

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

**Arddleen County Primary School
Arddleen
Llanymynech
Powys
SY22 6RT**

School Number: 6662003

Date of Inspection: 26 – 28 September 2005

by

**Glyn Gaskill
5539**

Date: 28 November 2005

Under Estyn contract number: T/024/05P

© Crown Copyright 2005

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

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

The inspection of Arddleen County Primary School took place between 26 – 28 September 2005. An independent team of inspectors, led by Glyn Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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 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 age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

Year	R	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

Contents	Page
Context	6
Summary	7
Recommendations	12
Standards	13
Key question 1: How well do learners achieve?	13
The quality of education and training	17
Key question 2: How effective are teaching, training and assessment?	17
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	19
Key question 4: How well are learners cared for, guided and supported?	21
Leadership and management	23
Key question 5: How effective are leadership and strategic management?	23
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key question 7: How efficient are leaders and managers in using resources?	24
Standards achieved in subjects	26
Subject	
Subject 1: English	26
Subject 2: Welsh second language	27
Subject 3: Mathematics	27
Subject 4: Information technology	29
Subject 5: Design technology	30
Subject 6: Geography	31
School's response to the inspection	32
Appendices	
A Basic information about the school	33
B School data and indicators	34
C National Curriculum assessments results	35
D Evidence base of the inspection	36
E Composition and responsibilities of the inspection team	37

Context

The nature of the provider

1. The school is situated in the village of Arddleen and provides for boys and girls from the age of 4 to 11 years. The number of pupils on roll is 79. The school admits children to the nursery at the start of the spring and summer terms. As the inspection was in the autumn term, there were no children of nursery age in school. The socio-economic background of the area is described as above average. One per cent of the pupils are entitled to free school meals which is well below the Wales average of 19%. Most pupils attend a playgroup before starting in the nursery. The attainment of children on entry to the reception class varies significantly each year but, overall, social and linguistic skills are average. Eleven per cent of the pupils are on the special educational needs register, including one pupil with a statement of special educational needs. The home language of all pupils is English and they are all of white British origin.
2. The school was last inspected in October 1999. The present head teacher was in post at the time of the last inspection. The school has received the *Basic Skills Quality Mark* on two occasions.

The school's priorities and targets

3. The school aims to create a happy atmosphere giving pupils positive attitudes to learning and preparing them for later life.
4. The school's priorities for improvement include improving the provision of learning resources for information technology and further raising standards in English, mathematics and science.

Summary

5. Arddleen primary school is a good school with many strengths, particularly the outstanding care it provides for its pupils. The school is an integral part of the local community. Good progress has been made since the last inspection. The inspection team agreed with the majority of judgements made by the school.

Table of grades awarded

6. The inspection team judged the school's work as follows:

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?	2
4. How well are learners cared for, guided and supported?	1
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

Standards

7. Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	67%	13%	0%	0%

8. Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
10. In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
Geography	Grade 2	Grade 2

11. Throughout the school, pupils make good progress and achieve good standards in the key skills of reading, writing and numeracy. Pupils use of information and communications technology across the curriculum is good for the under fives and for key stage 1 but average for key stage 2. The limitations in the number and reliability of computers for the oldest pupils have a negative effect on standards. Pupils' listening and speaking skills are good for the under fives and very good across key stage 1 and 2. Pupils are very self-disciplined listeners and speak concisely when making contributions to discussion in class.
12. Pupils bilingual development is generally limited but is good where the teacher is fluent in Welsh. Across the school, pupils' appreciation and knowledge of the culture and heritage of Wales is good. Standards in problem solving are good and in creativity are outstanding particularly in design technology, dance and art.
13. Because the number in each year group is small and variable, the comparison with national and local averages in the statutory National Curriculum assessments at the end of each key stage is statistically unreliable.
14. At the end of key stage 1, in 2005, pupils' attainment in the National Curriculum assessments for the three core subjects of English, mathematics and science at the expected level 2 was very high in comparison with all schools both locally and nationally and also schools with a similar free school meal entitlement. At the higher level 3, results in all the three core subjects were below the local and national averages.
15. The number of pupils who attained the expected level 4 in all the core subjects in the 2005 National Curriculum assessments at the end of year 6 was below national and local averages for schools with similar free school meals entitlement. This was predicted from their performance when they were in year 2 and the fact that pupils with learning difficulties had joined the school during key stage 2.
16. Over the last few years, results for all core subjects in the National Curriculum assessments for the end of year 2 have been well above local and national averages for the expected level 2, in comparison with schools having a similar free school meals entitlement. Prior to 2005, standards had been rising in the National Curriculum assessments at the end of year 6 and were above local and national averages for schools with similar free school meals entitlement.
17. Overall, pupils are making good progress across the curriculum in acquiring new skills and knowledge. Pupils with special educational needs make good progress towards the challenging targets set for them. Pupils take a great care and pride in the well established self-evaluation of their work in the core subjects. They are not always clear about what is needed in all lessons.
18. Pupils' personal development is outstanding. They have very positive attitudes to their learning which successfully promotes their lifelong interest in learning. There is a very high standard of behaviour both in and outside the

school. Bullying is not seen as an issue by pupils or parents. From the reception class onwards, pupils often effectively deal with minor disagreements themselves. This is outstanding.

19. Pupils' attitude to responsibility and respect for others is outstanding. They have an excellent awareness of many aspects of the local community. They have first-hand experience of the democratic process, through activities such as the school council. Pupils show a very good awareness of equal opportunities issues. They have a very thorough understanding about diversity in society. Pupils have an outstanding appreciation of the importance of the world of work and a positive attitude to local and global citizenship. Pupils are very aware of practical activities which promote sustainable development.
20. Attendance and punctuality are consistently very good throughout the school.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	56%	22%	0%	0%

22. The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets.
23. Throughout the school, relationships at all levels between adults and pupils are an outstanding feature. Teachers and learning support assistants work very closely and effectively together. Planning for individual lessons is very thorough.
24. In several lessons teachers use easy to understand and precise objectives for pupils' learning but these are not used consistently. Where this approach is used, teaching is particularly effective. Shortcomings in teaching occur when the purpose of the lesson is not made fully clear and the pace of learning slackens. Pupils' work is regularly marked with occasional written guidance on what pupils need to do to improve.
25. The school has established very thorough procedures to assess the progress of all pupils. An outstanding feature of these procedures is the regularity and very high quality of presentation of information on pupils' attainment. These procedures contribute significantly to promoting pupils' achievement. There are several examples of pupils' day-to-day attainment being recorded clearly by staff which make minimum demands on administrative time.
26. There are both well established and also developing opportunities for pupils to be involved in their own learning; they respond well to these opportunities. This has a motivating effect on pupils' learning when targets are precise and easy for pupils to understand.

27. Parents appreciate the school's annual report to parents on their child's progress but the reports do not fully meet requirements. All parents value the informal access they have to discuss matters with teachers. Several parents feel there is too long a gap between the two formal parents evenings and the inspection team agree with this view.
28. The school provides a broad and balanced curriculum for pupils academic and personal development which fully meets statutory requirements. There is excellent enrichment of the curriculum through very relevant educational visits and most effective partnerships. The curriculum includes due regard for all national priorities, which impacts very well on learning with the exception of bilingualism which has shortcomings. Overall, provision for pupils' personal, social and moral education is excellent. Provision for health education and the promotion of pupils' spiritual and cultural development is good. The contribution made to pupils' learning by parents, other schools, the community and educational visits is outstanding.
29. The overall quality of support, care and guidance given to pupils is outstanding with well-established and meticulous procedures. The quality of provision for pupils with special educational needs is good but the process of providing statements with the local authority is long and the resulting provision of support is limited. There is a very strong principle of involving all pupils in everything the school has to offer.

Leadership and management

30. The head teacher provides very good leadership. His positive example pervades the school and its community. All staff and governors have a common purpose to provide the best for pupils. The quality of life in the school is very good.
31. All staff know their duties well and feel they are part of a team. All staff are collectively involved in monitoring standards through systematic scrutiny of pupils' work. Direct observation of teaching and learning is carried out effectively by the head teacher but subject co-ordinators are not involved in observing. The continuing professional development of all staff is effective. The school is effective in promoting national priorities, such as lifelong learning, sustainable development and citizenship. Its involvement with parents, other schools and the local community is outstanding.
32. The governing body is energetic in its work and is very well organised. Governors know the school very well. With minor exceptions, the governors fulfil their statutory responsibilities well. The role of the governors has improved considerably since the last inspection.
33. The school is self-critical of its performance and always looking for ways to improve. However, it does not have an established, formal system where the views of staff, governors, parents and pupils are brought together to be prioritised into a development plan and then formally reviewed. Whilst the

general aims of the current school development plan concentrate on standards, there is a lack precision and the use of quantitative targets.

34. The school is adequately staffed with appropriately qualified teachers. Learning support assistants are effectively deployed. All administrative, cleaning and supervisory staff make valuable contributions to school life. Daily administration and routines are carried out smoothly.
35. Learning resources are generally good. There is a lack of reliable computers. The school is well aware of this issue and has recently increased the number of computers. Accommodation is good, overall.
36. Finances are managed well with appreciated support from the local authority. The parent teacher association is very active providing generous funding for prioritised resources. Overall, the school gives good value for money.

Recommendations

37. In order to improve in the areas inspected the school needs to:
- R1 Improve standards in bilingualism across the school and also standards identified in the shortcomings for subjects.
 - R2 Establish a clear cycle of thorough self-evaluation, precise planning for improvement with critical and, where possible, quantitative evaluation of the results.
 - R3 Further develop the management role of the subject co-ordinator.
 - R4 Improve the quantity and quality of computers.*

*The school has previously identified the provision of computers as a development issue.

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

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

Subjects

39. Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	67%	13%	0%	0%

40. Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.
41. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
42. In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
Geography	Grade 2	Grade 2

43. Throughout the school, the under fives and pupils in key stages 1 and 2 make good progress and achieve good standards in the key skills of reading, writing and numeracy. The under fives are making good attempts with their letter sounds and all enjoy using books. By the end of key stage 1, pupils read with understanding and a few use expression. In key stage 2, pupils effectively use books and on-screen text to gain relevant information for their studies. Pupils use their writing skills for different purposes across the curriculum. Numeracy skills are applied well in several examples of graph work, such as grid locations in geography, and making measurements in design technology and science. Pupils use of information and communications technology across the curriculum is good for the under fives and for key stage 1 but average for key stage 2. The under fives are confident with the familiar programs they use. Key stage 1 pupils are adept in using basic procedures,

such as click and drag, in programs to support learning in subjects such as mathematics and art. The younger pupils in key stage 2 are very proficient in their use of information and communications technology but limitations in the number and reliability of computers for the oldest pupils have a negative effect on their standards of achievement. For example, there is infrequent use of word processing to further develop written work. Pupils' listening and speaking skills are very good for the under fives and very good across key stage 1 and 2. Pupils are very self-disciplined listeners and speak concisely when making contributions to discussion in class.

44. The development of pupils bilingual skills is generally limited but is good where the teacher is fluent in Welsh. Across the school, pupils' appreciation and knowledge of the culture and heritage of Wales is good. Standards in problem solving are good and in creativity are outstanding particularly in design technology, dance and art.
45. Because the number in each year group is small and variable, the comparison with national and local averages in the statutory National Curriculum assessments at the end of each key stage is statistically unreliable.
46. At the end of key stage 1, in 2005, pupils' attainment in the National Curriculum assessments for the three core subjects of English, mathematics and science at the expected level 2 was very high in comparison with all schools both locally and nationally and also schools with a similar free school meal entitlement. At the higher level 3, results in all the three core subjects were below the local and national averages.
47. There were less than ten pupils who took the National Curriculum assessments at the end of key stage 2 in 2005. Because of this an overall performance is reported on rather than results in the individual core subjects. The number of pupils who attained the expected level 4 in all the core subjects in the 2005 National Curriculum assessments at the end of key stage 2 was below national and local averages for schools with similar free school meals entitlement. This was predicted from their performance when they were in year 2 and the fact that pupils with learning difficulties had joined the school during key stage 2.
48. Results in the National Curriculum assessments for the end of year 2 have been well above local and national averages for the expected level 2, in comparison with schools having a similar free school meals entitlement, for all subjects over the last few years. Prior to 2005, standards had been rising in the National Curriculum assessments at the end of key stage 2 and were above local and national averages for schools with similar free school meals entitlement. The school is successful in meeting its realistic, statutory targets. There is no significant difference in the achievement of boys and girls.
49. Overall, pupils are making good progress in acquiring new knowledge, skills and understanding across the curriculum. Pupils with special educational needs work hard and make good progress towards the challenging targets set for them in their individual education plans. When pupils are unsure of what to

do in lessons they have the confidence to ask if the work has not been made clear. They have a good understanding of what they need to do to improve in English and mathematics. They take a great care and pride in the well-established self-evaluation of their work.

50. The overall development of pupils personal, social and learning skills is outstanding. There is a very high standard of behaviour both in and outside the school. Parents state it is a pleasure to accompany pupils on trips and they are a credit to the school. There have been no exclusions in the last year. Throughout the school, pupils take their responsibilities very seriously. Older pupils enjoy extra responsibilities given to them. For example, at lunch time they help younger pupils and organise formal road safety training for them. This has a positive effect on their self-esteem and developing maturity and also promotes a positive social mix in the school. Pupils show a very good respect for property and each other and are responsive to their teachers.
51. Pupils make their own classroom rules and appreciate the need for school rules and the consequences if they are broken. They value the reward systems which the school has. By these means pupils have a clear understanding of what is expected of them. They work and play very companionably in groups, listening to each others views. Pupils move around the school in an orderly fashion, showing care and consideration for others in opening doors and speaking politely. They confidently use procedures for dealing with any form of personal trouble. Bullying is not seen as an issue by pupils or parents. From the reception class onwards, pupils often effectively deal with minor disagreements themselves. This is outstanding.
52. Throughout the school, pupils have very positive attitudes to their learning and work productively. Pupils make good efforts to become fully engaged with the task in hand. They show good skills in organising their work and are secure in well established classroom routines. They work sensibly and effectively in groups or individually when researching information from books or predicting outcomes to a story. Pupils are developing good skills to help them maintain a lifelong interest in learning.
53. Pupils have an outstanding understanding of both their place in the community and of the world of work. They take part in many social and fundraising activities initiated by the school and the village. In lessons, pupils discuss with visitors the work they do and ways in which they look after and care for communities like theirs. Through visits, pupils are familiar with several local workplaces. They are involved in a community project on the local canal. Pupils appreciate involvement in the well-established school council. In all aspects of school life, pupils show a excellent awareness of equal opportunities issues and the diversity in world society.
54. Attendance is consistently very good throughout the school. Attendance figures are much higher than local and national averages for all primary schools. There were no unauthorised absences in the three terms prior to the inspection. Pupils are keen to come to school, arrive punctually and lessons

start promptly. Parents are discouraged from taking holidays in term time. The school complies with the requirements of the Welsh Assembly Government's guidance on pupil support and social inclusion.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
56. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	56%	22%	0%	0%

57. The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets. The quality of teaching is good overall with several examples of outstanding teaching, particularly in the year 3 and year 4 classes.
58. Throughout the school, relationships at all levels between adults and pupils are an outstanding feature. This contributes significantly to well ordered and secure learning situations in all classes. Teachers and learning support assistants work very closely together and know the pupils very well. All staff effectively apply up-to-date knowledge of developments in approaches to teaching and learning in subjects and areas of learning. Very good use is made of digital photography to stimulate pupils' involvement in learning activities. The one interactive-whiteboard is used very effectively for the one class in whose room it is located to stimulate and challenge pupils.
59. Planning for individual lessons is very thorough and routinely evaluated with constructive adjustments made to future plans where needed. This successfully promotes pupils' progress. Learning support assistants are well briefed about their contribution to individual lessons, additionally making use of their own good judgement to sensitively respond to pupils' learning needs.
60. There are several examples of teachers sharing precise learning objectives with pupils at the start of a lesson, keeping these objectives to the fore during the lesson and evaluating the success of the class in attaining these objectives at the end. This promotes very effective teaching, learning and pupils' self-assessment. At times, there are shortcomings in teaching when this approach is not consistently used and the pace of learning slows. In all classes, pupils' work is regularly marked. There are examples of helpful guidance being written in pupils' books to indicate how pupils can improve, but this good practice is inconsistent. There is good promotion of bilingualism where the teacher is fluent in Welsh but the use of incidental Welsh is limited in the majority of classes. Nearly all teachers are not Welsh speaking but they are committed to developing their knowledge of the Welsh language and are progressing well.

61. The school has established very thorough procedures to assess the progress of all pupils. Assessment takes place both during and at the end of a unit of work so that adjustments to teaching are made to positively influence pupils' progress whilst the unit is being taught. An outstanding feature of these procedures is the regularity and very high quality of presentation of information on pupils' attainment. The data is consistent against national standards and very easy to gauge the rate of progress each pupil is making. The school monitors the progress of individual pupils and also pays close attention to the relative progress of boys and girls of all abilities. These procedures contribute significantly to promoting pupils' achievement. There is flexibility of approach to the way in which teachers record pupils' attainment on a day-to-day basis. There are examples which clearly record attainment and make minimum demands on administrative time.
62. Each half-term, pupils are made very aware of their personal targets in either English or mathematics. Several of these targets are very precise and easy for pupils to understand. This has a motivating effect on pupils' learning. There are several examples where the targets for learning are too general and do not enable pupils to effectively evaluate their own progress. Pupils take great care in maintaining their individual portfolio of work covering English, mathematics and science.
63. Pupils with special educational needs have clear learning objectives in their individual education plans which are made good use of by the special educational needs teacher and class teachers. Pupils' progress against these objectives is regularly reviewed and changes to them made where required. This makes a significant contribution to pupils' progress.
64. The school provides an annual report to parents on their child's progress. These give a clear picture of attainment but design and technology and information technology are not reported separately as required. Whilst the reports give an indication of what each pupils needs to do to improve, this tends to be too general. Parents appreciate the ready access to teachers if they need information on their children's progress. There are two formal meetings scheduled with parents, one early and one late in the school year. Several parents feel this gap is too long and would welcome the second meeting to be held earlier in the year. The inspection team agree with this view. With the minor exceptions indicated, the school meets the statutory requirements for assessment and reporting. Arrangements for parents of children with special educational needs meet requirements.

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

Grade 2: Good features and no important shortcomings
--

65. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
66. The curriculum provided by the school is good, fully accessible to all pupils and complies with statutory requirements and pays due regard to national priorities, including bilingualism. It meets the needs of those pupils with additional learning needs well.
67. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
68. The schools' inclusive ethos ensures that all pupils have full access to what the school offers.
69. The school's curriculum is well thought out with a "curriculum map" which provides an overview of subjects and topics to be taught on a two year cycle. This planning is effectively used, together with whole school schemes of work, in all subjects. With all classes being of mixed age and previously covering two key stages, the curriculum is flexibly used by individual teachers to ensure full access for all pupils. A continuity of pupils' learning experiences is achieved extremely well by most thorough checking and planning between teachers. Educational visits both local and further afield, are well planned for and make a significant contribution to bringing relevance to the curriculum.
70. The support given by the Athrawes Bro has helped the school to develop the curriculum for Welsh as a second language. However, lessons in Welsh as a second language are over-long and occasionally there is an over dependence on worksheets.
71. The school has a consistent approach to the planning of key skills and as a result pupils make good overall progress in their acquisition of key and other skills. The development of the key skills of numeracy and literacy is good but the planning for pupils bilingual development lacks thoroughness across the school. At present, insufficient attention is given to the structured development of bilingual skills, especially through the use of incidental Welsh. The use of information and communications technology to support learning is well planned for but limitations in the number and reliability of computers reduces the impact upon standards. Pupils creativity is promoted extremely well in many subjects such as design technology, mathematics, art and dance.
72. The overall provision for pupils' personal, moral and social development is excellent. Pupils' health education, spiritual and cultural development are well provided for. Personal, social and health education is taught as a discreet subject in key stage 2 and permeates the curriculum in other subjects across

the school very well. Substance misuse is effectively covered and sex education meets the school's policy. Collective worship makes a good contribution to pupils' spiritual development and their understanding of moral issues. This helps them to respect truth and justice. There is good provision for pupils' cultural development including their learning about Welsh traditions and heritage through *Y Cwricwlwm Cymreig*, which is promoted well. Pupils are made aware of ethnic and cultural diversity through subjects such as art, geography and religious education.

73. The contribution to the curriculum by partnerships with parents and the community is excellent. The school is appreciative of the help and support parents and carers give and is aware that this link is a vital ingredient to its success. Parents give freely of their time to assist in the classroom, on educational visits. In addition, several parents run a wide range of after-school sports clubs after qualifying by attending *Dragon Sports* courses. Parents also attend school-run curriculum workshop evenings where they find out the strategies used by the school for their children's learning. The vast majority of parents feel well informed about the curriculum and teaching methods used. A minority of parents of older pupils would welcome a more formal system giving brief information on what is to be taught each term. Armed with this knowledge, parents are more than happy to support their children with homework and research for projects.
74. The school and the community both benefit from joint working. For example trees and shrubs provided by a local nursery have been planted with community help at weekends. The school grounds are enhanced and maintained by close working between the school and the community. The most striking feature of this partnership is the joint use of the community hall, which is an integral part of the school building. The school welcomes many visitors including local clergy, dance and drama groups. Equally, pupils entertain local residents and support local and national charities, ensuring their awareness of social disadvantage.
75. Since the last inspection work related education has improved immensely. The school has forged very strong and most effective links with local businesses. This has given pupils an insight into various aspects of economic development and has also provided sponsorship for a football kit, learning resources and match funding initiatives. Educational visits to local places of work, such as the veterinary surgery, a supermarket bakery and a Forestry Commission site, give first hand experience of the working environment and bring relevance to the curriculum. Whilst staff have not had continuing professional development through placements in commerce or industry, the wide range of visits and visitors to the school give both staff and pupils a good experience of the world of work.
76. There are excellent links with other schools and colleges. Currently the school is involved with neighbouring primary schools and the associate secondary school in several initiatives. Together, they are developing several areas of the curriculum and devising common systems for recording pupils' achievements at the end of key stage 2. The school enjoys a good teacher

training partnership with Aberystwyth University. Placements for work experience for secondary school pupils and also students from local colleges benefit both the school and those on placement.

77. First hand experience of the democratic processes is gained when pupils elect their representatives for the school council and the road safety group. Global citizenship, sustainable development and environmental issues are effectively promoted through geography and personal and social education. The school has a very active recycling scheme and has taken several practical steps to conserve resources. The school is working towards the bronze Eco School Award.

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

Grade 1: Good with outstanding features

78. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report.
79. The school provides an extremely happy, safe and caring environment for all pupils, who feel valued as individuals and are very well supported. Positive relationships are formed and pupils feel secure in the knowledge that their needs will be dealt with sensitively. This provision is an outstanding feature.
80. Parents praise the school for the very high quality of care it gives pupils. They consider problems are dealt with sensibly and their access to staff is very good. Parents are kept well informed of the work of the school by good quality newsletters and documents such as the home/school agreement. Whilst the school prospectus does not fully comply with requirements it does provide a very useful overview of the school.
81. There is an outstanding quality of personal support and guidance for all pupils. Staff know and understand their pupils needs very well and have a high standard of concern for their personal welfare, health and safety. Expertise from outside agencies gives the school additional backup when needed. Annual safety audits and risk assessments are a matter of course and well documented. Access to the hall is by a very steep ramp and, whilst pupils and adults use this with care, it is a possible health and safety hazard. Healthy lifestyles are most effectively promoted throughout the school through the Healthy Schools' initiative. There is excellent emphasis on regular exercising, sensible eating and pupils' emotional well-being.
82. Induction arrangements into the nursery are of an extremely high quality. Prospective parents are encouraged to visit the school so they can make informed choices. Children's initial attendance is gradually phased in, giving them a secure start to full-time education. Pupils transferring to the school at other times settle quickly with the help of a "buddy" and are included immediately in all activities. Collaboration with the secondary sector has

produced excellent curriculum and pastoral initiatives to promote efficient and smooth transfer.

83. Staff know the pupils very well and have a very high, practical concern for their welfare. Procedures for child protection fully meet requirements, are extremely well documented and fully understood by all staff. All staff have first aid qualifications which are regularly updated.
84. Attendance and punctuality are very closely monitored. Parents are actively discouraged from taking term time holidays and any requests are monitored closely by the head teacher. The governing body is not complacent and is constantly looking for ways to sustain high attendance. Registration is efficient and registers are completed neatly and comply with current requirements.
85. Action to promote good behaviour and discipline is thorough and monitored throughout the day by staff. Procedures for dealing with disruptive behaviour are outstanding. Active behaviour strategies involving parents and carers add to the very good practice already in operation. Problems are dealt with immediately and effectively by staff working together for the harmony of the school. A particularly outstanding feature is the example this gives to pupils to agreeably sort out problems between themselves. Policies are effective, of a high standard and closely adhered to. Caring attitudes and improved behaviour are rewarded in achievement assemblies.
86. The quality of provision for pupils with special educational needs is good. All the requirements of the special educational needs Code of Practice and the Disability Rights Act are well met. Pupils particular learning needs are identified early by very effective assessment procedures. The school actively pursues statements of special educational needs but the process with the local authority is long and the resulting provision of support is limited. This is having a negative effect on the progress of a very small number of pupils. The school makes good provision for pupils with special educational needs through specialist and class teaching. Care is taken to ensure that pupils have minimum disruption to their mainstream lessons when they are withdrawn for effective specialist teaching. Individual education plans give clear guidance and challenging targets for improvement.
87. All pupils regardless of age ability, linguistic background, disability or ethnicity have full access to the curriculum and out of hours provision. All pupils are treated fairly and equally. Pupils with disabilities are well provided for.

Leadership and management

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team do not match the judgement of grade 3 made by the school in its self-evaluation report.
89. The head teacher provides very good leadership and his positive example pervades the school and its community. A great strength of the leadership of the school is the high expectations for all pupils' positive achievement and personal development and the promotion of effective community links. These high ideals drive the work of all staff and governors. The aims and policies of the school are methodically laid out, understood by all involved and applied consistently. The quality of life in the school is very good.
90. The school ensures that all pupils have full access to the curriculum and other activities. All staff feel they are part of a team with full access to influence the continuing development of the school. All teachers are collectively very involved in the careful monitoring of the progress of all pupils against realistic expectations. This monitoring has a positive effect on standards. The continuing professional development of all staff is well matched to their individual needs and school improvement. All staff have a clear understanding of their roles and the school responds very efficiently to changes in staffing. The school is very effective in promoting national priorities. Its involvement with parents, other schools and the local community is outstanding. Lifelong learning is promoted very well.
91. The governing body is energetic in its work and is very well organised, with the roles of individual and sub-groups well established. The governing body devoted a significant amount of time in considering the school's self-evaluation report for this inspection. Governors know the school very well through information from the head teacher and their own structured visits to classes. The notes governors make after their visits are maintained most systematically and show a realistically critical approach to their visits. This provides good communication between governors and staff. With the exception of minor omissions in the prospectus and the governors' annual report to parents, the governors fulfil their statutory responsibilities well. The role of the governors has improved considerably since the last inspection.

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

Grade 3: Good features outweigh shortcomings

92. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report.

93. The school is self-critical and strives to maintain its good features and make improvement where the need is identified. The grades given by the school in its self-evaluation report are, in the main, similar to those of the inspection team. The overall process for the school's self-evaluation and planning for improvement is developing well. However, there are shortcomings in the precision of target setting and the formal scope for gathering possible areas for improvement.
94. All teaching staff rigorously monitor standards through regular formal and informal assessments of pupils' work. When a subject is being reviewed, this is done collaboratively with all staff collectively sampling pupils' work across the school. The direct observation of teaching and learning in the classroom is carried out effectively, but solely by the head teacher mainly as part of the school's effective performance management strategy. The management role of the subject co-ordinator is under-developed; the school acknowledges this.
95. The school listens to comments about what it provides and takes action to improve where relevant. Whilst there are very good relationships between all staff, parents, governors and pupils, the school lacks a formal, structured means for these interested parties to provide suggestions for improvement.
96. Staff are actively and formally involved in deciding priorities for school improvement. Led by the head teacher, a school development plan is put together. The current school development plan concentrates on standards. It covers the current year in some detail and outlines possible priorities for future years. The plan sufficiently outlines what action is to be taken but does not specify specific individuals with particular responsibility, it lacks use of quantitative targets, for example in terms of standards, and has very broad time targets. The evaluation of the immediately previous plan is not formally recorded. Priorities for improvement have been adequately supported by allocation of resources.
97. The school has made good progress since the last inspection and addressed the key issues well.

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

Grade 2: Good features and no important shortcomings
--

98. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
99. The school is adequately staffed with appropriately qualified teachers. All teachers have good subject knowledge that is relevant and up-to-date. Learning support assistants make a valuable contribution in classes and are effectively deployed. The school secretary, caretaker and mid-day staff make valuable contributions to school life as part of their normal routines.

100. Continuous professional development for teachers is well organised and linked well to priorities in the school development plan and the individual needs of staff. All teachers are conscientious in their work and make effective use of their professional development opportunities to improve pupils' achievements.
101. Pupils have access to good learning resources that are generally sufficient and appropriate to their needs. The purchasing of several new reading books has helped to develop pupils' reading skills across the curriculum. There is a lack of sufficient and reliable computers in the school. This is having a negative effect on standards, particularly for the older pupils in key stage 2. The school is aware of this need to improve provision and reliability of computers and has recently purchased additional computers. This action has not fully resolved the issue. Resources are effectively located and are appropriately accessible to pupils and all staff. The school makes very good use of the locality to enhance its resources for particular topics.
102. Accommodation in the school building is good, overall. Displays are colourful and effective, they celebrate pupils' achievements and provide a stimulus for further learning. The school benefits greatly from daily, exclusive use of the incorporated community hall. Outdoor accommodation is spacious. There is a large playing field and a big adventure area for the under fives and key stage 1. The accommodation is in good condition and is well cared for.
103. The head teacher and governors frequently review the finances for the school, are prudent in their spending and seek best value for money. Timely and appreciated financial advice on managing the school budget is provided by the local authority. The most recent auditor's report contained minor recommendations, which have been put right. The parent teacher association, of which the head teacher is chair, is very active providing generous funding to the school for prioritised resources. Overall, the school gives good value for money.

Standards achieved in subjects and areas of learning

Subject 1: 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

104. Pupils' standards of speaking and listening are outstanding. Throughout the school, pupils listen very attentively; they show great interest in what they are being taught by their teachers and what their classmates have to say. In all classes the vast majority of pupils are very articulate. They express themselves very well using extensive vocabulary and increasing complex sentence structures. In key stage 1, pupils fully recount stories and books they have read, keeping to the correct sequence. Key stage 2 pupils adapt their language most effectively to suit different occasions. They ask very pertinent and sometimes complex questions of their classmates and adults. They listen very thoughtfully to extend their understanding of the different topics they are studying.
105. All pupils make good progress in their reading and standards are good. They are familiar with the way books are organised and their level of difficulty. By the end of Key stage 1, pupils read reasonably accurately and a few read with expression. They understand what they have read and are able to make predictions about what is likely to happen in the remainder of the book or story. In key stage 2, pupils read well to find out information. More able year 6 pupils talk knowledgeably about their favourite books and authors. Pupils support each other appropriately when taking part in shared reading activities. They carefully follow the text when others are reading.
106. Key stage 1 pupils recognise individual letters and sounds. They blend simple sounds together to make words. They create short pieces of writing, using familiar dictionaries to help them when needed. A few more able, year 2 pupils write imaginatively and at length. By the end of key stage 2, pupils write in a good variety of different styles. They make good use of descriptive language in writing interesting poems and effectively persuasive pieces. They extend their use of punctuation, often using it correctly.
107. Pupils' understanding of the purpose of language develops well throughout the school and, by the end of key stage 2, pupils use their communication skills for a good range of purposes in different subjects. For instance, they appreciate the difference between formal and informal letter writing and the type of language needed for writing recipes. Years 5 and 6 know that language has changed over time.

Shortcomings

108. Throughout the school, there are times when spelling has careless errors.

109. Occasionally, pupils handwriting at both key stages is not always well-formed and legible.

Subject 2: WELSH SECOND LANGUAGE

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

110. Pupils make steady progress in their speaking and listening as they move through the school. They understand a range of familiar questions and most respond appropriately in simple words or short phrases. They all know and use simple greetings such as “bore da” and “pryhawn da”. With increasing skill, they ask questions to find out information. They recognise and respond to familiar commands. The youngest pupils sing songs in Welsh with understanding and enthusiasm.
111. Throughout the school, pupils have a positive attitude in their response to visitors using Welsh and to demonstrating their knowledge. Pupils are familiar with everyday language patterns to describe where they live and how they feel. They use a developing vocabulary to name parts of the body, colours, fruit and simple numbers.
112. Across the school, the more able pupils read to an average standard. They make good use of their knowledge of syllables to read simple words effectively.
113. Throughout the school, pupils make steady progress in their writing and achieve reasonably well. The older pupils complete written tasks with some enthusiasm and pride.

Shortcomings

114. Throughout the school, pupils’ use of writing for different purposes is limited.
115. In both key stages pupils do not compose extended pieces of writing independently. They do not use an extensive vocabulary.

Subject 3: 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

116. Across the school, all pupils make good progress in relation to their age and ability. Their achievement is good.

117. Pupils in both key stages apply their knowledge of mathematics successfully in several problem solving situations. A particularly good feature is the way in which all pupils explain their mathematical reasoning when they are tackling mental or written work. The quality of presentation of pupils' work is neat and methodical promoting accurate working or easy checking for errors.
118. From year 1 onwards, pupils develop a good mathematical vocabulary. Pupils in all classes know relevant facts about particular numbers, which are a focus for each week. Different graphical representations of data are well known. The youngest pupils know about block graphs using pictures or actual items, such as crisp bags. As pupils move through the school this extends to pie-charts and line graphs.
119. Pupils in key stage 1 use addition and subtraction well. Year 1 pupils show a good understanding when they consider the number of passengers getting on and off a bus. Year 2 pupils are very skilled in the subtraction of numbers under 20 and apply this with growing skill in the context of money. By the end of key stage 1, facts and procedures involving multiplication and division are well established. Pupils also develop a good grasp of three-dimensional shape and fractions of simple two-dimensional shapes.
120. The younger pupils in key stage 2 correctly recognise a wide range of regular and irregular two-dimensional shapes. They have a good understanding of the place value of three-digit numbers. They have gathered information regarding food preferences from pupils in other classes and presented their results clearly using data base programs.
121. By the end of year 6, pupils have a good understanding of decimals and fractions. They are familiar with the concept of negative number when they accurately plot points in all four quadrants. The concepts of mirror and rotational symmetry are well established. Pupils build on their earlier practical work with measuring weight, length and capacity and use the correct units. They correctly calculate the properties of two-dimensional shape when they measure perimeters and calculate areas.

Shortcomings

122. In their problem solving the older pupils in key stage 2 take too long to apply their otherwise generally secure knowledge of multiplication tables.
123. In key stage 2, pupils' written explanation for their problem solving activities is brief at times.

Subject 4: INFORMATION TECHNOLOGY

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

124. Information technology was not being taught as a subject during the inspection. Judgements are made from the observation of pupils making use of information technology in other lessons, examining their previously completed work and discussions with pupils and staff.

Good features

125. In key stage 1, pupils make confident use of the keyboard and mouse. They use word processing programs to produce a varied range of work and carry out simple editing, such as changing font size and improving earlier work. Text and images are incorporated and letters are written to invite other pupils to a picnic. Many print their work without help. They correctly use different on-screen tools with paint and draw programs, producing work of good quality. They successfully navigate their way through simulation programs. They use on-screen menus thoughtfully and are very competent at clicking and dragging. They are familiar with giving directions when they make use of a 'Pixie' floor-robot.
126. Throughout key stage 2, pupils are familiar with systematic saving of their work on floppy disks. This is developed to a very high order in years 3 and 4. Pupils throughout key stage 2 make very effective use of CDs and the internet to find relevant information about topics they are studying. Across key stage 2, pupils produce eye-catching information in posters and newspaper formats using many different images and font styles. Years 3 and 4 pupils carry out excellent database work when they set up individual records about themselves. They interrogate and accurately present data from these records using their own very varied and relevant ideas. Pupils develop a good understanding of producing instructions to control on-screen images with logo programs or the movement of devices external to the computer, such as a 'Roamer' robot. The logo work done by years 5 and 6 is very good. Years 5 and 6 pupils use spreadsheets to carry out mathematical calculations. By the end of key stage 2, pupils confidently use modelling programs such as mathematics adventures and grid references on maps. These oldest pupils also produce good quality, original on-screen presentations involving text, images, sound and animation using the 'Power Point' program.

Shortcomings

127. In key stage 2, pupils make insufficient use of emails.
128. In years 5 and 6, pupils' pace of working and their saving and retrieving of work is limited.

Subject 5: DESIGN TECHNOLOGY

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

129. Throughout the school, pupils are very knowledgeable about a wide range of materials, their properties and how they are suited for different uses. They know a very wide range of methods of joining materials. The methodical way in which they carry out the designing and making processes and particularly the evaluation, is outstanding. Finished items are of an outstandingly high quality, are all different whilst still closely matching the original design brief. In all classes pupils design and make foods for different purposes and are aware of how this is done commercially, for example by visits to a bakery. Pupils are very much aware that the product they are making has a purpose or function and the needs of the user must be carefully considered.
130. In year 1, pupils use their skills in sewing to produce good quality purses. They collaborate in designing a coat for a scarecrow with pockets and a very convincing finish. Year 2 pupils select different fabrics to make a wide range of hand puppets which they use in a puppet theatre. The careful way in which they think about their work, producing a wide range of products which all meet the original brief is outstanding.
131. In year 3, pupils study how commercially made breakfast cereal boxes and similar products are constructed. They consider the function of the box, both in terms of what it is to contain and its appeal to potential customers. Materials and designs are carefully chosen and result in an outstanding range of finished products. The work done by year 3 and year 4 pupils in designing and making photograph frames is exemplary. They give excellent consideration to the person who is to receive the frame, the photograph to be used and the construction of a free-standing product. They experiment with different types of hinge for the frame. There is thoughtful choice made in the selection of materials, which they shape and join with great care.
132. By the end of key stage 2, pupils use wood, plastic, batteries, motors, gears and wheels to make working 'buggies' which travel on the floor. There is one, very novel solar powered buggy. These older pupils have made an excellent range of models, which are ingeniously designed to pick up leaves and litter in the playground. A particularly outstanding feature of the work of the oldest pupils is the way they evaluate each others work. The system is that one pair of pupils evaluate the work of one of their classmates. A range of clear, generic criteria are used with agreed weighting to each feature resulting in a final judgement on the product. This is very sophisticated work.

Shortcomings

133. There are no shortcomings.

Subject 6: GEOGRAPHY

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good features

134. Pupils in both key stages are developing a good knowledge and understanding of places and their use of technical terms is well developed. Pupils make good progress in their geographical skills from year 1 onwards. They are aware of dangers to the environment and sensibly discuss strategies for improvement. Pupils in both key stages make good use of maps of different scales for a variety of purposes. They give directions using appropriate vocabulary. A wide range of geographical, scientific and mathematical equipment is used with confidence in both key stages. Throughout the school, pupils make good use of several reference sources such as books, photographs and information and communications technology to obtain information and apply their geographical skills. All pupils develop a progressive knowledge and understanding of Wales and of its relationships with the wider world.
135. Key stage 1 pupils are familiar with maps of the immediate area. They are skilled in recognising features of the natural and built environment within Arddleen. They gain this knowledge from well-structured field work in the village and from careful study of aerial photographs. They have good knowledge of the work of people in the community. They use their knowledge of their local area to develop their skills when studying a contrasting area.
136. Key stage 2 pupils have good knowledge of the weather. They correctly identify weather symbols and understand the principles of the rain cycle. A good range of weather vocabulary is used. Year 5 and 6 pupils make good comparisons between their own locality and a contrasting location when they visit Conwy and study a range of relevant maps of different scale. Many pupils correctly identify features on a street map. Pupils understanding of several aspects of places further away is promoted well when they study contrasting communities such as the Indian village of Chembakolli. The oldest pupils are skilled in using computer programs, which rely on their understanding of map grid references.
137. Educational visits provide good opportunities for pupils to develop their observational skills when studying local and contrasting areas.

Shortcomings

138. There are no significant shortcomings.

School's response to the inspection

As a school we welcome and celebrate the findings of the inspection team which has identified the success and achievements of children, staff and parents associated with Arddleen School.

We are pleased that the inspection report reflects the continued improvement in standards in the key skills of reading, writing and numeracy. The report recognises the steady improvement in the National Curriculum assessments at the end of Key Stage 1 and Key Stage 2 since the last inspection. It was also noted that pupils make good progress across the curriculum in acquiring new skills and knowledge.

The report highlights the overall high quality of teaching across the school which is much better than the Welsh Assembly Government targets. The report identifies detailed planning, routine evaluations, assessments and future lesson planning to meet the needs of pupils as one of our strengths. We are pleased the inspection team acknowledged the commitment and skill of support staff in helping children achieve their full potential or gain access to the curriculum.

The inspection findings identify that children are well cared for, guided and supported in all aspects of their school life. The school fosters positive attitudes and relationships where children feel happy, secure and grow in confidence in their abilities. The report identifies the way that school enhances and strengthens the curriculum through links with local businesses, visits and the use of "experts" coming into classes.

The inspection team recognised the professional approach to the self evaluation process where the school has established a critical, analytical approach. It was heartening to agree, on the whole, with the inspection team.

The head teacher would like to thank the inspection team for their professionalism and involvement with the children during their time in school. The recommendations will help the school to make further improvements.

Following the receipt of this report staff and governors will devise an action plan based on the recommendations and shortcomings identified, in particular improving standards of bilingualism, develop further the role of subject co-ordinators, strengthen the self evaluation process and school development planning. In addition school will address the resource implications of computers, as this is a problem area.

A copy of the action plan will be sent to all parents with a progress report in the Annual Governors' Report in July 2006.

Appendix A

Basic information about the school

Name of School	Arddleen County Primary School
School type	Community
Age-range of pupils	4 to 11
Address of School	Arddleen Llanymynech Powys
Post-code	SY22 6RT
Telephone number	01938 590445

Head teacher	Mr John Morgan
Date of appointment	January 1990
Chair of governors	Mr Brian Lawson
Registered inspector	Mr Glyn Gaskill
Dates of inspection	26 – 28 September 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	12	12	10	14	13	7	11	79

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	6	5.2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15.2
Pupil : adult (fte) ratio in nursery classes	Start in January
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	19.8
Teacher (fte) : class ratio	1.3

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2005	96%	96%	96%
Spring 2005	97%	94%	95%
Autumn 2004	No nursery in autumn	96%	97%

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

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Provisional Results 2005			Number of pupils in Y2		14			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	0	93	7	0
		National 2004	0	4	13	63	20	0
En: reading	Teacher Assessment	School	*	*	*	*	*	*
		National	0	3	11	63	23	0
En: writing	Teacher Assessment	School	*	*	*	*	*	*
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	*	*	*	*	*	*
		National	0	4	14	55	27	0
Mathematics	Teacher Assessment	School	0	0	0	100	0	0
		National 2004	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	100	0	0
		National 2004	0	2	10	65	23	0

* These figures have not been made available

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%

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:

National Curriculum Assessment KS2 Provisional Results 2005		Number of pupils in Y6		7	
As the number of pupils eligible for assessment at the end of Key Stage 2 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 English or Welsh (first language)	
By Teacher Assessment	
In the school	57%
In Wales 2004	72%

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspector-days in school. In addition, a peer assessor worked with the team for two-and-a-half days.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, staff, governors and parents.
- Twenty-five questionnaire responses from parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Twenty-three lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with staff regarding different aspects of the school.
- Assemblies, acts of collective worship and registrations were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school was examined.
- The head teacher was the school's nominee and was present when inspectors held meetings.

After the inspection:

- The inspection outcomes were shared with the head teacher, school staff and governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Key Questions 5 and 6 Contributions to: Key Questions 1, 2, 3, 4 and 7 Mathematics, Information technology, Geography.
Mrs Sue Sperring Lay Inspector	Contributions to: Key Questions 1, 3 and 4.
Mrs Carolyn Thomas Team Inspector	Key Question 7 Contributions to: Key Questions 1, 2, 3 and 4. English, Welsh second language, Design technology.

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

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

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

**Arddleen County Primary School
Arddleen
Llanymynech
Powys
SY22 6RT**

Summary for Parents

School Number: 6662003

Date of Inspection: 26 – 28 September 2005

by

**Glyn Gaskill
5539**

Date: 28 November 2005

Under Estyn contract number: T/024/05P

© Crown Copyright 2005

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

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Basic information about the school

Name of School	Arddleen County Primary School
School type	Community
Age-range of pupils	4 to 11
Address of School	Arddleen Llanymynech Powys
Post-code	SY22 6RT
Telephone number	01938 590445

Head teacher	Mr John Morgan
Date of appointment	January 1990
Chair of governors	Mr Brian Lawson
Registered inspector	Mr Glyn Gaskill
Dates of inspection	26 – 28 September 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	12	12	10	14	13	7	11	79

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	6	5.2

A SUMMARY REPORT FOR PARENTS

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

The inspection of Arddleen County Primary School took place between 26 – 28 September 2005. An independent team of inspectors, led by Glyn Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Summary

Arddleen primary school is a good school with many strengths, particularly the outstanding care it provides for its pupils. The school is an integral part of the local community. Good progress has been made since the last inspection. The inspection team agreed with the majority of judgements made by the school.

Table of grades awarded

The inspection team judged the school's work as follows:

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?	2
4. How well are learners cared for, guided and supported?	1
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

Standards

Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	67%	13%	0%	0%

Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.

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

In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
Geography	Grade 2	Grade 2

Throughout the school, pupils make good progress and achieve good standards in the key skills of reading, writing and numeracy. Pupils use of information and communications technology across the curriculum is good for the under fives and for key stage 1 but average for key stage 2. The limitations in the number and reliability of computers for the oldest pupils have a negative effect on standards. Pupils' listening and speaking skills are good for the under fives and very good across key stage 1 and 2. Pupils are very self-disciplined listeners and speak concisely when making contributions to discussion in class.

Pupils bilingual development is generally limited but is good where the teacher is fluent in Welsh. Across the school, pupils' appreciation and knowledge of the culture and heritage of Wales is good. Standards in problem solving are good and in creativity are outstanding particularly in design technology, dance and art.

Because the number in each year group is small and variable, the comparison with national and local averages in the statutory National Curriculum assessments at the end of each key stage is statistically unreliable.

At the end of key stage 1, in 2005, pupils' attainment in the National Curriculum assessments for the three core subjects of English, mathematics and science at the expected level 2 was very high in comparison with all schools both locally and nationally and also schools with a similar free school meal entitlement. At the higher level 3, results in all the three core subjects were below the local and national averages.

The number of pupils who attained the expected level 4 in all the core subjects in the 2005 National Curriculum assessments at the end of year 6 was below national and local averages for schools with similar free school meals entitlement. This was predicted from

their performance when they were in year 2 and the fact that pupils with learning difficulties had joined the school during key stage 2.

Over the last few years, results for all core subjects in the National Curriculum assessments for the end of year 2 have been well above local and national averages for the expected level 2, in comparison with schools having a similar free school meals entitlement. Prior to 2005, standards had been rising in the National Curriculum assessments at the end of year 6 and were above local and national averages for schools with similar free school meals entitlement.

Overall, pupils are making good progress across the curriculum in acquiring new skills and knowledge. Pupils with special educational needs make good progress towards the challenging targets set for them. Pupils take a great care and pride in the well established self-evaluation of their work in the core subjects. They are not always clear about what is needed in all lessons.

Pupils' personal development is outstanding. They have very positive attitudes to their learning which successfully promotes their lifelong interest in learning. There is a very high standard of behaviour both in and outside the school. Bullying is not seen as an issue by pupils or parents. From the reception class onwards, pupils often effectively deal with minor disagreements themselves. This is outstanding.

Pupils' attitude to responsibility and respect for others is outstanding. They have an excellent awareness of many aspects of the local community. They have first-hand experience of the democratic process, through activities such as the school council. Pupils show a very good awareness of equal opportunities issues. They have a very thorough understanding about diversity in society. Pupils have an outstanding appreciation of the importance of the world of work and a positive attitude to local and global citizenship. Pupils are very aware of practical activities which promote sustainable development.

Attendance and punctuality are consistently very good throughout the school.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	56%	22%	0%	0%

The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets.

Throughout the school, relationships at all levels between adults and pupils are an outstanding feature. Teachers and learning support assistants work very closely and effectively together. Planning for individual lessons is very thorough.

In several lessons teachers use easy to understand and precise objectives for pupils' learning but these are not used consistently. Where this approach is used, teaching is particularly effective. Shortcomings in teaching occur when the purpose of the lesson is

not made fully clear and the pace of learning slackens. Pupils' work is regularly marked with occasional written guidance on what pupils need to do to improve.

The school has established very thorough procedures to assess the progress of all pupils. An outstanding feature of these procedures is the regularity and very high quality of presentation of information on pupils' attainment. These procedures contribute significantly to promoting pupils' achievement. There are several examples of pupils' day-to-day attainment being recorded clearly by staff which make minimum demands on administrative time.

There are both well established and also developing opportunities for pupils to be involved in their own learning; they respond well to these opportunities. This has a motivating effect on pupils' learning when targets are precise and easy for pupils to understand.

Parents appreciate the school's annual report to parents on their child's progress but the reports do not fully meet requirements. All parents value the informal access they have to discuss matters with teachers. Several parents feel there is too long a gap between the two formal parents evenings and the inspection team agree with this view.

The school provides a broad and balanced curriculum for pupils academic and personal development which fully meets statutory requirements. There is excellent enrichment of the curriculum through very relevant educational visits and most effective partnerships. The curriculum includes due regard for all national priorities, which impacts very well on learning with the exception of bilingualism which has shortcomings. Overall, provision for pupils' personal, social and moral education is excellent. Provision for health education and the promotion of pupils' spiritual and cultural development is good. The contribution made to pupils' learning by parents, other schools, the community and educational visits is outstanding.

The overall quality of support, care and guidance given to pupils is outstanding with well-established and meticulous procedures. The quality of provision for pupils with special educational needs is good but the process of providing statements with the local authority is long and the resulting provision of support is limited. There is a very strong principle of involving all pupils in everything the school has to offer.

Leadership and management

The head teacher provides very good leadership. His positive example pervades the school and its community. All staff and governors have a common purpose to provide the best for pupils. The quality of life in the school is very good.

All staff know their duties well and feel they are part of a team. All staff are collectively involved in monitoring standards through systematic scrutiny of pupils' work. Direct observation of teaching and learning is carried out effectively by the head teacher but subject co-ordinators are not involved in observing. The continuing professional development of all staff is effective. The school is effective in promoting national priorities, such as lifelong learning, sustainable development and citizenship. Its involvement with parents, other schools and the local community is outstanding.

The governing body is energetic in its work and is very well organised. Governors know the school very well. With minor exceptions, the governors fulfil their statutory

responsibilities well. The role of the governors has improved considerably since the last inspection.

The school is self-critical of its performance and always looking for ways to improve. However, it does not have an established, formal system where the views of staff, governors, parents and pupils are brought together to be prioritised into a development plan and then formally reviewed. Whilst the general aims of the current school development plan concentrate on standards, there is a lack precision and the use of quantitative targets.

The school is adequately staffed with appropriately qualified teachers. Learning support assistants are effectively deployed. All administrative, cleaning and supervisory staff make valuable contributions to school life. Daily administration and routines are carried out smoothly.

Learning resources are generally good. There is a lack of reliable computers. The school is well aware of this issue and has recently increased the number of computers. Accommodation is good, overall.

Finances are managed well with appreciated support from the local authority. The parent teacher association is very active providing generous funding for prioritised resources. Overall, the school gives good value for money.

Recommendations

In order to improve in the areas inspected the school needs to:

- R1 Improve standards in bilingualism across the school and also standards identified in the shortcomings for subjects.
- R2 Establish a clear cycle of thorough self-evaluation, precise planning for improvement with critical and, where possible, quantitative evaluation of the results.
- R3 Further develop the management role of the subject co-ordinator.
- R4 Improve the quantity and quality of computers.*

*The school has previously identified the provision of computers as a development issue.

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.

Acknowledgement

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