

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***BUTTINGTON/TREWERN CP SCHOOL
TREWERN
WELSHPOOL***

School Number: 666-2051

Date of Inspection: 17-19 May 2004

By

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Registered Inspector

Date: 6 July 2004

Under Estyn Contract Number: CT266/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The School and its Priorities

Buttington/Trewern CP School is located in the rural village, which is about three miles east of Welshpool, on the A458 road to Shrewsbury. It is in the unitary authority (UA) of Powys.

There are six classes with mixed age groups in the school. There are 165 pupils on roll, including 20 full-time nursery pupils. The headteacher has been in post since 1995.

Pupils mainly come from the village and the surrounding rural area, with 25 per cent opting to attend the school from Welshpool, the nearest town. Pupils derive from a range of backgrounds, neither prosperous nor economically disadvantaged. Fourteen per cent are registered as entitled to free school meals. The intake covers full range of ability and the school identifies 42 pupils as having some degree of special educational needs (SEN), two of whom have a statement of educational needs. English is the predominant language of the school.

The school aims include the promotion of pupils' full potential in learning, and the enrichment of their social, personal, and spiritual development. The school aims to provide a caring community, within which there is a sense of an extended family.

2. MAIN FINDINGS

The main findings of the report

Buttington/Trewern CP School provides pupils, including those with SEN a good, often very good standard of education. The school is well managed and has a supportive governing body. The headteacher provides strong leadership, and is supported well by both staff and governors. Pupils' good behaviour and their positive attitudes to work contribute well to their standards of achievement.

- Standards achieved by pupils under five are appropriate across all six areas of learning and often exceed desirable outcomes for children's learning. Baseline assessment indicates that attainment on entry is average to most children.

Language, Literacy and Communication Skills	Good
Personal and Social Development	Very good
Mathematical Development	Good
Knowledge and Understanding of the World	Very good
Physical Development	Very good
Creative Development	Very good

- Standards of achievement are very good in 30 per cent of lessons observed, good in 46 per cent and satisfactory in 24 per cent of lessons. No lessons were deemed as being unsatisfactory during the inspection.

- Standards in National Curriculum (NC) subjects and religious education are as follows:

SUBJECTS	KS1	KS2
English	Satisfactory	Good
Mathematics	Good	Good
Science	Very good	Very good
Welsh Second Language	Good	Satisfactory
Design Technology	Very good	Very good
Information Technology	Very good	Very good
History	Good	Good
Geography	Very good	Very good
Art	Very good	Very good
Music	Good	Very good
Physical Education	Very good	Very good
Religious Education	Good	Very good

Key Skills

Speaking	Good
Listening	Good
Reading	Good
Writing	Satisfactory
Overall grade	Good
Numeracy	Good
Information and communications technology	Very good

- All pupils make good progress toward targets set for improvement by the staff. Pupils with SEN make good progress towards targets set within Individual Education Plans (IEPs). The school is now working towards implementing a more rigorous method of monitoring teaching to measure its impact on standards of achievement amongst pupils.
- The school standard assessment test (SATs) results places it in the median quartile in English and science, and in the upper lower quartile, or slightly above in the lower median quartile in mathematics.

Ethos

- Standards of spiritual development are very good and reflect the very positive and caring ethos of the school. The school meets statutory obligations in providing religious education and a daily act of worship.
- Policies for moral development, including discipline and bullying, are clear and parents are confident that teachers act promptly in resolving any concerns or issues, which they bring to their attention. Pupils show respect and concern for each other and take responsibility within the classroom through the duties bestowed upon the '*Helpwr Heddiw*', and through school council activities. Cultural development and links with other religions are very good and the response of pupils is also very good.
- Attendance rates across the school are good. Attendance for 2002/03 was 95 per cent.
- The attendance policy is well known to parents and is supported by the majority of parents.
- The school complies with the statutory requirements very well and records are kept of late arrivals and absences are scrutinised. The percentage of attendance and the progress made by the school in meeting its targets to improve attendance are good. However, some

parents do let the school down by consistently arriving late with their children in the mornings. Their late arrival interrupts the assembly due to the fact that they ring the bell many times in order to gain access.

- The behaviour and attitudes of pupils and the impact they make on standards are very good overall. The staff make great effort to strengthen pupils' awareness of ethnic and cultural diversities. The school has a clear policy of equal opportunity for all.

Quality of education

- The quality of teaching was very good in 33.3 per cent of the lessons observed, good in 36.4 per cent, satisfactory in 30.3 per cent. Sessions are effectively planned, well structured and most proceed at an appropriate pace. Pupils' attention is maintained within most lessons and work is appropriate to the differing abilities, through differentiated activities. In the lessons judged satisfactory, lessons were too formal and activities lacked a little pace. In these lessons, pupils lack the independence to complete tasks without support.
- Arrangements for assessment and reporting to parents are very good overall. The school has an assessment policy, which includes clear procedures, and use is made of the data gathered from SATs and school selected tests to provide information about quality of provision and progress made by pupils.
- The curriculum is broad and balanced. The curriculum for the under-fives is very good overall and promotes desirable outcomes. The curriculum is socially inclusive and every pupil has access to the full curriculum.
- There are new policies and schemes of work for every subject, some of which are being reviewed and the new versions will be implemented in September. There is a policy which meets the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) requirements for personal and social education and its effective implementation across the curriculum.
- Teachers do not plan effectively for the development of teaching specific key skills across the curriculum, as there are inconsistencies in the quality of this planning across the school. Pupils in Key Stage (KS) 2 have the opportunity to research a topic at length, using their higher order reading skills, their problem solving skills and information and communications technology (ICT). Their ability to write extended pieces in different genre is developed sufficiently in some subjects.
- The support and guidance offered to pupils in pastoral and educational matters are very good, as is the care for their welfare. The headteacher and staff know their pupils very well and understand their needs and concerns. The pupils are very happy at the school and are developing in confidence and self-respect.
- The school has well documented procedures for pupils' welfare, health and safety whilst in their care, whether that be on school grounds or during school visits away from the site. The staff employ appropriate measures to avoid and eradicate oppressive behaviour or bullying. All doors are locked during the school day and supervision on the schoolyard is appropriate.
- The provision made for pupils with SEN is very good. Currently, there are 42 pupils on the SEN register. The school has an effective SEN policy, which is carefully implemented to provide early intervention. The IEPs are concise but informative and include manageable targets for improvement, and teachers pay good attention to these when planning lessons. Parents are consulted and are fully involved in the review process.

Attitudes of pupils with SEN towards learning are positive and their behaviour in class is good.

- The quality of partnerships with parents, the community, schools and other institutions is very good. The school provides parents with prospectus and regular information in the form of letters, termly calendars, oral and written reports. Parents make a good contribution to school life, helping with reading, and they take part in extra-curricular activities, often residential. Parents have been successful in raising a substantial amount of money to purchase resources and to develop the outdoor provision at the school.
- The school contributes much to the community in return, by supporting a range of cultural and charitable activities. Pupils participate in a range of activities to include visits to interesting places linked with their topic based learning and the *Cwricwlwm Cymreig*. The quality of links with other schools and other institutions is also very good.
- The school's policy and strategies for work related education and the effect this has on educational provision are very good overall. The headteacher has established a link with Total Network Solutions, Powergen, John Moores University and pupils enjoy investigative enhanced science activities through the linked forged with Astra Zenica.

Management

- The quality of self-evaluation is very good overall. The school make effective use of data gathered about the life of the school, and a review process is used to identify some of the strength and weaknesses of the school. The school's ability to measure standards of achievement is well developed at present and the next process in the development of standards is to monitor the effectiveness of teaching. The headteacher, staff and governors discuss the school's needs and set targets annually. The school development plan (SDP) is a concise, annual document at present and is not developed as a three-year plan in which the school measures past achievements and provides more information about the financial commitments through forward planning and regular reviewing.
- Leadership and efficiency of the school are very good. The headteacher provides good leadership and the school has a positive ethos and friendly atmosphere. It has clear objectives, which uphold the values commended by the parents. Governors work hard and are very supportive of the headteacher and the staff. Co-ordinator management is also developing well. Good work has been done creating schemes of work, and plans are afoot to improve the effectiveness of monitoring standards of teaching to measure its affect on standards.
- The school budget is well managed by the headteacher and finance sub-committee of the governing body and the regular administration and the daily running of the school are very good. Effective use is made of staff expertise and the resources available.
- The quality of staffing, school buildings and resources is good. Staff development opportunities are provided regularly and teachers and assistants are well qualified and adhere to their individual job descriptions.
- The school building is attractive and good use is made of available space, although the corridors are rather congested with resources and displays. Outdoor areas are attractive and there are well-marked play areas. There is no covered area for early years children at present but they have adequate opportunities to enhance their outdoor experiences and learning. The pupils have developed a garden and wild area and have spent time working with a visiting artist to create beautiful carvings out of the trees felled.

Improving the school

- The school has made some good, in some cases very good progress in addressing the issues identified as shortcomings in the last inspection.
- Standards in geography, which were found unsatisfactory in the last inspection, have improved. They are now judged as very good in both key stages. Handwriting continues to be an issue across the curriculum in KS2, but some progress has been made in spelling.
- The role of co-ordinators has been developed and they have spent time ensuring that the coverage of NC requirements is adequate across the school.
- Schemes of work are now in place in most subjects across the curriculum but some are now being reviewed and changed.
- The whole-school approach to assessment is improving, but marking is not consistent across the school.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are very good in 30 per cent of the work, good in 46 per cent, satisfactory in 24 per cent.

- Standards of achievement of the children under five are good or better across all six areas of learning.
- Pupils with SEN make progress in accord with their abilities and the standards of their achievement are good.
- In KS1 standards of achievement are very good in science, design technology, information technology, geography, art and physical education, good in mathematics, Welsh as a second language, history, music and religious education and satisfactory in English.
- In KS2 standard of achievements are found to be very good in science, design technology, information technology, geography, art, music, physical education and religious education, and good in English, mathematics and history and satisfactory in Welsh as a second language.
- The majority of pupils achieve results appropriate to their ages and ability in the SATs and the school keeps a close eye on performance throughout the pupils' school life, in order to identify weaknesses and provide additional support to those who require it.

3.2 Standards Achieved In The Key Skills Across The Curriculum.

Pupils' standards of achievement in key skills across the curriculum are good overall.

- The under-fives make good progress in the application of literacy and numeracy skills across all six areas of the curriculum.
- Pupils speak appropriately in small groups and whole-class sessions. Most speak clearly when responding to questions and taking part in discussions.
- In KS2, they listen well to their peers and to their teachers and follow instructions carefully.

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- By the end of both key stages, many of the pupils read correctly and at a level appropriate to their age, demonstrating good understanding and expression. Most pupils in upper KS2 use their reading to support their work, developing their high order reading skills.
 - Pupils make satisfactory use of their writing skills for different purposes although their use of this skill across some areas of the curriculum is limited and underdeveloped.
 - The use pupils make of their numeracy skills across the curriculum is good.
 - Pupils make extensive use of information technology software and equipment with increasing confidence, to support work across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Arrangements for the spiritual, moral, social and cultural development of pupils are very good.

- Relationships between staff and pupils are comfortable and friendly. Pupils trust the staff and they have a clear understanding of the difference between right and wrong, which is evident in the way they behave and interact throughout the school day. The pupils are courteous, confident and they treat each other and the environment with respect. Adults in the school provide good role models and there is a true sense of belonging in the school community.
- Participation in daily activities and inter-school events motivate pupils in a way that teaches them to accept responsibility and show respect for their fellow pupils. Pupils and staff celebrate special effort and achievement in a way that stimulates a good ethos within the school.
- Pupils take responsibility during the school day and use their initiative while performing tasks, adopting an industrious and independent approach when left to work on task with less teacher intervention.
- Religious education lessons provide adequate opportunities for pupils to learn about the beliefs that underpin different religions, enabling them to appreciate the values and beliefs of other cultures and religions in a way that develops their own spiritual awareness and self-knowledge.
- Collective times of worship within the school are times of celebration, with an appropriate balance of reading and prayer and time is provided for pupils to reflect in ways that develop their awareness of the spiritual element of life. The acts of worship fully meet with statutory requirements.
- The curriculum, through subjects such as art, music and religious education, develops pupils' cultural awareness. There are opportunities for pupils to learn about racial equality and diversity and they recognise the need to avoid stereotyping and prejudice.
- Pupils' responses to the provision are very good.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes towards learning are very good and have a positive impact on their progress and on the standards they achieve.

- Pupils behave very well in class, in the playground and around the school.

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- There is a happy and organised atmosphere in the school with pupils displaying mature and confident behaviour. Pupils are respectful of each other and their relationships with adults are positive. As a result, there is a purposeful learning environment with pupils applying themselves well to their work.
 - Pupils understand and consistently respond well to the school and classroom rules. They demonstrate a sustained commitment to the tasks they are set and often the behaviour is exemplary.
 - The school uses a variety of strategies to promote good behaviour with teachers giving praise and encouragement to pupils when appropriate, recognising and rewarding good behaviour and effort and celebrating in school assemblies.
 - Pupils are polite, friendly and self-disciplined and no incidents of bullying or other threatening behaviour were seen.
 - Staff work hard to promote good behaviour and self-discipline and the quality of life at the school is very good.

4.3 Attendance

The level of pupil attendance is good and currently over 96 per cent, which is an improvement since the last inspection. Unauthorised absence is minimal and there are no exclusions.

- The school fully complies with the statutory requirements for registration. Registers are promptly completed at the start of each session and retained in the classroom during the day. The headteacher's attention is drawn to any point of concern.
- Class attendance details are collated and monitored each month by the headteacher who uses the data effectively to evaluate individual and group trends of absence.
- The school's policy for attendance is clearly explained in a written document, which has been agreed by the governors and includes a strategy to achieve success. Parents have a sound knowledge of its requirements and have been very supportive in ensuring that its objectives are met.
- Parents contact the school at the earliest opportunity when their children are unable to attend. The reasons given for their absence are recorded. Effective procedures have been established for dealing with long periods of unexplained absence and also for helping pupils on their return.
- The greater majority of pupils generally arrive in good time for the start of the day. A prompt start is also made to lessons, enabling teaching time to be used to maximum advantage. Due attention to punctuality has a positive effect on the quality of learning.
- Very good support is received from the education welfare officer who regularly checks the registers and arranges a home visit if necessary.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is good.

- Teachers' knowledge and understanding of the subject or areas they teach are good.

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- Lesson planning, including content and purpose is good as is the range of teaching techniques used. Teachers employ a good range of techniques to include questioning and giving guidance with individual research tasks. In the lessons deemed very good, a wide range of resources is used to introduce the curriculum and the pace of lessons is very good, sustaining the interest of the pupils.
 - The aims of lessons are explained to pupils and the expectations set for pupils, in both achievement and behaviour are very good in the majority of lessons.
 - The work is well matched to pupils' abilities.

Shortcomings

- In the instances where the lessons were judged to be satisfactory, the following shortcomings were found:
 - Teaching is slow in pace and time is not effectively used as pupils are over-reliant on teacher motivation and support.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting on pupils' progress and achievement is very good, and are used effectively by the school in order to raise the standards achieved by the pupils. There has been very good improvement since the last inspection.

- Assessment recording and reporting procedures for the whole school are clearly set out and are understood and carried out by all teachers and support staff at the school. There is a regular teacher assessment at the end of each topic as well as specific assessments in the core subjects.
- The parents receive a written report twice a year, in February and July. The reports are informative and set out the way ahead for each pupil. They also meet with statutory requirements. They tell parents the standards their children achieve, the progress they have made and what they learn next. There are opportunities for discussing their child's progress with the teachers, and parents are aware that they are welcome at the school to seek further opportunities should they so wish.
- The children are assessed in the early years in order to establish a baseline for each individual child's development. Use is made of the county guidelines and the results are analysed carefully in order to prepare an appropriate programme of learning experiences for each child, as well as meeting the class needs in order to achieve the Desirable Outcomes, by the beginning of KS1.
- In KS2, the school uses commercial tests and the results are analysed and inform the planning to outline the concepts and skills to be developed.
- The results of all assessments are carefully analysed and teachers moderate standards as a team. The school assessment procedures are effective in identifying pupils with SEN in order that their specific needs are met.
- The school has a programme for collating all the assessment information for every pupil at the school and this is a useful tool for ensuring progression.
- The marking policy establishes very clear guidelines for the school but is not consistently applied throughout the school. Pupils' work is marked regularly and in the best practice, teachers' oral and written comments to pupils concerning the quality of their work are constructive and identify targets for improvement to encourage progress.

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- Pupils are involved in assessing their own development and in setting class targets for improvement. There is an opportunity for parents to comment on the written reports on the progress of targets.

5.3 Curriculum

The curriculum provided for pupils is appropriate, broad and balanced, and meets the requirements of the NC and religious education.

- There are now appropriate policies and schemes of work for most subjects, and time allocation for all NC subjects and religious education is appropriate.
- The curriculum for the under-fives is very good overall and promotes desirable outcomes.
- The school now has a relevant policy for personal and social education and teachers ensure its effective implementation across the curriculum.
- Teachers' planning for the development of key skills across the curriculum is satisfactory but is not specific enough in lesson planning, in order to ensure effective coverage of literacy and numeracy skills. Information and communication technology skills are very well developed across the curriculum.
- Pupils with SEN are well supported and the quality of provision made for them is good. The curriculum is enhanced by a variety of well-planned visits to places outside school and by visitors who demonstrate and share expertise in curriculum areas with the pupils and teachers.
- The curriculum is socially inclusive and every pupil has access to the full curriculum.
- There is a good range of extra-curricular activities such as sports, after school clubs and outdoor education residential courses. These improve pupils' ability to communicate and work collaboratively.
- The school has been awarded the Quality Mark by The Basic Skills Agency.

5.4 Support, Guidance and Pupil' Welfare

The quality of the support, guidance and concern for pupils' welfare is very good with many outstanding features.

- The school provides a most welcoming, warm and caring environment where all pupils, including the under-fives and those with special needs, feel happy safe and secure.
- All pupils are highly valued as individuals and their academic progress, attendance and personal development are monitored very effectively.
- Child protection measures are very good. All staff, including support staff, recognise the signs of abuse and know and follow the procedures.
- The schools' management takes a responsible attitude to health and safety matters. Risk assessment and routine tasks are handled in a practical and conscientious manner with the level of risk being fully assessed and prioritised for appropriate action.
- During the inspection the security of the building was maintained to a high standard.
- The social inclusion policy is highly successful. Pupils with social, emotional and behavioural problems, some of whom have experienced difficulties at other schools, are welcomed and nurtured by members of staff. Very good strategies are in place to modify unacceptable behaviour.

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- Issues such as bullying, anger management and personal loss are planned for and formally covered in assemblies. In one teaching session, pupils discussed racism.
 - Liaison with external support agencies such as the school nurse and the educational psychologist is very good. There is regular contact with parents and external agencies.
 - Good procedures are in place to ensure equality of opportunity for all.
 - The school provides a very good programme of extra-curricular activities, including sporting, educational and creative clubs.

5.5 Provision for pupils with SEN

The quality of provision for pupils with SEN is very good and is effective in raising the standards of achievement of the pupils involved.

- The school's policy and guidelines for SEN conform to the requirements of the Code of Practice and include identification of the more able pupils at the school. There are 42 pupils identified by the school in need of support, two of whom have a statement. Pupils are identified for support mainly for language and mathematical development.
- The pupils are fully integrated into the mainstream classes and have adult support within the classes in addition to the particular provision by the class teacher. Pupils on school action upwards are supported by an IEP, which is decided upon by the class teacher and the two support teachers. The full time support teacher is also the SEN co-ordinator along with the headteacher.
- The pupils with SEN are making very good progress in response to the detailed and well-monitored programmes of study, coupled with the attention to their needs within each class activity. Pupils with behavioural problems are supported through the provision of extra adult help in order that they achieve the individual targets of behaviour set for them. Care is taken to fully involve parents in reviews of progress and targets set.
- The progress of pupils with SEN is very closely monitored and when their targets are achieved through timely support, they are taken off the register.
- The school provides adequate resources for learning for the pupils with SEN.
- The governors and senior management team regard the provision of extra adult support for pupils with SEN as and when specifically needed, as a priority when setting and developing their SDP.
- The classroom used for withdrawal sessions with groups or individual pupils is bright and attractive. There is easy access to all resources for learning and availability of computers during the sessions.

5.6 Partnership with Parents and Community, Schools and Other Institutions

A very good partnership has been established with parents and community schools and other institutions.

- Comments at the pre-inspection meeting and responses to the questionnaire indicate that parents are very pleased with the school and find the staff friendly and approachable whenever discussion is needed.

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- Good attention is devoted to written communication. Regular newsletters are sent to parents about topics such as forthcoming events, curriculum topics and updates of the school's action plan.
 - The content of the school prospectus meets statutory requirements, whilst the governors' annual report to parents provides a comprehensive review of the work of the school and lists areas for further improvement.
 - Appropriate arrangements are made for parents to visit the school and see and discuss the range of activities undertaken by each year group. Schemes of work are available for scrutiny to enable parents to be aware of what their child is learning. The school meets its statutory obligation in providing a home-school agreement.
 - Very good support is received from a number of parents who provide regular help in the school by listening to readers, assisting with activities in arts and crafts and with early years physical education lessons. Others willingly accompany pupils on educational trips.
 - The school have close links with the Buttington/Trewern Community Council and the community centre which is used as a venue for many of the schools' activities. The school's contribution to the community magazine 'Border Gossip' is appreciated and read with interest.
 - The Parent Teacher and Friends Association (PTFA) is an enthusiastic and supportive organisation, which arranges numerous fund raising activities. Through this financial support the school have been able to purchase resources to reinforce the teaching of literacy and numeracy.
 - Visits from the police and nursing services help pupils understand issues such as drug awareness and the importance of health and personal safety.
 - Very good links exist with Welshpool High School. An established system is effectively used between the two schools, which ensures that the transfer of pupils to KS3 education is smooth and efficiently handled by the link and curriculum co-ordinators.
 - Partnership arrangements with initial-training institutions are constantly reviewed to reflect good practice. The headteacher enthusiastically welcomes pupils from nearby high schools to work with the pupils and gain valuable work experience.

5.7 Partnership with Industry

Overall a very good partnership has been developed with industry.

- Pupils have participated in an Astra Zenica Project in association with John Moores University involving practical and investigative schemes, which enhance Year (Y) 5 and Y6 learning in science.
- Teachers and pupils have visited a large food manufacturer and gained industrial knowledge by observing the production process and learning about the importance of quality control. The headteacher was able to evaluate the comparisons of different managerial structures.
- Year 6 pupils visit Powys Land Museum to do willow sculpturing and chair sculpturing. Good examples of the pupils' work can be seen in the school grounds.
- A local garden centre donates plants to the school and representatives from BT Group work with Y4-Y6 pupils to improve their communication skills.

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- A very good relationship is in place with the Forest Enterprise in Breidden Forest. Pupils planned an environmental area of the forest, which is now completed and being enjoyed by those who visit the area.
 - There is strong evidence that the wide range of links achieved to date have increased pupils' economic and industrial awareness to good effect in preparation for when they transfer to secondary education.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of planning and self-evaluation is very good.

- The school is committed to developing the process of self-evaluation and gathers data about its performance from a variety of sources.
- A self-evaluation document is used to assess the strength and the shortcomings of the school.
- Some evidence is collated and targets set for the improvement of the quality of provision and the ethos of the school. The school now needs to monitor the standards of teaching, and to set qualitative and quantities targets for further improvement.
- The NC results and school test results are thoroughly analysed and inconsistencies are identified and explained adequately. The school does compare its performance with NC results locally and nationally and has clear understanding of what needs to be done.
- The school has monitored the provision within subject areas and schemes of work have been updated, some being reviewed again since their implementation. The headteacher and staff discuss the needs and targets are set for future action and improvement.
- The SDP is a concise document, which contains the school's aims and objectives. The headteacher monitors the targets set within the SDP and regularly informs the governing body of the progress made, but there is no record kept within the document.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are very good.

- The headteacher gives very good leadership. The school has a positive ethos and a warm, friendly and efficient atmosphere.
- The school has clear objectives, which reflect the values, which are commended by the parents and have a very positive effect on the life of the school and the community it serves.
- The governors work well as a team and provide excellent support to the headteacher and staff. They have been allocated responsibilities for the curriculum and aspects of school management and there is a governor appointed to be responsible for SEN.
- The governing body's sub-committee plays an active role in the financial management of the school and ensures good value for money.
- All members of staff have job descriptions, which clearly define their roles in the management of the school. They have written policies and produced schemes of work for

the subjects for which they have responsibility. They will now be expected to monitor standards of teaching in their subject area and to find constructive measures to raise standards of achievement within the classes.

- Informal staff meetings are held daily and a formal meeting is held once a week.
- Routine administration and day-to-day arrangements are very efficient.
- Teaching time, staff expertise and teaching spaces are effectively managed and available resources are used appropriately.

6.3 Staffing, Accommodation and Learning Resources

The school's staffing and resources are good. Aspects of the accommodation are satisfactory.

- There is a sufficient number of suitably qualified teaching and other staff to meet the needs of the school.
- Pupils benefit from the contribution of the number of additional paid staff and voluntary workers such as the governors, caretaker and parents.
- The staff development policy is effective and teachers have attended a variety of in-service training (INSET) courses. Some courses attended by staff, for example, on Dyslexia, are very helpful to all members of staff. However, curriculum leaders of some subjects do not have enough opportunities to develop their expertise through subject-specific courses.
- Specialist staff and curriculum leaders support each other very effectively by sharing their knowledge and expertise.
- The governing body has done all within its power with the available resources, to improve the standard of accommodation. Internal areas of the school are welcoming and attractive. However, some of the corridors are cluttered and could constitute a safety hazard especially in the early years and KS1 corridor.
- Murals, planters and flowers enhance the outside of the building. However the lack of storage limits the use of large toys for the early years.
- The school's resources policy prioritises spending in line with goals for curriculum development. The quality of learning resources is very good.
- Good use is made of the available resources to enhance pupils' achievements.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Overall the quality of educational provision for under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for children's learning.

Language, literacy and communication skills

Children's language, literacy and communication skills are good.

Good features

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- Nursery children enjoy listening to stories and sharing books and they make good progress in acquiring early language skills. They learn to listen when they are in large and small groups. Most are keen to talk about their experiences and their play. They recite well-known rhymes enthusiastically. Adults in the nursery are very aware of the need to develop children's speaking and listening skills and work successfully towards this.
 - Good progress is made in handling different tools to make marks that are significant to children. Two children using chalk on a board were excited about the marks they had made representing their letter for the monkeys.
 - In the nursery/reception class they work effectively on carefully planned and interesting activities for children in role-play. They dress up and successfully develop an imaginary situation with their friends.
 - The reception children make good progress in their learning. They listen well often for long periods of time and join in well with discussions. Most are able to retell a story and talk about characters in the stories. Many have good pencil control as they learn to copy words and begin to write independently. Pencil play activities indicate good control of pencils and crayons, including well controlled crayoning.
 - Children of both age groups learn Welsh. The children respond well to the teachers' use of Welsh as they learn Welsh words, songs and phrases.

Shortcomings

- Some writing activities planned for the reception children do not allow the freedom for the children to further experiment with mark making. The activities focus on correct formation of letters too soon.

Personal and social development.

Children's personal and social development is very good.

Good features

- Nursery children make very good progress in their personal and social skills. They quickly settle into the well-established routines of the session and move confidently from one activity to another. They listen and respond well to the directions from the staff. Most behave very well and are learning to share and take turns with favourite resources. Most are independent in personal hygiene and the majority are able to dress themselves with some help.
- The reception children continue to make very good progress. The majority sensibly share resources. The children help the staff to tidy up at the end of an activity. The majority understand the difference between right and wrong and follow the teacher's direction when working with others in a small group or independently choosing their own activities. They listen to what others have to say and respect their views in discussions. They persevere with their tasks and concentrate well.

Shortcomings

- There are no significant shortcomings.

Mathematical development

Children's mathematical development is good.

Good features

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- Most nursery children make good progress and most are learning well to count to five. They are developing mathematical vocabulary well through their sand and water play, learning the meaning of; for example, 'full' 'empty' 'more' and 'less'. They enjoy number rhymes and songs. Most sort and match objects for example beans, and are beginning to recognise simple patterns.
 - The reception children follow and complete more complex number patterns. They count to ten and beyond. Most understand mathematical concepts such as more or less than and recognize simple two-dimensional shapes.
 - Well-structured play situations help to make learning fun and relevant. This was evident in their shop, where the children were using coins to pay for objects.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

Children's knowledge and understanding of the world are very good.

Good features

- Most of the nursery children talk about themselves and their families and pets. They show an interest in the world around them and they observe and explore the work that people do.
- They have a good idea of the passing of time and they know about night and day.
- Reception children are beginning to understand the concept of old and new and were describing some characteristics of old people as they discussed an imaginary visit to the jungle with their grandparents.
- All children use a range of construction toys involving methods of joining to develop technology skills. These activities are well planned to provide challenges to create a variety of structures.

Shortcomings

- There are no significant shortcomings.

Physical development

Children's physical development is very good.

Good features

- All children make very good progress in developing their physical skills. In both the nursery and reception classes, children are given opportunities to develop their fine motor control skills, learning to use pens, pencils, paintbrushes and scissors. Staff work well with them to show children the safe and correct way to use tools, equipment and materials.
- Nursery children demonstrate growing independence in using scissors. Reception children confidently use scissors to cut various parts of a face to stick on their puppets.
- Good facilities are available for the nursery/reception class to have regular opportunities to develop their physical movements when using bikes and scooters in a secure outside area. Children are very confident when pedalling and moving backwards and forwards.
- The majority of reception children need only limited help when changing for physical activities. They demonstrate good awareness of space and participate enthusiastically in a

dance lesson. They are confident and have good control of body movements. Skilful teaching ensures that the children sustain physical movement over a period of time. Children know that their heart beats faster after exercise.

Shortcomings

- The staff make the best use of the accommodation but the access to outside play space for the older reception children is not appropriate.
- The storage of toys for the outside play area limits the full use of all the toys. The storing of the toys in the boys' toilet area is unhygienic and could constitute a health hazard.

Creative development

Children's creative development is very good.

Good features

- The nursery children make very good progress as they respond to a very good range of creative activities. They explore textures and colour through discovering the properties of materials and mixing paints. Most use their imagination in well-structured role-play. The children have excellent opportunities to express their thoughts and ideas by participating in activities such as painting, drawing, and responding to music.
- The children continue to make very good progress in the reception classes. They communicate their ideas and feelings by using a widening range of materials and tools to design and make their own models. They sing their songs with gusto. Imaginative play is well directed to support the children's ideas and develop their vocabulary. In the jungle the children choose their props and costumes, working well with one another to create their play.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils have good speaking skills in both key stages. They can express their ideas fluently and play a full part in class discussions. As they mature, their vocabulary shows good progress; they choose imaginative and colourful adjectives to enhance their oral and written work. In KS1, pupils answer in complete sentences. By the end of KS2, they speak confidently, expressing themselves clearly and aptly in subjects across the curriculum and in whole-school events, such as assemblies.
- Listening skills are good. Pupils listen carefully to each other and to their teachers. They learn to take turns to express their views and by the end of KS2, listening skills are enhanced by the strong sense of value that is placed on every individual in the school.
- There is good development of subject specific vocabulary across the curriculum.
- Pupils in Y2 understand features of fictional texts such as the range of possible openings to a story. They also understand the features of non-fictional texts, such as contents and index pages and are beginning to use them to locate information. By the end of KS2, most are aware of indexes and glossaries.
- In KS1, when reading aloud, most pupils employ a range of strategies to tackle unfamiliar words and understand the text. Less confident readers choose their favourite part of a story and give a reason for their choice. However, they tend to over rely on phonic knowledge when encountering a difficult word instead of using the full range of strategies, including re-reading the passage and/or reading ahead.
- By the upper end of KS2, many pupils are proficient readers who have developed decided tastes for different genres of writing and for different authors. Their prediction skills are appropriately developed and they can use texts to infer and deduce. Pupils use a good range of non-fictional and fictional books to locate information to extend their knowledge and understanding of the topics they study.

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- In KS1, pupils make satisfactory progress in writing. In Y2 the more able pupils write independently and have found a personal voice. When the writing process is modelled for them, pupils begin to show a greater individuality in their writing, although their choices of vocabulary are limited.
 - In KS1, pupils understand the purpose of punctuation such as full stops and capital letters and use them in their writing. Their spelling is of satisfactory standard. Handwriting is usually correctly formed but the emphasis on this element restricts the flow of their creativity.
 - In KS2, pupils show confidence in attempting extended writing tasks; by the upper end of KS2 there are good examples of extended writing in all areas of the curriculum.
 - Pupils make good progress in planning, drafting and redrafting their written work, often using information technology word processing programs to help them develop their editing skills. They become more critical in analysing and reviewing the quality of their work as they mature.

Shortcomings

- Handwriting is not always neat, legible and well formed. Pupils do not take sufficient pride in the appearance of their work.

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- Pupils in both key stages make steady progress in mental mathematics.
- They understand and use mathematical language competently in the two key stages.
- Key Stage 1 pupils count up to 20 or more, forwards and backwards starting at random numbers or zero. They count in twos, fives and tens from zero and add and subtract confidently, using linear and column methods to at least 20 and many up to 50 and 100. They know odd and even numbers. They understand number bonds and place value well.
- They are developing a sound grasp of time and certain measurements and can work with analogue and digital times.
- Pupils have a good knowledge of two-dimensional and some three-dimensional shapes and simple measurement.
- They can survey their classmates for information on their pets on a variety of topics to both create tables and graphs well.
- In KS2, younger pupils make good progress in number, shape and measurement. They use the four operations competently, including decimals; they estimate and measure sensibly with increasing accuracy.
- Year 3 and Y4 pupils use partitioning to add and subtract, using mental and paper methods. They enjoy participating in mathematical games such as the 'number loop', demonstrating eagerness to retain patterns and to master inter-relationship between different aspects of mathematics. They use a variety of strategies to solve problems showing and improving knowledge and application of bond. They also use inverse operations to check results.

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- By the end of Y6 most pupils have made good, steady progress in most elements of the programmes of study. The majority of these pupils can explain method and check own results for accuracy.
 - In KS2, pupils use ICT sufficiently to support their numeracy. They work confidently with data programs and improve their understanding of direction and angles within shapes, using Logo.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement in science are very good in both key stages.

Good features

- In KS1, some pupils show very good understanding of aspects of the natural world, and understanding of growth cycles and behaviour of plant and animals, at levels appropriate to their stage of development. Pupils in Y1 were observed naming parts of flowers in both English and Welsh and they were able to explain why each part was important in simple scientific terms. They also demonstrated awe and wonder as they observed a butterfly appearing out of its chrysalis.
- They recall previous learning and orally suggest ways to conduct a fair test and make simple predictions.
- They can sort materials according to their characteristics and they can explain how different conditions and different actions affect different materials. They know that all materials have properties that determine their use.
- They use a good range of scientific terms to explain and record their observations. They show responsible attitudes towards safety.
- They can discuss simple concepts related to dark, light and sound and they can create a simple circuit and pictograms to represent them.
- Their data handling skills are enhanced through scientific investigations.
- They understand simple forces and know what affects the speed at which things travel.
- In KS2, children have a sound knowledge of previous learning; make good suggestions relating to conducting investigations and fair tests. They use a good format for recording results and draw simple but relevant conclusions, using appropriate vocabulary.
- Pupils observe carefully and measure accurately presenting their results in the form of diagrams, graphs, tables, charts and written report.
- The pupils know the theory of science well and the majority of them can apply this knowledge to interpret results within a test situation.
- They understand food chains and can understand the consequences of a break in the chains.
- Pupils use a variety of sources well, especially ICT to re-enforce conclusions and to record finding in a variety of styles.

Shortcomings

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- There are no specific shortcomings.

Welsh second language

Standards of achievement are good KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 have confidence and a good range of vocabulary because of the regular use of Welsh during the day. They are able to follow simple instructions in Welsh and have a good understanding of statements made about familiar objects and activities.
- Pupils know a selection of songs and action rhymes in Welsh. They recognise words in books and are able to understand basic vocabulary on signs and posters.
- They respond to questions and express their feelings, note their likes and dislikes, and talk about hobbies and describe members of their families.
- Pupils in KS2 enjoy simple role-play in Welsh and are willing to respond to questions, using full sentences or short phrases. They recognise words in context and make effective use of target vocabulary.
- Most pupils show a positive attitude to learning the language and pronunciation is clear, and older pupils can make statements about themselves and topics that are familiar to them, with the aid of key words and phrases.
- They read teacher selected texts well showing a satisfactory knowledge of words and sentences.

Shortcomings

- In KS2, pupils rely too heavily on patterns and phrases, which are put on display in the classroom or on the support of the teacher. As a result, they lack confidence and fluency and are less confident when completing written tasks and are unable to complete simple free writing exercises.

Design and technology

Standards of achievement are very good in both key stages.

Good features

- In both key stages, pupils follow the thorough process of researching products, the materials they use and how they work. They then design, make and evaluate their own products.
- In KS1, pupils design carefully and make a simple water pistol and they decorate their finished products colourfully and attractively.
- Pupils use the resources, which are easily accessible, very effectively.
- Key Stage 1 pupils made hand puppets and use them for a performance during their class assembly. Their good mathematical skills and knowledge of symmetry are used in completing the body parts of the puppets.
- In Y4/5 pupils research different materials and bags of all types and note their features. They then design small bags and create them effectively by carefully following their designs.

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- Pupils in KS2 research structures and use the information gathered as well as their knowledge of the features of materials to effectively design and create a piece of furniture for the garden or house. These articles are finished to a high standard.
 - In partnership with the Construction Industry Training Board, Y5/6 successfully constructed walls during a visit to Powys Castle. Pupils rise well to the challenge and make good use of their skills, knowledge and understanding.
 - Upper KS2 pupils make good use of technical vocabulary. They speak with adults confidently about different structures and are able to discuss the difficulties they might encounter. Good use is made of small tools to measure.
 - Key Stage 2 pupils design and make moving fairground toys. They write clear instructions with diagrams describing the different stages. They have a clear understanding of the complete design and make good use of this process to make the venture successful.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement in information technology are very good across the school.

Good features

- In KS1, pupils enter data with varying degrees of success and are able to consider knowledge presented as bar graphs and pictograms. The majority of pupils demonstrate very good control of the mouse, can drag and drop, use the delete key and find new language and mathematics games, and restart.
- Some pupils in KS1 show confidence in using a range of computer programs, such as 'Primary Active'. They use program tools confidently and are able to solve simple problems without support. They understand the importance of accuracy and make an effort to erase, revise and save without instruction from an adult.
- They use all the required skills to effectively gather information, produce reports in different forms and to download pictures to improve presentation across the curriculum.
- In KS2, pupils can access, add, alter, print and save. Pupils can retrieve information linked with their studies using CD-ROM and the Internet. They can make good use of a drawing and paint programs, and clip art, to illustrate their work.
- Pupils in KS2 use information technology to support all subjects across the curriculum.
- Pupils control devices and use Logo to further develop their skills of building procedures and to improve their understanding of ICT in the real world.
- There is very good evidence of the good use and development of data-handling skills, including spreadsheets, extended graphs and evidence of several pieces of work and projects using interrogation of data was seen during the inspection.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in history are good in both key stages.

Good features

- Pupils in KS1 have a good knowledge of history from stories, discussion and role-play. They gain a good knowledge of life in the past and are able to make comparisons with life in the present day, such as in their studies of school life, the village and the home.
- They use the appropriate terminology to talk about the passage of time. They are able to look for evidence in videos and pictures and attempt to explain what has changed.
- They have access to artefacts, photographs and simple sources, which they use well to gather information and make informative judgements and they enjoy many visits to historical sites where they interact in historical study.
- Pupils make good observations and attempt to explain reasons for events or for the use of certain objects in the past. Most pupils in KS1 can place events in a given story in order.
- In KS2, pupils use a wide selection of sources to gather data and information. They are able to place events in order and can describe advantages and disadvantages of change over a period of time.
- They are able to make comparisons and they demonstrate empathy when talking about events in the past. They are able to read information provided by the teacher and to answer questions about facts provided.
- In KS2, pupils display a sense of enquiry. The majority of pupils have acquired skills to enable them to make simple historical analyses, make informative judgments and to communicate findings in extended form. They use a wide range of ICT and literacy skills to conduct research tasks, record findings, present ideas and to demonstrate their ability to empathise with certain periods in history.
- In upper KS2, pupils are beginning to understand that the past is represented and interpreted in different and conflicting ways by studying primary and secondary sources. The majority of older pupils demonstrate a good understanding of the difference between fact and fiction.

Shortcomings

- There are no specific shortcomings.

Geography

Standards achieved in geography are very good in both KS1 and KS2.

Good features

- In KS1, the pupils learn about the local area and can describe simple human and physical features. They locate their locality on a simple map.
- They understand that symbols represent features on a map and are able to draw simple bird's eye view and plans of their school and its community.
- Pupils are able to talk about the characteristics and features of their own town and compare it to a similar and contrasting area.
- They understand that people do different work within the community and they show an awareness of environmental issues such as litter and pollution.
- In KS2, pupils ask sensible geographical questions and can make comments on how to improve the locality.

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- The pupils understand the needs of a town and are beginning to understand how physical features can affect life within a place.
 - They are able to identify signs of decay within the environment and discuss ways in which the environment can be protected.
 - They are also beginning to identify different types of buildings and the use made of them.
 - They are able to describe how changes have occurred in the locality over a period of time and they attempt to explain why they occur and comment whether they are good or bad.
 - The pupils demonstrate confidence and accuracy when using maps and atlases. They continually practice their interpretation and analytical skills when studying symbols and data to gather information and form judgements. They use the eight points of the compass and understand that the equator and prime meridian divide the world map. They can explain the link between activities in a given location and explain how the climate can have an effect on use made of land. They use their mathematical skills to find the range of temperatures and the average temperature in a given part of the world, for example Norway.
 - Pupils in upper KS2 learn about life in an economically developing country and make comparisons between life in other countries and Wales. They use a good range of key skills confidently within this subject.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement in art are very good in both KS1 and KS2.

Good features

- In both key stages, pupils undertake a wide variety of creative experiences including painting, illustrating, printing and ceramics. Pupils demonstrate positive attitudes and their observational skills develop very well across the school.
- Pupils of all ages have a good knowledge of the work of many artists. Key Stage 1 pupils imitate the work of Kadinski and Sian Rhys Jones. They imitate effectively and produce similar patterns using a range of media. They demonstrate very well developed colour mixing skills.
- Key Stage 1 pupils achieve attractive effects in their collage work. They show a sound understanding of form and texture.
- Key Stage 2 pupils develop their observational skills through sketching, using a variety of pencils to deepen and strengthen line and tone and showing a good understanding of shape and the effect of shadow.
- Key Stage 2 pupils have a very good knowledge of Welsh artists and beyond. They can discuss the work of Kyffin Williams and make in depth comments about some of his work. They make good progress with colour, shape and technique in capturing the essence and mood of different styles in their own work.
- Key Stage 2 pupils have very good making skills and they apply these when making three-dimensional work. Their use of symmetry helps them to create effective models.

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- In KS2, the quilling work of the pupils shows care in making, sticking and arranging of quills to achieve very interesting shapes.
 - Working with clay and dough across the key stages enables pupils to develop their understanding of proportion and to pay attention to details. Their sculpting of faces is striking and amusing and shows that they observe shape well.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in the lessons observed are good in KS1 and very good in KS2.

Good features

- From an early age, pupils sing rhymes and songs with enthusiasm. In KS1, pupils listen attentively, clapping the rhythm and using percussion instruments to copy a syllabic rhythm.
- Key Stage 1 pupils handle untuned instruments confidently and are developing a good awareness of different kinds of sounds.
- Key Stage 1 pupils can distinguish between musical elements such as loud and quiet, fast and slow and they use their knowledge in their own performances.
- Year 2 pupils know the difference between a verse and chorus and in their dance lesson they make appropriate rhythmical body movements to represent the music.
- By KS2, pupils listen well to music. They can identify different moods in music and can describe their feelings in response to the music.
- By the end of KS2 most pupils can sing with good pitch and tone and have a good understanding of tempo. Their diction is clear and crisp when singing in rounds. There are good standards of discussion when they evaluate their performance and they suggest ways to improve.
- Year 5 and Y6 pupils can define an ostinato and drone and achieve good standards of performance in small groups to demonstrate their understanding.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards in physical education are very good in the lessons observed. During the course of a year the pupils follow a full NC programme of studies. There are several extra-curricular physical education and sport events and clubs, which support the very good standards achieved by the pupils. All pupils attend swimming lessons. Planning for all aspects of the NC in physical education is thorough and well set out.

Good features

- Pupils dress appropriately for physical education lessons and understand the effect of physical exertion on their temperature and heart beat. They realise the importance of warming up and cooling down before and after exercise.
- In all the classes, the pupils show very good standards of suppleness and use of imagination in their dance lessons.

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- The pupils concentrate well on their own performance and observe and evaluate their own and others' performance. The aims of the lessons are clearly understood and reinforced during the lesson and this is reflected in the pupils' suggestions for ways of improving their performance.
 - Pupils plan thoughtfully how to create a simple sequence using balls. They change from one movement to another smoothly and practise diligently. They attain very good standards in their final performance and are able to appreciate particular aspects of others' performance and creativity.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement in religious education are good in KS1 and very good in KS2.

Good features

- In KS1, pupils learn about events in the Bible and study stories from other religions, showing a good understanding of simple lifestyles, beliefs and practices.
- Through discussion and role-play, they learn the relationship between behaviour and beliefs. They learn the importance of love and respect and are able to explain different cultural and religious diversities.
- Pupils in KS2 are developing a good understanding of Christianity and have increasing knowledge of beliefs and practices of other faiths and they respect people who have cultural differences to them.
- Pupils gain sufficient understanding of the importance of religion within the community. They visit local churches and receive visits from people of other faiths.
- Pupils understand that people behave in certain ways because of values and beliefs. They are becoming aware of questions and issues raised within their experiences of the world.
- They understand forgiveness and demonstrate empathy during class studies and discussions. Pupils think about their own actions.
- Pupils respond with empathy when discussing the beliefs and opinions of others.
- Pupils give reasons for their own personal responses to basic religious beliefs and practices.
- They are developing good listening and speaking skills, using appropriate terminology and vocabulary to discuss simple religious stories.
- They express their ideas well through discussion and role-play activities.
- Pupils take time to think in silence, to enable them to experience the awe and wonder of life and the world around them.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

All the key issues identified in the last inspection have been addressed.

- Target setting has been developed and the school makes use of the analysis of SATs results including gender data.
- The curriculum has been improved and assessment appears to be in place.
- Teachers' skills have been refined through training and there have been changes in staffing which has had a positive effect.
- The school now benefits from more rigorous monitoring. The SDP shows progressive homing in on areas within wider aspects.
- Attainment is being monitored and there is a clear increase in the school's success in meeting and exceeding targets. Improvement is satisfactory in spelling and handwriting since the last inspection and good in all other key issues which have been addressed.

8.2 Key Issues for Action

- Raise standards in subjects judged to be satisfactory by taking into account the shortcomings identified.
- Continue to develop the existing monitoring system to focus on teaching in order to identify strategies which raise standards.
- Plan more effectively on a daily and termly basis for the development of specific key skills across the curriculum, to bring the literacy and numeracy skills to the same high standard as the development of ICT skills.
- Further develop the effectiveness of the SDP by extending it into a longer-term document in which qualitative and quantitative targets and costs can be identified and measured over a minimum of three years.

APPENDIX

A. Basic Information About the School

Name of School	Buttington/Trewern CP School
School type	Primary
Age-range of pupils	3-11
Address of school	Cefn Road Trewern Welshpool Powys
Post-Code	SY21 8TB
Telephone Number	01938 570283

Headteacher	Mr Colin William Jenkins
Date of appointment	April 1995
Chair of Governors	Mr John Taylor
Registered Inspector	Mrs Sylvia Clough
Dates of inspection	17-19 May 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	23	11	28	22	25	14	22	165

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil : adult (fte) ratio in nursery classes	24:0
Pupil : adult (fte) ratio in special classes	1:1
Teacher (fte) : class ratio	4:1

<i>Percentage attendance for three complete terms prior to the inspection</i>					
Term	N	R	KS1	KS2	Whole school
Summer 2003	91.8	96.6	93.6	94.5	94.9
Autumn 2003	97.2	96.6	95.2	96.3	96
Spring 2004	95.7	93.6	93.3	95.1	94.8

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 19					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	5	63	32	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	5	53	42	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	5	79	16	0
		National	0	5	13	71	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	74	26	0
		National	0	2	12	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	5	53	42	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	5	53	42	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	75	In Wales:	69

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003								Number of pupils in Y6: 16					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0		0	0	0	19	56	25	0
		National	0	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	13	62	25	0
		National	0	2	1	1	0	0	5	12	41	38	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	32	56	13	0
		National	0	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	0	25	63	12	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	6	88	6	0
		National	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0			0	6	88	6	0
		National	0	5	0	0	0	0	0	10	60	25	0

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.

A Pupils who have failed to register a level because of absence.

N Pupils who have failed to register a level for reasons other than absence.

B Pupils not entered for tests because they are working outside the levels of the tests.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

n Tests do not cover these levels.

n/a not applicable.

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:	75	In the school:	69
In Wales:	75	In Wales:	68

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors, who were present for six inspection days.
- Thirty-three lessons or part-lessons were inspected.
- A sample of pupils were heard reading in both key stages.
- Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects.
- A sample of their written and practical work was scrutinised in all subjects.
- School policies and documents were studied before the inspection.
- Inspectors held discussions with teachers during the inspection period on a wide range of issues relating to their responsibilities and schoolwork.
- Consideration was given to the school's planning documents and its various files and records.
- Attendance registers were scrutinised.
- Inspectors were present for acts of collective worship.
- Parents attended the pre-inspection meeting and 18 questionnaires were completed.
- The Registered Inspector met with the governors before and after the inspection.
- A pre-inspection meeting was held with staff and they were provided with an oral feedback following the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Sylvia Clough	Rgl	Standards of achievement Key Skills Spiritual, moral, social and cultural development Quality of Teaching Curriculum Self-evaluation Leadership and efficiency	mathematics science Welsh as a second language information technology history geography religious education
Selwyn Roberts	Lay	Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Carolyn Thomas	Team	Behaviour Assessment, recording and reporting Support, guidance and pupils welfare Special educational needs	under-fives English design and technology music art physical education

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.