

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

A Report on the Quality of Education in

**Caersws C.P. School
Maesawelon
Caersws
Powys
SY17 5HG**

School Number: 6662008

Date of Inspection: 11th June 2007

by

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Caersws C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Caersws C.P. School took place between 11/06/07 and 13/06/07. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 Caersws Primary School is a community school for pupils aged 4 to 11 years of age. It is situated near to the towns of Llanidloes and Newtown in Montgomeryshire, in the county of Powys. It serves the village of Caersws and the surrounding rural areas, although some pupils travel from further afield to attend. The school is housed in a modern building and is set in extensive grounds. The number of pupils on roll has decreased from 140 at the time of the last inspection; currently there are 101 pupils on roll, including 14 under-fives who attend full-time and are taught in the Nursery and Reception class. Children are admitted to school the term after they attain their fourth birthday. There are four full-time teachers and four part-time teachers at the school. The headteacher, deputy headteacher and the other permanent members of staff have been in post since the last inspection in May 2001.
- 2 Pupils come from homes where English is the first language and no pupil speaks Welsh as their first language. The school states that generally pupils come from families that are neither socially advantaged nor disadvantaged. Around 4 per cent (%) of children are entitled to free school meals, which is below the local authority (LA) and national averages. Thirty percent of pupils are on the school's register of special educational needs (SEN), including three pupils with statements of special educational need.

The school's priorities and targets

- 3 The school's aims and objectives are:
 - to develop the individual in a caring and challenging environment;
 - to ensure that each child achieves their potential;
 - to foster a love of learning which will remain with them into adulthood;
 - to help each child learn to respect themselves and other people;
 - to help each child learn to work independently and in collaboration with others; and
 - to help each child learn to take responsibility and to learn from their mistakes.
- 4 The school has identified the following as priorities in its school development plan:
 - to ensure that those Key Stage 2 pupils identified as working below average in mathematics are enabled to fulfil their potential;
 - to raise standards of reading throughout the school;
 - to raise standards of spelling across the school;
 - to raise standards of writing across the school;
 - to be up to date with the progress of the roll out of the Foundation Phase and to make the necessary preparations for its introduction;
 - to gain Eco-school status; and
 - to continue to develop a sense of caring in school, especially the sense of responsibility of the older pupils towards the younger ones.

Summary

- 5 Caersws is a school with many good features. It provides a broad and balanced curriculum for its pupils, which is mainly delivered through good and effective teaching.
- 6 The grades awarded by the school match those made by the inspection team in five out of the seven key questions. The team has awarded a lower grade in two of the key questions. The self-evaluation report prepared for the inspection is a comprehensive and detailed document. Overall, the school has an accurate picture of its standards and is in a strong position to make further improvements.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	3
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

The grades for the areas of learning for under-fives were

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

Grades for standards in subjects inspected

- 7 In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards in the subjects inspected are as follows:

Subjects	Key Stage One	Key Stage Two
Welsh Second Language	2	2
Mathematics	2	2
Design and Technology	2	2
Geography	2	3
Art	2	2

- 8 During the inspection, standards of achievement in the lessons observed in the subjects identified for inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	6%	4%	0%

- 9 Standards of achievement in the lessons observed are above the Welsh Assembly Government (WAG) all Wales targets, requiring that by 2007, 65% should be grade 2 or better but they are below WAG's target that 98% of standards should be grade 3 or better.
- 10 Although variable from year to year, children's attainment on entry to the school is generally above average. They make good progress in Nursery and Reception and statutory baseline data indicates that children are scoring above the local authority (LA) and national averages. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- 11 Pupils generally achieve good standards and make good progress as they move through KS1 and KS2, although at times, due to insufficient challenge, the more able do not always achieve their full potential within lessons. Pupils with additional learning needs (ALS) and those with SEN achieve well relative to their ages and abilities.
- 12 Throughout the school pupils, including those under five, achieve good standards in all key skills and the school has been awarded the Basic Skills Quality Mark for the third time.
- 13 In the end of KS1 statutory teacher assessments for the core subjects in 2006, the percentage of pupils who scored level 2 and above was 85% in English, 90% in mathematics and 80% in science. These results were similar to the all Wales average in all three core subjects, above the Powys average in mathematics and science but just below the local authority average in English.
- 14 In the statutory teacher assessments at the end of KS2, the percentage of pupils who scored level 4 and above was 70% in English and mathematics and

82% in science. These results were below the all Wales and Powys averages for all three core subjects.

- 15 Although there has been good progress since the last inspection and standards of achievement in all but a very few subjects and areas inspected are good, end of key stage results over the previous three years show inconsistencies in overall performance in each key stage.
- 16 Overall the school prepares all its learners, of all abilities, well for the next stage of learning. Pupils generally understand what they are doing and what their objectives are. However, pupils' knowledge of how they are progressing and what they need to do next to improve their performances are underdeveloped, particularly at KS2.
- 17 Pupils' personal, social and learning skills are good and most have a good attitude to learning. Pupils' behaviour is generally good; however, the self-discipline of a significant minority of pupils in KS2 is underdeveloped.
- 18 The average attendance for the three terms prior to the inspection was 91%; this figure is below the target figure of 95% set by the Welsh Assembly Government. A few pupils arrive late for school, but pupils are generally on time for lessons during the school day.
- 19 Through the promotion of problem-solving and thinking skills, the school is encouraging pupils to work with increasing independence; however, pupils in both key stages sometimes find it difficult to work independently for sustained periods.
- 20 Pupils' progress in their personal, moral and social development is good. The school's work for the Eco-schools awards, together with their arrangements for collective worship and links with local places of worship have had a positive effect on the standards achieved. However, their understanding of other traditions and cultural and social diversity is currently under developed.
- 21 There are good opportunities for the Nursery and KS 1 pupils to learn about work and the workplace, however the opportunities for KS2 pupils are more limited and this is reflected in the standards achieved. Visits by members of the local community into school and by pupils into the local community, and to places of interest help to broaden pupils' understanding of their community.

The quality of education and training

- 22 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	74%	13%	4%	0%

- 23 Teaching was judged grade 1 or 2 in 83% of lessons. This is above the all Wales figures reported by Her Majesty's Chief Inspector in her annual report in 2005-06. Nationally, the quality of teaching is good or better in 79% of lessons.

However, the percentage of lessons awarded a grade 1 was below the all Wales average of 17%.

- 24 The overall quality of teaching is good throughout the school, although on a few occasions, some lessons lack pace and the more able are not sufficiently challenged. Teachers are aware of recent developments in their subjects and are enthusiastic about extending their expertise. All teachers plan lessons carefully. They use a good variety of resources and equipment to engage and stimulate pupils. A good range of teaching strategies is used and pupils are grouped in different ways in order to enhance their learning. The learning environment both indoors and outdoors is well planned and effectively used for all age groups. Teachers make good use of links between subjects to strengthen pupils' knowledge and add interest. Staff establish good working relationships with pupils and teaching assistants are generally well managed and effectively involved in supporting them.
- 25 The quality of assessment, recording and reporting is good throughout the school. Assessments for children under-five are detailed and comprehensive. These include an assessment on entry to school and an end of Reception year assessment. Assessments in each key stage are well recorded and folders are kept of individual pieces of work. These are passed from class to class as pupils progress through the school. The quality of end of year reports to parents is good.
- 26 The results of standardised tests are entered into a tracking system. These are analysed and compared with local and national trends by the headteacher. Teachers mark pupils' work regularly and often make useful comments. However, not all comments indicate what pupils need to do to improve their work. In some classes pupils are encouraged to assess and evaluate their own work and to set targets. However, this is at an early stage of development.
- 27 The school's response to pupils' learning needs is good and it is successful in providing a broad and balanced curriculum that is equally accessible to all pupils, including those with SEN. The learning experiences, often using the local environment, provide a stimulating curriculum, which engages pupils. Schemes of work and curriculum policies ensure that pupils learn new ideas in a logical order and planning documents are well constructed and detailed. Key and basic skills are good throughout the school and the common requirements of the National Curriculum (NC) are well developed in all subjects and across both key stages.
- 28 The school provides pupils with opportunities to take part in a wide range of extra-curricular activities throughout the year. These enhance the educational provision within the school and make an effective contribution to pupils' personal and social development. The school is part of the 'Physical Education (PE) in School Sports' (PESS) initiative and is working towards gaining its gold accreditation with Dragon Sports.
- 29 Provision for the development of pupils' spiritual, moral, social and cultural development, including Welsh culture, bilingualism and *Y Cwricwlwm Cymreig*

- is good, although the provision to study the cultures of other societies is less well developed.
- 30 Contacts with those who work in partnership with the school are well developed. Good links are maintained with the parents and with members of the local community. Partnerships with other primary schools are good. There is good liaison between the school and the local high school, with transition arrangements well established and effective. The school also has good links with Coleg Powys and Cedewain School.
- 31 Although there are good arrangements in place for the development of work related education for the under-fives and those in KS1, provision for the development of this area in KS2 is underdeveloped.
- 32 The school has made good progress in the development of pupils' knowledge and understanding of education for sustainability and standards are good. However, some aspects of global citizenship remain less developed. Pupils' entrepreneurial skills are well promoted.
- 33 The school provides a happy, supportive, caring and safe environment in which pupils can learn. There is a well structured pastoral system within the school. Parents appreciate the high quality of care that their children receive. Pupils trust their teachers to deal with any concerns quickly and effectively. Induction for new pupils is very good.
- 34 Good quality personal support and guidance is provided at the school through its personal and social education (PSE) programme, which is taught across the curriculum. The school considers bullying a serious matter and deals with any instances quickly and effectively.
- 35 Overall provision for pupils with ALN is good. Pupils with SEN are diagnosed at an early stage; their needs are identified and are well supported. However, support for those whose behaviour impedes their own progress, and at times the progress of other pupils, is less effective.
- 36 The school has an effective School Eco/Council and there is a very strong community ethos within the school, with an extensive range of links with the local community.
- 37 The school has an equal opportunities policy that reflects the inclusive ethos of the school. The school has a good race equality policy in place although evidence of its promotion was limited during the inspection period.
- 38 The school promotes positive attitudes in order to overcome any prejudices or presuppositions based on gender, language or social background. Pupils are actively encouraged to take part in all activities. They show respect for diversity within society and have a good awareness of, and concern for, others, raising money for more disadvantaged people in society.

Leadership and management

- 39 The headteacher has clear values, aims and objectives and is working towards making these known throughout the school. These are generally understood and acted upon by those involved in providing education and by most pupils. The school generally takes a good account of local and national priorities and provides well for individual teachers' development needs.
- 40 Challenging and realistic targets are now being set for the assessment of pupils at the end of both key stages; however, this revised process has not yet made an impact on attainment. The role of the subject coordinators in improving standards within their areas of responsibility is developing, allowing them to review their subjects. However, first hand classroom observations and the use of targets to raise standards in the core subjects of specific groups are limited.
- 41 The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the headteacher and staff in order to set a strategic direction for the school. Governors undertake their monitoring responsibilities effectively. They are well informed about standards and play a supportive role in the development of the school. The governing body fully meets its statutory obligations.
- 42 The format of the school development plan (SDP) is clear and succinct, using suitable headings. However, the links from the self-evaluation process to the targets identified in this document are not always clear. Pupils express their views about the school and these are fed into the self-evaluation process. As yet, the views of parents have not been formally canvassed.
- 43 The school works closely with the school improvement officer in order to establish a clear view of standards within a local and national context. Since 2005 the school has been supported in producing and implementing a 'Raising Achievement Plan' to target standards in identified areas.
- 44 Actions taken since the previous inspection have resulted in an improvement in standards. Some actions have been more effective and permanent than others, for example, very good progress has been made in the development of key skills, but success in addressing the issue regarding the delegation of management responsibilities has been less effective.
- 45 Staffing and resources within the school are good. The school has an adequate number of well qualified teachers and support staff who have the necessary knowledge and expertise to teach all aspects of the school curriculum. The quality and quantity of resources are generally good and appropriate to the learning needs and age of the pupils.
- 46 The accommodation is of a very high quality and provides generous accommodation. The extensive grounds are well maintained, and are well used to support the curriculum and to enable a wide range of sporting activities to take place.

- 47 The governing body regularly monitors and reviews the budget and has been working closely with the headteacher and the LA for a number of years, to reduce its deficit budget. The school provides good value for money.

Recommendations

In order to raise standards in those areas identified within the report the school should:

- R1 Use the available data to target specific groups of pupils to raise standards in the core subjects at the end of each key stage.
- R2 Increase pupils' involvement in the assessment process, so that they gain a better understanding of their own learning and what they need to do to improve.
- R3 Develop further the system of monitoring standards within the school to include first-hand evidence from classroom observations.
- R4 Promote attendance to ensure the school attains the Welsh Assembly Government's target of 95%.
- R5 Broaden pupils' knowledge of the world of work at Key Stage 2.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

48 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

Grades for standards in subjects inspected

49 Standards of achievement in the lessons observed in the subjects and areas of learning identified for inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	6%	4%	0%

50 Standards of achievement in the lessons observed are above the Welsh Assembly Government (WAG) all Wales targets, requiring that by 2007, 65% should be grade 2 or better but they are below WAG's target that 98% of standards should be grade 3 or better.

51 Although variable from year to year, children's attainment on entry to the school is generally above average. They make good progress and statutory baseline data indicates that children are scoring above the LA and national averages. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

52 The standards of achievement in the areas of learning for the under-fives are as follows:

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

53 In KS1 and KS2, standards in the subjects inspected are as follows:

	Key Stage One	Key Stage Two
Welsh Second Language	2	2
Mathematics	2	2
Design and Technology	2	2
Geography	2	3
Art	2	2

- 54 Pupils generally achieve good standards and make good progress as they move through KS1 and KS2. Pupils with additional learning needs and those with SEN achieve well relative to their ages and abilities. Statutory targets are set for all pupils. Although targets based on previous KS1 results are not always met and are inconsistent, recently analysed results from cognitive ability tests ('CAT's) show that most pupils make good progress relative to their potential. All pupils achieve well regardless of their social, ethnic or linguistic background.
- 55 Throughout the school, pupils, including those under-five, achieve good standards in all key skills. Pupils express themselves well and listen attentively; they read fluently, with expression and communicate well in their written work. They use their numeracy and information technology (IT) skills well across a range of subjects. Standards in bilingualism are good and pupils' use of Welsh is featured in most lessons. The school has recently been awarded the Basic Skills Quality Mark for the third time.
- 56 In the end of KS1 statutory teacher assessments for the core subjects in 2006, the percentage of pupils who scored level 2 and above was 85% in English, 90% in mathematics and 80% in science. These results were similar to the all Wales average in all three core subjects, above the Powys average in mathematics and science but just below that local authority average in English.
- 57 Against the benchmark for schools with a similar number of pupils eligible for free school meals, the results placed the school in the 4th quartile (bottom 25%) for English and in the 3rd quartiles (between 50% and 75%) for mathematics and science. The percentage of pupils attaining at least level 2 in each of the core subjects was 80%, which, in line with the two previous years, placed the school in the 3rd quartile when compared with similar schools.
- 58 There is no clear difference between the attainment and progress of boys and girls, with a variable pattern within each core subject from year to year. Pupils with SEN and the more able attain well overall and there is no significant difference between girls' and boys' performances at either key stage.
- 59 In the statutory teacher assessments at the end of KS2 in 2006, the percentage of pupils who scored level 4 and above was 70% in English and mathematics, and 82% in science. These results were below the all Wales and Powys averages for all three core subjects. In comparison with similar schools the school's results were in the bottom 25% nationally. The percentage of pupils attaining at least level 4 in each of the core subjects was 59% which placed it in the 4th quartile of schools. These results reflect that a third of the pupils being assessed were on the SEN register and this was a low performing year.
- 60 There is no clear difference between the attainment and progress of boys and girls at KS2, with a variable pattern within each core subject from year to year.
- 61 Although there has been good progress since the last inspection and standards of achievement in all but a very few subjects and areas inspected

are good, end of key stage results over the previous three years show inconsistencies in each key stage.

- 62 Most pupils make good progress; they acquire new knowledge, understanding and skills, both within their individual lessons and over time throughout each term and year. However, sometimes high expectations are inconsistently maintained and opportunities are missed to provide challenges for the most able and so progress is variable.
- 63 Overall, the school prepares all learners well for the next stage of education. Pupils' generally understand what they are doing and what their objectives are. However, pupils' knowledge of how they are progressing and what they need to do next to improve their performance are underdeveloped, particularly for those in KS2.
- 64 Pupils generally have a good attitude to learning and show interest in their work. Most show good levels of concentration during their lessons and have enthusiasm for school and their work. They join in well with what the school has to offer, not only in their lessons, but also through the range of extra activities provided for them.
- 65 The behaviour of the under-fives and those within KS1 is good. However, in KS2 pupils' behaviour is of a more variable standard. Most demonstrate good behaviour, know what the school expects of them, are courteous and relate well to each other. The self-discipline of a significant minority, both during lesson times and during less structured times of the day is underdeveloped.
- 66 The average attendance for the three terms prior to the inspection was 91%. This is below the target figure of 95% set by the Welsh Assembly Government and cannot be attributed to any single factor. A few pupils arrive late for school but pupils are generally on time for lessons during the school day.
- 67 The school complies with the NAW Circular 3/99, and works hard to encourage good attendance. The school operates an effective first day calling system for immediately following up absences. The majority of parents inform the school in advance if their child is unable to attend.
- 68 Through the promotion of problem solving and thinking skills, pupils work with increasing independence and this is improving throughout the school. Standards are good in the early years; however levels of independence in both key stages are relatively less developed, with some pupils finding it difficult to work independently for sustained periods.
- 69 Pupils' progress in their personal, moral and social development is good. The school's successes in nationally recognised projects, such as the Eco-school Awards, together with what they have learnt from collective worship and links with local places of worship, such as the Presbyterian Church, have had a positive effect on the standards achieved. However, pupils' understanding of other traditions and cultural and social diversity is currently underdeveloped.

- 70 There are good opportunities for the Nursery and KS1 pupils to learn about entrepreneurialship and the world of work and standards are good. However, although Y6 pupils participate in a Business Day with other schools in the cluster and their entrepreneurial skills are developing well, opportunities for KS2 pupils to increase their knowledge and understanding of the world of work are limited.
- 71 Visits by members of the local community into school and by pupils into the local community, and to places of interest help to broaden pupils' understanding of their community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 72 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	74%	13%	4%	0%

- 73 Teaching was graded 1 or 2 in 83% of lessons. This is above the all Wales figures reported by Her Majesty's Chief Inspector in her annual report 2005-06. Nationally, the quality of teaching is good or better in 79 % of lessons. However the percentage of lessons awarded a grade 1 was below the all Wales average of 17%.
- 74 The overall quality of teaching is good throughout the school. In a small percentage of lessons there were outstanding features which included:
- very good use of the outdoor facilities available;
 - high level of teacher knowledge and expertise;
 - high expectations of pupils' performance;
 - effective development of pupils' creative skills;
 - evaluation by pupils of their own work and that of others.
- 75 In the lessons that had some shortcomings, the main weaknesses were:
- weak management of pupils' behaviour;
 - lack of pace and timing;
 - work over directed by teachers;
 - lack of challenge for the more able pupils.

- 76 All teachers plan lessons carefully and in some detail, catering well for those pupils with SEN. Learning objectives are usually shared with the pupils. Key skills are identified within mid term plans and opportunities for their development are built into individual lessons. Basic skills and the common requirements of the NC are well taught and developed effectively.
- 77 Teachers mostly employ a good range of teaching methods to suit the activity and the age and aptitude of the pupils they teach. They use a good variety of resources and equipment to engage and stimulate pupils. The learning environment successfully promotes learning and staff have good working relationships with pupils. Teaching assistants are generally well used to support pupils' learning. Pupils are grouped in different ways in order to enhance their learning. The learning environment, both indoors and outdoors, is well planned and effectively used for all age groups.
- 78 All adults give due attention to issues of gender, race and disability and promote equality of opportunity effectively.
- 79 Teachers are aware of recent developments in their subjects and are enthusiastic about extending their expertise. The *athrawes fro* significantly enhances the provision for teaching Welsh as a second language and bilingualism across the whole school. Not all teachers are Welsh speakers, but all have attended courses and have a positive attitude towards teaching the subject.
- 80 Teachers make good use of links between subjects to strengthen pupils' knowledge and add interest. Work based around a topic such as the 'Garden Centre' is developed in a number of subjects.
- 81 The quality of assessment, recording and reporting is good throughout the school including the under-fives class and for SEN pupils. Arrangements fully meet statutory requirements.
- 82 Assessments for children under-five are detailed and comprehensive. These include an assessment on entry to school, the statutory baseline assessment for Reception aged children, and an end of Reception year assessment. Assessments are well recorded and folders are kept of individual pieces of work produced by children. These are passed from class to class as pupils' progress through the school.
- 83 Standardised tests are set regularly and the results are entered into a tracking system, these are analysed and compared with local and national trends by the headteacher. A variety of diagnostic tests are used to identify pupils in need of additional support. These tests are repeated at appropriate intervals to check the progress being made.
- 84 Teachers mark pupils work regularly and often make useful comments. However, the quality of marking varies from class to class and not all comments indicate what pupils need to do to improve their work.

- 85 The school has yet to establish portfolios of levelled work to help teachers assess pupils' work more accurately. The year 6 science teacher has begun work with teachers from the other schools within the Llanidloes cluster to prepare a portfolio of work in science.
- 86 In some classes, the plenary sessions encourage pupils to assess and evaluate their own work and that of others. However, this is at an early stage of development. Pupils are involved in setting targets for themselves in English and there are plans to extend their involvement to mathematics in the next school year.
- 87 The quality of end of year reports to parents is good. Comments appropriately focus on what pupils know and can do in each subject of the NC. Parents have the opportunity to make written comments and discuss reports with class teachers.

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

Grade 2: Good features and no important shortcomings

- 88 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 89 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Progression in learning for children under five is good. Their experiences engage them fully and are meaningful to all children. There has been considerable investment in the outdoor curriculum in anticipation of the Foundation Phase, for which the school is preparing well.
- 90 The school's curriculum meets all statutory requirements and its response to pupils' learning needs is good overall. It is successful in providing a broad and balanced curriculum that is equally accessible to all pupils, including those with SEN.
- 91 As a result of the learning experiences provided by visiting places of interest, the school grounds and the local environment, pupils enjoy a stimulating curriculum which engages them. Schemes of work and curriculum policies have been reviewed recently and rewritten or revised to ensure they build logically on what pupils know. Planning documents are well constructed and detailed.
- 92 Key and basic skills, and the common requirements of the NC, are well planned for and their promotion is well developed across the curriculum and in all subjects throughout the school.

- 93 The school provides the pupils with opportunities to take part in a wide range of extra-curricular activities throughout the year. These cover a variety of experiences including activities of a sporting, academic, musical and environmental nature. These enhance and support the educational provision within the school and make an effective contribution to pupils' personal and social development, which is of a good standard throughout the school.
- 94 Provision for the development of pupils' spiritual, moral, social and cultural development is generally good. The school follows Powys' agreed syllabus for Religious Education and assemblies, collective worship. Links with local clergy make valuable contributions to these aspects of education. However, although the provision for the development of Welsh culture, bilingualism and *Y Cwricwlwm Cymreig* is good throughout the school, the opportunity to study the cultures of other societies is less well developed.
- 95 Contacts with those who work in partnership with the school are good. Good links are maintained with the parents through the school's 'open door' policy, parental support for the school's sports teams, and the ongoing work of the Friends of the School. The Friends recently provided the school with sets of 'guided reading' books for both key stages. Links with parents have also been enhanced further through a range of courses, classes and curriculum information sessions.
- 96 Partnerships with other schools are good. As part of the Llanidloes cluster of schools, pupils have taken part in sporting and musical events, and curriculum projects such as the design and technology day at Cefn Lea. The school is part of the PE in School Sports (PESS) initiative and is working towards gaining its gold accreditation with Dragon Sports. It also has links with many local sporting clubs, some of whom who provide specialist coaching for the pupils.
- 97 There is good liaison between the school and the local high school. Transition arrangements between year 6 and year 7 are well established and effective. The school provides work experience placements for older students from the High School and from Cedewain Special School, as well as for BTEC Diploma Students from Coleg Powys in Newtown.
- 98 Although there are good arrangements in place for the development of work related education for the under-fives and those in KS1, provision for the development of this area in KS2 is underdeveloped.
- 99 The school's arrangements for tackling stereotyping and promoting equality for all its pupils are effective; all pupils have the opportunity to participate in all activities offered by the school.
- 100 The school has made good progress in the development of pupils' knowledge and understanding of education for sustainability; the gaining of the Eco-school award is a target in the SDP. The school seeks to act in a sustainable way through recycling projects and initiatives such as 'Waste-Free Wednesday'. In addition, interesting work has been carried out by pupils in the school grounds. However, some aspects of global citizenship remain less developed.

- 101 Pupils' entrepreneurial skills are promoted through cluster and school based projects linked to curriculum areas, such as the Garden Centre project in KS1, the design technology module in KS2 and through their involvement in school events such as charity discos and the annual summer fayre. Although these and other initiatives, such as the development of pupils' problem-solving and thinking skills are improving pupils' adaptability, the school does not sufficiently encourage pupils to take responsibility for their own learning.

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

Grade 2: Good features and no important shortcomings

- 102 The inspection team agrees with the school's self-evaluation of this key question.
- 103 The school provides a happy, supportive, caring and safe environment in which pupils can learn. There is a well structured pastoral system within the school. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.
- 104 The school operates an 'open door' policy. Parents and carers are encouraged to meet with the headteacher and teachers to discuss any concerns and to act jointly upon them. The school holds three open evenings for parents each year. The school benefits from its established links with visiting health workers, community support workers and staff from other support agencies. Although there are good links with nearly all parents, a very small minority has mixed views as to how effective the school behaviour policy is and how the school responds to their suggestions and complaints. The school is well supported by an energetic 'Friends of the School' who raise approximately £3,000 per annum through different events.
- 105 Induction for new pupils is very good. The 'Ysgol Feithrin' playgroup meets in the school. The Nursery teacher visits regularly and the children become familiar with her, before moving up to the main school in the term following their fourth birthday. Induction procedures for pupils transferring to the school are also good.
- 106 Transition arrangements for year 6 pupils transferring to Llanidloes High School are well established and effective. Transition commences with school visits and bridging work being undertaken in year 6, to be completed in year 7.
- 107 Good quality personal support and guidance is provided at the school through its PSE programme, which is taught across the curriculum. The school is supported in this by visits from the school nurse, educational psychologist, police liaison officer and Powys Mediation. Pupil's attendance, punctuality, behaviour and performance are carefully monitored. Good procedures and links exist with the educational welfare officer should the non attendance, punctuality or behaviour of an individual pupil give cause for concern.

- 108 The school rightly considers bullying a serious matter and deals with any instances quickly and effectively. The school addresses bullying and poor behaviour through its behaviour and anti-bullying policies, in assemblies, and in letters home to parents. There are posters around the school and class rules are drawn up at the beginning of each year by the pupils and displayed in classrooms. However, on a very few occasions there are some inconsistencies in the implementation of the behaviour policy.
- 109 The health and well-being of pupils is regularly monitored. The school's deputy headteacher is the designated health and safety co-ordinator and has undertaken risk assessments on the school buildings and grounds. The LA is also involved in health and safety checks at the school. Risk assessments are undertaken for all activities undertaken outside school. Nine members of staff have received training in first aid.
- 110 There are termly fire drills, generally undertaken when the younger children from the Ysgol Feithrin are in the building.
- 111 The school has an effective School Eco/Council, being a merger of the School Council and the Eco committee. The School Eco/Council is properly elected and the pupils take much pride in being members. A healthy eating policy is operated at the school, and, following representations by the School Eco/Council to the governing body; the school has introduced a fruit only policy at break times and a 'Waste Free Wednesday'. The School Eco/Council publishes a newsletter and has held discos and sporting events to raise money for those less fortunate than themselves. It has a display board in the entrance of the school informing pupils and visitors of activities. Pupils can approach the members personally, make requests at the class meetings or put suggestions for improvements in the suggestion box.
- 112 The headteacher is the designated child protection officer and two other staff have received training. All staff are given guidance and are aware of the procedures. Close liaison is maintained between the school, carers, parents, social services, the school nurse and other agencies. The school's child protection policy follows local protection procedures.
- 113 Overall provision for pupils with additional learning needs is good. Procedures comply with the SEN Code of Practice. Pupils with special educational needs are diagnosed at an early stage and their needs are identified. Those pupils on the SEN register are well supported by the experienced and well qualified special educational needs co-ordinator (SENCo), classteachers and the learning support assistants. There is good effective liaison between the school and relevant agencies.
- 114 Pupils with SEN have individual education plans (IEPs). These are written by the classteachers with support from the SENCo. They have appropriate details with specific targets relevant to pupils' needs and are reviewed on a regular basis. Although the IEPs are shared with the parents, the new format has not yet been adopted throughout the school and opportunities to fully involve pupils and parents in writing and reviewing some IEPs are missed. Pupils with SEN are successfully integrated into the school; work in lessons and during

withdrawn sessions is well targeted and matched to meet their needs and pupils make good progress relative to their abilities. Although the school caters well for most SEN pupils, support for those whose behaviour impedes their own progress, and at times the progress of other pupils, is not as effective.

- 115 There is a very strong community ethos within the school with an extensive range of links with the local community and this enhances pupils' educational experiences. Most pupils come from the immediate locality and the school is aware of the pupils' social, educational, ethnic and linguistic backgrounds. With this knowledge, it is able to give good quality support to pupils.
- 116 The school has an equal opportunities policy that reflects the inclusive ethos of the school. The school has a good race equality policy in place, although evidence of its promotion was limited during the inspection period.
- 117 The school promotes positive attitudes in order to overcome any prejudices or presuppositions based on gender, language or social background. Pupils are not excluded from sporting or other activities on the grounds of gender and are actively encouraged to take part in all activities.
- 118 As part of the school's response to the SEN and Disability Act there is an access and disability policy in place and the school has identified the need for improvements to be made to a gateway in the Nursery area, but otherwise the school is suitable for disabled pupils.
- 119 Pupils show respect for diversity within society and a good awareness and concern for others as evidenced by the raising of money for more disadvantaged people in society at local, national and international level.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

121. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report for this key question. There are some shortcomings in the school's leadership and management.
122. The headteacher has a clear appreciation of the school's values, aims and objectives and is working towards making these known throughout the school. These are understood and acted upon by the staff and most of the pupils.
123. The headteacher and deputy headteacher successfully promote equality within the school. The school generally takes a good account of local and national priorities; it has the Basic Skills Agency's Award 3. It successfully promotes education for sustainability and is working to become an Eco-school. The

WAG's initiative for bilingualism is being well promoted but education for global citizenship does not currently have a high enough profile.

124. Challenging and realistic targets are now being set for pupils to meet at the end of both key stages, based on their previous attainment and CATs tests. However, this process and the analysis of data have not yet made an impact on the inconsistencies of attainment, particularly at the end of KS2.
125. The role of the subject co-ordinators in monitoring and improving standards within their areas of responsibility, although becoming more effective, is underdeveloped. During this academic year, staff have been allocated time allowing them to review their subjects through staff discussion, the checking of policies, schemes of work and planning documents, and the scrutiny of pupils' work. However, first hand classroom observation is limited to the headteacher and the deputy headteacher.
126. The objective analysis of standards of teaching and pupil's achievement, based on first hand classroom observation and the setting of and use of emerging targets to raise standards, are currently restricted to staff appraisal within the process of performance management.
127. The continuous professional development needs of individual teachers are well provided for through a good range of appropriate courses, linking the needs of staff to the demands of initiatives identified by the school.
128. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the headteacher and staff in order to set a strategic direction for the development of the school.
129. Individual governors are attached to curriculum areas and regularly meet with the curriculum co-ordinators. Governors undertake their monitoring responsibilities effectively through lesson observations, purposeful visits and through various committees. They are well informed about standards within the school and play a supportive role in the development of the school. The governing body fully meets its statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
131. The current subject monitoring system is relatively new. Curriculum co-ordinators have regular non class contact time which they use to audit resources, review schemes of work and evaluate pupils' books. As a result of

this process, they contribute to a curriculum development plan which is then prioritised and fed into the school development plan (SDP).

132. Members of the governing body are linked with curriculum co-ordinators and a rolling programme has been established to enable them to visit the school to discuss their subjects and observe lessons. Governors then report back to the curriculum policy committee and a written report is presented to the full governing body.
133. Pupils are able to express their views about the school and feed into the self-evaluation process through the Eco-council, which meets regularly. As yet the views of parents and other stakeholders have not been formally canvassed.
134. The school works closely with the school improvement officer in order to establish a clear view of standards within a local and national context. Since 2005, the school has been supported by officers in producing and implementing a 'Raising Achievement Plan'. It has successfully targeted and raised standards in identified areas of mathematics and English.
135. The format of the SDP is clear and succinct, using suitable headings. The links from the self-evaluation report to the targets identified in this document are becoming more evident as the process becomes established. Although there is no target to improve bilingualism, this is an area where the school has a clear vision for development.
136. The self-evaluation report prepared for the inspection is a comprehensive and detailed document. The grades awarded by the school match those made by the inspection team in five out of the seven key questions. The team has awarded a lower grade in two of the key questions. Overall, the school has a fairly accurate picture of its standards and is in a strong position to make further improvements.
137. Actions taken since the previous inspection have resulted in an improvement in standards. Each of the action points written to address the key issues identified during the last inspection has been completed. Some actions have been more effective and permanent than others, for example, very good progress has been made in the development of key skills, but success in addressing the issue regarding the delegation of management responsibilities has been less effective, and initiatives introduced have had to be modified due to reductions in staffing levels.

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

Grade 2: Good features and no important shortcomings

138. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, which graded this key question a grade 1. Although the use of resources is good and includes some exceptional features,

the team did not feel that these features were sufficiently outstanding to warrant the higher grade.

139. The school has an adequate number of well qualified teachers and support staff who have the necessary knowledge and expertise to teach all aspects of the school curriculum. Their subject responsibilities generally match initial qualifications and interests. A job share arrangement in one class enhances the subject expertise available to the school. In addition to the permanent staff, a number of teachers visit the school to provide specialist teaching for Welsh and individual musical instrument tuition.
140. Two administrative assistants ensure the smooth running of the school and the caretaker, cleaner and lunch supervisors are all committed to providing high quality services.
141. All teachers have supplemented their initial teacher training by attending in-service training events and have a good awareness of new initiatives. Induction arrangements for new staff are good and well organised. There are effective procedures in place for reducing teachers' workload and arrangements to provide time for teachers to plan, prepare and assess are effective.
142. The quality and quantity of resources are generally good and appropriate to the learning needs and age of the pupils. Curriculum co-ordinators monitor resources and identify additional needs to develop their subject areas. Resources are well organised and accessible to all. The number of computers available to support learning is good. The school has a computer suite as well as computers in each classroom. There is one interactive whiteboard and a second, which enables access to the Internet.
143. The accommodation is of a very high quality and is well maintained throughout. This provides a stimulating and spacious learning environment for all pupils. Classrooms and corridors are enhanced by high quality displays of pupils' work. There is disabled access and a disabled toilet facility. The hall is spacious and provides a pleasant environment for collective worship, physical education and concerts. It is also used as a dining hall.
144. The school is well maintained, it is set in extensive grounds with good grass, hard play, and Nursery play areas. These include a football pitch, rugby pitch, conservation area and school garden. The under-fives class has its own enclosed play area with a storage shed and play house. The grounds are well used to support the curriculum and to enable a wide range of sporting activities to take place.
145. The governing body regularly reviews the budget and has been working closely with the LA finance department for a number of years to reduce its deficit budget. It is estimated that the deficit will be eliminated by the next financial year. Resources are matched to the priorities in the SDP and expenditure is reviewed to ensure the school provides good value for money.

146. The school is set in a 1980s building, which was later extended. With falling pupil numbers, the building provides generous accommodation for the number of pupils on roll.

Standards achieved in subjects and areas of learning

Under 5s

147. The overall quality of the educational provision for the 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

Grade 2: Good features and no important shortcomings

Good features

148. Nursery and Reception children speak clearly and acquire new vocabulary and phrases rapidly in English and Welsh. They express themselves confidently because of the good language model they receive from adults. They use appropriate language in their role-play such as the pets' corner and take turns when talking to one another. Their listening skills are good and they respond to instructions accurately and listen attentively to stories and rhymes.
149. Nursery children show a good level of interest in books and readily choose to go to the book corner. They know how to handle books and many demonstrate the attributes of a reader. Reception children recognise key words from the reading scheme and are beginning to read books suitable for their stage of development.
150. In their activities, children use emergent writing to express themselves and are able to read this back to an adult. They make good use of the 'message' wall to post messages to one another. Reception aged children are beginning to write more independently and many form their letters accurately. As a result of the systematic work they undertake in learning the sounds of letters (phonics), they are beginning to spell simple words correctly.

Shortcomings

151. There are no important shortcomings.

Personal and Social Development

Grade 2: Good features and no important shortcomings

Good features

152. Children settle quickly into the classroom routines and school life generally. They move around the classroom and the outside play area confidently and make suitable choices from the activities available.
153. Children work well together, for example at play in the sand or when using the computer. They show good levels of perseverance when completing tasks and maintain their concentration well for extended periods.

Shortcomings

154. There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

155. Children take part in a number of practical mathematical activities and join in number rhymes in English and Welsh. They show good understanding of numbers and older children count up to 20 and insert missing numbers on a number line. Younger children are confident with numbers 1 to 5 and match objects to numbers accurately.
156. They develop a sound idea of what numbers are through cross curricular work. For example, while studying mini-beasts they count the legs on spiders and spots on ladybirds. During their animal hunts, children develop a good understanding of positional language and can say precisely where animals were found.
157. Through play activities they develop their recognition of coins and count the correct number of pennies to pay for an item.

Shortcomings

158. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 1: Good with outstanding features
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Good and outstanding features

159. As a result of the rich and varied range of experiences, children have a very good understanding of the world around them. They talk confidently about Caersws and identify key features and buildings from photographs.

160. While studying mini-beasts, they learn to identify a range of insects and describe them in detail. They use their senses of sight and hearing very well on field trips to the conservation area to look for mini-beasts. This is an outstanding feature.
161. Children have a very good knowledge of the world of work through their visits to local shops and places of worship and from the many visitors who come to school to talk about their work. They enjoy dressing up as firefighters, police officers, doctors and dentists and readily take on the roles.
162. During a recent project on healthy eating, they have developed a good understanding of the need for a balanced diet and are aware of which foods are good for them and those that are not.
163. They use computers confidently, selecting programmes and confidently manipulating the mouse.

Physical Development

Grade 2: Good features and no important shortcomings

Good features

164. Children move their bodies confidently with increasing control and co-ordination. They have good special awareness when moving in the hall and outside in the play area. They are aware of basic safety rules and are careful not to bump into one another. They work well in pairs and can move on all fours with a partner to represent a spider.
165. Their handling skills are developing well and they show control when using tools and equipment for cutting, sticking, printing and painting. Children handle equipment and toys confidently and respond with enthusiasm to all physical activities.
166. Older children show very good control of pencils, paintbrushes and crayons when writing, painting and drawing.

Shortcoming

167. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

Good features

168. Children's artwork shows a high level of maturity for their age. They are confident in the use of a range of materials and media to produce pictures of "The Snail" in the style of Henri Matisse. They mix paints and use them confidently in their animal paintings. They have also produced work in the style of Jackson Pollock and Kandinsky.
169. They become very involved in their role-play and take on character roles using appropriate language and movement. They move confidently to the stimulus of music.
170. Children know a wide range of songs in English and Welsh and sing these tunefully as a whole class, or on their own when absorbed in related tasks.

Shortcomings

171. There are no important shortcomings.

Welsh second language

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

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

172. The *Prynhawn Cymraeg*, which is a half termly event, contributes significantly to the good standards in Welsh and the positive attitudes towards the language by staff and pupils.

Good features

173. In KS1, pupils move appropriately to movement commands given in Welsh, showing understanding. While responding to taped music they identify the type of movement required and give the Welsh word.
174. They have good recall of character names from a story and match names to pictures. They are beginning to write words and short sentences accurately. They follow the text of a story read by the teacher.
175. Pupils answer questions in the positive and negative form and record responses to a questionnaire in a grid format using the correct Welsh form.
176. In lower KS2, pupils know the names of body parts and use them correctly when engaging in dialogue as doctor and patient. They follow a simple script for two characters and read their part from the card provided. They are beginning to use the past tense orally and in writing.
177. In upper KS2, pupils describe different types of holidays and state preferences. They hold a dialogue between two people and ask and answer questions of one another. Generally, pronunciation and intonation is good.

178. Older pupils write more extended pieces of writing using simple sentences patterns and connectives to join them. They keep a news book to record events and describe themselves and their interests.
179. In both key stages, pupils respond well to computer packages to promote reading and writing. They match pictures to words accurately and insert missing words within sentences.
180. Across the school, pupils know a wide range of Welsh songs, rhymes and hymns. They sing with enthusiasm, pronouncing words well. Pupils have a positive attitude towards learning Welsh.

Shortcomings

181. Opportunities to use Welsh are missed in some classes. This leads to an uneven development of standards across the school.

Mathematics

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

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

Good features

182. The use of a good scheme of work throughout the school ensures there is generally good progression within all areas of mathematics. In addition to this the development of pupils' mathematical skills is well supported by supplementary work, providing a good range of activities, which is helping to raise pupils' standards of achievement, especially for thinking skills and problem solving.
183. In KS1, the standard of work is appropriate to pupils ages and generally matched to their abilities. There are good levels of achievement across all attainment targets. Most pupils use and apply their mathematical skills appropriately. They have a good knowledge of 3D shapes such as pyramids, cuboids, cubes and spheres and many list their properties accurately.
184. Pupils have a good understanding of number, ordering and counting in steps of five. They round numbers up or down to nearest 10. They know their numbers up to 100 and successfully carry out practical and written tasks, recording their results accurately. There are good cross curricular links with geography, for example, when pupils use their mapping skills to improve their understanding of coordinates.
185. Standards of mathematics throughout KS2 are currently benefiting from the small numbers of pupils in the mathematics groups. Lower KS2 pupils are showing good progression from KS1 in certain aspects of mathematics. For example, they know and understand simple coordinates and graphs and can correctly identify and label horizontal and vertical axis.

186. Pupils have a good recall of previous lessons and what they have learnt, for example, when they identify and name different triangles. Throughout the key stage, pupils are developing and using a good knowledge of mathematical vocabulary, both in English and Welsh.
187. Older pupils in KS2 work confidently with fractions and explore relationships between equivalent fractions. They carry out good investigations, working individually and in groups, and are beginning to develop a better level of independence.
188. Standards of pupils' mathematical thinking skills are improving as they develop the ability for more abstract thinking and the identification of patterns within numbers.

Shortcomings

189. On a few occasions, in KS2, the most able are not always challenged sufficiently to achieve the high standards of which they are capable.

Design technology (DT)

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

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

Good features

190. Pupils achieve well in lessons and make good progress as they move through the school. The implementation of the comprehensive scheme of work provides for pupils' progression in a wide range of activities in both key stages and standards of achievement in the skills of designing and making are good.
191. In KS1, there are good links with other curriculum areas, such as science and English, which support the development of pupils' DT skills. This is particularly so in designing and making and in the use of technology, when they design and make battery powered lighthouses for their project.
192. The recently completed DT work, based on a visit from a puppeteer, again with good cross curricular links, allowed the pupils to make good progress and reach good standards in all aspects of the DT process. Pupils researched, designed, made and evaluated their puppets, and their scenery, for a performance for the school in assembly. Work of a similar standard linked to food technology and involving work with the school chef, was evident in KS1.
193. In KS2, pupils are enthusiastically engaged in imaginative and well planned activities. They continue to make progress in their knowledge and understanding of DT, and their designing and making skills, through a good range of modules. For example, the younger pupils design and make bread rolls to sell in school. Again, standards are good and there is further reinforcement of the processes involved. There is good, relevant use of IT and

good cross curricular links to mathematics, art and English, especially at the evaluation stage.

194. DT work with the older pupils in KS2 is also used to good effect to develop their entrepreneurial skills. Pupils work in teams, including an 'accountant', researching, designing, and making hats within budget to market and sell.
195. Pupils have a good knowledge of hydraulics and pneumatics as they make moving animals out of 'junk materials'.

Shortcomings

196. There are no important shortcomings.

Geography

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

Key Stage 2- Grade 3: Good features outweigh shortcomings

Outstanding features

197. Although in KS1 there are good features and no important shortcomings, some of the field work and the work on sustainability, especially within the school grounds, had some outstanding features.

Good features

198. Pupils in KS1 have a good recall of places visited and are beginning to develop relevant geographical language. They have a good knowledge of contrasting localities, such as seaside places in Wales. They record information and draw pictures from secondary resources, and some from memory of first hand experiences. Their geographical enquiry skills are developing well.
199. Most pupils identify and label photos taken of landmarks and buildings in the village and the immediate locality. Pupils' knowledge of locality is enhanced further through well planned field work to farms and shops. Pupils' views on change are expressed as they discuss and study ways in which they can improve their local environment and the school's grounds.
200. Pupils' mapping skills are good and are being developed as they link their skills to IT, programming a 'roamer' to 'travel' around the village. Their knowledge of contrasting environments in the wider world is improving through studies of The Gambia.
201. Pupils in KS2 build on the knowledge, understanding and skills they acquired in KS1. Their geographical enquiry skills develop effectively through a good range of well prepared and well resourced activities and interesting fieldwork. They further investigate their environment, mapping the school building,

studying how people travel to school and how that affects the environment, recording weather conditions. Younger pupils' understanding of environmental awareness is developed further as they look at ways of improving their school's grounds.

202. Pupils' study of places, both human made and natural, are extended by village walks in Caersws and visits to study the river both locally and near its source above the Hafren forest. Themes on environmental change are studied involving good work on conservation through the study of wild places for the John Muir award scheme and the role of the national parks through the study of mountainous areas such as Snowdonia.
203. Pupils' understanding of contrasting areas is further developed through work on Llanarthe, a village in Carmarthenshire, involving the analysis of secondary material to identify geographical features and develop their mapping skills. Their knowledge of environments in a less economically developed country is improved through the study of Chembakolli in India.

Shortcomings

204. The mapping skills of some pupils in KS2 are underdeveloped.
205. There are some shortcomings in the quality of presentation and in the standard of pupils' geographical skills and the use of geographical vocabulary in KS2.

Art

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

Good features

206. Following their study of the work of the artist Raoul Dufy, pupils in KS1 competently mix shades of blue using powder paints to achieve similar effects. They use natural and manufactured materials to create successfully scenes of sailing boats. They have a good understanding of shades and colour, and use them effectively in their work.
207. One of the very good features in both key stages is the way that art is used across the curriculum. Pupils use art successfully to represent artefacts in other subjects. For example, they effectively use handprints to create Menorah lamps and paint masks in the style of Picasso when studying the Jewish festival of Purim. They have a good knowledge of techniques used by famous artists and apply these well in their own work.
208. They are competent in working with clay and natural materials and manipulate materials effectively to create nests. As part of the Garden Centre project, they use their observation skills to study flowers and produced realistic three-dimensional versions.

209. In KS2 pupils use their imaginations to create creatures in clay. They competently use hands and tools to manipulate the clay and produce models of a good standard.
210. As they progress through KS2, pupils' skills in handling paint, pencils, crayons, pastels and charcoal improve. They are able to make informed choices from a range of media in order to create a desired effect.
211. Pupils in both key stages acquire a good knowledge of artists, both Welsh and international. Older KS2 pupils have studied the work of Kyffin Williams and produced high quality paintings in his style.
212. In both key stages, pupils collaborate in order to produce work on a large scale. They have studied the mosaic technique and used it effectively to produce a large mural of the school and to decorate tables for the Garden Centre project. They have produced a large collage of the school and its locality to a very good standard, using a variety of textures and techniques.

Shortcomings

213. Pupils make insufficient use of sketchbooks in KS2 to investigate a subject and to keep notes and sketches on field trips. This limits the development of their investigative skills.

School's response to the inspection

As a school, we would like to acknowledge the thorough and professional manner in which the inspection team conducted this inspection.

The inspection findings recognise that there has been good progress since the last inspection, in May 2001, and that actions taken since then have resulted in an improvement in standards.

We are pleased that the standards of achievement in all but a very few subjects and areas inspected are good. It is also pleasing that, overall, as evidenced in the self-evaluation report prepared for the inspection, the school has a fairly accurate picture of its standards and is in a strong position to make further improvements.

An action plan will be put in place to address the recommendations in the report and a copy of this action plan will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Caersws C.P. School
School type	Nursery and Primary
Age-range of pupils	4 – 11
Address of school	Maesawelon, Caersws, Powys
Postcode	SY17 5HG
Telephone number	01686 688458

Headteacher	Mr. Roy Gardner
Date of appointment	1 st September 2000
Chair of governors/ Appropriate authority	Cllr. Mrs. Rachel Davies
Registered inspector	Stuart Wormleighton
Dates of inspection	11 th – 13 th June 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	14	14	10	21	9	16	11	101

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	4	5.85

Staffing information	
Pupil: teacher (fte) ratio (excluding Nursery and special classes)	16:1
Pupil: adult (fte) ratio in Nursery classes	10:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding Nursery and special classes	24
Teacher (fte): class ratio	1.5:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	85.3	97.5	91.5
Autumn 2006	89.1	81.6	91.2
Spring 2006	99.0	91.4	91.6

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		20		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5	10	75	10
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	5	25	55	15
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	5	10	80	5
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	10	75	15
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	5	5	65	25
		National	0	2	10	63	24
Science	Teacher assessment	School	0	5	0	50	30
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80	In Wales	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		27						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	0	30	48	22
		National	0	0	0	0	1	4	15	47	32
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	30	52	19
		National	0	0	0	0	1	3	15	47	32
Science	Teacher Assessment	School	0	0	0	0	0	0	19	48	33
		National	0	0	0	0	0	2	11	51	35

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	59	In the school	n/a
In Wales	74	In Wales	n/a

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

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

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

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

A team of three inspectors spent six inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited and observed:

- twenty three lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- teachers, support and administrative staff, the school Eco-council and groups of pupils during the inspection.

The team also considered:

- the school's self evaluation report;
- twenty nine responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team held post-inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stuart Wormleighton Registered Inspector	Key Questions 1, 3 Contributions to 4 Mathematics Design Technology Geography
Mr Reg Cawthorne Lay Inspector	Contributions to Key Question 4
Mrs Gillian Harrison Team Inspector	Key Questions 2, 6 and 7 Under-Fives Welsh Second Language Art
Mr Roy Gardner Headteacher / Nominee	Contributions to all Key Questions

Acknowledgement

The inspection team would like to thank the governors, headteacher staff and pupils for their co-operation throughout the inspection.

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