

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

A Report on the Quality of Education in

**Bronllys C.P. School
Neuadd Terrace
Bronllys
Brecon
Powys
LD3 9ET**

School Number: 6662123

Date of Inspection: 05/11/07

by

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Bronllys 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 Bronllys C.P. School took place between 05/11/07 and 07/11/07. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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 Bronllys Community Primary School caters for boys and girls aged four to eleven years. It also provides a part-time pre-school setting for six three-year olds. There are 30 pupils on roll organised in three mixed age classes, one catering for under-fives and pupils in Key stage 1 (KS1) and two mixed age classes in Key stage 2 (KS2). There are no pupils in Y2. The average class size is 10. There are 2.6 full-time equivalent (fte) teachers, including two part-time teachers. Two part-time learning support assistants (LSA) enhance this provision.
- 2 The school is situated in the village of Bronllys, about nine miles north east of Brecon and ten miles south of Hay-on-Wye. The school serves Bronllys and other nearby rural communities across a wide area. There is a predominance of owner occupied houses and some rented homes; the school states that pupils come from neither prosperous nor economically disadvantaged backgrounds. Currently, around six per cent of pupils are entitled to free school meals; this is below local and national averages. There are a few pupils from ethnic minorities for whom English is an additional language. No pupils come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language. No pupils are 'looked after' by the local authority.
- 3 Assessment data confirms that the school receives pupils from the full range of abilities. Baseline assessments in reception are generally below local averages. Around 37 per cent of pupils have special educational needs (SEN). This is a higher percentage than found in most primary schools in Wales.
- 4 The school was previously inspected in October 2001. Since that time, the number on roll has decreased further although the organisation of classes remains broadly similar. An acting head teacher was appointed in January 2007 and from last September a reduction in overall staffing was made. Improvements in provision and organisation are being implemented. The school has been awarded the Basic Skills Quality Mark.

The school's priorities and targets

- 5 A mission statement and eight aims for the school are published in the prospectus. These focus on developing the full intellectual, spiritual, physical, emotional and social potential of the children.
- 6 Priorities for improvement covered by the school's interim development plan (SDP) 2007 – 2008 concern raising standards, curriculum planning, developing assessment procedures, improving provision for SEN, establishing effective organisational and managerial procedures and improving learning resources.

Summary

- 7 Bronllys School is improving its provision to ensure that all pupils experience good opportunities to learn within a supportive small school family ethos. Following recent changes, leadership provides a renewed sense of direction for the work of the school. High expectations now permeate the school and a culture of building success is becoming established.

Table of grades awarded

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

- 8 The inspection team agrees with the school's self-evaluation report in key questions one and four but differs by one grade lower in the others.

Standards

- 9 In fifteen lessons or parts of lesson standards in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	53%	47%	-	-

- 10 In just over half of the lessons observed standards of achievement were good. This is well below the 2007 Welsh Assembly Government (WAG) target of at least good standards (grade two and above) in 65 per cent of lessons inspected. Furthermore, these figures are well below those published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report 2005 – 2006, where overall standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.
- 11 The first-hand evidence of the inspection reflects the positive impact of teachers and support staff, under the leadership of the acting head teacher, on pupils' current

achievements. However, the evidence from discussions with pupils and scrutiny of their previous work shows some important gaps in their prior knowledge and skills across KS2.

- 12 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.
- 13 Children under-five make a good start in acquiring basic and key skills in communication, numeracy and information and communications technology (ICT) and they are building up appropriate bilingual skills well.
- 14 The standards in the subjects inspected in both key stages were judged as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
History	Grade 2	Grade 3
Art	Grade 3	Grade 3
Music	Grade 3	Grade 3

- 15 Pupils in KS1 (Y1 only) achieve good overall standards in English and mathematics. In KS2, pupils are steadily building up their knowledge, understanding and skills, often from a low base.
- 16 Across both key stages competence in using the key skills in literacy, numeracy and ICT is underdeveloped. Furthermore, the development of bilingual competence in the life and work of the school is at an early stage.
- 17 The school's National Curriculum (NC) results reflect, on the basis of teacher assessment, the attainments of individual pupils. As the number of pupils in each cohort is fewer than 10, the data does not provide reliable comparisons with the national picture or that for similar schools that have less than eight per cent of pupils entitled to free school meals.
- 18 In 2006 the core subject indicator, which is based on the proportion of pupils attaining at least the expected level in English, mathematics and science at the end of each key stage, was well below the figures for similar schools in KS1, but well above in KS2. The results for 2007 are well below the average when set against the latest available national data (2006) in both key stages.
- 19 Progress in learning is improving across the school.
- 20 The small number of pupils learning English as an additional language are well integrated in school life and make good progress.
- 21 Pupils with SEN make good overall progress in relation to the objectives set for them. However, the progress of more able pupils is not always in line with their capabilities.

- 22 Pupils progress well in their personal, moral, social and wider development. They demonstrate high levels of good behaviour.
- 23 Attendance levels averaged just over 91 per cent for the last three terms. This is below the Welsh Assembly Government (WAG) target of less than seven per cent absence annually. Pupils generally arrive punctually but a few regularly fail to arrive until the end of registration.
- 24 Pupils receive a good foundation for lifelong learning skills in the early years and Y1. In lower KS2 their learning skills are less well developed but in upper KS2 they develop well the capacity to use a range of study and research skills with appropriate independence.
- 25 Pupils develop understanding of equal opportunities and show increasing respect for diversity. They are well prepared for effective participation in the local community but their awareness of the workplace is underdeveloped.

The quality of education and training

- 26 In 27 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	59%	41%	-	-

- 27 In almost 60 per cent of the lessons observed, teaching was good. This is a small improvement compared with the last inspection although these figures are well below the national picture as reported by HMCI in her annual report 2005 – 2006. Nationally, the quality of teaching is good in 79 per cent of lessons, with 17 per cent having outstanding features.
- 28 The quality of teaching and support provided for the under-fives and pupils in Y1 is good. In lower KS2 there is good emphasis on building up pupils' competence and in upper KS2 teaching often reflects high expectations and good outcomes.
- 29 In the majority of lessons observed teaching enables pupils to achieve well, but in a minority of lessons over long explanations, too little time for first-hand experiences, a slow pace and too little variety in learning tasks reduces the impact of teaching.
- 30 Although marked improvements in lesson planning are evident tasks are not always developed and matched sufficiently to pupils' capabilities and needs.
- 31 The school is developing procedures for assessment and these are at an early stage of development. The absence of systematic arrangements has limited the school's ability to assess pupils' achievements and to use this information to shape learning and to improve progress.
- 32 Annual reports inform parents well about their children's progress.
- 33 The school has put in place a framework for the curriculum since January of this year. This planning is being implemented well. The curriculum is generally effective in meeting learners' needs and aspirations.

- 34 Basic skills in English and mathematics are well promoted, but the school does not have a framework of planning to promote key skills in literacy, numeracy and ICT across the curriculum.
- 35 The provision to broaden and enrich learners' experiences is good.
- 36 Overall, the school promotes effectively pupils' personal, social and moral development. The provision to promote spiritual awareness is less well developed.
- 37 Pupils' awareness of their own and other cultures is promoted appropriately. The Cwricwlwm Cymreig is evident in some aspects of the school's work, but planning to promote awareness of the culture of Wales is underdeveloped.
- 38 The school is steadily developing its provision to promote pupils' bilingual skills.
- 39 Effective partnerships with parents, other educational providers and the community enrich learning well. However the school has few links with employers.
- 40 The provision to promote education for sustainable development and to raise awareness of global citizenship is good.
- 41 The quality of care, support and guidance is good. A recent audit of provision for personal and social education (PSE) identifies that the key elements are in place and helps to ensure that the programme is consistently implemented.
- 42 There are suitable arrangements to monitor punctuality and attendance. However, the implementation of these procedures is not always sufficiently rigorous.
- 43 The school gives the highest priority to the safety, security and well-being of its pupils. Issues raised at the time of the last inspection have been addressed, although two potential risks to health and safety were discussed with the GB during the inspection.
- 44 The school has recently implemented appropriate arrangements to identify the additional learning needs of pupils. The quality of support for pupils with SEN is good.
- 45 The quality of provision for equal opportunities is good. Gender equality and diversity are actively promoted within the school.

Leadership and management

- 46 The acting head teacher has made a significant impact on the work of the school in little more than two terms. There is strong evidence of renewed educational direction in the systems and procedures already implemented and in those being developed.
- 47 The school is developing its strategic planning well. The current SDP identifies a wide range of priorities and objectives that reflect well the needs of the school. However, these are not prioritised clearly.

- 48 The current approach to managing and improving the expertise of members of staff is good and is already having a positive impact.
- 49 The governing body (GB) works closely with the acting head teacher and has made good progress to ensure that it meets its statutory responsibilities. This has been achieved since January of this year.
- 50 There are important shortcomings in the effectiveness of planning for improvement since the last inspection. Although current planning is thorough and well focused the implementation of this planning is at an early stage.
- 51 There is no evidence of systematic arrangements to promote self-evaluation in the school before January of this year. The school acknowledges this shortcoming.
- 52 The school is well staffed and adequately resourced in most subjects. Significant progress has been achieved recently in improving the provision; use and organisation of resources, but some shortcomings remain.
- 53 Within the limitations of budgetary constraints resulting from the reduced number of pupils on role, the school's current expenditure plans are well matched to its priorities.
- 54 Taking into account the limited evidence of improvement since the last inspection, together with the mixed picture provided by the school's NC performance data and balancing this against the recent and marked improvements in provision, the school is moving towards a position where it can demonstrate value for money.

Recommendations

- 55 The school, with the support of appropriate agencies, should:
- R1 continue to raise standards in key skills, bilingual competence and those subjects where shortcomings are identified;
 - R2 strengthen lesson planning further to match tasks more closely to pupils' differing needs, with particular emphasis on more able pupils;
 - R3 build on existing good practice in teaching to ensure a good variety in teaching approaches and learning styles;
 - R4 continue to develop assessment procedures and use the information effectively to shape learning tasks and improve progress further;
 - R5 develop effective planning to promote key skills across the curriculum;
 - R6 develop further planning for improvement to include the identification of key priorities and plans of action;
 - R7 develop effective strategies for self-evaluation, including monitoring arrangements linked to the school's key priorities.

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 3: Good features outweigh shortcomings

- 56 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 57 In fifteen lessons or parts of lesson standards in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	53%	47%	-	-

- 58 In just over half of the lessons observed standards of achievement were good. This is an improvement compared with the last inspection when standards were good in 46 per cent of lessons. However, this is below the 2007 WAG target of at least good standards (grade two and above) in 65 per cent of lessons inspected. Furthermore, these figures are somewhat below those published in the latest HMCI Annual Report 2005 – 2006, where overall standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.
- 59 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.
- 60 Children under-five make a good start in acquiring basic and key skills in communication, numeracy and ICT and they are building up appropriate bilingual skills well.
- 61 The standards in the subjects inspected in both key stages were judged as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
History	Grade 2	Grade 3
Art	Grade 3	Grade 3
Music	Grade 3	Grade 3

- 62 There are no pupils in Y2. Pupils in Y1 achieve good standards in English, mathematics, information technology and history. Standards in art and music are improving although some shortcomings remain.
- 63 In KS2 pupils steadily build up their knowledge, understanding and skills, often from a low base. This is particularly evident in Y3 and Y4. Good features outweigh shortcomings in pupils' achievements in the subjects inspected.

- 64 The school has recently put in place appropriately challenging targets for attainment at the end of KS2 for the next three years. Recently the information available provides a mixed picture regarding the school's success in meeting locally agreed targets and in enabling pupils to achieve in line with the expectations of the NC.
- 65 Across both key stages competence in using key skills in literacy, numeracy and ICT is underdeveloped. Furthermore, the development of bilingual competence in the life and work of the school is at an early stage.
- 66 The school has an inclusive ethos and this enables all pupils, irrespective of background, to achieve similar levels of success.
- 67 The school's NC results reflect, on the basis of teacher assessment, the attainments of individual pupils. As the number of pupils in each cohort is fewer than 10 the data does not provide the basis of reliable comparisons with the national picture and that for similar schools that have less than eight per cent of pupils entitled to free school meals.
- 68 In 2006 the core subject indicator, which is based on the proportion of pupils attaining at least the expected level in English, mathematics and science at the end of each key stage, was well below the figures for similar schools in KS1 but well above in KS2. The figures for 2007 indicate results well below the average when set against the latest available national data (2006) in both key stages.
- 69 Taking the school's NC results in 2001 as a starting point, the overall trend in results is downward. Over the last six years results in KS1 have remained low and in KS2 the picture fluctuates from year to year.
- 70 There is insufficient data, due to the small numbers of pupils, to draw accurate conclusions about the relative performance of boys and girls.
- 71 Progress in learning is improving across the school. It is often good in English and mathematics, especially in Y1, Y5 and Y6, where pupils develop ideas and increase their levels of understanding well. In Y3 and Y4 progress is at least sound. In other subjects progress is variable.
- 72 Pupils with SEN make good overall progress in relation to the objectives set for them. However, the progress of more able pupils is not always in line with their capabilities.
- 73 The small number of pupils learning English as an additional language are well integrated in school life and make good progress.
- 74 Across the school pupils' understanding of their work and how they might improve it is at an early stage of development. A good start has been made in setting targets with pupils, mainly in English and mathematics. As a result older pupils in particular develop a clear understanding of the strengths and weaknesses in their work.
- 75 Taking into account the gaps in pupils' prior learning and the recent improvements in progress across the school, the majority of pupils are on track to fulfil their potential, so that they are prepared appropriately for the next stage of their education.

- 76 The development of pupils' personal social and learning skills is progressing well. This is particularly evident in the younger and older age groups, where pupils develop greater independence.
- 77 Most pupils demonstrate enthusiasm for learning and are well motivated. They work conscientiously, sustain interest in tasks and show good levels of concentration. Where tasks are challenging and engage pupils' interest fully, they work productively and well for appropriate periods of time.
- 78 Pupils demonstrate high levels of good behaviour both in and out of the classroom. All ages play happily together in the playground and are quiet and attentive in assemblies and well mannered in the dining hall. They have a clear understanding of what is expected of them and treat each other and adults with respect. They are courteous and responsive towards adults.
- 79 Attendance for the previous three terms averaged just over 91 per cent. Two families, taking extended holidays in the Spring Term, adversely affected attendance figures. However, a more typical picture is seen in the previous three terms where attendance averaged around 93 per cent. This is close to the WAG target of less than seven per cent absence annually. Pupils generally arrive punctually but a few regularly fail to arrive until the end of registration.
- 80 Pupils receive a good foundation for lifelong learning skills in the early years and Y1. This is a particularly good feature. In lower KS2 their independent learning skills are less well developed and in upper KS2 they develop well the capacity to use a range of study and research skills with appropriate independence.
- 81 Pupils progress well in their personal, moral, social and wider development. They work and play very well together and treat others with respect. The older ones collaborate well and are beginning to show initiative when working with a partner or in small groups. They willingly take responsibility, for example on the school council and eco committee.
- 82 Pupils develop appropriate awareness of equal opportunities within school life and show increasing respect for diversity. Through initiatives, such as the Comenius Project and supporting the work of Food Aid, they learn to respect the ethnic, social and cultural differences within their own and other countries.
- 83 Pupils are generally well prepared for effective participation in the local community. However, some aspects of pupils' wider development, including awareness of the workplace, are underdeveloped.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

84 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The inspection finds teaching to be effective in most areas. However, even though long standing shortcomings in developing teaching and assessment are being addressed, these still reduce the overall impact of teaching.

85 In 27 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	59%	41%	-	-

86 In almost 60 per cent of the lessons observed, teaching was good. This is well below the national picture as reported by HMCI in her annual report 2005 – 2006. Nationally, the quality of teaching is good in 79 per cent of lessons, with 17 per cent of lessons having outstanding features. Compared with the last inspection, when 54 per cent of teaching was judged good, this is a small improvement.

87 The strong features of teaching include good working relationships with pupils, high expectations and good professional knowledge and expertise in particular areas.

88 The quality of teaching and support provided for the under-fives and pupils in Y1 is good. In lower KS2 there is good emphasis on building up pupils' competence and in upper KS2 teaching often reflects high expectations and good outcomes.

89 In the majority of lessons observed teaching enabled learners to achieve well, but in a minority of lessons factors, including over long explanations, too little time for first-hand experiences, a slow pace and too little variety in learning tasks, reduces the impact of teaching.

90 Taken overall, members of staff have good subject knowledge and appropriate awareness of recent developments in primary teaching. This is particularly evident in the way provision is organised for the under-fives.

91 A recently implemented framework of curricular planning guides teaching appropriately. The content of lesson planning is much improved with the identification of suitable learning objectives for lessons and greater emphasis on explaining these to pupils in terms that they understand. This aspect is developing well.

92 Across the school there is some variation in the extent to which teaching utilises a variety of approaches and resources to engage learners' interest. During the inspection good practice was most evident with the youngest pupils.

- 93 Teaching promotes equal opportunities for all appropriately and is making good progress in ensuring pupils are better supported in fulfilling their potential.
- 94 There is appropriate emphasis on developing pupils' oracy skills in English and Welsh. The benefits of recent training are particularly evident in the upper KS2 class, where pupils enthusiastically engage in activities such as 'hot seating.' The visiting athrawes bro makes a positive contribution in developing the provision of bilingual teaching.
- 95 Although marked improvements in lesson planning are evident tasks are not always developed and matched sufficiently to pupils' capabilities and needs. Good practice is developing. For example, in the upper KS2 class, both learning and teaching were carefully focused to match pupils' needs in grouped activities in literacy, numeracy and ICT.
- 96 The arrangements for assessing the progress of pupils and reporting to parents and carers have some good features but also shortcomings in important areas. The arrangements for statutory assessments are in line with requirements.
- 97 The school is developing policies and procedures for assessment, recording and reporting. The absence of systematic arrangements has limited the school's ability to assess pupils' achievements and progress fairly, accurately and regularly. The current head teacher is implementing arrangements to address these long standing shortcomings.
- 98 The recent use of standardised tests in reading, spelling and mathematics ascertain pupils' levels of attainment in these areas. This evidence is used effectively to identify underachievers and to monitor individual progress generally. However, this valuable information is not yet used sufficiently to adapt learning in line with pupils' capabilities and to ensure appropriate challenge in the work for more able pupils.
- 99 Recently implemented class target files record assessments in language and mathematics. These records, based on NC criteria, provide a useful framework to monitor progress. Furthermore, evidence files in English, mathematics and science suitably exemplify current levels of achievement.
- 100 Arrangements to moderate assessments of work are not yet sufficiently rigorous. Apart from in information technology, where files are kept for individual pupils showing examples of their work, the school does not have established assessment procedures in the foundation subjects.
- 101 Teachers regularly mark pupils' work and monitor their responses to tasks during lessons. In the better examples of marking teachers suggest ways in which pupils may improve their work. This practice, however, is not a regular and consistent feature.
- 102 Pupils are developing appropriately their understanding of the purpose of assessment. They have their own booklets where they set targets, principally in English and mathematics. However, this provision is at an early stage and the

feedback to pupils to help them understand what they need to do in order to improve their work is not always fully effective.

- 103 Annual reports inform parents well about their children's progress in all subjects and they provide suggestions in the form of targets to show how their children might improve. Parents are also invited in each term to discuss their children's work with the class teacher.

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

Grade 3: Good features outweigh shortcomings

- 104 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The inspection team finds important shortcomings in planning to promote key skills and little evidence to indicate that NC requirements have been implemented fully over time. However, the school has put in place a suitable framework for the curriculum since January of this year. This framework of planning is being implemented well and the current provision is in line with statutory requirements.
- 105 Taken overall, the curriculum provided is generally appropriate to the range of learners' needs and aspirations. The curriculum for the under-fives gives children access to a rich and varied programme across all the areas of learning. They benefit from a good range of stimulating indoor learning experiences that reflect well the Desirable Outcomes for Children's Learning. The school is developing its provision to ensure greater use of the outdoor environment next to the classroom.
- 106 The school has subject schemes of work that ensure appropriate coverage of the NC programmes of study and the requirements of the locally agreed syllabus for religious education. In both key stages this planning promotes a suitably broad and balanced curriculum with appropriate progression.
- 107 The provision to promote learners' basic skills in English and mathematics is appropriate, but the school does not have a framework of planning to help ensure the progressive development of the key skills in literacy, numeracy and ICT across the curriculum.
- 108 The provision of homework is appropriate and suitably supports and extends pupils' learning.
- 109 The provision to broaden and enrich learners' experiences is good. A wide range of extra-curricular activities is provided, including after school clubs, such as football training for boys and girls. There are opportunities to participate in competitive sports through links with local primary schools, educational visits and a wide range of visitors to the school; for example, a local storyteller and a musical quintet, considerably enhance the quality of learning. Furthermore, pupils' personal development and independence is promoted well during residential visits to Staylittle and Llangrannog.

- 110 Overall, the school promotes effectively pupils' personal, social and moral development. This is evident in pupils' positive attitudes. They show consideration for those less fortunate than themselves and regularly raise money for charities. They acquire a good set of values; class rules, to which they contribute, help them understand how to behave, to know right from wrong and how to apply themselves to their work.
- 111 The provision to promote spiritual awareness is less well developed. Although opportunities for quiet and guided reflection are sometimes evident in assemblies and lessons, there is little evidence of planning to promote a consistent approach. Whole school assemblies incorporate an appropriate act of collective worship.
- 112 Pupils' awareness of their own and other cultures is promoted appropriately in a few subjects. Their cultural development is enhanced well through working with visiting authors and musicians, for example. Furthermore, the school's participation in the Comenius Project facilitates links with schools in Finland and Germany. These contacts make a significant contribution to pupils' understanding of other cultures.
- 113 Effective partnerships with other educational providers, parents and carers and the local community enrich the curriculum well. Good links with the secondary school, to which most pupils transfer, ensure a smooth transition between Y6 and Y7. The school has a beneficial partnership with an initial teacher training university to provide places for student teachers. It also provides placements for students attending Coleg Powys and work experience opportunities for pupils attending the secondary school. There are some good links with the local community, such as those with the Church and bowls club; these impact well on the school's provision.
- 114 The school has few links with employers. Consequently, there is little opportunity for pupils to benefit from work-related education. This aspect is undeveloped.
- 115 The school is steadily developing its provision to promote pupils' bilingual skills. Members of staff are improving their expertise through attending training and with the support of the athrawes bro; the school makes good provision for learning Welsh as a second language. The Cwricwlwm Cymreig is evident in some aspects of the school's work, for example in art and religious education, but planning to promote awareness of the culture of Wales across all subjects is underdeveloped.
- 116 Pupils have equal access to all areas of the curriculum and programmes such as 'Catch-up' provide additional assistance to enable them to reach their full potential. The school is keenly aware of any social disadvantages that exist and works hard to ensure this does not result in any discrimination. It also makes sure its pupils do not develop stereotypical views of individuals' behaviour, lifestyles and expectations.
- 117 The importance of sustainable development is firmly embedded in the life and teaching of the school. A wide range of recycling schemes is supported by the school, including the composting of raw fruit and vegetable waste for use in the school garden. Energy conservation is also an important feature of school life. Members of the Eco Committee demonstrate a clear understanding, not only of the importance of sustainable development, but also of the reasons behind it and are aware of their role as global citizens.

- 118 Pupils are given an introduction to the entrepreneurial and other skills needed to support economic development through, for example, producing and selling a school magazine. However, opportunities to promote these skills are not systematically planned and developed across the curriculum.
- 119 The school is committed to the national priorities for lifelong learning and community regeneration. It contributes to the provision of 'wrap around' care with its successful breakfast and after school clubs. Workshops and a weekly course have been run for the parents of early years and KS1 pupils to enable them to work alongside their children; these have been well received by parents. The provision to enable pupils to take more responsibility for their own learning and to become more independent is being developed.

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

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 quality of care, support and guidance is good and pupils feel safe and secure in the school. A positive ethos for learning is created and members of staff are sensitive to the academic and emotional needs of pupils. A significant amount of work has been done recently to meet the additional educational needs of some pupils.
- 122 The school successfully plans and manages its care arrangements. It carefully monitors and identifies individual pupils' needs and requirements and makes regular and effective use of appropriate support services.
- 123 The school has established good quality partnerships with parents. This was reflected in the very positive views expressed at the pre-inspection meeting and endorsed in the questionnaire completed by nearly all parents. They receive a high standard of information about the school and what is happening within it, although some would welcome more information about what is being taught each term, so that they can support their child more effectively. Parents are encouraged to participate in a wide range of school activities and the Friends Association is very active in running social and fund-raising activities that contribute significant sums of money for the school.
- 124 The school council is effective in enabling pupils to express their views; members take part in decisions that affect them and as a result feel they can make a difference to school life, for example choosing playground equipment. The council regularly considers ideas and comments placed in a suggestions box by pupils.
- 125 There are good induction arrangements for children coming into the school. The gradual and sensitive integration means that these new pupils settle into the school routines quickly and happily. A pupil pack for parents on entry to the school enhances these arrangements well.

- 126 Members of staff know their pupils well. All pupils have ready access to experienced adults who offer good quality pastoral support and guidance. A recent audit of PSE identifies that the key elements are in place and helps to ensure that the programme is consistently implemented. Specialist agencies, including the police and health professionals, make a significant contribution to this provision. Circle time is a regular feature in KS2; sessions promote respect for one another and nurture a caring family ethos within the school.
- 127 There are suitable arrangements to monitor punctuality and attendance. However, the implementation of these procedures is not always sufficiently rigorous. Although registers are completed for each session, they are not taken until 9.15am each morning rather than at the beginning of the school day. This does not encourage punctuality. Furthermore, the analysis of absence patterns is limited. The scrutiny of registers identifies a significant minority of pupils who have at least one day of absence every fortnight. At the time of the inspection seven pupils had 100 percent attendance and five less than 90 per cent so far this term.
- 128 The procedures for managing behaviour are effective; they are regarded as fair by pupils and appreciated by parents. Good behaviour is rewarded and inappropriate behaviour is identified at an early stage and suitably addressed. The monitoring of pupils' performance is less well established.
- 129 The school gives the highest priority to the safety, security and well-being of its pupils. Issues relating to the overall security of the site, identified at the time of the last inspection, have been addressed in important respects. However, there are two areas of concern that pose potential risks to health and safety. The GB is fully aware of these matters, but despite its best efforts has not achieved a satisfactory resolution. The current GB has established appropriate risk assessment procedures. but there is no governor with allocated responsibility for this important aspect of school management.
- 130 The importance of a healthy lifestyle is becoming embedded in the life of the school. The after-school sports clubs reinforce the value of exercise while visitors to the school and several displays promote the importance of healthy eating. The school dinners are made on the premises from fresh ingredients, suitable variety and choice are provided, and nearly all pupils have a school lunch.
- 131 The head teacher is the designated and trained officer for child protection. She ensures that all members of staff are aware of their responsibilities in this area. The procedures adopted are in line with the All Wales Child Protection Policy and the protocols of the Local Education Authority (LEA). Everyone who works in the school is subject to a criminal records bureau (CRB) check.
- 132 The school has recently implemented appropriate arrangements to identify the additional learning needs of pupils. All pupils with identified SEN are recorded in an appropriate SEN register. The school fully complies with the statutory requirements of the SEN Code of Practice.
- 133 A whole school screening programme of assessments in reading, spelling and mathematics is used to assess the needs of the pupils regularly and thoroughly.

Individual education plans (IEP) are generally of a good quality. The targets set are appropriate and achievable. Parents are consulted on a termly basis and they are encouraged to be involved in helping their children to improve.

- 134 All pupils with SEN are fully integrated into the life and work of the school. Teachers plan and cater well for pupils' special needs; they ensure that tasks are accessible by adapting them to suit all abilities. In general, LSAs are deployed well to guide pupils in the classroom.
- 135 Positive strategies to promote good behaviour are implemented effectively. These ensure that any inappropriate behaviour of individual pupils does not have an adverse effect on their own progress or that of others.
- 136 The school provides good quality support and guidance for pupils whatever their social, ethnic or linguistic background. All pupils have equal opportunities to take part in all school activities. The school has appropriate policies to promote equal opportunities, diversity and racial equality, although it has yet to formulate an action plan to help ensure its policies are implemented fully.
- 137 All pupils regardless of their gender have full access to the curriculum and all out-of-hours activities. Teachers and volunteer parents use activities to challenge stereotypes successfully, for example, by organising mixed groups for sporting activities.
- 138 The school has effective measures to minimise poor behaviour, such as bullying, and any form of discrimination and harassment. Pupils feel that this is not a problem in the school and that members of staff would respond helpfully to any concerns they might raise.
- 139 The school has undertaken an access audit and has established an appropriate Disability Access Plan. It makes appropriate arrangements to ensure that pupils with disabilities are not disadvantaged. In most respects the building, including toilet facilities, are accessible to persons with physical disabilities.
- 140 Gender equality and diversity are actively promoted within the school. Initiatives such as its link with one of the 'Smile Schools' in Calcutta and its developing relationship with other schools through the Comenius Project, enable pupils to appreciate, respect and understand the differences that exist within the global community.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 141 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The self-evaluation report judges the school's current leadership to be good, but, although the inspection finds many improvements in leadership, its overall judgement takes account of the impact of leadership on quality and standards in the school over time.
- 142 The acting head teacher has made a significant impact on the work of the school in little more than two terms. There is strong evidence of renewed educational direction in the systems and procedures already implemented and in those being developed. High expectations permeate the school and a culture of building success is becoming established.
- 143 Updated policies and schemes of work provide appropriate direction for learning and teaching. These are based on clear aims and positive values that promote equality for all pupils and these are increasingly reflected in the school's provision.
- 144 There is little evidence from recent years to demonstrate the school's sustained commitment in addressing national and local priorities to improve educational standards and provision.
- 145 Furthermore, there is little evidence of the school having set and achieved appropriate targets and goals through a rigorous SDP in recent years. This is a key area of leadership and strategic management that is being improved significantly by the acting head teacher.
- 146 The current approach to managing and improving the expertise of members of staff is good and is already having a positive impact, for example in the teaching of Welsh as a second language.
- 147 Appropriate arrangements for performance management are being implemented although there is little evidence of established procedures for staff appraisal or review. In particular there are few records to indicate that the professional development needs of newly qualified teachers have been systematically addressed. However, current planning for teachers' extended professional development is good.
- 148 The GB works closely with the acting head teacher and has made good progress to ensure that it meets its statutory responsibilities. This has been achieved since January of this year.
- 149 The GB is working against a backdrop of falling roles and financial constraints. In a short period it has successfully put in place key policies and developed a medium term strategy to manage the school and promote improvements.

150 The family ethos of this small school enables governors to become well informed about the life and work of the school through informal contacts with members of staff. They also receive a wide range of information from the acting head teacher, but their role in monitoring the quality of provision is at an early stage of development.

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

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

151 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 3. The inspection team finds that the school is preparing to tackle long standing important shortcomings but the current leadership needs more time in which to have a significant impact.

152 In recent times the acting head teacher has collated performance information and members of staff have used this well, for example in relation to pupils with SEN. However, there is no evidence to indicate that teachers have been given opportunities to review aspects of the school's work and performance effectively in the past.

153 There is no evidence to indicate the existence of systematic arrangements to promote self-evaluation in the school before January of this year. The acting head teacher is developing plans to enable teachers to base evaluations on first-hand evidence but arrangements are at a very early stage of development.

154 The self-evaluation report provides a suitable overview of the school's current position. It acknowledges important shortcomings and identifies significant improvements that are beginning to take effect. The inspection agrees with the school's self-evaluation in key questions one and four but differs by one grade lower in the others.

155 The self-evaluation report acknowledges that the school has not yet sought the views of stakeholders formally but within the school there is good evidence that the views of pupils are canvassed and acted upon through the school council and eco committee.

156 Following the recent reorganisation of staffing, the school is aware of the need to review the roles and responsibilities of members of staff and to monitor the impact of the revised arrangements. There is an inclusive approach to developing self-evaluation but the full and effective involvement of members of staff in the process is still at an early stage.

157 There are important shortcomings in the effectiveness of planning for improvement since the last inspection. Although current planning is thorough and well focused the implementation of procedures is at an early stage.

158 An inclusive whole-school approach was taken in developing an interim SDP for 2007 - 2008. This identifies a wide range of priorities and objectives that reflect well the current needs of the school. Appropriate plans of action to bring about improvement are being developed, but at present priorities are not prioritised clearly.

- 159 The SDP is supported by the adequate allocation of resources, including funding, despite current budgetary constraints. The quality of financial planning is good.
- 160 The school has difficulty in showing that its actions result in measurable improvements over the last six years. In particular, the overall trend in the school's NC performance indicators since 2001 is downward. However, the somewhat better picture of standards revealed by this inspection indicates that recent initiatives are beginning to have a positive impact.

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

Grade 3: Good features outweigh shortcomings

- 161 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. Although tremendous progress has been achieved recently in ensuring the efficient organisation of resources there is evidence that over time shortcomings have had a negative impact on standards.
- 162 The school has a sufficient number of qualified and experienced teachers and support staff to ensure that the curriculum can be taught effectively to all pupils. Taken overall, teachers have sufficient knowledge and expertise, each having strengths in particular areas. Although members of staff have job descriptions, these have not yet been updated in the light of recent changes in their deployment and responsibilities.
- 163 The arrangements to provide teaching for sessions when class teachers have the required non contact time for planning, preparation and assessment tasks are well organised and have a positive impact.
- 164 The LSAs work effectively with teachers and make an important and valued contribution to the working life of the school. A secretary helps to ensure the efficient day-to-day functioning of the school. Canteen staff, midday supervisors and cleaners provide good support. All contribute to the smooth running of the school's life and work.
- 165 The school has an adequate supply of resources for most subjects and these are generally accessible to pupils. The school library, and in particular the range of fiction and non-fiction material is good. Classroom libraries are generally adequate but the availability of resources, for example dictionaries and thesauruses, and materials in some subjects, such as Welsh and history, are limited. Recent investment in the school's ICT systems is a significant improvement in provision.
- 166 The accommodation provides a well appointed setting for effective learning and teaching. The early years classroom is of an adequate size and is very well planned and organised. This area is greatly enhanced by the stimulating and captivating displays that permeate every available space. The outdoor area adjacent to the classroom offers tremendous scope to enhance learning further. The school is aware of the need to develop this provision in line with the requirements of the Foundation Phase.

- 167 The school building together with a demountable classroom offers generous facilities for the number of pupils on roll and includes adequate storage facilities. The outdoor hard surface playing area is of a good size and in sound condition and the site includes a pond and adventure playground. An adjoining field offers ample space for sporting activities. Since the previous inspection the school has made improvements to ensure the well-being of pupils and overall it provides a safe and secure environment. However, an issue of public access via a footpath across part of the site remains.
- 168 The basic organisation of the school is appropriate. The recently implemented arrangements to reduce the overall provision of teaching by retaining the same teachers and reducing their working time by a day a week, offers new opportunities. These arrangements are becoming established.
- 169 The LSAs are well deployed, but the use of learning resources is not always developed fully and organisation of lesson time is not always efficient and effective in promoting good pace and a variety of learning styles.
- 170 The acting head teacher is establishing a systematic approach to managing the professional development of members of staff. Documentary and other evidence indicates provision was ad hoc until recently. Members of staff are now actively supported in accessing appropriate training opportunities. This is the case for recently qualified teachers and for the LSAs.
- 171 Within the limitations of budgetary constraints resulting from the reduced number of pupils on role, the school's current expenditure plans are well matched to its priorities. Effective use is also made of funds raised locally, for example to enhance resources in ICT.
- 172 Since the Spring Term the use, availability and deployment of resources has been carefully reviewed. Arrangements to ensure value for money are being developed.
- 173 Taking into account the limited evidence of improvement since the last inspection, together with the mixed picture provided by the school's NC performance data, and balancing this against the recent and marked improvements in provision, the school is moving towards a position where it can demonstrate 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 3: Good features outweigh shortcomings

Good features

- 174 Pupils in KS1 (Y1 only) display good listening skills and respond positively to teachers' and other pupils' contributions. They show good recall of previous events and talk confidently about their experiences when they arrive in the school in the morning. In this respect they make good progress in speaking for different purposes and for different audiences.
- 175 As a group these pupils read a story from a 'Big Book' with the teacher with obvious enjoyment. Most pronounce words with confidence and show a good understanding of the text. The majority read well and some become animated when they discuss the contents and the characters in their books. They show good knowledge of phonics when reading in different contexts.
- 176 In Y1 pupils make appropriate progress in writing. The majority form letters, space words and write simple sentences using capital letters. As a group they structure a story together about the Flying Balloon offering some interesting and colourful vocabulary. Some begin to write independently.
- 177 The majority of pupils in KS2 maintain good progress in speaking and listening skills. Younger ones in Y3 and Y4 increasingly express themselves with greater confidence, whilst some older ones in Y5 and Y6 confidently use extended vocabulary to express opinions, for example when discussing aspects of school life.
- 178 Across KS2 achievement in reading is generally good. Many pupils show good progression in their reading skills over time. They read from an appropriate variety of fiction and non-fiction texts with increasing confidence and use the strategies of contextual, phonetic and visual clues well. More able pupils in Y5 and Y6 read with interest and obvious enjoyment. They use intonation and expression well to respond to the story and become immersed in reading for information, for example when researching aspects of monarchy and social life in Tudor times.
- 179 Less able readers benefit from the Catch-up programme and the majority make sound progress from a low base with a few making significant progress in learning to read.
- 180 Overall, the writing skills of pupils in KS2 develop appropriately. Some younger ones in Y3 and Y4 show increasing independence in their writing and begin to write for a range of purposes. They learn spelling patterns and the conventions of writing and begin to understand that they need to use these in order to improve their work.

181 Older pupils in Y5 and Y6 write for a range of audiences and use an increasing range of styles. For example, based on stories that they have read from the 'Arabian Nights' they become aware of the cultural setting and understand the main features used to write such stories. They carefully plan their own stories and several are successful in writing some colourful and exciting tales using good grammatical conventions. Many write well structured stories, including the use of paragraphs. In general, pupils' handwriting and presentation is neat and legible and they make appropriate use of ICT to develop their written work.

Shortcomings

182 In Y3 and Y4 a significant proportion of pupils have underdeveloped reading and writing skills.

183 In Y5 and Y6 pupils generally, and especially the more able, do not produce sufficiently extended pieces of written work, including the skills of drafting and re drafting.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

184 In Y1 pupils confidently count to at least 20 and most can count beyond. They write two digit numbers accurately, confidently count sets of coins, read numbers to 20 and count in twos. They make good progress in reading two digit numbers to 100.

185 Previous work indicates that pupils in KS1 develop appropriate skills in numeracy, for example using addition and subtraction methods with numbers to 99 and calculating amounts of money less than a pound. They know odd and even numbers and begin to identify number patterns and relationships using a one hundred number square. Pupils measure length with increasing accuracy, collect and present information in graphs, tell the time on the analogue clock face and increase their knowledge of the properties of two and three dimensional shapes well.

186 In Y3 and Y4 pupils steadily develop their skills in numeracy from a low base.

187 Pupils in Y3 successfully group three-dimensional shapes using simple criteria and pupils in Y4 identify properties and begin to understand the relationship between the number of sides and vertices through building three-dimensional shapes using construction materials.

188 In Y5 and Y6 pupils have sound recall of tables, when answering quick fire questions and the majority successfully link numbers using two or three operations. They both explain and record their strategies well. In general they have good knowledge of shapes and their properties. In Y5 they make good progress in naming, describing and classifying two dimensional shapes and in Y6, they persevere and gain good

understanding of quadrilaterals, triangles and decagons. In both year groups they make good progress in using mathematical vocabulary.

- 189 Pupils' previous work in Y5 and Y6 indicates good progress across a wide range of mathematics. Achievement in numeracy, including knowledge of number patterns and relationships, develops well and pupils develop good skills in basic geometry.

Shortcomings

- 190 In lower KS2 pupils' mathematical knowledge and skills are underdeveloped across the attainment targets.
- 191 In upper KS2 pupils' skills in problem solving and in collecting, representing and interpreting data are at an early stage.

Information technology

Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

- 192 Pupils in Y1, successfully use a graphics program to draw pictures. They have good mouse control skills when using the tool bar to edit their picture and confidently use the colour fill, delete and resize functions. Pupils save their work with help and know how to log on, open selected programs and print their work.
- 193 Pupils' previous work indicates that they acquire appropriate skills in word processing and have some experience of using simulation programs and a simple database.
- 194 In Y3 and Y4 pupils develop their skills in word processing from a low base. They use keyboard functions to insert correct punctuation. Some know how to use the underline tool and most of the older ones know how to use a range of editing tools.
- 195 Pupils in Y5 and Y6 have sound knowledge of the tools and special effects that can be created using the features of a multi-media programme. They confidently select pictures from clipart, manipulate images, copy and insert graphics to a document and use menus to alter the appearance of text.
- 196 Discussion with pupils and viewing their previous work on computer indicates a developing competence in all aspects of information technology. Some pupils readily discuss skills gained from using ICT at home and the majority demonstrate good knowledge of using a simple database and of word processing. These pupils confidently retrieve stored files, know how to use e-mail and conduct an internet search and demonstrate increasing competence in the subject, when discussing how to use particular features of a program with their teacher.

Shortcomings

- 197 In KS2 pupils' competence in using modelling programmes and simulations to explore patterns and relationships and to make predictions is underdeveloped.

History

Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

- 198 In Y1 pupils develop a good awareness of change over time through studying different ways of travel and how people spend days at the seaside. For example, they compare their own experiences with a story about a day at the seaside in the 1960s and successfully distinguish between photographs of present day events and events in the past.
- 199 These pupils are developing an appropriate sense of chronology; they successfully sequence events in their own development and learn that events such as Bonfire Night are celebrated to recall important historical events.
- 200 In KS2 discussion with pupils and scrutiny of their previous work indicates that they develop greater knowledge of change over time through observing old and new buildings in the village, comparing past and present day farming practices and studying aspects of life in Tudor and Victorian times. Older pupils use secondary sources to further their understanding of change in the parish.
- 201 When researching the lives of rich and poor people in Tudor times pupils in KS2 recall important characters such as William Morgan, Francis Drake and Walter Raleigh. They demonstrate an early understanding of the differences between town and country life.

Shortcomings

- 202 Pupils in KS2 have a limited understanding of important historical events and of the chronology of key periods that shaped society in Wales and Modern Britain. More able pupils seldom study historical topics in sufficient depth and do not produce well-researched written and oral accounts.
- 203 Pupils make insufficient use of historical sources and artefacts, so their understanding of primary and secondary evidence and how these can be interpreted in different ways is underdeveloped.

Art

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

- 204 In both key stages pupils make good use of art books. In KS1, for example, they reproduce effective copies of portraits they observe by established artists, including Picasso and Cedric Morris and in KS2 they study the main features of the face and make good sketches of the nose, eyes and ears.
- 205 Pupils in KS1 experiment with line, tone, colour and pattern to produce a variety of interesting and colourful pictures. These include some nice examples of fruit and vegetable printing and autumn leaf rubbings.
- 206 In Y1 and Y3 pupils produce some good copies of pictures by the artist Andy Warhol. In this respect a few display improving observational skills together with an increasing confidence in the use of paints and a variety of colours.
- 207 By recalling some of their previous work on portraits and artists studied, they further explore and experiment with the element of texture in order to create a self-portrait. By selecting different materials and cutting and gluing them onto their face shapes most manage to achieve a suitable collage.
- 208 In Y4, Y5 and Y6 pupils study and observe pictures of the main characters and personalities of the Tudor period and some have produced good copies of portraits of figures including Anne Boleyn, William Shakespeare and Henry V111.
- 209 These pupils discuss some portraits by Kyffin Williams well and at length. They consider how the artist used various shades of light and dark and the effect that these tones have on the pictures. Using various shades of charcoal and chalk many achieve creditable success in making copies of these portraits.
- 210 Many older pupils display good appraisal skills when they offer comments about their pictures.

Shortcomings

- 211 In KS1 some pupils do not use observational skills sufficiently, for example to help them draw a face in proportion.
- 212 In both key stages pupils' skills in planning and making artefacts in three dimensions are underdeveloped.

Music

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

- 213 Pupils across both key stages sing a variety of Welsh and English songs appropriately. Some sing these with enjoyment and enthusiasm and most sing in tune. They pay appropriate attention to the pronunciation of words and sing successfully in two parts, for example in a morning assembly.
- 214 Throughout the school pupils begin to understand the meaning of some music terminology such as pitch and rhythm.
- 215 With the small instruments that they have on their music table younger pupils in KS1 explore the sounds that these instruments make. For example, they place their hands in the “crunchy box” filled with autumn leaves to make crunchy sounds. They use these sounds to accompany known songs which they then record. They also use musical software to explore a range of sounds further.
- 216 Pupils in Y1 and Y3 listen to the sounds made by fireworks. Most confidently distinguish between long and short sounds that they readily match to pictures of fireworks and they enthusiastically make sounds with their voices to match particular fireworks. For example, they make interesting effects for the rocket.
- 217 Using a small range of percussion instruments these pupils imitate fizzing, whooshing and banging sounds and using their instruments and hands they successfully add sound effects to a taped song. Many do this well and clap the rhythm on the beat accurately.
- 218 When listening to Handel’s Firework Music, pupils in Y4, Y5 and Y6, recognise various instruments of the orchestra and some know which section they belong to.
- 219 To a previously learnt song about the Jamaican “Junkanoo” these pupils clap simple rhythms well and recognise the significance of the primary beat. Some write these patterns on the white board using crotchet and quaver notation and make a good attempt at clapping them. When working in small groups many succeed in writing their own rhythmical patterns and play them effectively as a group.
- 220 A few older pupils benefit from lessons by a visiting brass teacher. This impacts well on standards.

Shortcomings

- 221 In both key stages pupils’ composing and evaluating skills are underdeveloped.

222 In all aspects of the subject pupils' competence is limited although they have begun to build up knowledge and skills from a low base.

School's response to the inspection

223 The governors and staff are pleased that the inspection report recognises a number of good features in the school. These include:

- the pastoral care of our pupils;
- the good foundation for lifelong learning skills in Early Years and KS1;
- the recently implemented framework for curricular planning; and
- the updated policies and schemes of work that provide appropriate direction for learning and teaching in the school.

224 We believe we can confidently address the improvement of curricular planning for key skills, the raising of standards both in bilingual competence and in the subjects where shortcomings have been identified.

225 Particular priorities for us will be to continue to develop assessment procedures and to build on existing good practice in teaching to ensure a good variety of teaching approaches and learning styles.

226 The recommendations made in the inspection report areas will be incorporated into the new SDP. A summary of this plan will be sent to all parents and the GB in the Annual Report to Parents will report the progress the school is making on the recommendations.

Appendix 1

Basic information about the school

Name of school	Bronllys C.P. School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Neuadd Terrace Bronllys Brecon Powys
Postcode	LD3 9ET
Telephone number	01874 711444

Acting Head teacher	Mrs Ann Hopkins
Date of appointment	1 st January 2007
Chair of governors/ Appropriate authority	Mrs Sonia Huddleston
Registered inspector	Mr Michael T. Ridout
Dates of inspection	5 th – 7 th November 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	-	5	3	-	3	5	6	8	30

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	2	2.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11.5 : 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	10
Teacher (fte): class ratio	0.87 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	n/a	89.3	95.9
Spring 2007	n/a	94.3	86.2
Summer 2007	n/a	98.0	91.7

Percentage of pupils entitled to free school meals	6
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 2006	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of Key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of Key stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	8
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	100	In Wales	74

Appendix 4

Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for six inspector days (over three days) gathering first-hand evidence. In total, 21 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work.
- The evidence base includes two grades for teaching in each of eight lessons, where the under-fives and pupils in KS1 are taught together.
- The acting head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 12 parents before the inspection and considered 24 parents' responses to a questionnaire. Almost all responses were positive
- At the end of the inspection, the main findings of the inspection were discussed with the acting head teacher. A short time after the inspection, meetings were held with the acting head teacher, members of staff, and the governors, to report the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Efficiency aspect of KQ7. Mathematics, information technology and history.
Mr. Arwel Williams Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Key question 7: How efficient are leaders and managers in using resources? Assessment aspect of KQ2. English, art and music.
Mr. Ted Tipper Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mrs Ann Hopkins Nominee	Liaison with the inspection team.

Acknowledgement:

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

The Contractor for this inspection was:

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