacher is the designated officer and there is a governor with named responsibility. Appropriate records are kept.
132. The school has a relevant SEN policy and the SENCO attends termly consultations with a range of health and education specialists from the local education authority (LEA), in order to identify problems and to deal with them appropriately. Diagnostic tests are used to identify difficulties at an early stage and external support services are used well.
133. Pupils who give cause for concern are entered onto the SEN register, which is clearly presented, so that pupils' difficulties are easily identifiable. Teachers draw up IEPs that are reviewed each term and there are folders with information relating to each pupil kept by the SENCO. Those with statements are well supported by LSAs, who know them extremely well. However, the tasks required

of pupils are not always well matched to their IEPs and their individual needs; generally, too much reliance is placed on the support provision.

134. There is close liaison with parents, the vast majority of whom are very supportive of the school. They value the care that their children receive and they feel confident that the school looks after them well and that they can talk to teachers at any time, if there is a need. They are fully involved in decisions about their children, especially if they are on the SEN register.
135. There is an effective communication group that supports pupils who have problems communicating with their peers and adults.
136. The quality of provision for equal opportunities is good with some positive features. The school has documented policies and procedures for dealing with such issues as race equality, disability discrimination and anti-bullying. All pupils, whatever their gender, ability or background, are encouraged and enabled to participate in all school activities, including sport.
137. The school has an appropriate disability access plan. The school was adapted to cater for physically disabled pupils and adults in 2000, so that there is access for all to the main building and the demountable classroom.

## Leadership and management

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

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

138. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
139. The school has a mission statement, 'Preparation for Life', which has recently been posted in the hall. It is supported by an ethos statement and a set of relevant objectives.
140. The school has a range of relevant management policies, which reflect its positive and caring ethos and its commitment to equality and school improvement. WAG priorities are well addressed.
141. The head teacher, who has only been in post for a year, although she has taught at the school since 1996 for the whole of her career, provides efficient and caring leadership. She has a clear sense of direction and vision for the future and is keen to take the school forward. She has achieved a good deal in the short time since she was appointed. However, she is overloaded currently with responsibilities, especially due to the absence of regular staff; she not only has a 0.8 teaching commitment, but also is co-ordinator for three subjects and has temporarily taken on the SENCO role. This severely limits the time she has

available to manage the school and to implement school improvement initiatives.

142. The deputy, who was appointed in April 2006, is very supportive and works well with the head; together they form the school's senior management team (SMT). He is also committed to moving the school forward and has begun to introduce new ideas and initiatives. He is a role model of good classroom practice.
143. The GB has agreed on the structure of the teaching and learning responsibility (TLR) posts and made an appointment, for which there was only one applicant. The post holder is currently on maternity leave, so the responsibilities are being temporarily assumed by another teacher.
144. Teachers and support staff work as an effective team. All have appropriate job descriptions and staff meetings are held weekly and minuted. All teachers, except the NQT, have subject co-ordinating roles, and are provided with PPA time, in line with statutory requirements for reducing teachers' workload. At these times the KS1 classes are covered by a part-time teacher and the KS2 classes by one of the LSAs, who has recently qualified as a teacher by following the Graduate Teacher Programme in the school. The secretary's hours have also been increased to cover bureaucratic tasks previously undertaken by teachers. All these arrangements work well.
145. The NQT, who took on the role of KS1 teacher only a few weeks before the inspection, due to the regular member of staff's maternity leave, has settled in well.
146. Effective performance management arrangements are in place for teachers, although the head is the only trained leader. She monitors and undertakes classroom observations in the summer term for this purpose. There are plans for the deputy to be trained in the near future and for support staff to be included more formally.
147. Day to day administrative routines operate efficiently and the school day is well organised.
148. Governors are proactive and kept well informed of the school's performance through regular reports from the head teacher. They meet at least once a term and relevant sub-committees are in place. They have recently taken on subject interests, involving working with the relevant co-ordinator on policy reviews, observing pupils in the classroom and looking at their work, although not all have yet visited the school in this capacity. They are involved in determining the strategic direction of the school, set realistic and challenging goals and know what needs to be done to effect improvements. All statutory requirements are generally met.
149. Governors also sit on the management committees of the early years setting and the wrap around care arrangements, entitled 'Cheeky Monkeys'; this ensures they have an overview of the total provision based in the school. They

were instrumental in securing a WAG grant to build the early years setting extension.

150. Financial management is sound and the budget is efficiently monitored. The chair regularly attends financial surgeries with the head teacher. The substantial deficit accrued in recent years has now been considerably reduced and the GB is confident that by the end of the current financial year there will be a small surplus. The most recent auditor's report of August 2006 made a few minor recommendations, all of which have now been addressed.

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

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

151. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, because the team identified some important shortcomings in this key question.
152. The school is working hard to establish a rigorous and robust system of self-evaluation and critical review. All staff and governors are involved in the process and the school has recently surveyed parents' opinions. A new self-evaluation policy and cycle was introduced in September 2006.
153. The self-evaluation report is a thorough and honest document that addresses each key question of the Estyn Framework. Relevant evidence is cited to support the judgements made. The grades awarded and the strengths and areas for development identified indicate that the staff and GB know the school well.
154. The inspection team agreed with the school's judgement in five out of the seven key questions in the self-evaluation report and where they differed was by only one grade. The reason for the difference in two key questions was that the team identified important shortcomings, thus making them a Grade 3 in comparison to the school's Grade 2.
155. The SDP is comprehensive and is informed by a wide range of evidence. It provides a relevant agenda for taking the school forward over the next three years and includes clear priorities for action, linked to success criteria, responsibilities, staff development and resources. There is an overview of recent progress and reference to the key issues from the last inspection, which have not yet been fully addressed. Progress is reviewed by the staff every half-term and by the GB every term.
156. The school regularly analyses performance data, trends over time and benchmarking information supplied by the LEA and uses this evidence diagnostically to inform its conclusions and priorities. Staff and governors understand the data and know how well the school is performing.

157. Subject co-ordinator responsibilities have recently been reallocated and new guidance on their role has been produced, but their influence remains relatively underdeveloped. Although teachers' planning and pupils' work are reviewed, resources are audited and thorough evaluations of the subjects inspected have recently been produced, little monitoring of teaching and learning in the classroom has been undertaken. In addition, good practice is not generally shared and pupils and support staff are not sufficiently involved in the process. The co-ordinators' impact, therefore, on standards is limited.
158. The monitoring role of the head teacher and the deputy to provide them with an overview of standards and teaching in the school is also in the early stages of development, although the head does observe in classrooms for performance management purposes.
159. Good progress has generally been made since the last inspection, especially since the appointment of the new head teacher. However, some issues still require attention and development. Standards in history have been raised from unsatisfactory to Grade 2 in both key stages. Information technology, which was also unsatisfactory in the last inspection, was not a subject assessed in the current inspection. Standards in writing have improved and are now judged to be Grade 2 in both key stages. The structure of the school day has been completely revised, although schemes of work are still in various stages of development. The planning for key skills is now more systematic and visible, although the impact on teaching and learning remains limited. A range of effective assessment procedures have recently been introduced, but there is scope for further development to ensure there is an appropriate impact on standards and teaching. The pace and challenge for more able pupils varies between classes and depends particularly on the level of differentiation in the set tasks. There are now precise and achievable goals for school improvement and there is clear educational leadership, although the role of the co-ordinator remains relatively underdeveloped. The SDP is carefully monitored.

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

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

160. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
161. There are suitably qualified and experienced teaching and support staff to deliver all areas of the curriculum. All are beneficially deployed and their expertise is effectively utilised. Good use is also made of a number of visiting staff, for example in music and Welsh. However, the school reports that the number of support staff in the early years and KS1 is limited due to budget restraints.
162. The Y4/Y5 class is taught by two teachers on a job share basis. One teacher takes the class on the first three days of the week and the other takes it on the last two days. Both teach different aspects of English and mathematics and

share out the foundation subjects. However, they do not directly plan together. The arrangement appears to work well and pupils do not express any criticisms about it.

163. Staff attend relevant in-service education and training (INSET) regularly to update their knowledge and to keep abreast of current educational developments; courses are linked to their areas of responsibility and school priorities and they feedback their learning in staff meetings. LSA support staff are encouraged to obtain nationally recognised qualifications.
164. Midday supervisors, kitchen and clerical staff all carry out their duties conscientiously and make a valuable contribution to school life.
165. The accommodation is of good quality and adequate for the number of children on roll. The classrooms are of an appropriate size and there are colourful and attractive displays throughout the school, which enhance the learning environment. The hall, however, is relatively small.
166. The school buildings and grounds are well maintained. The playground is adequate for the number of pupils on roll and there is equipment available to promote independent play. Space, however, is limited, especially when the field is unavailable and when older pupils are playing ball games, which can lead to occasional mishaps, although these are quickly resolved.
167. Overall, the school uses its accommodation and facilities effectively. The wild life area is currently overgrown and there is no designated play area for the under-fives, but developments are planned as part of the SDP in preparation for the forthcoming Foundation Phase.
168. Resources overall are adequate and well managed, although the school has identified shortages in artefacts and materials relating to other cultures. All pupils have access to appropriate learning resources that match the demands of the curriculum. New resources are purchased according to need and financial restraints and in relation to the school's priorities for development. Subject co-ordinators are in the process of auditing resources for each curriculum area.
169. There are enough computers for the development of ICT throughout the school with two classrooms having designated computer suites. However, there are only two interactive whiteboards and their potential is generally under exploited; it is intended to add to their number in the next financial year.
170. The school library has been audited and catalogued by the school library service. It is fully functional and run by the pupils. However, there was little evidence of usage during the inspection. The school borrows non-fiction books from Powys Library Service on a termly basis to support learning.
171. The head teacher and finance committee of the GB review expenditure monthly to ensure the school provides value for money.

## Standards achieved in subjects and areas of learning

### English

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

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

#### Good features

172. In both key stages pupils listen well and respond enthusiastically. They speak clearly and ask and answer questions confidently.

173. In KS1 there is a range of reading abilities. More able pupils can read fluently and accurately. They use good expression, are aware of why there is punctuation and read with understanding. They are able to retell a story with enthusiasm. Other pupils can read accurately and use punctuation correctly. They can sound out words that they don't know. The less able know a wide selection of key words and have sound phonic knowledge.

174. In KS1 pupils write in a wide range of formats. The standard of work they achieve is good with a high standard of handwriting and presentation. They use appropriate punctuation and the more able know how to use dictionaries to assist their learning.

175. In KS2 there is a range of reading abilities. The majority of the younger pupils read with fluency, accuracy and expression. They understand how to use punctuation to aid meaning and are able to discuss the content of a book. Some sound out words they are unable to read, Older ones read for pleasure and with accuracy, fluency and appropriate expression. They produce attractive book reviews.

176. In KS2 pupils write in a wide variety of forms and for different purposes and audiences. They write poetry, stories, instructions, diaries, play characters and biographies, which are generally of a good standard. Overall, they use accurate punctuation and spelling. They carry out self-assessment tasks.

177. In KS2 pupils have a sound knowledge of the use of adjectives, adverbs, abbreviations and apostrophes. They use dictionaries and thesauri successfully to support their learning.

#### Shortcomings

178. There are no important shortcomings, but in reading KS1 pupils do not always use picture cues and in KS2 some are unaware that they can work out words from the context. A minority of older pupils in KS2 also display poor handwriting skills.

## Mathematics

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

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

### Good features

179. In both key stages pupils make consistent progress in all aspects of mathematics and generally produce a good quality and quantity of accurate work. They regularly apply their mathematical knowledge and skills through a range of practical experiences and homework exercises. They use equipment and calculators appropriately and make sensible predictions.
180. In KS1 younger pupils can double numbers and add, subtract and complete sequences up to 20. Older ones can count to 100 and in hundreds, add on 10 and do basic multiplication, for example by counting in twos and fives. They have knowledge of place value, odd and even numbers and simple fractions and can calculate missing numbers. They have a basic understanding of the four rules. All respond to mental arithmetic exercises enthusiastically.
181. In KS1 pupils know a range of basic two and three dimensional shapes. By Y2 they begin to estimate and measure in standard units, using, for example, centimetres and metres. They keep tally charts and they are familiar with the calendar. All can recognise basic coins and tell the time to half an hour and the more able to quarter of an hour.
182. Younger pupils in KS2 respond accurately and confidently to mental arithmetic questions; some use alternative methods to reach solutions more quickly. Most can work with hundreds, tens and units using the four rules and add and subtract basic fractions. They know multiplication tables up to six and are familiar with multiples, factors and number palindromes, as well as how to multiply and divide by 10 and 100. They recognise negative numbers.
183. By Y4 pupils know the difference between analogue and digital time and can tell the time in minutes. They solve problems confidently. They understand how to calculate area in square metres and they measure length, weight and capacity using a range of standard units; they know the conversion tables for these. They recognise right angles and more complex three dimensional shapes and understand about symmetry and direction. They are able to produce accurate graphs from data they gather.
184. Older KS2 pupils are confident in their use of decimals and by Y6 they can convert fractions to decimals and percentages and vice versa. They are familiar with proper and improper fractions, equivalent fractions and reducing and converting fractions. They know multiplication tables well and can answer random questions on these quickly by using different strategies. They understand about ratio, proportion, frequency, range and average, including the meaning of mean, mode and median.

185. By Y6 pupils know the names of types of triangles and more complex shapes, such as trapezium and rhombus, and know their properties. They understand about parallel lines and acute and obtuse angles and measure these in degrees. They can calculate area using different polygons and recognise mathematical patterns from their results; the more able can translate their findings into a mathematical formula using algebra. They can tell the time in the 12 and 24 hour clocks.

### **Shortcomings**

186. There are no important shortcomings, but there is inconsistency in the way pupils undertake corrections and present their work.

## **Design technology**

**Key stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

187. Pupils in both key stages follow the design technology process of planning, designing, making and evaluating their products in a variety of stimulating ways. There are some outstanding examples of planning sheets, design specifications, sequenced instructions and evaluation questionnaires, which greatly enhance pupils' learning.

188. In both key stages pupils explore and research the products they are going to make before starting on their projects. For example, they look at cars or examine various types of musical instruments before deciding on the one they wish to make. This prior understanding and knowledge, combined with the element of choice involved, considerably enhances the quality and originality of the final products.

### **Good features**

189. Pupils in both key stages produce a range of working models using a variety of materials across the various strands of the NC. For example, they use pulleys, syringes, electric switches, cogs and cams to produce different types of movement. They experience food and control technology and have opportunities to use construction kits.

190. Pupils in both key stages always plan out their products and identify their needs and materials before embarking on a project. Relative to their age, they draw up design criteria and often produce a series of designs before selecting the one they wish to make. Their plans are carefully labelled. They follow their design specifications when making their models and refer back to them when necessary.

191. In KS1 pupils display good recall of previous knowledge and skills. They know what should go on a plan and they enthusiastically consider previous ones and amend and improve on these if they choose to do so; some devise new ideas. They produce very original designs and have a good understanding of the materials they need and the process they wish to follow.
192. In KS2 pupils make a variety of products, such as musical instruments. They use different tools to cut, saw and join with glue, nails and screws. They are totally absorbed in their work and make every effort to produce a well made article. They are not hesitant to ask for adult help when required or to assist each other.
193. Pupils in both key stages develop good skills in using a variety of tools and equipment and handle them carefully, confidently and correctly.
194. Models are well finished and pupils are proud of their results and keen to share them with their peers. A photographic record is kept of their achievements.
195. Evaluations take a variety of useful forms, including star diagrams, questionnaires and flow charts. They indicate where improvements might be made, how the product matched the original design and whether the outcome was fit for purpose.
196. Good attention is given to health and safety matters and appropriate risk assessments are undertaken when certain tools and equipment are used; pupils are aware of the dangers and adult supervision is well managed.

### **Shortcomings**

197. There are no important shortcomings.

### **History**

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

198. No lessons were observed in history, as the school delivers the history and geography curricula in half yearly blocks of time. During the inspection geography was being taught. However, evidence from talking to pupils and seeing their work, as well as from teachers, parents and governors, indicates that standards are good in both key stages.

### **Good features**

199. In both key stages pupils undertake a variety of historical enquiry activities. They investigate the past through the use of books and internet sites, as well as from primary source material, such as census returns, school log books and old photographs. They use questionnaires and conduct interviews to acquire oral

history evidence. Older pupils at times raise their own historical questions and produce their own interpretations of the past from the evidence they have.

200. Pupils in KS1 compare the present with the past by looking at old and new objects and at differences in pictures from the past. They imagine they were a character from Tudor times and use a questionnaire to see what life was like and what games were played when their teachers were young.
201. Younger KS2 pupils, in their studies of the Romans, visit Caerleon and have a vivid recall of their experiences. For example, they know the purpose and function of the amphitheatre, the barracks and the bath house. They have a basic understanding of how historians today know how the Romans lived because of archaeology and remains from the period. They know about Roman numerals, a legionary and the extent of the empire.
202. In KS2 pupils study the growth of the railways and what it was like to work on them. They learn about Brunel and George Stephenson, as well as the Rocket. They also consider the development of the coalfields and their link to the railways and how they affected the human and physical environment. They learn about the more recent 1984 miners' strike and its consequences for the industry.
203. There is a good emphasis on local history. KS1 pupils, for example, visit the museum in Brecon and take part in role play in a school 100 years ago. In KS2 they study the local railway line that used to pass through Llyswen and what life was like at the time. They look at old and new maps of the village and compare them. They undertake an historical tour of the village and consider the history of their own homes. They compare life on a farm in the nineteenth century with today.
204. Good attention is also paid to the history of Wales. In KS2, for example, younger pupils study the Romans in Wales and older ones learn about the railways built by David Davies and why he constructed the docks at Barry. They look at the nineteenth century textile industry in Wales and the Brecon to Monmouth canal. They also learn about homes and life in the new industrial towns, such as Merthyr Tydfil and Blaenavon, and the role of girls in those days.
205. Pupils in both key stages develop an appropriate understanding of chronology and produce timelines linked to the topics they study, in order to demonstrate the passing of time.
206. Pupils in both key stages regularly undertake a range of visits to places of historical interest linked to their studies, such as Big Pit and the Museum of Welsh Life, and visitors come to the school to talk about life when they were young or to illustrate certain historical periods.

## Shortcomings

207. There are no important shortcomings, but in KS1 pupils only experience a few stories about famous people in the past.

## Geography

**Key stage 1: Grade 1: Good with outstanding features**

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

### Outstanding features

208. In KS1 pupils develop outstanding mapping skills by identifying a location on a map using letters and numbers as co-ordinates. They build on effective previous knowledge. They are able to identify different parts of the school on a plan. Some produce extremely good treasure maps of their own.

### Good Features

209. In both key stages pupils carry out a wide variety of comparative studies to a good standard. They all start with knowledge of home, which in KS1 is the classroom and in KS2 is Llyswen. They study the location, features and characters of the places they learn about with particular reference to Wales.

210. In KS1 pupils draw plans of the classroom, the street and the village. They visit Aberystwyth and record observations about the trip; they can identify features of the locality. They label maps of Wales.

211. In KS2 younger pupils enthusiastically study recycling and successfully build on previous knowledge, supported by the education recycling officer from Powys. They evaluate and discuss reducing, reusing and recycling the school waste, in order to raise awareness of sustainable development.

212. In KS2 pupils display good mapping skills. They can discuss the human and physical features of maps. Older ones can use string to measure distances and to relate to scale.

213. In KS2 pupils can recognise and successfully identify the difference between Llyswen and Brecon and why one is a town and one is a village.

214. In KS2 pupils compare life in Llyswen with that in Chembokoli in India. They speak enthusiastically about the activities involved, such as tasting Indian food and comparing their own day with that of a child from India.

215. All pupils go on field trips, which successfully support their learning and provide good links to the cwricwlwm Cymreig. There is also evidence of good cross-curricular links to mathematics, English, information technology and science.

216. Pupils are able to attend a Watch Club at the school run by the Brecknock Wild Life Trust. They learn about the countryside and go on nature walks.
217. All pupils learn a wide variety of geographical vocabulary and are able to use appropriate words and terminology in context.
218. In KS2 pupils use the interactive white board successfully to study large scale maps together. The internet and, in particular, Google Earth are also used by pupils effectively to support their learning.

### **Shortcomings**

219. There are no important shortcomings.

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

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

### **Good features**

220. In both key stages pupils sing tunefully and with enthusiasm. They use a variety of percussion instruments effectively to accompany their singing and are able to recognise the instruments being played in the composition.
221. In KS1 pupils sing with enthusiasm and good technical ability while demonstrating control of pitch. They are able to use their hands and whole bodies to demonstrate that they know what pitch means and how it is interpreted in music. The more able, using this knowledge, can find the phrases on a range of tuned percussion instruments using the scale of C.
222. In both key stages pupils warm-up effectively and successfully record their compositions on a grid that can be referred to later, in order to repeat or refine their work. All are able to play their compositions confidently and enthusiastically when directed by the class teacher.
223. In KS2 pupils successfully build on previous knowledge and are able to recognise and use pulse and meter. They demonstrate technical competence and accuracy when using the pentatonic scale.
224. In KS2 older pupils effectively carry out a musical project relating to music from outer space.
225. A significant number of pupils have individual instrumental lessons in school. These include the guitar, clarinet, saxophone, keyboard, piano, trumpet, violin and recorder. There is also a weekly music club and an annual cluster school music project that pupils join. All these activities considerably enhance their musical knowledge, understanding and skills.

226. A considerable number of new resources have been bought to support the new scheme of work with the result that the school is now adequately resourced and that whole classes can carry out practical activities with every pupil involved. This is helping to raise standards.

### **Shortcomings**

227. There are no important shortcomings, although some aspects of appraising are underdeveloped.

## **School's response to the inspection**

228. The staff and governors of Archdeacon Griffiths Church-in-Wales Primary School welcome and celebrate the findings of the inspection team. We are pleased that they acknowledge the significant improvements that have taken place in the last twelve months.

229. The report is a fair reflection of where the school is currently. We are pleased that the inspection team confirms the school's judgements in five of the seven key questions and that our whole school self-evaluation document is considered thorough and honest, indicating that staff and governors know the school well.

230. We are proud that standards are Grade 1 or 2 in all subjects inspected and that this is a considerable improvement since the last inspection. We are also delighted that the report highlights the school's good partnership with parents and that we participate fully in the life of the community.

231. We are particularly proud that the relationships in the school are identified as very good and that pupils are well behaved. The statement, 'Pupils' behaviour and attitudes reflect the emphasis that the school places on consideration, courtesy and regard for all who are involved in the school community', is especially pleasing and reflects our distinctiveness as a Church-in-Wales primary school. It is also gratifying to note that this report corroborates the Section 50 report, which recognises the strong Anglican ethos that pervades the school.

232. While we celebrate the very positive inspection report, we realise that there are some areas that need to be developed and we have already made progress in addressing the recommendations.

233. A copy of the school's action plan in relation to the recommendations will be sent to all parents and the governors' annual report to parents will report on the progress made.

## Appendix 1

### Basic information about the school

Name of school	Archdeacon Griffiths Church-in-Wales Primary School
School type	Nursery and Primary
Age-range of pupils	4 to 11
Address of school	Llyswen, Brecon Powys
Postcode	LD3 0YB
Telephone number	01874 754334

Headteacher	Miss Louise Simms
Date of appointment	1s January 2006
Chair of governors	Mr. Richard Williams
Registered inspector	Dr. P. David Ellis
Dates of inspection	6.3.07 to 8.3.07

## 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	8	15	7	13	16	23	14	15	111

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
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	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	87.1%	93.0%	93.0%
Summer 2006	87.1%	95.2%	95.6%
Autumn 2006	N/A	94.1%	95.7%

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

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1: (compared with 2005 national results)

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		15		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	73	27
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	0	0	47	53
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	0	0	73	27
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	0	60	40
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	73	27
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	0	60	40
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.9%

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

**National Curriculum Assessment Results**  
**End of Key Stage 2: (compared with 2005 national results)**

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		20						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5	21	21	53
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	21	11	68
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	16	26	58
		National	0	0	1	0	0	2	11	51	35

by Teacher assessment	
In the school	73.9%
In Wales	74%

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

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of six inspector days in the school. There was also a nominee on the team, who was the head teacher.

The inspection team visited:

- twenty-one lessons or part-lessons;
- all classes; and
- three acts of collective worship.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- forty-four responses to the parents'/carers' questionnaire; around 96% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Dr. P. David Ellis Registered Inspector	Context, Summary and Recommendations Key Questions 1, 3, 5 and 6 Mathematics, design technology and history
Mrs. Ruth Ferrier Team Inspector	Key Questions 2, 4 and 7 English, geography and music
Mr. Ivor Petherick Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Miss Louise Simms Nominee and Head Teacher	Contributions to all Key Questions

### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

### Contractor

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