

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

**Builth Primary School  
Hospital Road  
Builth Wells  
Powys  
LD2 3GA**

**School Number: 666/2089**

**Date of Inspection: 16-19 May 2005**

**by**

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WO88/67644**

**Date: 20 July 2005**

**Under Estyn contract number: T/214/04P**

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## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	8
Key question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	10
Key question 2: How effective are teaching, training and assessment?	10
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	14
Key question 5: How effective are leadership and strategic management?	14
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key question 7: How efficient are leaders and managers in using resources?	16
<b>Standards achieved in subjects and areas of learning</b>	17
The under-fives	17
Welsh	18
Mathematics	19
Geography	20
Art	21
Music	22
<b>School's response to the inspection</b>	24
<b>Appendices</b>	25
A Basic information about the school	25
B School data and indicators	25
C National Curriculum assessments results	26
D Evidence base of the inspection	27
E Composition and responsibilities of the inspection team	27







## **Context**

### **The nature of the provider**

1. Builth Primary School serves the town of Builth Wells and the surrounding area. Although the vast majority live locally, a significant minority of the pupils, particularly those desiring a Welsh medium education, travel substantial distances to attend the school.
2. The school caters for pupils aged 4-11 yrs. There are 265 full-time pupils on roll including 22 nursery children. They are taught by 10 full time teachers, five part time teachers and nine classroom support staff.
3. The school is organised into 11 classes, four of whom are Welsh medium classes. Currently, over 32% of the pupils have opted to be in the Welsh stream.
4. Builth Wells is mainly an English-speaking area with a very small minority of families with a Welsh-speaking parent. With the exception of 1% of the pupils whose mother tongue is Welsh, English is the main language spoken at home by pupils.
5. Children are admitted into the school full-time at the beginning of the term following their fourth birthday. The school has pupils of the full range of ability and their attainment varies greatly when they start at school.
6. The residential area, from which the pupils are drawn, is described by the school as being neither prosperous nor economically disadvantaged. Five per cent of the pupils are entitled to receive free school meals. This is much lower than the Powys and national averages.
7. Nineteen per cent of pupils have special educational needs, which is similar to the national average, and five of them have a statement of special educational needs. The catchment area Special Educational Needs Centre is located at the school.
8. There have been no substantial changes in the nature of the school since it was last inspected in April 1999. The present headteacher was appointed to his post in January 1989.

### **The school's priorities and targets**

9. The school's main priorities and targets for school improvements during 2004-5 include:
  - Continue to monitor the quality of teaching and the standards of learning across the school;
  - Review and allocate subject coordinators;
  - Review policy, practice and schemes of work in English, Mathematics, Art, Welsh Second language and the Cwricwlwm Cymreig.

## Summary

10. The inspection team's findings match the school's judgement in the self-evaluation report in five of the seven key questions. In Key Questions 3 and 4, the school has awarded itself grade 2 compared to the grade 1 awarded by the inspection team.

### Table of grades awarded

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

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

### Standards

12. Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	0%	0%

13. Pupils' standards in the lessons are above the Welsh Assembly Government targets for all Wales of 95% of lessons being satisfactory (Grade 3) or better and 75% being good (Grade 2) or better.
14. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	2	1
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	1
Physical development	2	1

15. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
16. At Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh First Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

17. The under-fives and pupils in both key stages experience success in their work, whatever their ability, social or linguistic background. Pupils with special educational needs make good progress according to their age and ability.
18. Pupils of all ages achieve good standards in the key skills of language and communication, mathematics and information and communication technology.
19. The under-fives make outstanding progress towards becoming confident users of the Welsh language. Pupils' standards of bilingual competence at both key stages show good progress across the school.
20. Pupils' creative skills are good throughout the school. They respond imaginatively during art lessons and when involved in role-play situation.
21. In 2004 at the end of Key Stage 1, pupil attainment in Welsh, English and mathematics was lower than the national and county average and was higher in science. The school's results were in the lowest band of performance when compared with similar schools.
22. The attainment of Key Stage 2 pupils was similar to the national averages in English, mathematics and science and significantly higher in Welsh. In comparison with similar schools, Welsh was in the top band of performance with the other three subjects being in the lower half of the middle band.
23. Pupils of all ages make good progress in their learning as they increasingly acquire new knowledge and skills. They respond confidently to new challenges and have a good understanding of the requirements of the task in hand.
24. Standards of behaviour throughout the school are outstanding. Pupils show a great deal of self-discipline and have a clear understanding of what is expected of them.
25. Pupils achieve high levels of attendance and punctuality. Average attendance for the three terms prior to the inspection was 95%.

26. Pupils make outstanding progress in their ability to work independently. By Key Stage 2, they can organise their work sensibly and support their own learning without supervision.
27. Pupils in both key stages make very good progress in their spiritual, personal and social skills. As they mature through the school, they develop to be responsible individuals who can communicate and interact freely with their peers.
28. Throughout the school, pupils demonstrate good co-operative skills. They are mindful of the feelings of others and they learn to respect all those around them.
29. At both key stages, pupils respect the variety of beliefs, attitudes and other cultural and social traditions. They have an outstanding understanding of equal opportunities matters and fairness.

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

30. In the lessons observed, quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	77%	9%	0%	0%

31. The quality of teaching in the lessons is substantially higher than the Welsh Assembly Government targets for all Wales of 95% of lessons being satisfactory or better (Grade 3) and 75% being good or better (Grade 2).
32. The outstanding features of the teaching include high expectations, challenging tasks and effective questioning and clear explanations.
33. The good features of the teaching include well planned lessons, tasks that suit all levels of ability, good use of a wide variety of resources, good working relationships between adults and pupils and effective deployment of classroom assistants.
34. In a small minority of lessons the objectives of the teaching were insufficiently clear and little progress was made in the learning.
35. Pupils' achievements, including those with special educational needs, are assessed and recorded systematically in the core subjects, but there are no parallel arrangements for the foundation subjects.
36. Pupils' work is marked regularly and conscientiously, and the comments made draw attention to the good features of the work and to those aspects that can be improved.
37. The annual reports to parents are of good quality and provide an effective synopsis of pupils' achievements.

38. The school responds well to needs of learners and offers equal access to a broad and balanced curriculum. The curriculum for the under-fives gives balanced attention to the six areas of the Desirable Outcomes for Children's Learning.
39. The teaching of the basic skills and the key skills are planned effectively across all subjects. There is good provision for developing pupils' bilingual skills and the Cwricwlwm Cymreig.
40. The curriculum is broadened and enriched substantially by a wide variety of extra-curricular and out-of-school learning.
41. The provision for developing pupils' spiritual, moral, social and cultural development is an outstanding feature of the school. Positive attitudes, good social behaviour and self-discipline are all promoted successfully.
42. The quality of its partnership with parents is an outstanding feature of the school. The Friends of the School Association makes a valuable contribution the school social calendar of activities and to buying resources for pupils and teachers. The prospectus provided for parents, with the exception of some minor details, fulfils the statutory requirements.
43. Pupils play an active part in the life of the community and local people regularly visit the school to support the learning. Pupils' awareness of business skills is promoted effectively and the attention given to problem solving and decision-making, provide the early foundations for entrepreneurial skills.
44. Through supporting various charities and re-cycling materials, pupils' awareness of sustainable development and global citizenship is effectively promoted.
45. The quality of the care, support and guidance provided for pupils is an outstanding feature in the school. The school is a happy community where every member of staff cares for the pupils' safety and personal welfare. The quality of personal and social education provided by the school is outstanding.
46. The way in which good behaviour and attitudes are promoted is an outstanding feature in the school.
47. The provision made for pupils with special educational needs is outstanding and complies fully with the Code of Practice. All pupils have access to a broad and balanced curriculum.
48. The specific policies and strategies for dealing with pupils with disruptive behaviour are very effective. All pupils have the opportunity to learn effectively without interference or disruption.

49. Equal opportunity is provided in all the school's activities. The breadth of pupils' curricular experiences ensures that they develop a thorough understanding of diversity and that they learn to value the contribution of others.

### **Leadership and management**

50. The headteacher, governing body and the teachers provide clear direction for the school's development. The open and democratic leadership of the headteacher coordinates the efforts of the teaching team effectively, giving a sense of purpose to the work of the school.
51. Members of the governing body have a thorough understanding of their role in the strategic development of the school. They know the school well and undertake their monitoring and evaluating responsibilities effectively. Statutory duties are fulfilled thoroughly but there are some minor omissions in the school prospectus.
52. The school has effective self-evaluation processes. Evidence in some areas of the school performance is collected systematically, but there are some gaps in the procedures.
53. The School Development Plan provides a clear strategic direction for the work of the school, although there no clear link between the plan and the self-evaluation system.
54. Resources are used efficiently giving good value for money.
55. The school has made good progress since the previous inspection in tackling the key issues. Further developments have been made in both the quality of teaching and planning and in a number of aspects of the school's leadership and management. Significant progress has been made in the six curriculum areas inspected.

### **Recommendations**

- R1: Build upon the current self-evaluation practices through:
- refining the evaluations skills of the subject coordinators;
  - including the foundation subjects in the self-evaluation cycle, and
  - strengthening the relationship between the outcomes of evaluations and the priorities included in the School Development Plan.
- R2: Develop appropriate procedures for assessing and recording pupils' achievements in the foundation subjects.
- R3: Aim for excellence in all subjects through building upon the good standards already achieved.

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

56. The team's findings match the school judgement in the self-evaluation report.

57. Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	0%	0%

58. Pupils' standards in the lessons are above the Welsh Assembly Government targets for all Wales of 95% of lessons being satisfactory or better (Grade 3) and 75% being good or better (Grade 2).

59. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	2	1
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	1
Physical development	2	1

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

61. At Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh First Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

62. The under-fives and pupils in both key stages succeed in achieving the targets set for them and experience success in their work, whatever their ability, social or linguistic background. Pupils with special educational needs make good progress according to their age and ability.

63. The under-fives make good progress in their communication skills. They speak confidently, listen intently to their teachers and peers and have started to master reading and writing skills. They make outstanding progress towards

becoming confident users of the Welsh language. Their mathematical and information and communications technology skills are also developing well.

64. Key Stage 1 and Key Stage 2 pupils' standards and progress in the key skills of communication and mathematics are good across all the subjects of the curriculum. They discuss their curricular work confidently and use their reading and writing skills effectively to select information and record their work.
65. Good progress is made in learning Welsh. A good majority of the pupils speak the language confidently and use their oral and reading and writing skills effectively in a wide variety of contexts.
66. At both key stages, pupils make good progress in their mathematical and information and communications technology skills. They use and apply their skills confidently in a number of cross-curricular contexts.
67. Pupils' standards of bilingual competence at both key stages show good progress across the school. Those following the Welsh First Language Programme of Study communicate freely orally and in writing in both Welsh and English. This is an outstanding characteristic of the school.
68. Pupils' creative skills are good throughout the school. They respond imaginatively during art lessons and when involved in role-play situation.
69. In 2004 at the end of Key Stage 1, pupil attainment in the core subjects of the National Curriculum was lower than the national and county average in Welsh, English and mathematics and a higher in science. In comparison with schools with a similar percentage of pupils receiving free school meals, the school's results were in the lowest band of performance. Overall, girls' performance is better than boys'.
70. In Key Stage 2 in 2004, pupil attainment in the core subjects of the National Curriculum was similar to the national averages in English, mathematics and science and significantly higher in Welsh. In comparison with schools similar in percentage of pupils receiving free school meals, Welsh was in the top band of performance with the other three subjects being in the lower half of the middle band. On average, girls' results in the four subjects were slightly higher than boys' results.
71. Pupils of all ages make good progress in their learning as they increasingly acquire new knowledge and skills. They respond confidently to new challenges and have a good understanding of the requirements of the task in hand. By Key Stage 2, most pupils are able to evaluate their work and identify what they need to do to improve it.
72. Throughout the school, pupils make good progress towards fulfilling their potential. At the end of their reception year, children transfer confidently to Key Stage 1, responding enthusiastically to the new challenges ahead. Likewise Year 6 pupils who transfer smoothly to secondary education.

73. From the nursery age upwards, pupils work hard in lessons. They use their time productively and are well motivated.
74. Standards of behaviour throughout the school are outstanding. Pupils show a great deal of self-discipline, they are considerate and polite and have a clear understanding of what is expected of them. This responsible attitude has a positive effect on their learning.
75. Pupils achieve high levels of attendance and punctuality. Average attendance for the three terms prior to the inspection was 95%.
76. Pupils make outstanding progress in their ability to work independently. By Key Stage 2, they can organise their work sensibly and support their own learning without supervision.
77. Pupils at both key stages make very good progress in their spiritual, personal and social skills. As they mature through the school they develop to be responsible individuals who can communicate and interact freely with their peers.
78. Throughout the school, pupils demonstrate good co-operative skills, particularly when working on a group task or during discussion with other pupils. They are mindful of the feelings of other people and in circle time and daily acts of worship. They learn to respect all those around them and to take a pride in the success of their fellow-pupils.
79. At both key stages, pupils respect the variety of beliefs, attitudes and other cultural and social traditions. They have an outstanding understanding of equal opportunities matters and fairness.
80. Visits that pupils make to the local community and other places of interest linked to current work in class, contribute substantially towards expanding their understanding of their own community and the world of work.

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

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

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

81. The inspection team's findings match the judgement of the school in the self-evaluation report.
82. In the lessons observed, quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	77%	9%	0%	0%

83. The quality of teaching in the lessons is substantially higher than the Welsh Assembly Government targets for all Wales of 95% of lessons being satisfactory or better (Grade 3) and 75% being good or better (Grade 2).
84. The outstanding features of the teaching include:
- high expectations in terms of pupil achievement;
  - challenging tasks that extend pupils knowledge and understanding;
  - effective questioning and clear explanations.
85. The good features of the teaching include:
- well planned lessons that have clear learning objectives which are shared with the pupils;
  - clear introductions to lessons, differentiated and stimulating tasks, and effective feedback at the end;
  - the use of a wide variety of appropriate resources, including the interactive white board;
  - good working relationships between adults and pupils;
  - clear emphasis on developing pupils' oral skills;
  - effective deployment of classroom assistants to promote pupils' learning.
86. In a small minority of lessons the objectives of the teaching were insufficiently clear and little progress was made in the learning.
87. Pupils' achievements are assessed and recorded systematically in the core subjects but there are no parallel arrangements for the foundation subjects.
88. Pupils' work is marked regularly and conscientiously and the comments made draw attention to the good features of the work and to those aspects that can be improved.
89. Standardised assessments are used effectively to monitor pupils' progress and for setting targets to improve their performance.
90. There are effective arrangements for assessing and recording the progress of pupils with special educational needs. Detailed records are kept in accordance with the requirements of the Code of Practice.
91. The annual reports to parents are of good quality and fully conform to the statutory requirements. They provide an effective synopsis of pupils' achievements and suggest ways of making further progress.

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

<b>Grade 1: Good with outstanding features</b>
------------------------------------------------

92. The inspection team's perceptions do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The evidence of the inspection shows that the school has not identified the many outstanding features in its curricular provision.
93. The school responds well to needs of learners and offers equal access to a broad and balanced curriculum, which conforms to all the legal requirements.
94. The curriculum for the under-fives gives balanced attention to the six areas of the Desirable Outcomes for Children's Learning. It provides important activities and experiences which give the children valuable life skills.
95. At Key Stage 1 and Key Stage 2, the National Curriculum subjects, religious education, and personal and social education are carefully planned and promote progression and continuity in all aspects of the curriculum. The teaching of the basic skills and the key skills are planned effectively across all subjects.
96. The curriculum is broadened and enriched substantially by a wide variety of extra-curricular and out-of-school learning. This provision contributes well to standards of achievement and pupils' personal development and is an outstanding feature of the school.
97. The provision for developing pupils' spiritual, moral, social and cultural development is an outstanding feature of the school. Acts of collective worship, the excellent quality of relationships and the general day-to-day life of the school, all contribute to the promotion of positive attitudes, good social behaviour and self-discipline.
98. The curriculum promotes pupils' bilingual skills effectively and fulfils the requirements of the Cwricwlwm Cymreig.
99. The quality of its partnership with parents is an outstanding feature of the school. The Friends of the School Association makes a valuable contribution the school social calendar of activities and also raises generous sums of money to buy important resources for pupils and teachers. The prospectus provided for parents, with the exception of some minor details, fulfils the statutory requirements.
100. Transfer arrangements and curricular links with the local secondary school to which the majority of pupils transfer from Year 6 are good.
101. The school is an important institution within the town and pupils play a keen and active part in the life of the community. Local people regularly visit the school to support the learning.
102. Pupils' awareness of business skills is promoted effectively by visiting local businesses to support class topics. Sponsorship received from businesses contributes well to the resources that are available.

103. Learning experiences provided for pupils effectively develop skills such as problem solving and decision making, which provide the early foundations for entrepreneurial skills.
104. The school effectively promotes sustainable development and global citizenship by introducing relevant curriculum links and by supporting a good variety of charities. Teachers and pupils act in a sustainable way by regularly re-cycling materials.

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

<b>Grade 1: Good with outstanding features</b>
------------------------------------------------

105. The inspection team's findings do not match the school's judgement in the self-evaluation report. Evidence shows that in awarding itself grade 2, the school has underestimated the outstanding quality of the support and guidance it provides for its pupils, especially those with additional education needs.
106. The quality of the care, support and guidance provided for pupils is an outstanding feature in the school. The school is a happy community where every member of staff cares for the pupils' safety and personal welfare.
107. The school works in close partnership with parents and takes account of their views. The parents are happy with the high quality personal support and guidance which the teachers provide for their pupils.
108. The school has effective procedures, including strong links with the local 'Cylch Meithrin', which ensure that children settle well when starting in the nursery class.
109. The quality of personal and social education provided by the school is an outstanding feature. The School Council and 'circle time' provide pupils with valuable opportunities to express their views and to contribute to decisions which affect them.
110. The way in which good behaviour and attitudes are promoted is an outstanding feature in the school. All pupils receive praise and rewards for their efforts. The peer mediation system for dealing with playground disputes promotes a mature, responsible and caring attitude towards others.
111. There are appropriate policies and practices for Child Protection, First Aid, Fire Prevention, and Health and Safety. Risk assessments for the school, as well as for educational visits, are made appropriately.
112. The provision made for pupils with special educational needs is outstanding and complies fully with the Code of Practice. Effective systems are in place to identify those who have special educational needs from a very young age. Pupils who attend the Specialist Centre benefit substantially from the extra

attention they receive and integrate fully into mainstream education during Year 6. All pupils have access to a broad and balanced curriculum.

113. The special educational needs co-ordinator fulfils her responsibilities thoroughly and co-ordinates the provision in the school effectively. There are effective links with parents and external agencies when reviewing pupils' progress and fulfilling specific requirements.
114. There are specific policies and strategies for dealing with pupils with disruptive behaviour and these are very effective. All pupils have the opportunity to learn effectively without interference or disruption. No incidents of bullying or any other forms of harassment were seen during the inspection.
115. Equal opportunity is provided in all the school's activities. Pupils with disabilities receive outstanding support and positive steps are taken to ensure that they do not suffer from less favourable treatment. The breadth of pupils' curricular experiences ensures that they develop a thorough understanding of diversity and that they learn to value the contribution of others.

## **Leadership and management**

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

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

116. The inspection team's findings agree with the judgement of the school in the self-evaluation report.
117. The headteacher, governing body and the teachers provide clear direction for the school's development. Common values are shared about learning, behaviour and relationships, and high priority is given to fulfilling the needs of pupils and to ensuring equal opportunities for all.
118. The open and democratic leadership of the headteacher coordinates the efforts of the teaching team effectively giving a sense of purpose to the work of the school. All members of the school community are involved in the decision-making process and their views are respected.
119. Appropriate attention is paid to national priorities. The school has gained the Basic Skills Agency Quality Mark accreditation and good attention is given to sustainable development and to global citizenship. The school actively participates in a number of partnerships including teacher training institutions, the local education authority and other primary schools.
120. Through the School Council, pupils have good opportunities to influence a number of aspects of school life.
121. Staff that have leadership and management roles contribute effectively to improvement in standards and provide clear guidance and support for their

colleagues. All members of staff carry out their teaching and curricular responsibilities fully.

122. Effective processes have been established to set targets for pupils at the end of both key stages. The targets are both challenging and achievable.
123. Performance Management procedures are implemented effectively. Appropriate attention is given to teachers' continuous professional development needs.
124. Members of the governing body have a thorough understanding of their role in the strategic development of the school. They know the school well and undertake their monitoring and evaluating responsibilities effectively. Statutory duties are fulfilled thoroughly but there are some minor omissions in the school prospectus.

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

<b>Grade 2: Good features and no significant shortcomings</b>
---------------------------------------------------------------

125. The inspection team's findings match the school's judgement in the self-evaluation report.
126. The headteacher and the subject co-ordinators are well informed about the school's performance. The inspection team's findings match the school's judgement in the self-evaluation report in five of the seven Key Questions. The inspection evidence shows that in awarding itself grade 2 for Key Questions 3 and 4, the school has underestimated the outstanding quality of both the curriculum provision and the support and guidance it provides for its pupils. The inspection team awarded grade 1 for the two key questions.
127. The school is committed to improving standards. The self-evaluation processes for the core subjects are comprehensive, systematic and based on first hand evidence. A number of strategies are utilised to collect evidence including scrutinising pupils' work, analysis of results of tests and assessments and classroom visits. All subject co-ordinators produce annual review reports on their areas of responsibility, but their comments tend to be more descriptive than evaluative.
128. Little attention has been given to evaluating standards in the foundation subjects and there are no formal arrangements for taking account the views of parents.
129. Appropriate use is made of catchment area, local and national benchmark information, to compare the school's performance with similar schools.
130. The summary self-evaluation report produced by the school prior to the inspection is clear and of good quality. It shows that a culture of self-

evaluation is established in the school and that the arrangements continue to evolve as staff become more proficient and confident in the field.

131. The School Development Plan provides a clear strategic direction for the work of the school. Sufficient resources are allocated to implement the plan and there are effective arrangements to evaluate the outcomes of the priorities. The extent to which the school uses information from self-evaluation to plan for improvement is insufficiently clear in the School Development Plan.
132. The school has made good progress since the previous inspection in tackling the key issues. Good progress has been made in the quality of teaching and planning and in a number of aspects of the school's leadership and management. Significant progress has been made in the six curriculum areas inspected.

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

<b>Grade 2: Good features and no significant shortcomings</b>
---------------------------------------------------------------

133. The findings of the inspection team agree with the school's judgement in the self-evaluation report.
134. There is sufficient teaching staff in the school to ensure a favourable pupil:teacher ratio and relatively small classes. Teachers are appropriately trained for the age group and subject areas that they teach, and have a good range of experience.
135. Teachers update their teaching skills and knowledge regularly through attending county and catchment area training sessions. Good advantage is taken of opportunities to share teacher expertise through a system of exchanging classes.
136. Teaching assistants make a key contribution to the quality of teaching and the standards achieved.
137. The level of resources is good for every age group including the under-fives. Resources are of good quality and are conveniently available for pupils to use them.
138. The accommodation provides a pleasant and suitable setting for teaching and learning. The school building and grounds are well maintained and are used effectively and efficiently. The colourful displays on the walls of the classrooms and corridors contribute substantially towards creating a tasteful ethos in the building.
139. The school's management of its financial resources is good. The headteacher, the school secretary and the governing body monitor the budget carefully and resources are used efficiently and effectively to support school priorities. Short-term and long-term spending is carefully planned, any

likely changes in the budget are anticipated, and resources are made available according to priorities and educational targets.

140. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### The under-fives

#### Grade 1: Good with outstanding features.

141. The overall quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. The standards achieved by the children are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	2	1
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	1
Physical development	2	1

### Good and outstanding features

#### Nursery children

142. The children make good progress in language and communication. They listen carefully to stories and follow simple directions. They repeat Welsh words and phrases with clear pronunciation.
143. The children's personal and social development is good. The great majority of them co-operate well, are willing to wait their turn and can concentrate for suitably long periods.
144. Their mathematical development is good. They recognize and name colours, match and order familiar objects and copy simple patterns. They can add objects up to at least 10.
145. The children's knowledge and understanding of the world is good. They have an awareness of plants and animals in the environment. Their development is promoted further through play activities with sand and water.
146. The children's physical development is good. They demonstrate good awareness of space and control of movements when taking part in physical activities. Their small physical skills for handling pencils, crayons and small building bricks develop appropriately.

147. The children's creative development is good. They participate actively in various painting and handwork activities and they sing a broad repertoire of nursery rhymes and hymns.

### **Reception children**

148. The children's literacy development has outstanding features. They listen intently and discuss confidently in their mother tongue. The Welsh learners' understanding of the language and their ability to use the language is exceptionally good; they talk confidently about their experiences using complete and appropriate sentence patterns. The children read Big Books together and recognise letters and words in them. The more able children begin to write simple sentences independently.
149. The children's personal and social development is good. They co-operate effectively in group tasks for extended periods and they eagerly accept simple responsibilities. They show a high degree of independence when dressing and when tidying up.
150. Their mathematical development is good. They know the order of numerals and count objects correctly up to at least 20. They learn the purpose of money and identify various coins as they play in the class shop.
151. The children's knowledge and understanding of the world is an outstanding feature. They describe in detail the life cycle of a frog, and discuss confidently how to treat living things and the environment with care and sensitivity. They use the computer confidently to play games that reinforce their basic skills.
152. The children's physical development has outstanding features. They have a good awareness of space and safety and they maintain very good control and co-ordination when balancing and moving on different parts of the body. They use scissors to cut along straight lines and irregular shapes and hold a pencil correctly when writing. They have good hand-eye co-ordination.
153. The children's creative development has outstanding features. They become engrossed in role-play and develop their own ideas when playing. They make excellent progress in artwork where they experiment confidently with a range of media.

### **Shortcomings**

154. There are no important shortcomings.

<b>Welsh First Language</b>
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**Key Stage 1 – Grade 2: Good features and no important shortcomings**  
**Key Stage 2 – Grade 2: Good features and no important shortcomings**

### **Good and outstanding features**

155. In Key Stage 1, pupils listen intently to the teacher's presentations and are very eager to contribute to the discussions. They use an increasing range of appropriate vocabulary and suitable sentences to express themselves in an organised manner.
156. They make good progress in their reading. By Year 2, the great majority read simple books fluently and with suitable expression. They discuss books confidently, naming the author and expressing an opinion on the characters and events in the stories.
157. The written work of Key Stage 1 pupils is good. In Year 1, they write phrases and short sentences and by Year 2, they create original interesting stories. By the end of Key Stage 1, the great majority of pupils write at length for different purposes.
158. In Key Stage 2, pupils talk, discuss and express opinions with ease and fluency in group and whole-class sessions. In social contexts they talk freely with each other, with their teachers and with visitors, using vocabulary and idioms with ease.
159. The pupils' reading standards in Key Stage 2 are outstanding. They read a variety of books which are appropriate to their age and interests. They read fluently and with correct intonation, paying appropriate attention to punctuation. They talk freely about the books they have read and about the characters and the events in them. They use dictionaries effectively to assist them with their recording work. They discuss authors and the blurb of a book confidently.
160. Key Stage 2 pupils write effectively for a number of purposes and for different audiences. They write in a range of styles, including letters, portraits, stories and verses. They plan their work carefully, use a wide vocabulary and vary their sentences. The vast majority of pupils punctuate and spell correctly. They have a good grasp of syntax and make effective use of idioms. The stories they write have interesting beginnings and effective development.

### **Shortcomings**

161. There are no important shortcomings.

<b>Mathematics</b>
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**Key Stage 1 – Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

162. Key Stage 1 pupils read, write and order numbers with increasing accuracy and they have a good understanding of place value. They use addition and subtraction operations confidently with the most able in Year 2 multiplying

and dividing very capably. They can count orally in steps of different sizes and can recognise patterns in a number sequence.

163. Pupils have a basic understanding of money and use simple fractions such as halves and quarters correctly. They use tables, pictograms and graphs to record information that they have collected.
164. Pupils have a sound understanding of the geometric properties of two and three-dimensional shapes. They recognise shapes by their mathematical names and can describe their main characteristics in detail.
165. Year1 pupils use non-standard measures confidently when measuring length and capacity. By Year 2, they use standard measures accurately and they have an appropriate understanding of time.
166. Key Stage 2 pupils make good progress in their understanding of number. They handle large numbers confidently and use a variety of strategies when computing mentally. They use the four operations confidently and accurately and recall number facts swiftly. Their understanding of decimals and fractions is good. By Year 6, a good number of the pupils are able to choose a sequence of operations to solve problems.
167. Pupils have a sound understanding of shape and space and use the related geometrical language. By Year 4, they can measure angles correctly using a protractor. Pupils deal confidently with standard units of mass, capacity and time and have a sound understanding of area and volume.
168. Key Stage 2 pupils collect, represent and interpret data for a variety of different purposes and make good use of computers as a tool for representing and exploring data. They are able to interpret tables and graphs and understand and use the mode, median and mean as measures of average.

### **Shortcomings**

169. There are no important shortcomings.

<b>Geography</b>
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**Key Stage 1 – Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

170. The geographical enquiry skills of Key Stage 1 pupils are developing well. Pupils are able to describe clearly the main features of their area using the relevant geographical language. They make good estimations of the comparative distances of places they have visited and can associate this with the best means of travelling there. They make good use of pictorial maps for

charting their route to school and can express their ideas through detailed plans. They can locate Builth Wells on a map of Wales and have a basic understanding of map symbols. They use simple co-ordinates correctly to note locations on a grid.

171. Pupils have good knowledge of the main features of their locality and can express an opinion on its environmental quality and facilities of the area. They make detailed comparisons between a rural area such as Builth Wells with an urban area such as Llanelli.
172. Key Stage 2 pupils have good geographical enquiry skills. They describe their area's geographical features in detail, showing good awareness of relative distances to neighbouring villages as well as towns which are further afield. They read a variety of maps and aerial photographs confidently and use simple grid references to denote specific locations on ordnance maps. They can show the main towns of Wales on a map and have good knowledge of the countries of the world and the main cities, continents and oceans.
173. During their study of Snowdonia, pupils describe in some detail the geographical features of the area and can differentiate between human and physical features. The more able pupils can describe how human intervention such as farming and leisure activities change the face of the natural environment.
174. Pupils' understanding of the need to care for the environment and of sustainable development is successfully developed by their active involvement in environmental issues.
175. When studying photographs of people in a less economically developed country, pupils can describe fully how the geographical features of that country affect ways of living. They are able to compare the country's weather, temperature and seasons with that of Wales, showing a good awareness of the effect of climate on people's lives.

### **Shortcomings**

176. Key Stage 2 pupils have only a superficial understanding of the points of the compass and their ability to use map co-ordinates is underdeveloped.

<b>Art</b>
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**Key Stage 1 – Grade 2: Good features and no important shortcomings**  
**Key Stage 2 – Grade 2: Good features and no important shortcomings**

### **Good and outstanding features**

177. In Key Stage 1, pupils experiment enthusiastically with line, tone, colour and pattern in two and three-dimensional work. They make effective use of a range of materials, tools and techniques to produce interesting and pleasing images and artefacts.

178. They have a good understanding of the effect which mixing paints has on colours and shades. They use different techniques skilfully to create effect.
179. Pupils in Years 1 and 2 draw detailed pictures based on characters from a familiar story and talk confidently about their own work in relation to that of others.
180. In both key stages, pupils make effective use of sketchbooks to experiment, investigate and plan, before undertaking an art project. Some of the sketches produced are of outstanding quality.
181. In Key Stage 2, pupils discuss the work of Welsh artists with understanding, referring to style and effect. They evaluate their own work and the work of other artists and give reasons for what they consider to be good, referring to shading in sketching.
182. Pupils make good use of their creativity and imagination when designing and making a printing block for an abstract pattern. They make effective use of information and communications technology to investigate patterns, and to search for information.
183. In Years 4 and 6, pupils experiment imaginatively with texture, line and shape to produce clay pots and tiles of good standard. They plan and investigate carefully different ways of using paper to make constructions based on famous architecture. They discuss their work confidently and evaluate their ideas as they develop.
184. In Year 6, pupils study the works of Cézanne and explore and experiment confidently with lines, tone and colour when producing a still life study in their own style.

### **Shortcomings**

185. Pupils' understanding of art from different periods, places and cultures is limited.

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

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

### **Good and outstanding features**

186. Key Stage 1 pupils know a variety of folk songs and nursery rhymes in Welsh and English and they sing in tune well. The words are clearly pronounced and appropriate use is made of movements to convey meaning effectively.
187. Pupils recognise and name different percussion instruments and know how to use them to create different sounds. They experiment with percussion instruments and parts of their bodies and create various effects by playing

loudly and quietly. They are able to work in groups to create and record simple compositions.

188. Pupils have a basic understanding of musical elements and are familiar with a number of musical terms. They are able to identify and describe characteristics such as pitch, timing and dynamics and classify different sounds correctly.
189. In Key Stage 2, pupils sing a variety of suitable songs including rounds, and the standard of the singing is good. They concentrate and pay attention to correct pitch and the meaning of the words. They are developing more control and inventiveness in their use of musical instruments and are able to perform two part graphic scores, using the voice and parts of the body.
190. When creating simple compositions, groups use the pentatonic scale, experiment with different sounds and describe what their compositions represent. They use tuned and non- tuned instruments to emulate and create patterns and sustain an individual performance within the group. They record and perform successfully using graphic scores.
191. Pupils compare and describe various musical elements in different pieces of music, and are able to identify and name instruments and sections of the orchestra. They have good understanding of musical terms and use them correctly. When listening to pieces of music, pupils express their feelings appropriately and describe the atmosphere created by the music.
192. The wide variety of extra curricular activities which are available to whole classes or key stages, enrich the pupils' experiences. They have good background knowledge of world famous performers and composers, and are able to discuss Welsh music and musicians.

### **Shortcomings**

193. In both key stages, the composing and evaluating skills of the pupils are not yet fully developed.

## School's response to the inspection

Staff and governors are confident that this report gives a true and accurate picture of the standards of teaching and learning and also the ethos to which we aspire in Builth Primary School.

It is gratifying that the Inspection team agreed with most of our grades for the seven key questions. In two Key Questions, inspectors graded us higher than we ourselves had. We were over-cautious in our grading, although we did feel that in Key Question 4 that we would be very close to a Grade 1.

The inspection of six subjects confirmed that we have raised standards in Mathematics, Art and Geography from "Satisfactory" in the last inspection to grade 2 or "Good" this time. We are particularly pleased that mathematics was seen to be at the high end of grade 2 as we have been working hard on this vital area of our work over the last few years. In Music we have maintained the high standards from the last inspection. We are delighted that the hard work of the Early Years team, who cooperate so well between the Welsh and English streams, has earned them a well-deserved grade 1.

The Inspection confirmed the high standards in Welsh that Ffrwd Gymraeg pupils from English-speaking homes achieve, especially in reading. This is a tribute to the excellent work of our Ffrwd Gymraeg staff.

An important outcome of inspection is the confirmation that our self-evaluation processes give a fairly accurate picture of the school. We are now confident that we are moving along the right lines and will seek to improve and enhance our self-evaluation and school development procedures to ensure that high standards are maintained. In spite of the inevitable stress placed on us all prior to and during inspection, we believe that this very positive report gives a boost to morale and confidence which will help us strive for the excellence which we now know is attainable in all areas of our work.

We have tried over the last few years to share good practice which we have identified in our monitoring of numeracy, literacy and teaching and learning. The report highlights the effectiveness of this process. We will continue this process, extending the coordinators' roles to more closely monitor the foundation subjects and to develop the current means of assessing standards in those subjects.

We were impressed with the tactful and supportive manner in which the team carried out the inspection. It was a rigorous and thorough process, which was tempered with good humour and immediate positive feedback to staff after each lesson.

Above all, we feel that the inspection team celebrated our achievements and gave due credit and encouragement to all members of our team: governors, parents, teachers, teaching assistants, other staff and of course - our pupils. We are proud that they showed during inspection how they can care for each other, behave well and work enthusiastically, developing as independent, cooperative and confident learners.

## Appendix A

### Basic information about the school

Name of school	Builth Wells Primary
School type	Community
Age-range of pupils	4 – 11 yrs
Address of school	Hospital Road, Builth Wells, Powys
Post-code	LD2 3GA
Telephone number	01982 553600
Headteacher	Mr W G Bain
Date of appointment	January 1989
Chair of governors	Mr V Jones
Registered inspector	Wil Williams
Dates of inspection	16-19 May 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N(fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	22	38	28	36	33	31	36	41	265

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	5	12.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of the school
Summer 2004	95.2%	92.6%	95%
Autumn 2004	0%	93.4%	95.3%
Spring 2005	93%	91.7%	94.4%

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		29			
Percentage of pupils at each level								
			D	W	1	2	3	2+
Welsh	Teacher Assessment	School	0	0	33	67	0	67
		National	1	2	13	65	20	85
English	Teacher Assessment	School	0	0	32	55	14	69
		National	0	5	17	62	16	78
Mathematics	Teacher Assessment	School	0	3	19	71	6	77
		National	0	3	12	59	26	85
Science	Teacher Assessment	School	0	3	13	84	0	84
		National	0	2	11	63	24	80

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	64.5	In Wales	80

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		36							
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	4+
English	Teacher Assessment	School	3	0	0	0	3	8	3	67	18	85
		National	1	0	0	0	1	5	16	46	30	77
	Test/task	School	3	0	10	0	0	0	8	56	23	79
		National	1	1	1	0	0	4	13	42	37	79
Welsh	Teacher Assessment	School	0	0	0	0	0	0	14	43	43	86
		National	1	0	1	0	1	3	17	49	28	77
	Test/task	School	0	14	0	0	0	0	0	43	43	86
		National	1	1	0	0	0	2	15	49	30	79
Mathematics	Teacher Assessment	School	3	0	0	0	0	0	21	56	21	77
		National	0	0	0	0	1	3	17	46	31	78
	Test/task	School	3	0	0	0	0	0	31	38	38	76
		National	1	1	1	0	0	3	15	43	36	78
Science	Teacher Assessment	School	3	0	0	0	0	0	15	59	23	82
		National	0	0	0	0	0	1	11	50	37	87
	Test/task	School	3	0	0	0	0	0	10	64	23	87
		National	11	0	0	0	0	1	6	51	39	89

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	74.4	In the school	74.4
In Wales	72	In Wales	72

- D Pupils who are exempted under statutory arrangements from part or all of the NC  
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 D

### Evidence base of the inspection

- The team of four inspectors inspected work in all classes. Between them they spent ten full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- forty three lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- twenty parents were present at the pre-inspection meeting and 69 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; geography
Mrs Jean Marshall	Team	Key questions 2; 3; 4.	Under-fives; Welsh; art
Mrs Gwenan Williams	Team		Music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.