

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

**A Report on the Quality of Education in
Beguildy Church in Wales Primary School
Beguildy
Knighton
Powys
LD7 1YE**

School Number: 6663023

Date of Inspection: 20th–22nd MARCH 2007

by

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Beguildy 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 Beguildy Primary School took place between 20th and 22nd March 2007. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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	1
Summary	2
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	15
Leadership and management	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key Question 7: How efficient are leaders and managers in using resources?	19
Standards achieved in subjects and areas of learning	20
English	20
Mathematics	21
History	22
Geography	22
Art	24
Physical education	25
School's response to the inspection	26
Appendices	27
1 Basic information about the school	27
2 School data and indicators	27
3 National Curriculum assessments results	28
4 Evidence base of the inspection	28
5 Composition and responsibilities of the inspection team	29

Context

The nature of the provider

1. Beguildy is a voluntary controlled primary school situated in the small village of Beguildy which is in the Teme Valley between Newtown and Knighton. It is very close to the Shropshire border. The Unitary Authority (UA) is Powys. There are 68 pupils on roll between the ages of four and eleven, including one pupil of nursery age who attends on a full time basis.
2. Pupils come from a range of backgrounds, including a large proportion of pupils who come from socially and economically disadvantaged rural backgrounds. The school is in receipt of a 'Raise' grant, intended to improve the attainment of pupils in schools where there is a high degree of economic disadvantage.
3. On entry, most children have below average levels of basic skills. The school reports that 21% of pupils are entitled to free school meals which is well above the UA average and above the all-Wales average for primary schools.
4. About 50% of pupils have some degree of special educational needs (SEN). Three pupils have statements of SEN for a range of reasons. No pupil was excluded in the last school year. No pupil has the National Curriculum (NC) disapplied.
5. English is the predominant language of all pupils. No pupil speaks Welsh as a first language. No pupil has support in English as an additional language, nearly all pupils are of Welsh extraction.
6. The school was last inspected in the Spring Term 2001, when the current headteacher was in post.
7. During the inspection, one permanent member of staff was absent due to ill health. Over the course of the inspection two supply teachers filled in turn this post.
8. The school holds the Basic Skills Quality Mark, the Eco-Schools Silver and Bronze awards and the Green Flag status.
9. The school has an appropriate set of aims which reflects its Christian traditions.

The school's priorities and targets

10. The school's priorities for 2006/2007 are: -
 - to raise standards in religious education and collective worship.
 - to raise standards in history, geography, physical education, literacy, early years, information technology, Welsh as a second language and mathematics;
 - to raise pupils' awareness of environmental issues and to achieve 'eco-school' status and

- to refurbish parts of the school buildings.

Summary

11. Beguildy is a good school, which provides well for its pupils. It has made good progress since the last inspection in addressing the key issues of that inspection. It is well led.
12. The inspection team agrees with all of the judgements made by the school about the standards pupils achieve and about all other areas of its work.

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?	2
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?	2
7 How efficient are leaders and managers in using resources?	2

Standards

13. The quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Many children begin school with below the UA average levels of skills for children of this age. They make good progress and are ready by the end of the reception year to begin the next stage of their education.
14. Overall, pupils' standards of achievement in the subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	83%	0%	0%	0%

15. Pupils' standards of achievement are at least Grade 2 in 100% of lessons seen. These figures are above the target set by the Welsh Assembly Government (WAG) in its 'Learning Country' document.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
English	2	2
Mathematics	2	2
History	2	2
Geography	2	2
Art	1	1
Physical education	2	2

16. Pupils' achievements in the key skills are Grade 2 overall (good features and no important shortcomings). In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking and listening are Grade 1 (good with outstanding features). Across the school, pupils are articulate and speak with confidence. They have well developed listening skills and maintain concentration very well. Pupils read well in English across both KS1 and KS2 for a wide range of purposes and have good research skills. They write extensively in different styles and for different purposes, for example in history and geography.
17. Pupils' achievements in communication in Welsh are Grade 2. In KS1 and KS2, pupils speak and listen in Welsh well, bearing in mind their starting points. Younger pupils have good listening skills and quickly learn new Welsh words. Older pupils in KS2 listen very carefully. They speak and read in Welsh well. Pupils' writing skills are good. They are beginning to be confident in expressing themselves in the language.
18. Pupils' mathematical skills in other subjects are Grade 2, as they are in information and communications technology. Pupils' understanding of the significant features of Welsh literature, history, music, dance and the art of Wales are Grade 1. By the end of KS2, pupils are well aware of the history of their own area and of wider Wales. They benefit significantly from a good range of opportunities in their local area and further afield to be given a very clear understanding of their Welsh heritage, culture and traditions. Across the school, pupils have a very clear understanding through a very good range of bilingual displays of how to use English and Welsh in their everyday lives.
19. Pupils' personal skills are Grade 1. Pupils show very high levels of respect and good manners to each other and to adults. They work together very willingly and constructively. They show considerable levels of concern for each other.
20. In both key stages, pupils' creative skills are Grade 2. They use a wide range of materials and techniques to produce work of a high quality. Pupils work well together and share resources willingly. They are well aware of the expectations which their teachers have of them, both for the shorter and longer term.

21. In the 2006 national assessments for seven year olds, where a small group of pupils took the assessments, the proportion of pupils who achieved at least the expected level (Level 2) in English, was above the UA and national averages. In mathematics and science results were just below the UA and national averages. When these results are combined, pupils achieved above the UA and national averages. When compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the school performed well above most similar schools.
22. In the previous three years, the performance of the school in the end of KS1 assessments has varied. This is a direct result of the small number of pupils who are assessed annually, where the performance of one child has a significant impact on the overall performance of the school. For the same reason, there is no discernable pattern in the performance of boys against girls in these assessments.
23. The overall performance of pupils in 2006 at the end of KS2 assessments for eleven year olds was below the UA and national averages in English, mathematics and science. When these results are combined, the school's results were below the UA and national averages. When these results are compared to schools with a similar proportion of pupils entitled to free school meals in the UA, results were just below most of these similar schools in all three subjects. In the previous two years, the results in these assessments were very high in all subjects, with all pupils achieving at least the expected standard (Level 4). In 2006 a large proportion of the small group who were assessed were considered to have some degree of SEN. When these results are compared to the standards these pupils achieved at the age of seven, these pupils made good progress.
24. As with results for seven year olds, care should be taken when interpreting this data because of the small number of pupils who were assessed. There is no reliable picture of the relative performance of boys against girls in the longer term. Since 2004, the targets agreed with the UA have been met
25. Pupils are very well motivated. They enjoy learning and work hard. Throughout the school, pupils are very well behaved. There have been no exclusions in the school in the year prior to the inspection. Attendance for the three terms leading up to the inspection was just below the expected target.
26. Pupils across the school have a good understanding of equal opportunities. They show respect for each other and understand that different ways of life and cultures are included in modern society.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	68%	0%	0%	0%

27. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons compared well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. Nationally the quality of teaching is at least good in 79% with 17% having outstanding features.
28. In the reception class, teachers and their assistants show a clear understanding of how to plan an appropriate curriculum for their children and to provide a good range of learning experiences.
29. Across the school in KS1 and KS2 in the best lessons, good features include:-
- very high expectations of pupils;
 - very careful planning which makes the objectives very clear;
 - very effective questioning which encourages pupils to respond in extended sentences;
 - very good subject knowledge;
 - well taken opportunities to promote effectively pupils' bilingual skills; and
 - the provision of a calm and purposeful atmosphere where pupils feel that their contributions are valued.
30. There are effective arrangements to provide teachers with regular updates on the progress that pupils are making. Teachers know pupils individually and ensure that work is appropriately challenging. Annual reports to parents provide detailed information on their children's progress in all subjects of the National Curriculum (NC). The school meets all statutory requirements to carry out assessments and to record pupils' achievement.
31. The school provides a broad, balanced and relevant curriculum, which meets the needs of individuals and caters well for all pupils, including those with SEN. Curriculum policies, schemes of work and planning documents are well constructed. Key and basic skills and the common requirements of the NC are clearly identified. There are well-planned visits to places near at hand and further afield.
32. Provision for the development of spiritual, moral, social and cultural development is good and collective acts of worship meet statutory requirements. The school's links with parents, other schools and the local and wider community are outstanding features. There are close links locally, for example, relating to a recycling scheme, the development of the school garden and the organisation of a 'manufacturing' week. Links with the secondary school to which most pupils transfer are well established and good liaison arrangements exist.

33. *Y Cwricwlwm Cymreig* is very successfully promoted across the curriculum. Very good opportunities are provided for pupils to learn about the culture, economy, environment and history of Wales. Pupils' bilingual skills are developed very successfully through very well planned opportunities across the curriculum and in extra-curricular activities.
34. Work related education is good and the school benefits from the placements teachers have experienced in a range of industries. A 'manufacturing week' and a 'cosy café' initiative successfully promotes pupils' understanding of the world of work and commerce.
35. Pupils have a good awareness of sustainable development and global citizenship. Links with a school in South Africa have raised awareness of those less fortunate than themselves, and of the diversity which exists in modern societies.
36. The quality of care, support and guidance is good. The partnerships with parents and carers are good. A particularly strong feature is the outstanding personal support and guidance given to pupils. The school has effective means in place to monitor punctuality, attendance and behaviour. The school's provision for the healthy development and well being of pupils is good.
37. There is a child protection policy in place which is in line, with local procedures. All pupils are treated equally and with dignity and respect. All pupils have equal access to all lessons and activities. Good race relations are promoted successfully and the school recognises and celebrates diversity. The school makes all reasonable efforts to secure equal treatment for the disabled and has carried out a review of access arrangements for those with a physical disability.

Leadership and management

38. The headteacher provides a very purposeful and energetic lead. There is a very positive atmosphere where teachers work supportively and constructively together. The school's ethos is positive and reflects the school's Christian traditions. All staff share the headteacher's objectives to help pupils achieve well and to give pupils very positive individual support.
39. The school gives close attention to national priorities and local partnerships and agreements. Links with the local community and with the secondary school are strong. However, the school is in the early stages of preparing for the introduction of the Foundation Phase. It has yet to take the necessary steps to ensure the successful implementation of this initiative in September 2008.
40. There are effective arrangements in this small school for all teaching staff to manage their areas of responsibility well. Teachers have a clear understanding of the strengths and areas for development within the school.
41. The governing body is very committed to the school and is well informed. It keeps a careful eye on the progress pupils make. Governors follow up carefully on the priorities they have set for improvement. They hold the leadership

properly to account. The governing body meets all of its statutory requirements in full.

42. The process of self-evaluation is strong and is firmly based on first hand evidence. The views of all stakeholders are carefully considered. Subject co-ordinators are well informed about the performance of their areas of responsibility.
43. The school's self-evaluation document is well constructed. It provides a clear picture of the school's strengths and weaknesses. It is closely linked to the school's development plan (SDP), which is well used as a working document to promote school improvement. The school's self-evaluation is accurate. Since the last inspection in March 2001, the school has made good progress. The key issues of that inspection have been well addressed.
44. The school is extremely well staffed with teachers and non-teaching assistants. Resources are well matched to the ages and needs of the pupils and are well used. Classrooms are colourful and contain stimulating displays of pupils' work. The school uses and deploys its resources well.
45. Bearing in mind the standards of achievement of many of the pupils by the age of eleven, together with the overall quality of education provided, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 raise standards further by addressing the minor shortcomings indicated in the subjects reported; and
- R2 take steps to ensure that the school is fully prepared to introduce the Foundation Phase for primary education in September 2008.

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

46. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
47. Pupils' standards of achievement in the lessons observed are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	83%	0%	0%	0%

48. Pupils' standards of achievement in lessons are above the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better as set out in the 'Learning Country' document.
49. Baseline assessments indicate that achievement on entry is generally below average.
50. The overall quality of the education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
51. In KS1 and KS2 in the subjects inspected, standards of achievement are as follows: -

Inspection Area	KS1	KS2
English	2	2
Mathematics	2	2
History	2	2
Geography	2	2
Art	1	1
Physical education	2	2

52. In the 2006 national assessments for seven year olds, where a small group of pupils took the assessments, the proportion of pupils who achieved at least the expected level (Level 2) in English, was above the UA and national averages. In mathematics and science results were just below the UA and national averages. When these results are combined, pupils achieved above the UA and national averages. When compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the school performed well above most similar schools.
53. In the previous three years, the performance of the school in the end of KS1 assessments has varied. This is a direct result of the small number of pupils who are assessed annually, where the performance of one child has a significant impact on the overall performance of the school. For the same

reason, there is no discernable pattern in the performance of boys against girls in these assessments.

54. The overall performance of pupils at the end of KS2 assessments for eleven year olds was below the UA and national averages in English, mathematics and science. When these results are combined, the school's results were below the UA and national averages. When these results are compared to schools with a similar proportion of pupils entitled to free school meals in the UA, results were just below most of these similar schools in English, mathematics and science. In the previous two years, the results in these assessments were very high in all subjects, with all pupils achieving at least the expected standard (Level 4). In 2006 a large proportion of a small group who were assessed were considered to have some degree of SEN. When these results are compared to the standards these pupils achieved at the age of seven, these pupils made good progress.
55. As with the results for seven year olds, care should be taken when interpreting this data because of the small number of pupils who were assessed. There is no reliable picture of the relative performance of boys against girls over time. Since 2004, the targets agreed with the UA have been met.
56. Overall, pupils' achievements in the key skills are Grade 2. In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking and listening are Grade 1. Across the school, pupils are articulate and have considerable confidence when discussing their ideas and beliefs with adults and with each other. Younger pupils speak well in extended sentences. They ask and answer questions clearly and listen carefully to their teachers and to each other. Older pupils in KS2 speak with considerable confidence, suggesting ideas and improvements to their own work and to that of others. Across the school they have very well developed specialist vocabularies, for example when describing their movements in dance or when evaluating their work in art. They speak very clearly and fluently.
57. Pupils read well in English across KS1 and KS2 for a wide range of purposes and have good research skills using reference books and the Internet confidently. Through a wide range of well planned and relevant activities, they know how to write in different styles and for different purposes, for example in history and geography.
58. Pupils' achievements in communication in Welsh are Grade 2. In KS1 and KS2, pupils speak and listen in Welsh well, bearing in mind their starting points. Younger pupils have very good listening skills and quickly learn new Welsh words which are pronounced accurately. Older pupils in KS2 listen carefully in Welsh. They use basic language patterns appropriately and effectively when answering questions. In reading and writing, they make good progress and are beginning to be confident in expressing themselves in the language.
59. In KS1 and KS2, pupils' mathematical skills in other subjects are Grade 2. For example, pupils in KS1 use the language of shape and space well when studying plans in geography. They draw simple graphs when recording in

science. In KS2, they use their mathematical skills well in measuring and designing in design technology and in drawing diagrams and charts in geography. They use their mathematical skills well to calculate distances when using scale maps.

60. Pupils' skills in information and communications technology (ICT) are also Grade 2. Within KS1 and KS2, pupils use the Internet confidently to find out information, for example in science, history, geography and art. Within KS1, pupils use the mouse correctly and make their way through simple programmes and graphic packages. They are beginning to write, edit and print their own work. In KS2, pupils use their ICT skills well in a wide range of situations, for example to present their work in lively ways, using a multimedia programme. They use ICT to design and make attractive covers for a CD they are producing.
61. Pupils' understanding of the significant features of Welsh literature, history, music, dance and the art of Wales is Grade 1. At the end of KS1, pupils are well aware of the history of their area and that of wider Wales. They benefit significantly from a wide range of opportunities in their locality and further afield to develop a very clear understanding of their Welsh heritage, culture and traditions. Across the school pupils have a very well established understanding through a very good range of opportunities and through bilingual displays around the school of how to use Welsh and English in their everyday lives.
62. Pupils' personal skills are Grade 1 and have some outstanding features. Pupils show very high levels of respect and good manners to each other and to adults. They work together very willingly and constructively and show considerable concern for each other.
63. In both key stages, pupils' creative skills are Grade 2. A particular strength is the overall high quality of pupils' work in dance and in art. They use a wide range of media and techniques to produce work of a high quality in these subjects.
64. Pupils work very willingly together. They enjoy sharing their ideas in small groups and when discussing with their teachers. They share their resources freely. They are well aware of the expectations the school has of them in the shorter and longer term.
65. Pupils are extremely well motivated, enjoy learning and work hard. They are confident and co-operate well with adults and with each other. They concentrate on what is required of them and settle down to work quickly.
66. Pupils throughout the school are very well behaved. They are friendly and helpful towards each other and courteous to staff and visitors to the school. They understand what standards of conduct are expected of them, and this contributes to the good progress made in lessons and to the overall work of the school as a community. Parents' responses to the standards of behaviour both in the questionnaires returned and at the pre-inspection meeting were very

positive. There have been no exclusions from the school in the year prior to the inspection.

67. Attendance for the three terms prior to the inspection was just below the expected targets set. They were 93.05% for reception and 92.7% for the rest of the school. A virus across the UA was responsible for low attendance in the Spring Term 2006. Pupils are punctual at the start of the day and lessons start on time. Registration is conducted in accordance with statutory requirements.
68. Pupils understand how to improve their learning and are involved with teachers in setting and agreeing their own targets. The School Council, Eco Committee and Y6 pupils who organise the 'Cosy Café' show good examples of problem solving and decision making activities. These all involve the wider community contributing to the pupils' awareness of learning beyond their time in school.
69. Pupils' personal, social, moral and wider development is an outstanding feature of the school. Assemblies, discussion time and collective worship provide pupils with opportunities to explore moral and spiritual values, including awareness of the values of others. The mutual respect between staff and pupils is evident in the excellent relationship they enjoy. Support for charities such as Operation Christmas Child reflects pupils' awareness of those less fortunate than themselves.
70. In discussions with pupils it is evident that they accept and expect equal opportunities to be a normal every day way of life. The respect, which they show for each other, is extended to include diversity within society. Parents at the pre inspection meeting said that all children were treated fairly and not disadvantaged from taking part in any activities.
71. Pupils are very well prepared for effective participation in the work place and the community. A whole range of outside organisations visit and contribute to the life of the school, including the school nurse, the police, the vicar, the recycling officer and the forest school ranger. Pupils have strong, established links both with local businesses and the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

72. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
73. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	68%	0%	0%	0%

74. The quality of teaching is good or better, that is Grade 1 and Grade 2 in 100% of lessons. The quality of teaching is outstanding, that is Grade 1 in 32% of lessons.
75. These figures compare well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. Nationally, the quality of teaching in primary schools is good in 79% of lessons with 17% having outstanding features. In the reception class, teachers and their assistants show a clear understanding of how to plan an appropriate curriculum for these children and to provide a good range of learning experiences.
76. Across the school, teachers have high expectations of their pupils. They plan very carefully so that the objectives of the lessons are very clear, as are the steps which should be taken by the teachers and pupils to achieve them. Teachers very successfully encourage pupils to respond in extended sentences by carefully constructed questioning and by recognising pupils' contributions warmly.
77. In the best lessons, teachers show very good subject knowledge and demonstrate very clearly and ably the standards they wish their pupils to achieve, for example in dance. Pupils are regularly reminded of how much is expected of them within the time available. Teachers make and take up opportunities very readily and effectively to promote their pupils' bilingual skills very successfully. Lessons move forward in a calm and purposeful atmosphere. Pupils feel that their contributions are valued. Pupils respond very positively and wish to please their teachers because of this.
78. Teachers take good care to ensure that the tasks set are well matched to the wide range of ages and abilities within the classes. They very carefully ensure that all pupils are treated fairly and enjoy school. Resources are carefully organised so that they support the objectives of the lessons effectively; for example, in a history lesson about the life of William Morgan as part of the pupils' study of the Tudor period.
79. Across the school, teachers use ICT well to make their lessons interesting and informative. The school uses a range of effective assessment procedures to provide teachers with regular updates on the progress that pupils are making to the targets agreed with them.
80. Teachers know pupils individually and ensure that work is appropriately challenging. Though work is marked regularly the quality and focus of the marking varies across key stages. Where comments are written they indicate how specific aspects can be improved. The school meets all statutory requirements with regard to assessments and the recording of pupils' achievements.
81. There are collections of pupils' work to indicate the standards pupils should achieve year on year. These provide teachers with useful examples of assessed work indicating the levels that should be achieved.

82. Annual Reports to parents conform to statutory requirements and provide detailed information on pupils' progress in all NC subjects. There are well established procedures for parents to meet with teachers to discuss their children's progress.

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 features

83. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
84. The overall quality of provision for children under five is appropriate to their needs and pupils make good progress towards the Desirable Learning Outcomes for Children's Learning.
85. The school responds to pupils' learning needs well. The curriculum meets the needs of all its pupils and the requirements of the NC. The school provides a broad, balanced and relevant curriculum which is equally available to all pupils including those with SEN.
86. Curriculum policies, schemes of work and planning documents, are well constructed. Teachers' specific and detailed planning provides a clear structure for all pupils to build systematically on what they already know and can do.
87. Key and basic skills and the common requirements of the NC are clearly identifiable within the planning documents, so successfully promoting their development in all subjects across key stages.
88. The curriculum is significantly enriched, ensuring that pupils build systematically on what they already know and can do. The school successfully meets the statutory requirements of the NC. Pupils have equal opportunities to participate in an outstanding range of extra-curricular activities of a sporting, cultural and academic nature. These extend the experiences of the school day and make an effective contribution to the personal and social development of all pupils.
89. Pupils' educational experiences are increased further through well-planned visits to places within their locality such as the Oriel Gallery, Ludlow Museum and through residential visits further afield to Llangrannog Urdd Camp in another locality. Visitors to the school also provide the pupils with good opportunities to make their studies interesting and more relevant. Provision for the development of spiritual, moral, social and cultural development is good. Pupils' moral development is very good. The school meets all statutory requirements including those for collective worship. Pupils are very successfully encouraged to reflect on issues greater than themselves and to be aware of the spiritual dimensions of life. The school has strong links with the

church and local clergy visit the school regularly, for example, to take assemblies.

90. The school provides pupils with a good understanding of what is right and wrong. These values are reinforced through effective strategies which promote personal and social education within the curriculum. In discussion, pupils were very proud of belonging to their school.
91. Provision for pupils' social development is outstanding. They take responsibility willingly in and around the school. Older pupils care for younger ones at playtimes and lunchtimes for example, sometimes by reading a story to them in the library.
92. Provision for pupils' cultural development is good. Planning for *Y Cwricwlwm Cymreig* is good. Pupils study in some depth their own and other cultures in history, geography, art, physical education and music.
93. The school's links with parents, the local and the wider community including many other schools are strong. The Friends of the School Association enthusiastically and regularly support all school events and activities.
94. The school receives good support locally for projects including recycling, developing the school garden and in organising a 'Manufacturing Week.' Links with the local secondary school are also good. Transfer arrangements are well established with good liaison between schools. Links with teacher training institutions are well established. Trainee teachers are often placed at the school.
95. Work related education is good and very well established throughout the school. Teachers have experienced placements through Careers Wales to various industries including an electrical generating company, a large national retailer and a woollen mill. These links are used to develop teaching and learning. 'Manufacturing Week' provides pupils with opportunities to learn new skills useful in the world of work and commerce and as a result to prepare them for lifelong learning. Parents and members of the local community help pupils to design, make and sell products to raise money for school funds. Once a term Y6 pupils run the 'Cosy Café' where food is made and sold to fellow pupils, parents and members of the community.
96. Pupils' bilingual skills are developing very well through well planned opportunities across the curriculum. The use of incidental Welsh is practised throughout the school day in registration periods, collective worship and in lessons. It is further enhanced in extra-curricular activities, such as lunchtime rugby club with the Welsh teacher, Urdd clubs and Eisteddfod competitions. This is an outstanding part of the school's curriculum.
97. The schools policies to promote equal opportunities and to tackle social disadvantage and stereotyping are successful. All pupils have equal access to all areas of the curriculum including team sports. The school's commitment to social inclusion is outstanding.

98. Pupils have good awareness of sustainable development and global citizenship. A comprehensive recycling scheme has been sustained for a number of years contributing to the recently achieved Bronze and Silver Eco Schools awards and International Green Flag Status. Pupils have visited a recycling plant, a wind farm project and the Alternative Technology Centre in Machynlleth. A large wildlife garden has been created in the school grounds. Links with a school in South Africa have raised awareness of those less fortunate than themselves.
99. Partnerships with other bodies, including the Urdd, young farmers and sports clubs, local businesses and the Church, are strong and provide valuable additional learning experiences.
100. Many aspects of the schools personal and social education programme help pupils understand and appreciate the importance of co-operation and understanding of the needs of others.

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

Grade 2: Good features and no important shortcomings

101. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
102. The quality of care, support and guidance is good. The school is a happy community where pupils feel valued and cared for. This is evident in the responses to the pupils' questionnaire held in 2006 and in discussion with the school council. Pupils said they were confident that any concerns would be dealt with quickly and effectively.
103. The partnerships with parents and carers are strong. The majority of responses from parents at the pre-inspection meeting and from pre-inspection questionnaires were positive. There is an active Friends Association and parents help in the classroom and in extra curricular activities. There are regular newsletters
104. The induction arrangements between KS2 and KS3 are good. Pupils attend mathematics and netball clubs at the high school as well as the traditional transition days. There are art and design and technology projects and some primary lessons are observed by high school staff. The local playgroup is sited in the school ensuring a smooth transition into the early years. New children joining are encouraged to spend time in school before they start
105. The school provides effective personal support and guidance to pupils. Discussions with pupils and members of the school council confirm that they feel safe and secure and their viewpoints are valued. Discussion time and the introduction of 'buddies' on the playground enhance the personal and social education programme well. Parents are also highly satisfied with the care and guidance the school offers their children.

106. The school has effective measures in place to monitor punctuality, attendance and behaviour. Attendance has been identified as an area for improvement and a governor; the headteacher and the education welfare officer (EWO) meet regularly to monitor and review pupils' attendance where necessary. Targets have been set for the next three years and parents are reminded in newsletters of the importance of regular attendance. Assemblies are used to share, celebrate and reward good behaviour and attendance.
107. The school's provision for ensuring the healthy development and well being of all pupils is good. Risk assessments are carried out before any educational visits and most staff are qualified first aiders. Healthy eating is promoted through the personal and social education curriculum and encouraged in choices of school dinners and healthy snacks at break time. There are appropriate security arrangements in place.
108. The headteacher is the designated person with responsibility for child protection and all staff have attended child protection training. There is an appropriate child protection policy in place in line with local procedures.
109. The identification, assessment and provision for learners with SEN and those with additional learning needs are very good with outstanding features. The school's policy is comprehensive and complies with the SEN Code of Practice and the framework for inclusive education. The headteacher who is the Special Educational Needs Co-ordinator (SENCO) is efficient and works effectively with the whole staff and the governor with responsibility for SEN. The relationships and support for pupils are very effective.
110. The provision for pupils with other additional learning needs is also outstanding. There are effective systems for diagnosing educational needs at an early stage. The school rigorously identifies those pupils who have specific learning difficulties and gifted pupils and provides detailed programmes based on pupils' individual needs which are monitored effectively.
111. Good use is made of outside agencies that provide good support to pupils requiring assessment. Annual reports and reviews for pupils with statements of SEN meet statutory requirements. Teachers and learning support assistants work as a very close team providing continuity of support as well as detailed assessment of the pupils' needs. This inclusiveness is a very strong feature in the school.
112. The school's behaviour management programme is effective. It is based on the positive recognition of pupils' achievements and successes, for example, through weekly celebration assembly where good behaviour certificates are awarded. No pupils were excluded in the previous twelve months.
113. All pupils whatever their social, educational, ethnic or linguistic background are well supported and treated equally with dignity and respect. They have equal access to all lessons and activities and any stereo-typing is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted

successfully and the school recognises and celebrates diversity. A wide range of artefacts and library resources are well used to support learning about different religions and cultures.

114. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment. Pupils spoken to were confident that any bullying would be dealt with promptly and fairly by all staff.
115. The school is very mindful to secure equal treatment for disabled pupils. It has carried out a detailed review of access arrangements to the school and around the school grounds for those with physical disability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

116. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
117. The headteacher, who carries a large number of responsibilities in this small school, has a very clear vision for the school and provides a very purposeful and energetic lead. There is a very positive atmosphere where teachers work supportively and constructively together. The school's ethos is positive and reflects its Christian traditions and shows its commitment to treat all pupils equally.
118. All staff share the headteacher's objective to help pupils achieve well. All pupils receive very positive individual support in a very friendly atmosphere. Individual progress is carefully tracked. This information is well used to set longer term targets for pupils to achieve.
119. The school gives close attention to national priorities and local partnerships and agreements. The school has very successfully developed pupils' bilingual skills and their understanding of their Welsh heritage. The school council is active and takes its role seriously. It has for example, carried out several surveys to indicate pupils' views of the school. It is helping to give all pupils a strong sense of responsibility and citizenship. The arrangements to provide teachers with time during the taught week to plan, prepare and assess are effective and are well managed. Pupils are developing a good understanding of ecological and environmental issues. The school promotes pupils' awareness of healthy lifestyles and choices well.
120. Performance management is well established and all teachers are aware of their targets for improvement. There are very strong and mutually beneficial links with the local secondary school to which most pupils transfer and with other providers of education and training including universities. The school is in the early stages or preparing for the introduction of the Foundation Phase. It

has yet to take the necessary steps to ensure its successful implementation in September 2008. A review of policies and schemes of work to modify the curriculum and to assess the progress of all included in this new stage of education has not been carried out.

121. There are effective arrangements in this small school for all teaching staff to manage their areas of responsibility well. Each teacher's expertise is well used to lead and support the teaching of all the subjects of the National Curriculum. Teachers have a clear understanding of their strengths and areas for development within the school. Teaching and non-teaching staff show a strong sense of teamwork and work closely and effectively together.
122. The governing body is very committed to the school. It is well informed and keeps a careful eye on the progress pupils make. There are well-established arrangements for governors to visit the school informally and formally to look at the way the priorities they have agreed are moving forward. For example, they have carefully reviewed the 'catch up' initiative to help to raise standards further in the school. Governors hold the leadership properly to account and act effectively as a critical friend by positively challenging as well as supporting the headteacher. The governing body meets all of its statutory duties in full.

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

Grade 2: Good features and no important shortcomings

123. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
124. The process of gathering information about the performance of the school and in identifying the school's strengths and areas for development is strong. It is firmly based around first hand evidence. The views of all involved in the school have been carefully considered. Subject co-ordinators are well informed about the performance of their areas of responsibility and they have contributed significantly to the process.
125. The school's self-evaluation document is well constructed. It provides a clear picture of the school's strengths and weaknesses. It is closely linked to the SDP, which is well used as a working document to promote school improvement. Governors are appropriately involved in linking the SDP and the school's performance management programme to the school's self-evaluation process. For example, appropriate arrangements are in place to provide time for teachers to plan, prepare and assess during the taught week, which was a recent school priority.
126. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with all of the judgements made by the school in its self-evaluation. Since the last inspection, the school has made good progress in addressing the key issues from that inspection.

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

Grade 2: Good features and no important shortcomings

127. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
128. There is a very advantageous proportion of well-qualified teaching staff to the number of pupils in the school. A large number of well-qualified learning support assistants are employed and work effectively with teachers, planning, teaching and recording pupils' progress. This effective provision is a strength of the school.
129. The school has an appropriate amount of learning resources. These are of good quality and meet the needs of the curriculum and all pupils. The school library is well stocked. Books are carefully selected which cover an appropriate range of subjects and the individual needs of the pupils. The books are in good condition and easily located using a colour coding system.
130. Resources are well matched to the age and needs of pupils. Recently there has been considerable investment in both ICT equipment and in new books for the library. There is a good range of up to date teaching materials and classrooms are well maintained. Colourful displays throughout the school celebrate pupils' achievements.
131. The accommodation is of a good quality. It is clean and well maintained. However, lack of an office for the headteacher and of administration space is a shortcoming. The clerical assistant does not work on site. The school grounds and outdoor areas have some outstanding features. The play area includes an activity trail, play fort, new summerhouse, school field and gardens. Newly resurfaced playgrounds with attractively marked, colourful games all add to the very stimulating, well-maintained outdoor learning environment.
132. The school has a small ICT suite and classrooms have several computers which contribute well to improving the quality and standards of learning. There is an interactive white board in one classroom and another in the hall.
133. Pupils make good use of available off-site facilities, for example, museums and places of historic or cultural interest to support the curriculum and to enhance their learning experiences.
134. The school budget is managed well by the headteacher and governing body who base the spending on the priorities in the SDP. They carefully monitor spending and saving money in a variety of ways through grants and donations. This is accounted for accurately.
135. The school uses and deploys its teaching staff and learning support assistants well. All staff receive regular updates to their training and the sharing of knowledge and expertise amongst all staff is effective. All teachers receive appropriate time for planning, preparation and assessment.

136. Spending decisions are well matched to the school's priorities. The impact of financial spending is carefully monitored in terms of the progress that pupils make and how standards are being improved.
137. Overall, bearing in mind the standards of achievement of many of the pupils by the age of eleven, together with the overall quality of education provided, the school gives good 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

138. In KS1 pupils speak and listen very well. They speak clearly and confidently and show a good vocabulary. They respect the views of others even when they disagree with their own. They are beginning to speak at length and with enthusiasm about things which interest them. They discuss the stories they are reading enthusiastically.
139. In KS1 pupils make good progress in reading. They read with expression at appropriate levels when reading together and as individuals. They know how to use reference books. They recall characters well and know the endings of their favourite stories in detail.
140. Pupils in KS1 write well for a range of purposes. They generally form their letters neatly and take a pride in presenting their work carefully. Across the key stage, pupils appreciate the importance of writing with the reader in mind. They know that it is important to write an opening, which will encourage the reader to read on. They write their own poems, they re-tell well known stories for example, 'Goldilocks and the Three Bears' and then change the endings effectively. They describe imaginary pirates well using vivid vocabulary.
141. Across KS2 pupils are articulate. They speak very fluently and have very well developed vocabulary. They discuss readily amongst themselves and with adults and enjoy experimenting with language, for example when creating colourful images through alliteration. They listen well for longer periods and maintain interest in what they hear from their teachers and other adults.
142. A large majority of KS2 pupils read expressively and accurately. They use reference books and the Internet effectively to gain information. They discuss the plots and characters in books they have read in detail and talk enthusiastically about their favourite authors and some of their favourite characters. They explain why they prefer one genre of literature to another.

143. In KS2 pupils write well. They analyse and then copy the structure of a newspaper report. They write critical comparisons of a film and a book, 'A Box of Delights'. They write detailed descriptions in logical order, for example of how to groom your horse. They plan the structure of a play carefully and write dramatic scenes to fit into the overall scheme.

Shortcomings

144. While there are no important shortcomings, older pupils in KS2 have only a limited knowledge and experience of well-known poems in both the English and Welsh traditions.

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

145. Pupils make good progress in both key stages with their mathematical skills as they build on previous knowledge from year to year.

146. Skills in mental calculations and their understanding of mental strategies are developing well at both key stages. In KS1, pupils know how to add and subtract within 20. KS1 pupils read write and order numbers with increasing accuracy and have a good understanding of place value. By the end of KS1 pupils count confidently and accurately to a hundred.

147. In KS1 pupils solve simple calculations involving addition and subtraction and they recognise patterns in number sequence. They have a basic understanding of money and use simple fractions such as half and quarter correctly. KS1 pupils use standard measures accurately and have an appropriate understanding of time.

148. In KS2 pupils build appropriately on KS1 work. The majority of younger KS2 pupils use the four rules of number appropriately. Older KS2 pupils have a good understanding of the relationship between decimals, percentages and fractions. They understand the relationship between doubling and halving and use these methods to provide answers for more complicated work in multiplication and division.

149. Across KS2, pupils develop a good understanding of measurement and they make good progress in their understanding of time. They have sound investigative skills. KS2 pupils develop their problem solving skills well and are able to explain the strategies they use.

Shortcomings

150. 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

Good features

151. Pupils in KS1 have a good understanding of the passage of time. They recognise things that they can do now compared to when they were young. They recognise that their toys are much more sophisticated than children used 'a long time ago'. They are beginning to use simple historical terms and vocabulary appropriately.
152. Within KS1 pupils place events accurately in simple timelines. They recall the importance features in the lives of some famous people, for example how Florence Nightingale helped to nurse the wounded during the Crimean War. They know that the Romans came to Britain a very long time ago.
153. Across KS2, pupils have a detailed understanding of life in Tudor times and make good use of their visits to local museums to study artefacts of that period. They look carefully for clues to identify the purposes of these artefacts.
154. In KS2 pupils have a good understanding of the lives of the rich and poor in the Tudor period. They understand why the English reformation took place and the fates of Henry VIII's wives. They study details of the costume and lifestyles of this period. They copy the etiquette and movements in Elizabethan dance. Within KS2, pupils understand the achievement of William Morgan in translating the Bible into Welsh. They know that the Tudors punished criminals severely.
155. Within KS2 pupils have a good understanding of the skills of enquiry and interpretation. They use the Internet well to find out information for themselves, for example when they look carefully at pictures, paintings and illustrations of the different periods they are studying.

Shortcomings

156. There are no important shortcomings.

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

157. Pupils in KS1 know their routes to school and record the significant places they pass. They draw simple plans of their school and its grounds. They use

symbols to mark the main features in the grounds. They compare and contrast a journey around their school with a walk around Bute Park in Cardiff. They know that a map is a 'bird's eye' view of a place. They are able to refer to features on a map by reference to simple co-ordinates.

158. In KS1, pupils compare and contrast their own lives with those of children living in different locations, for example in Snowdonia and in Aberystwyth. They know that people can affect the environment positively and negatively both locally and internationally.
159. Pupils in KS2, realise the need for conserving and protecting the environment. They appreciate that this can involve difficult decisions, for example whether or not to preserve a line of fir trees on the edge of the school grounds, some of which are in a potentially dangerous condition. They are beginning to learn a little of the ways of life of people in other countries.
160. Pupils in KS2 know how different physical environments are created by climate and altitude. They compare temperature records of their own area with those taken at the peak of Snowdon. They compare the weather in the mountains of Nepal with that found in Snowdonia. Older pupils in KS2 compare housing in Knighton with that found in Aberystwyth. They study and record the buildings and land usage they see in Maritime Terrace, Aberystwyth with their own area.
161. Within KS2, pupils build well on their skills in map reading. They plan the best route using large-scale maps from their school to Aberystwyth and discuss sensibly the reasons for their choices. They successfully extend their skills by planning in a similar way, a route from Downham Market to Heathrow. They have a sound understanding of how to use contour lines to appreciate the gradients of hills and mountains.
162. Pupils within KS2 plan carefully the equipment they will need to take with them on a camping expedition to Snowdonia in order to protect them from the harsh environment they will experience.
163. In their study of life in Botswana, pupils compare living conditions there with their own. They appreciate the link between supply and demand in a rural economy, for example when studying how the demand from tourists in Botswana for souvenir baskets is seriously reducing the availability of raw materials for this and other purposes.

Shortcomings

164. While there are no important shortcomings, older pupils in KS2 have limited knowledge of how to apply their geographical skills.

Art

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

165. Across both key stages pupils have a very well developed understanding of how to use a very wide range of materials and media. Within KS1 for example pupils design and make very skilfully, realistic heads of animals found on local farms. They use tools, paints and glazes well to produce work of a very high standard. They use papier maché very effectively to create and build up faces and busts. They create very thoughtfully in two and three dimensions. For example, they make bugs and insect pictures and sculptures very cleverly using ceramic techniques, wax resist and collage to achieve the desired effects. They carefully draw still life objects showing a growing awareness of tone and line.
166. Across KS2, pupils experiment thoughtfully with paint which they mix with other media to create paintings of people. They use collage techniques cleverly to modify, in a humorous way, Tudor portraits. A particular strength is their skill in using line drawing and watercolour techniques to record very accurately buildings in the area. They use blending and blurring techniques with oil pastels to create colours and textures in very effective landscapes of Snowdonia.
167. Within KS2, pupils have a very good sense of shape and form. They use photographic techniques cleverly to record and display their observations of natural and manmade features around the local area. Pupils use what they have learned about different forms of art from regular visits to galleries very well, for example in creating their own very high quality abstract work in three dimensions using different mono-print, wire and textile materials.
168. Pupils in KS2 use sketchbooks very effectively to develop skills in portrait drawing and in representing their local landscapes. They create different action figured using paper scattering techniques. They carefully design and make colourful clay tiles, for example as part of a larger work in constructing a colourful and detailed map of Wales indicating particular natural features found in the different areas of Wales. They illustrate the story of Gelert using the same materials. They use two-dimensional techniques to recount in detail several other Welsh legends.
169. They show a very well developed sense of perspective and texture when using soft materials such as felt and feathers. They experiment very successfully using these materials and different dyes to create a range of shades and tones.
170. Across both key stages a particularly outstanding features is the considerable knowledge pupils have of the methods and techniques used by artists. This is often as a result of first hand observation of these artists at work. For example, they copy the techniques and different effects achieved by many Welsh artists

such as Wendy Earl and Shani Rhys-James. Local artists such as Hilary Roberts, Rob Lewis, Lois Hopwood and Harriet Hill have also worked with the pupils developing techniques and different effects. They draw and paint in the styles of Kevin Burgess and Kyffin Williams. They are familiar with the work of some European artists such as Vincent Van Gogh and also with the art of other cultures.

171. Within both key stages, pupils evaluate their work and that of others very carefully. They use appropriate vocabulary such as 'line', 'pattern', 'shape' and 'texture' to describe their work. They make very helpful suggestions about ways of improving it.

Shortcomings

172. There are no important shortcomings.

Physical education

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

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

Good features

173. Pupils in KS1 and KS2 know and understand the importance of regular and health related activities. They show good stamina when taking part in vigorous exercise. Older pupils in KS2 are aware of what happens to their bodies during exercise and of the importance of 'warming up' and 'cooling down' before and after demanding activities. They show a good knowledge of what are safe practices when putting out or putting away equipment. They wear appropriate clothing when taking part in all activities.
174. Pupils' knowledge and understanding of the skills of physical education are well developed. Pupils in KS1 for example, practise the techniques of throwing accurately using a wide range of equipment. They develop greater confidence and co-ordination as they extend the challenge in these activities. They propel hoops through increasingly narrow spaces between cones, learning quickly how to counteract the effects of a slope and how to ensure that their hoop remain upright.
175. Pupils in KS2, build successfully on what they already know and can do. They apply their hand and eye co-ordination well when dribbling and passing using hockey sticks. They use a variety of pushing and striking skills to propel the object more accurately to each other, for example when practising basic strokes with a racquet. They use sensible tactics when playing in small team games, showing an awareness of space and the importance of movement to create opportunities to pass. They compete fairly and enthusiastically.

176. In both key stages, pupils develop sound gymnastic skills. They travel with changes of pace, direction and level. In KS1, pupils balance for longer periods and creatively use a wide range of equipment, working independently and in small groups. Within KS2, pupils built longer sequences of movements well, utilising different body parts. A particular strength in KS2 is the very able way all pupils create and then perform dance movements. For example, in one lesson pupils successfully produced a series of very stylised movements to recreate the story of the conquest of a Caribbean island in Tudor times. They interpret the music very well and achieve very high standards. They have very well developed vocabularies to describe their dance movements.
177. Pupils review and evaluate progress in performance realistically. They make sound suggestions on how another pupil might improve his or her performance or explain why they themselves are pleased with what they have achieved.
178. Pupils swim well showing confidence and competence.

Shortcomings

179. There are no important shortcomings.

School's response to the inspection

180. The school wishes to thank the inspection team for their courtesy and the professional manner in which they conducted the inspection.
181. We are proud that the inspection findings recognise that Beguildy is a good school with many outstanding features. This reflects the commitment and hard work of all the staff, parents, governors and children.
182. The quality of teaching was judged to be good or better, achieving at least Grade 2 in 100% of lessons. Of these, 32% were judged to be outstanding having achieved a Grade 1.
183. Pupils' personal, social, moral and wider development is an outstanding feature of the school, as is the schools' link with parents, other schools and the local and wider community.
184. Pupils' bilingual skills are described as an outstanding part of the school curriculum. Pupils' understanding of the significant features of Welsh literature, history, music, dance and the art of Wales has also been recognised as outstanding, as has the provision for pupils with SEN and with other additional learning needs.
185. An action plan to address the report's recommendations will be incorporated into our School Development Plan. A copy of this will be sent to parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Beguildy C in W Primary School
School type	Voluntary
Age-range of pupils	4 - 11
Address of school	Beguildy Knighton Powys
Postcode	LD7 1YE
Telephone number	01547 510645

Headteacher	Mrs Margaret Cornell
Date of appointment	April 1994
Chair of governors/ Appropriate authority	Rev Richard Hart
Registered inspector	Mr Peter Mathias
Dates of inspection	20 th -22 nd March 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	7	6	10	8	14	8	14	68

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.75:1
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	17
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2005	N/A	95.27	93.2
Spring 2006	94.6	89.48	90.7
Summer 2006	93.8	94.4	94.2

Percentage of pupils entitled to free school meals	21
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

It is not appropriate to complete these tables due to the very small number of pupils who took the test.

National Curriculum Assessment Results

End of key stage 2:

It is not appropriate to complete these tables due to the very small number of pupils who took the test.

Appendix 4

Evidence base of the inspection

- A team of three inspectors who were present in the school for six inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Twenty-five questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Nineteen lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 English Geography Physical education
Mrs Justine Barlow (Lay Inspector)	Contributions to Key Questions 3, 4 & 7
Mrs Meinir Howells (Team Inspector)	Contributions to Key Questions 2, 3, 4 & 7 Mathematics History Art
Mrs Margaret Cornell (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor

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