

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

A Report on the Quality of Education in

**Berriew C.P. School
Berriew,
Welshpool,
Powys. SY21 8BA**

School Number: 6662005

Date of Inspection: 18/02/08

by

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78706**

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Berriew C.P. 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 Berriew C.P. School took place between 18/02/08 and 20/02/08. An independent team of inspectors, led by Dr David G Evans, 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

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Context

The nature of the provider

1. The school is situated in the village of Berriew, near Welshpool, Powys and serves a rural community, which was traditionally based on farming, but is now more diverse. Recent trends show, for instance, an increase in the number of families moving to the area from nearby English towns. The majority of pupils travel to school from outlying farms and hamlets. The area is described as being neither economically and socially advantaged nor disadvantaged.
2. Children are admitted to the school at the beginning of the term following their fourth birthday. There are currently 104 pupils on roll in four mixed age classes. In recent years pupil numbers have declined as a result of a falling birth rate and a lack of new houses in the area. However, there are signs that this trend is now being reversed.
3. There are currently only four children in the nursery and these were admitted to the school in January 2008. Because there are so few and in order to preserve the anonymity of these children, this inspection reports on the achievement of the under-fives as one group.
4. Approximately four per cent of pupils are entitled to free school meals (FSM), which is well below average. Around 18 per cent are identified as requiring support for special educational needs (SEN), which is almost average. Pupils come from English-speaking homes and Welsh is taught as a second language.
5. The school achieved the Basic Skills Quality Mark in 2004 and this was renewed in the spring term 2008. The school has the Eco-schools Silver Award and is preparing for the Green Flag status in the summer term 2008. It is also part of the Healthy Schools initiative and organises farmers' markets for the community
6. The school has priority use of the community centre during the school day. This is a separate building on the school grounds and is used for a range of activities, including information technology lessons in the computer suite.
7. The school was last inspected in March 2002

The school's priorities and targets

8. The school's main priorities and targets for 2007-2008 are to:
 - continue to develop a more inclusive approach to children who have additional learning needs;

- improve the school's approach to assessment through greater involvement of the pupils themselves;
- further develop pupils' bilingualism;
- continue to develop the Foundation Phase;
- prepare for the introduction of the revised National Curriculum (NC) at Key Stage 2 (KS2);
- increase pupils' access to information technology resources; and
- further develop the outdoor classroom.

Summary

9. Berriew is a good school that prepares its pupils well for the next stage of learning. Standards of achievement, the quality of teaching and leadership and management are good with no important shortcomings. The school has made good progress since the last inspection.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade2

10. The overall findings of the inspection team match the judgements made by the school in the seven key questions.
11. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	71%	19%	0%	0%

12. These figures compare well with the Welsh Assembly Government (WAG)2010 (Vision into Action) target for Wales, which is that the quality of learning assessed by Estyn should be Grade 3 or better in 98 per cent of lessons.
13. They also compare well with the national findings reported by Her Majesty's Chief Inspector in her Annual Report for 2005-6 which are that 77 per cent of standards of achievement are Grades 1 and 2 overall.

Areas of Learning for the Under-Fives

14. As the number of children in the nursery and reception classes was relatively small, the report on this subject area will refer to the under-fives.

Area of Learning	Under-Fives
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

15. The overall quality of the 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.
16. Baseline assessment indicates that children enter school with attainment and skills that are generally above average. They make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2

17. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Those with additional learning needs (ALN), including those with SEN, make good progress and achieve well over time.
18. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English, as well as in mathematical skills, information and communications technology (ICT), personal and social education(PSE), problem solving and creative skills. Their progress in Welsh communication skills and in overall bilingual competence has good features that outweigh shortcomings.

19. In key stages 1 and 2 (KS1 and KS2), pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English, as well as in mathematical skills, ICT, PSE, problem solving and creative skills. Their progress in Welsh communication skills and in overall bilingual competence has good features that outweigh shortcomings.
20. Statistical analysis of the school's results in national tests is applied with caution, because the number of pupils entered for assessment is often small and fluctuates from year to year. This means that one pupil's attainment is often a far higher percentage of the total than is the case normally.
21. In KS1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 KS1 results are compared with similar schools, using the FSM indicator, performance in English and in the CSI is above average and in science it is well above average, while in mathematics it is slightly below average. It should be noted, however, that one result affected the overall performance in mathematics. The figures represent a positive trend in attainment at KS1 over the last few years. Girls performed better than boys in English and mathematics.
22. In KS2 in 2007, results in English, mathematics and science were well above national and local averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also well above national and local averages. When the 2007 results are compared with similar schools, using the FSM indicator, performance in English, mathematics, science and in the CSI was well above average. There has been an improving trend in attainment over the last few years. In 2007, boys and girls performed equally well.
23. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings.
24. Pupils are well behaved and invariably courteous and polite to each other and to visitors. Pupils' awareness of equal opportunities is good with no important shortcomings.
25. Learners prepare very well for participation in the workplace and the community. This is an outstanding feature.
26. Attendance and punctuality are good. Whole-school attendance for the last three terms prior to the inspection averages 96.19 per cent and exceeds the national and local averages for primary schools in Wales.

The quality of education and training

27. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%	0%	0%

28. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.
29. They also compare well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).
30. Features of outstanding teaching include: teachers adopting a brisk and challenging approach to learning and the deployment of stimulating, investigative strategies to capture pupils' interest and attention.
31. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include: detailed knowledge of the subjects being taught; behaviour management, which enables teachers to ensure that there is no inappropriate behaviour in lessons; and purposeful use of good questioning techniques to promote active learning.
32. In the lessons where teaching was judged to have some shortcomings, these include: a lack of challenge in the tasks provided; inadequate behaviour management to sustain pupils' interest; and teachers not consistently developing pupils' bilingual needs.
33. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. The school's systems and overall use of assessment information in KS1 and KS2 have good features that outweigh shortcomings.
34. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve. They set short-term learning targets in English, but the practice is less well developed in the other core subjects.
35. Pupils are not yet involved in planning their own progress and most pupils are unsure of the real purpose of assessment and of what they need to do to make progress.
36. Reports to parents meet requirements. They provide useful information about pupils' progress in the core subjects, but they are generally less detailed on other subjects. They do not consistently provide information about pupils' targets and there is no clear indication of how parents can help their children or what the next stages of learning might be.

37. The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum for the under-fives is well planned, coherent and provides a wide range of relevant and stimulating learning experiences. The curriculum for KS1 and KS2 is broad and balanced and builds systematically on what pupils already know and can do.
38. There is good provision for the cwricwlwm Cymreig. However, there is scope to improve the provision relating to the development of Welsh communication skills.
39. Good provision is made for pupils' personal, spiritual, moral, social and cultural development and is underpinned by the caring, supportive ethos of the school. The school makes good provision for the development of pupils' PSE.
40. Overall provision for the development of key and basic skills is good.
41. The school offers good opportunities for out-of-school learning that enrich the curriculum well.
42. The quality of care, guidance and support is good. Pastoral care is given a high priority and pupils say that they feel safe and secure in school. There is a well structured support and guidance programme that takes good account of health education and personal and social education. The school has effective arrangements to ensure pupils' well-being and safety while in the school's care.
43. Overall, the provision for learners with ALN is good. The provision for SEN fully meets the requirements of the Code of Practice for Wales and is well managed by the special educational needs' co-ordinator (SENCO). The school has established effective early identification procedures and applies successful strategies to ensure that pupils with SEN have full access to the curriculum.
44. The quality of the provision for equal opportunities is good and a high priority is given to the inclusion of all pupils.

Leadership and management

45. The head teacher provides strong, sensitive and dedicated leadership. She is very committed to the school and strives for pupils to achieve their best. She is ably supported by an experienced deputy. They complement each other well and act as good role models for other members of staff.
46. Subject leaders manage their responsibilities well and work closely with colleagues on a formal and informal basis to ensure continuous improvement.
47. The quality of support and direction given by the governing body (GB) is good. Governors co-operate effectively with the head teacher and staff in order to set a clear strategic direction for the school. The GB meets almost all statutory requirements, apart from some minor omissions in the school prospectus.

48. The school has developed a positive, self-critical culture in which the head teacher and all members of staff and governors are fully involved. Self-evaluation procedures are firmly embedded in all aspects of school life and permeate its ethos.
49. The self-evaluation report, produced by the school prior to the inspection, is a concise, sharply focused document that clearly identifies strengths and areas for improvement. The school has responded well to the issues identified in the previous inspection report and made good progress overall.
50. There are sufficient teaching and support staff for the number of pupils on roll. Learning support assistants work well with teachers and make an important contribution to the quality of teaching. Peripatetic teachers for music and the 'Athro Bro' also make important contributions to teaching and learning.
51. The school is well equipped and resources are of good quality overall. Good features outweigh shortcomings in relation to the accommodation. The under-fives area has been renovated and an enclosed play space has been developed; three classrooms have been remodelled into two larger ones and toilets have been refurbished.
52. Shortcomings in the accommodation include a very uneven playing surface for the under-fives and deficiencies in the peripheral wall and railings. The GB is aware of these shortcomings and has approached appropriate bodies with a view to addressing them. Overall, however, effective use is made of the site and buildings.
53. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the SDP are carefully set out. Key spending decisions are made after full consultation with relevant members of staff and the GB. The school ensures good value for money.

Recommendations

In order to improve, the school needs to:

- R1 develop provision and raise standards of achievement in Welsh second language and bilingual competence;*
- R2 raise standards in design and technology in KS2; and
- R3 continue to develop procedures and systems for assessment, recording and reporting.*

* Aspects of these are already being addressed by the school.

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

54. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
55. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	71%	19%	0%	0%

56. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons. They also compare well with the national findings reported by Her Majesty's Chief Inspector in her Annual Report for 2005-6 which are that 77 per cent of standards of achievement are Grades 1 and 2 overall.

Areas of Learning for the Under-Fives

57. As the number of children in the nursery and reception classes was relatively small, the report on this subject area will refer to the under-fives as one group.

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Personal and social development	Grade 2
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Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

58. The overall quality of the 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.
59. Baseline assessment indicates that children enter school with attainment and skills that are generally above average. They make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2

Welsh Second Language	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2

60. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with ALN, including those with SEN, make good progress and achieve well over time.
61. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English, as well as in mathematical skills, ICT, PSE, problem solving and creative skills. Their progress in Welsh communication skills and in overall bilingual competence has good features that outweigh shortcomings.
62. In KS1 and KS2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English, as well as in mathematical skills, ICT, PSE, problem solving and creative skills. Their progress in Welsh communication skills and in overall bilingual competence has good features that outweigh shortcomings.
63. Statistical analysis of the school's results in national tests is applied with caution, because the number of pupils entered for assessment is often small and fluctuates from year to year. This means that one pupil's attainment is often a far higher percentage of the total than is the case normally.
64. In KS1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The CSI, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the FSM indicator, performance in English and in the CSI is above average and in science it is well above average, while in mathematics it is slightly below average. It should be noted, however, that one result affected the overall performance in mathematics. The figures represent a positive trend in attainment at KS1 over the last few years. Girls performed better than boys in English and mathematics.
65. In KS2 in 2007, results in English, mathematics and science were well above national and local averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also well above national and local averages. When the 2007 results are compared with similar schools, using the FSM indicator, performance in English, mathematics, science and in the CSI was well above average. There has been an improving trend in attainment over the last few years. In 2007, boys and girls performed equally well.
66. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are

generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings.

67. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others.
68. Pupils are well behaved and invariably courteous and polite to each other and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
69. Pupils' awareness of equal opportunities is good with no important shortcomings. They take an active part in the life and work of the school through the school council and involvement in Eco and extra-curricular activities. They develop effective skills to work as part of a team and as members of the school community.
70. Learners prepare very well for participation in the workplace and the community. This is an outstanding feature. They organise farmers' markets in the locality and display an excellent understanding and appreciation of community and economic issues. In addition, they raise funds for local and national causes and visit many different places, such as agricultural and local businesses: this ensures that they have an exceptionally good understanding of community related and global issues.
71. Attendance and punctuality are good. Whole-school attendance for the last three terms prior to the inspection averages 96.19 per cent and exceeds the national and local averages for primary schools in Wales. Although a significant number of pupils travel from outside the catchment area, almost all arrive on time at the start of the school day.

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. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
73. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%	0%	0%

74. The figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.
75. They also compare well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).
76. Features of outstanding teaching include:
- very effective working relationships with pupils;
 - teachers adopting a brisk and challenging approach to learning; and
 - the deployment of stimulating, investigative strategies to capture pupils' interest and attention.
77. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:
- a clear presentation of objectives at the beginning of the lesson;
 - detailed knowledge of the subjects being taught;
 - behaviour management, which enables teachers to ensure that there is no inappropriate behaviour in lessons;
 - well organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps; and
 - purposeful use of good questioning techniques to promote active learning.
78. In the lessons where teaching was judged to have some shortcomings, these include:
- a lack of challenge in the tasks provided;
 - inadequate behaviour management to sustain pupils' interest; and
 - teachers not consistently developing pupils' bilingual needs.
79. Teachers' planning is thorough, clearly focused on learning objectives and activities and caters well for the needs of different pupils.
80. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. The school's systems and overall use of assessment information in KS1 and KS2 have good features that outweigh shortcomings.

81. The school is already involved in arrangements to strengthen teacher assessment at KS2. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects. An effective computerised tracking system monitors the progress of pupils across the school in the core areas and retains information and data on particular groups of children.
82. The assessment of pupils' progress in the foundation subjects is developing appropriately. Teachers' evaluations and records in some of the foundation subjects clearly identify strengths and weaknesses in pupils' knowledge and understanding. Subject portfolios of levelled work in the majority of subjects help bring an added rigour to the overall assessment process.
83. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work. They set short-term learning targets in English, but the practice is less well developed in the other core subjects.
84. Pupils are not yet involved in planning their own progress and most pupils are unsure of the real purpose of assessment and of what they need to do to make progress. However, the school has clear plans and is now actively developing ways to improve assessment for learning strategies.
85. Reports to parents meet requirements. They provide useful information about pupils' progress in the core subjects, but they are generally less detailed on other subjects. They do not consistently provide information about pupils' targets and there is no clear indication of how parents can help their children or what the next stages of learning might be.

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

86. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
87. The curriculum for the under-fives is well planned, coherent and provides a wide range of relevant and stimulating learning experiences.
88. The curriculum in KS1 and KS2 is broad and balanced and builds systematically on what pupils already know and can do. It reflects the requirements of the NC and the locally agreed syllabus for religious education. Continuity and progression in learning are effectively ensured through well constructed policies and progressive schemes of work. The curriculum meets the needs and range of abilities of pupils well.
89. Overall provision for the development of key and basic skills is good and the school ensures that pupils successfully develop the key skills of speaking, listening, reading writing, numeracy and ICT and apply them well across the curriculum.

90. Good features outweigh shortcomings in relation to bilingual provision and there is scope to improve the provision relating to the development of Welsh communication skills.
91. There is good provision for the cwricwlwm Cymreig; pupils learn about Welsh personalities, different traditions and various national emblems. In addition, they visit many local places of historical, educational and cultural interest.
92. Good provision is made for pupils' personal, spiritual, moral, social and cultural development and is underpinned by the caring, supportive ethos of the school. Pupils' joy in discovering and reflecting upon their place in the world is a notable feature of the school. Whole-school acts of collective worship and class based assemblies provide additional opportunities for pupils to reflect on their own beliefs and values.
93. The school successfully provides opportunities for pupils to gain a good understanding of the difference between right and wrong, a clear sense of fair play and a mature sense of team spirit. There is also good provision for pupils' social development. Pupils relate well to each other and to their teachers and the quality of relationships within the school is good.
94. Through helping to raise money for those less fortunate than themselves, and through visits from different groups and interesting studies of other cultures, pupils are encouraged to develop an appropriate understanding of life in multi-cultural Wales. Procedures to promote pupils' cultural development are effective.
95. The school makes good provision for the development of pupils' PSE, including sex and relationship education. It uses outside agencies well to support its work in this area. An important feature is the way the school creates an ethos where pupils can develop confidence and self-esteem and where they feel valued as individuals.
96. The school offers good opportunities for out-of-school learning that enrich the curriculum well. Pupils benefit from a good range of extra-curricular clubs and activities, which make a positive contribution to pupils' knowledge and understanding and to their personal and social development.
97. Educational visits are planned to extend the curriculum, for example in alternate years to the Urdd residential centre at Llangrannog and to Staylitttle. The school also receives a number of visitors, who enhance pupils' knowledge and develop their understanding of the local community. Visiting artists, theatre companies and the Welsh National Opera provide pupils with first-hand experiences.
98. Effective links are promoted with parents, who are supportive of the school's work. The school benefits from an active 'Friends of School', which raises significant sums of money for additional facilities and resources.

99. The school has established successful partnerships with various interested parties. There are good links with initial teacher training institutions and neighbouring colleges. The arrangements for transferring Year 6 pupils to the local comprehensive school are very effective. Pupils undertake bridging units and teachers from the comprehensive school also visit regularly.
100. The promotion of pupils' awareness and understanding of sustainable development and global citizenship is effective. Pupils are actively encouraged to become involved in recycling and waste reduction schemes. The school operates in a sustainable way.
101. The school's partnership with various businesses and industry is an outstanding feature and pupils are given many stimulating opportunities to develop entrepreneurial skills. The provision for work-related education is also outstanding.
102. The school is effective in laying the foundations for lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

103. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
104. The quality of care, guidance and support is good. Pastoral care is given a high priority and pupils say that they feel safe and secure in school. Pupils are cared for, guided and supported well in a school which has a close, family atmosphere. The head teacher, deputy head and all members of staff make effective contributions to this aspect of the school's work.
105. Through the PSE curriculum, the school provides good quality support and guidance for pupils. Teachers and teaching assistants have strong relationships with pupils and are fully aware of individual needs. Support services are called upon, when required, to help those who need specialist care.
106. Induction arrangements for children entering school are effective and ensure that they settle quickly and successfully into their new environment. Pupils who join at a later stage are welcomed and quickly settle into the school routines. Transition arrangements for year 6 pupils transferring to the secondary school are very well developed.
107. The school enjoys a positive partnership with parents, carers and members of the community. The school welcomes parents at any time and they are invited to attend three parents' meetings in the year to discuss their child's progress. Newsletters, which are issued regularly to parents, inform them of school activities and pupils' achievements. Parents confirm that they are well informed

about the school and they are often given questionnaires to complete on various matters relating to the school.

108. The school has a well structured support and guidance programme that takes good account of health education and PSE. Pupils have access to an effective programme, which contributes significantly to the quality of support offered. The school has effective arrangements to encourage learners to be healthy and to ensure their well-being.
109. Pupils' attendance, punctuality, behaviour and performance are carefully monitored. There are good links with the Educational Welfare Officer should non-attendance, punctuality or behaviour of an individual pupil give cause for concern. Parents are frequently advised that their children should attend school regularly.
110. There are clear, well documented procedures to ensure pupils' well-being and safety while in the school's care. The school regularly undertakes risk assessments and audits to ensure that the school complies with health and safety requirements. Staff are trained in first aid and there are good procedures in place to meet the needs of pupils who are unwell or who have an accident. Adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies. Fire drills, alarm system checks and training in emergency procedures are rigorously undertaken.
111. The school actively encourages pupils to develop a healthy lifestyle and to take healthy snacks of fruit at break-times. The school is involved in the Healthy Schools' initiatives and provides many activities to promote healthy living. Healthy options are always available during the day. There is a wide range of after-school clubs that successfully promotes exercise.
112. There is an effective policy and good procedures for child protection with the head teacher acting as the nominated person. Teachers are fully aware of their responsibilities and undertake regular training. There is a named link governor.
113. Overall, the provision for learners with ALN is good. The provision for SEN fully meets the requirements of the Code of Practice for Wales and is well managed by the SENCO. The school has established effective early identification procedures and applies successful strategies to ensure that pupils with SEN have full access to the curriculum. Good assessment procedures and careful monitoring of individual needs contribute significantly to raising pupil achievement. The SENCO is a caring and experienced member of staff who has a good understanding of pupils' needs.
114. The SENCO, classroom teachers and teaching assistants work closely together to ensure that educational and language programmes closely match the individual needs of pupils. Parents and pupils have regular opportunities to contribute to the discussions and planning. An ethos of inclusion, which permeates the school, enables those pupils with ALN to fit seamlessly into the daily life of the school.

115. The school considers that harassment, bullying and any forms of oppressive behaviour or racial discrimination are serious matters and these are dealt with quickly and effectively. An effective reward and sanction system and a clear framework of guidance and support from members of staff contribute significantly to this aspect of the school's work.
116. The school council is well established and effective. Pupil councillors are proactive and enthusiastically encouraged to communicate their ideas and findings to the school community.
117. The quality of the provision for equal opportunities is good and a high priority is given to the inclusion of all pupils. All relevant policies and documentation relating to gender, race, bullying and disability are in place and the inclusive ethos of the school successfully reflects its policies. The school promotes pupils' understanding of race relations well and there is a suitable race equality and action plan in place.
118. The school effectively promotes gender equality and challenges stereotypes in pupils' choices and expectations throughout the wider curriculum. It ensures that pupils have equal opportunities to participate in all the school's activities including, for example, residential visits and the wide range of extra-curricular clubs.
119. The school's disability equality scheme and action plan are well implemented and every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment.

Leadership and management

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
121. The head teacher provides strong, sensitive, purposeful and dedicated leadership. She is very committed to the school and strives for pupils to achieve their best. She has established an effective sense of direction for the school and successfully promotes shared values and norms about learning, behaviour and relationships that sustain the achievement of good standards. Under her leadership, an environment based on trust and the active promotion of self-respect and self-esteem is effectively developed. She is respected by members of staff and pupils alike.
122. The head teacher is ably supported by an experienced deputy, who, as well as co-ordinating assessment and other areas, is fully involved in classroom

teaching. Both complement each other well and act as good role models for other members of staff.

123. Objectives and targets have been correctly identified in order to ensure the future improvement of the school. All members of staff are fully aware of the principles and priorities. The head teacher is clear about how the school needs to continue to develop.
124. Subject leaders manage their responsibilities well and work closely with colleagues on a formal and informal basis to ensure continuous improvement. Subject co-ordinators have been closely involved in policy-making decisions. They also successfully monitor and evaluate learning in their areas of responsibility.
125. The school responds well to local and national priorities. It has concentrated successfully on literacy, numeracy, information technology and healthy schools initiatives and focuses clearly now on the introduction of the new Foundation Phase. The head teacher, members of staff and the GB collaborate well to establish the school firmly in the local community.
126. All pupils are given challenging, but realistic, targets for attainment at the end of KS1 and KS2 based on their individual capabilities. The vast majority achieve and exceed these targets. Other goals for development are clearly identified in the school development plan (SDP), which is an on-going, working document.
127. The school is committed to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuing professional development.
128. The quality of support and direction given by the GB is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order to set a clear strategic direction for the school. They undertake their monitoring responsibilities appropriately through purposeful visits and various committees. They are well informed about standards and play a supportive role in the development of the school. The GB meets almost all statutory requirements, apart from some minor omissions in the school prospectus.

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

Grade 2: Good features and no important shortcomings

129. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
130. The school has developed a positive, self-critical culture in which the head teacher and all members of staff and governors are fully involved. They are all totally committed to improving the quality of the school's provision.

131. Self-evaluation procedures are firmly embedded in all aspects of school life and permeate its ethos. They are comprehensive and based on first-hand evidence of the quality of teaching and learning from lesson observations and monitoring of teachers' planning and pupils' work.
132. The self-evaluation report, produced by the school prior to the inspection, is a concise, sharply focused document that clearly identifies strengths and areas for improvement. It provides relevant sources of evidence to justify its conclusions. The overall findings of the inspection team match the judgements made by the school in all the key questions.
133. Members of staff with responsibility for different aspects of planning have a good understanding of their roles. Subject leaders produce well-focused evaluations, which celebrate good features and identify improvements needed in their areas of responsibilities. They introduce effective strategies to bring about the desired improvements in their subjects, including thorough action plans.
134. The way in which the school seeks and takes account of the views of pupils, parents, members of staff, governors and other interested parties is good. For example, parents' opinions on a range of issues are surveyed. Pupils' views are gathered through meetings of the school council, appropriate questionnaires and PSE. The school acts positively on those areas for improvement which pupils identify, as and when funds allow.
135. The school uses all the information gleaned from a wide range of sources effectively and sets clear priorities and actions to bring about improvement. Information from a wide range of assessment procedures is also used effectively to target areas for improvement. The school carefully tracks pupils' progress in the core subjects and compares actual results with those that were projected.
136. Evidence from external reviews of the school's performance is also carefully taken into account in planning for improvement. The SDP is a good working document with clear priorities for improvement, criteria for success, costings and monitoring processes clearly identified. Progress towards achievement of identified targets is reviewed regularly and actions adjusted where necessary.
137. The school successfully ensures that priorities are supported through the appropriate allocation of resources and takes action to bring about measurable improvements. A good example of this can be found in the overall standards that pupils achieve.
138. The school has responded well to the issues identified in the previous inspection report and made good progress overall.

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

Grade 2: Good features and no important shortcomings

139. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
140. There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge by attending appropriate in-service training sessions. The deployment of teaching and support staff is good and the school uses the subject expertise of individual teachers well. Learning support assistants are well trained to fulfil their roles and they make an important contribution to the quality of teaching. Peripatetic teachers for music and the 'Athro Bro' also make important contributions to teaching and learning.
141. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment (PPA) time and good use is made of this. The school uses its resources for workforce remodelling well.
142. Effective administrative support is provided, which ensures that the life of the school runs smoothly and efficiently. The cleaner in charge, cleaning staff and lunchtime supervisory assistants are valued members of the school team and make an important contribution to the school community.
143. The school is well equipped and resources are of good quality overall. Teachers often supplement commercial resources by producing their own materials. There has been recent investment in information technology and interactive whiteboards. Spending has ensured that teachers have good quality materials to deliver a rich curriculum.
144. Good features outweigh shortcomings in relation to the accommodation. The under-fives area has been renovated and an enclosed play space has been developed; the corridor has been carpeted and decorated; three classrooms have been remodelled into two larger ones; and toilets have been refurbished. A new demountable classroom is in place. In addition there have been significant developments to the school grounds and there is a spacious school field.
145. Shortcomings in the accommodation include a very uneven playing surface for the under-fives and deficiencies in the peripheral wall and railings. The GB is aware of these shortcomings and has approached appropriate bodies with a view to addressing them. Overall, however, effective use is made of the site and buildings.
146. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the SDP are carefully set out. The school successfully secures grants from a number of sources, thus saving money from its allocated budget. It also raises valuable funds through many school events.

Key spending decisions are made after full consultation with relevant members of staff and the GB. The school ensures good value for money.

Standards achieved in subjects and areas of learning

Under 5s

147. The number of children in the nursery and reception classes is small and the nursery children started school in January of this year; consequently, to ensure the anonymity of children, this subject report refers to the under-fives as a whole.

Grade 2: Good features and no important shortcomings

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

148. Children listen attentively to each other and to adults when working as a class, in pairs and small groups. They speak clearly when talking to adults and respond appropriately to simple instructions and greetings given in Welsh. They enjoy listening to a story and explain events illustrated in the pictures. Most predict what may happen next. They make a good start to reading and more able children already have a considerable bank of familiar words and a good phonic sense. They participate well in imaginative role play and express their ideas confidently. Children understand that words carry meaning and recognise initial letter sounds well, sometimes performing actions to help them. Some children understand that blends of two letters make a new sound. More able children read simple books with understanding and most enjoy looking at books, discussing pictures and retelling stories.

149. Children develop early writing skills well and older children make good attempts to write recognisable words and phrases independently.

Shortcomings

150. There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

151. Children are enthusiastic learners, leaving their parents and carers confidently because they are so keen to explore and investigate the interesting experiences that are provided for them. They come to think of themselves as 'problem solvers'. They think deeply about their work and they respond well to the challenges that teachers set for them. They play happily, co-operatively and independently with the good range of equipment provided for them and engage readily and confidently in role-play. They listen to instructions well, demonstrate respect and care for each other and the wider environment. They clear away games and equipment quickly and independently.
152. Children show sensitivity to others and care and respect for each other. They explore new learning with confidence and seek help when they need it. They enjoy investigating and handling different objects, showing a high degree of involvement and a willingness to have a good guess as to what things are. They listen intently, follow instructions well and behave exceptionally well because they are concentrating on their tasks.
153. Children demonstrate a good knowledge and understanding of their own Welsh culture and the community around them. This helps them to develop a strong sense of identity and belonging.
154. Children work well as part of a group, they are keen to explore new ideas and to solve problems. They help each other and share their ideas willingly. They show good perseverance with tasks both inside the classroom and when working outdoors and they understand the importance of taking turns and sharing fairly.

Shortcomings

155. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

156. Children display a keen interest in numbers. They recognise numbers to 10, write the numerals independently and confidently identify numbers of objects to 6, matching them to their numerals. They order numbers to 10 without adult supervision and more able children accurately replace a missing number. They sort and match items for a range of different attributes, such as colour, size and shape. They name basic two-dimensional shapes accurately and use them to create other shapes and objects. Older children build on their mathematical experiences well and display a good understanding of numbers and counting. They use an appropriate vocabulary to add and subtract. They develop their data-handling skills well. They are beginning to understand the passage of time well.

Shortcomings

157. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

158. Children develop a sense of awe and wonder as they explore and investigate the world around them. They make good progress, because they are interested and motivated by their experiences in class, in outdoor play and in the locality. They develop a growing appreciation of their place within their own community and this adds richness to their lives.

159. Children start to learn about living things and patterns of change over time. They develop their technological skills well when they use a computer program independently. They learn about personal safety in discussions with adults. They display a growing appreciation of past and present events, the work people do, environmental care, and living things. They express their ideas and views confidently, using a relevant vocabulary to describe differences from, and similarities with, their own lives. They use a variety of information sources well, including information technology.

Shortcomings

160. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

161. Children move confidently, control their movements well and demonstrate good spatial awareness. They know that their hearts beat faster when they exercise and they understand the need for a warm up. They move well to music. When playing and working outdoors, they ride appropriately and manoeuvre a variety of wheeled toys with confidence, co-ordination and skill.

162. Children handle tools and small equipment with a good level of fine motor control skills. They develop confident movements and draw a variety of patterns in sand.

Shortcomings

163. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

164. Children make good progress in their creative skills. They work well with a wide range of artistic activities and effectively explore colour, texture, shape and form in two dimensions. Most produce paintings of good quality. They sing enthusiastically, enjoy moving in time to music and develop an ability to tap their knees to the beat of the music. They recognise a number of simple percussion instruments and have a good understanding of different ways of playing them. Their observation skills develop well; they comment enthusiastically on their own work and that of others.

Shortcomings

165. There are no important shortcomings.

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

166. In both key stages, pupils develop good listening skills. They listen attentively to their teachers, to their peers in class and during other formal situations, such as in assemblies. In KS1 they listen with attention to stories, showing good recall of the plot and characters. In KS2 they listen effectively with sustained concentration in both whole class and collaborative group occasions.

167. Pupils make good progress with their speaking skills. In KS1 they take turns and eagerly answer their teachers' questions. By the end of KS2 they are able to express themselves with clear diction and effective intonation, adapting their speech to different circumstances and demands.

168. Pupils in KS1 make good progress with their reading. They make good use of both phonic and contextual strategies to decode unfamiliar words when reading. They begin to develop good techniques to express themselves when reading aloud and they are able to talk sensibly about their reading books.

169. Pupils continue to develop their reading throughout KS2. They are able to consider in detail what they have read and they respond well to the plot and characters. They find information quickly from reference books, using the contents and index sections confidently.

170. By the end of KS1 pupils make good progress in their writing with the majority writing independently. They understand the importance of basic sentence

structure and the use of capital letters and full stops. They begin to use adjectives well to make their writing more interesting. Most can organise their ideas well and have a good awareness of basic punctuation.

171. As pupils progress through KS2 their writing develops well; they write in different forms and for different purposes. By the end of the key stage, they are able to write in a wide range of styles, organising their writing well for the intended purpose. By the end of the key stage pupils use paragraphs well. At the upper end of KS2 the quality of writing is of a high order and there are many very good examples of very well written poems, dialogues, accounts, descriptions of scenes and places, newspaper reports, character studies, book reviews, letters, diaries and stories.
172. By the end of KS2, pupils' vocabulary is more adventurous, verbs and tenses are generally consistent and grammar is usually correct. The standard of pupils' spelling and handwriting is good throughout the key stage.

Shortcomings

173. There are no important shortcomings.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

174. In KS1, many pupils respond appropriately in a range of situations. They identify commands and the names of colours. They count effectively and convey simple greetings.
175. Pupils in KS1 generally use individual words appropriately and they make use of pictorial clues to aid them in making sense of the written word.
176. KS2 pupils listen appropriately to all forms of spoken Welsh and respond to simple instructions and greetings.
177. In KS2, the majority of pupils make steady progress in reading basic vocabulary and they develop an appropriate understanding of what they read.
178. A few more able pupils in Year 5 and 6 are adept at translating and they use this technique appropriately to aid the pace of their work.

Shortcomings

179. Across both key stages pupils are reluctant to use the language and their ability to sustain conversation is limited.
180. The independent reading and writing skills of pupils in both key stages are limited.

Design technology

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

181. In KS1, pupils develop good design and making skills. They explain the processes clearly and record their evaluations carefully on paper.
182. Year 1 pupils research favoured toppings for a pizza, plan and design their products carefully, identify materials and equipment effectively and demonstrate good evaluation skills.
183. Pupils in Years 2 and 3 experiment well with a range of plans as they prepare a moving game for younger pupils. They devise different ways of folding card for specific purposes and design various ways of using force to create movement. They produce a range of finished products of good quality, and effectively evaluate how various features of the process can be improved.
184. Pupils in Years 2 and 3 gather background information and evaluate different types of yoghurt, according to different criteria. They demonstrate a good awareness of the importance of hygiene when undertaking these tasks.
185. In Year 3, pupils prepare good quality jam tarts and construct effective picture frames.
186. In Years 4 and 5, pupils make good quality gingerbread men and demonstrate appropriate skills in their work on illuminated Christmas cards. They also begin to explore how pneumatics work.
187. Older pupils research ways of building bridges and making vehicles that move. Their planning work displays an appropriate focus on detail and experimentation.

Shortcomings

188. In key stage 2, pupils do not make good use of a range of materials and tools.
189. In key stage 2, pupils do not progressively develop their making skills.

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

190. In KS1 pupils demonstrate a good understanding of food and farming. They know where many foods come from and complete successful projects on farming methods and growth patterns.
191. In KS1, pupils produce effective maps of their classroom and the local village. They use simple keys, symbols and grids as aids to map reading.
192. In KS1, pupils demonstrate good, emerging geographical skills of enquiry in their project work.
193. In KS1, pupils develop and correctly use appropriate geographical vocabulary.
194. Pupils in KS1 develop a good awareness of places beyond their local environment.
195. KS2 pupils undertake detailed studies of earthquakes, volcanoes and hurricanes. They produce competent studies of mountains and rivers throughout the world.
196. In Years 4 and 5, pupils produce good studies of Cardiff, using appropriate aerial photographs and maps.
197. In KS2, pupils undertake very good studies of Africa and Kenya in particular. They demonstrate a good knowledge of African landscapes and the occupations of the people.
198. In Years 5 and 6, pupils demonstrate a range of effective geographical skills as they systematically develop a project on traffic congestion in their own village. They distribute questionnaires to local people and analyse the responses carefully.
199. KS2 pupils produce good quality research projects on Egypt and the Nile valley. They research the work carefully and present their findings in a mature and professional manner.
200. In Years 5 and 6 pupils show a good understanding of rain forests and begin to make effective comparisons with their neighbouring communities.
201. Older pupils in KS2 produce effective studies of the European Union. They collect a range of information on many aspects relating to European states.

Shortcomings

202. There are no important shortcomings.

Music

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

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

Good features

203. Throughout the school, pupils sing with enthusiasm and clear diction. On whole-school occasions they demonstrate good control over tempo and dynamics and maintain confident parts when singing in harmonies.
204. Pupils in the school choir demonstrate good standards in singing and performance. They rehearse enthusiastically and they perform well in English and Welsh.
205. KS1 pupils listen to music carefully and distinguish between low and high notes with confidence. They select appropriate instruments to accompany their newly created music and give sensible reasons why some instruments are more suitable than others. They express sensible opinions about how they can improve their performance.
206. KS2 pupils successfully create simple compositions. They use correct musical terminology, such as tempo and pitch, to describe their music making and appraise each group's compositions constructively.
207. Older pupils have a clear understanding of musical terms, including tempo, rhythm and dynamics, and they use this vocabulary appropriately when comparing musical styles.
208. Pupils develop their musical skills well in collaborative groups, demonstrate good ideas and make good use of voice and instruments in their various compositions to convey a particular atmosphere.
209. Older pupils have a good, developing knowledge of different musical styles, including pop and classical works.
210. A large number of pupils benefit from instrumental tuition. This, together with the participation of a majority of pupils in musical clubs and the school choir, has a very positive impact on standards throughout the school.

Shortcomings

211. There are no important shortcomings.

School's response to the inspection

212. The governors and staff of Berriew CP school welcome this report and the recognition that the school has made progress since the last inspection.
213. We are pleased that the inspection team recognised the quality of education and the care and guidance provided by the school for pupils. It was noted that an important feature is the way the school creates an ethos where pupils can develop confidence and self esteem, and where they feel valued as individuals.
214. The inspection team confirmed that the achievements of our pupils are consistently above the national average in the core subjects and that pupils make good progress in acquiring new skills across the curriculum. The team also identified that the quality of teaching here is significantly above targets set for Wales.
215. We are delighted that the team recognised that the experiences we provide for the children result in their enjoyment in discovery, and in their ability to reflect on their place in the world. In addition, it was noted that the children have an exceptionally good understanding of community-related and global issues.
216. The report endorses the school's positive, self-critical culture and the total commitment of all those involved. The inspectors' judgements for the seven key questions matched our own and an action plan will now be put in place to address the recommendations in the inspection report.

Appendix 1

Basic information about the school

Name of school	Berriew C.P. School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Berriew, Welshpool, Powys.
Postcode	SY21 8BA
Telephone number	01686 640312

Headteacher	Mrs Catherine Carter
Date of appointment	September 2000
Chair of governors/ Appropriate authority	Mr Phillip Jones
Registered inspector	Dr David G Evans
Dates of inspection	18-20 th February, 2008

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	4	9	11	8	18	16	20	18	104

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.55

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	4:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	N/A	89.43%	95.39%
Summer 2007	94.1%	93.3%	96.6%
Spring 2007	100%	93.3%	96.6%

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				
			18				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	6	83	11
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	11	56	33
		National	0	2	10	63	24
En: writing	Teacher assessment	School	0	0	6	88	6
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	6	83	11
		National	0	4	14	55	27
Mathematics	Teacher assessment	School	0	0	6	77	17
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	0	72	28
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94.4%	In Wales	80.1%

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 Results 2007							Number of pupils in Y6			19	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	0	63	37
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	74	26
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	0	58	42
		National	0	0	0	0	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	100%	In the school	N/A
In Wales	74%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee.

The team inspected:

- 24 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 32 parents'/carers' questionnaires, of which 90.90 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 4 and 5 Welsh 2nd Language, Geography and Music
Mr Brinley W Jones, Team Inspector	Key Questions 3, 6 and 7 Under-Fives, English, Design and Technology.
Mrs Rhiannon Boardman, Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Catherine Carter, Nominee and Head Teacher	Attending meetings and supplying information

Acknowledgement:

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

The contractor was:

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