

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

**Carreghofa C.P. School
Llanymynech
Powys
SY22 6PA**

School Number: 666/2010

Date of Inspection: 17 – 19-October 2005

by

**Merfyn Lloyd Jones
W052/6697**

Date: 19 December 2005

Under Estyn contract number: T/025/05P

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Carreghofa C. P. School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Carreghofa C.P. School took place between 17th and 19th October 2005. An independent team of inspectors, led by Merfyn Lloyd Jones 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 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 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 age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

Year	R	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. Carreghofa Primary school is situated in the village of Llanymynech about ten miles from Welshpool on the Powys/Shropshire border. The school is set in pleasant rural surroundings on the edge of the village. It serves the village and the surrounding area; some 16 per cent of the pupils come over the border from England.
2. The school caters for pupils between three and eleven years of age. At the time of the inspection there were 104 full-time equivalent pupils on roll. Pupils are admitted on a full time basis in the term following their fourth birthday.
3. Pupils represent the full ability range. None of the pupils have a statement of special educational needs although there are 21 pupils either on school action or school action plus for extra support. The pupils are arranged into 5 classes.
4. According to the school, the pupils are drawn from a social background which is neither prosperous nor economically disadvantaged. Five per cent of the pupils receive free school meals, which is below the national average.
5. All the pupils come from English speaking backgrounds therefore English is the day to day language of the school.
6. The school was last inspected in 1999. Since that time all but one of the teaching staff has changed and the pupil population has increased significantly, 61 at the time of the last inspection to 104 in 2005.
7. The current head teacher has been in post since September 2002. She has a teaching commitment of 2 days a week.

The school's priorities and targets

8. The school's main priorities and targets for 2005 - 06 include:
 - raising standards in reading and writing particularly by boys in years 2, 3 and 4;
 - improving and raising standards in a number of National Curriculum subjects e.g. design technology, geography, music, art, religious education and mathematics;
 - improving and enhancing the early years learning environment;
 - achieving accreditation in the healthy schools' initiative;
 - reviewing the approach to special educational needs (SEN).

Summary

9. Carreghofa Primary School is a good school with many strengths. It provides pupils with a good quality education within a vibrant learning environment. Pupils progress well in their learning and achieve good standards overall. It is a warm friendly school, which provides a happy secure environment where pupils are keen to learn. There are good relationships at all levels.
10. Standards and quality have continued to improve since the last inspection. The inspection team agrees with most of the judgements made by the school in its self-evaluation report.

Table of grades awarded

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

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

Standards

11. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	69%	16%	0%	0%

12. The quality of educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
13. Pupils enter the nursery and reception class with the full range of ability. The high quality of teaching has a significant impact on the very good standards children under five achieve in all areas of learning.

14. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Information and communications technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical Education	Grade 2	Grade 3

15. Pupils with SEN make good progress and achieve the targets set for them in relation to their needs and ability.
16. In 2005, end of key stage 1 teacher assessments, the percentage of pupils achieving level 2 or better in English, mathematics and science was well above the National average for Wales.
17. Comparisons based on the Welsh Assembly's benchmarking information for 2004 show Carreghofa was placed in the second 25 per cent of schools for English and the third 25 per cent for mathematics and science.
18. The end of key stage 1 results for 2005 are significantly better.
19. At key stage 2 in 2005 teacher assessment, the percentage of pupils achieving level 4 or above in English, mathematics and science was well above the National average for Wales.
20. When compared with similar schools across Wales in 2004, using the free school meals indicator, the school was in the upper 25 per cent for English, the second 25 per cent for mathematics and the third 25 per cent for science.
21. The end of key stage 2 results for 2005 are significantly better.
22. There is no significant difference between the performance of boys and girls at either key stage.
23. In the early years, the standards and progress pupils make in the key skills across the curriculum are very good. Reception age pupils listen very attentively to their teachers and support staff.
24. At key stage 1 and key stage 2 most pupils make good progress and reach good standards in speaking, listening, reading, writing and in their use of information technology across the curriculum. Pupils use Information and Communications Technology (ICT) effectively in all subjects both for recording their work and researching topics across the curriculum. Numeracy is also widely used to measure and calculate accurately.
25. In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. They are, however, unable to move with

ease between the two languages and while they understand and can respond to commands and simple questions this is at a limited level.

26. The school sets realistic targets for its pupils and these are achieved on a regular basis. There are no differences at all in standards of achievement of pupils in terms of social background, language or race.
27. The majority of pupils show a high level of motivation and demonstrate good and often very good attitudes towards their work and towards school life in general. They show interest and enthusiasm in their work, and concentrate effectively.
28. With a very few exceptions pupils' behaviour throughout the school day is outstanding. A handful of pupils at key stage 2 show a tendency to be easily distracted, however, they are skilfully kept on task by their teachers and do not impede on the work of others.
29. Attendance is consistently good with an average percentage of 94.6 per cent for the last three terms, which is above the national average in Wales. Punctuality is also good and lessons start promptly. However, a very small minority of pupils arrive late.
30. Pupils make good progress in their personal and social development. Pupils are generally considerate, friendly and polite to each other, staff and visitors. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day. Throughout the school, pupils' understanding of equal opportunity issues is good.
31. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities.

The quality of education and training

32. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	70%	13%	0%	0%

33. These percentages are considerably higher than the Welsh Assembly Government targets of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.
34. In the Early Years the high quality of teaching has a significant impact on the very good standards pupils achieve in all areas of learning. Their high level of independence, their ability to express opinions confidently and the way they apply the skills they have learnt to a range of situations are outstanding features.

35. Lessons are well planned with clear learning objectives, which are shared with pupils at the beginning of lessons.
36. In lessons judged to be good with no important shortcomings, tasks are well differentiated to match pupils' ability and prior attainment; teachers employ a range of teaching strategies and resources to ensure the active engagement of all learners.
37. Where teaching has some shortcomings, lessons are not sufficiently differentiated to meet the full range of ability, particularly in mixed aged classes and in challenging the more able pupils.
38. The school has well qualified and experienced staff, who demonstrate a good knowledge and understanding of the curriculum. There are good working relationships within classrooms. Teachers are very aware of the needs of individual pupils, providing appropriate support.
39. The emphasis on the development of individual learning and learning how to learn is a strong feature throughout the school. The deployment of classroom support assistants is both appropriate and effective.
40. Whole school assessment is systematic for the three core subjects. There are clear tracking and monitoring procedures in place. Regular screening identifies those pupils who require specific help and support. Across the school pupils are aware of their improvement targets and what they need to do in order to improve their work.
41. The school responds well to pupils' aspirations and provides access to a broad, relevant and balanced curriculum. It conforms to legal requirements. Pupils' individual needs are well catered for with appropriate challenge and reward. Children under five benefit from a rich and stimulating environment. There is very good provision for pupils with special educational needs.
42. Pupils have access to an excellent and varied range of extra curricular activities, offering exciting and stimulating opportunities for personal and social development and curriculum enhancement.
43. Pupils' spiritual, moral, social and cultural development is promoted effectively. The periods of collective worship and the opportunities provided for quiet reflection promote their spiritual development. Pupils' moral development is good and they have a strong sense of right and wrong. There is a strong community spirit in the school where pupils' social development flourishes. Pupils' awareness of the culture of Wales and other countries is good.
44. The school has a close partnership with parents and the community and is extremely appreciative of all the support it receives.
45. The school works extremely hard in addressing any social disadvantage both within the school community and globally and develops pupils' awareness of

the plight of those less fortunate. The school is a very inclusive community and committed to ensuring equality of access to all pupils.

46. The school's provision for the promotion and understanding of sustainable development and global citizenship is outstanding.
47. Pupils' knowledge and understanding of economic development is good. Healthy lifestyles are well promoted. The foundations are well laid for life long learning and for the next stage of their education.
48. A notable feature of the school is the outstanding care, support and guidance afforded to all its pupils. Pupils work and play in a happy, safe and secure environment.
49. Health and safety is a high priority and day to day arrangements for the wellbeing of staff and pupils are good, including risk assessment checks. Despite the schools' best efforts there is a potential safety risk to pupils due to the parking of cars at the school gates at the beginning and end of day.

Leadership and management

50. The head teacher provides a clear and purposeful sense of direction for the work of the school and undertakes her duties effectively. There is good teamwork amongst all staff with effective management structures, which enables the school to function smoothly. The general organisation of the school is very good and it functions daily as an orderly and well-organised community.
51. Governors and teachers are well informed and knowledgeable about all aspects of school life and regular reports by staff are discussed and considered. Governors are clear as to what they want for the school. The head teacher is primarily responsible for setting the school's strategic direction, however the governing body's role in monitoring standards and the quality of provision is developing.
52. The school takes account of national priorities and these are integrated into the strategic development of the school. The receipt of the Basic Skills Quality Mark and the recent initiative on teaching and learning styles are good examples of this. These initiatives are having a very positive impact on pupil's learning.
53. The school's self-evaluation arrangements are developing well, reflecting a culture of self-criticism.
54. The school improvement plan is a comprehensive document for 2005 – 06; it clearly sets out the school's major and minor priorities. The plan, however, does not have enough quantitative targets that would help to measure success in terms of pupils' standards of achievement and the progress they have made.

55. The role of curriculum co-ordinators is developing well and much progress has been made in recent years. Staff involvement in indirect monitoring is now in place. The more formal monitoring by lesson observation however is underdeveloped in non-core areas.
56. The governing body and head teacher provide adequate resources to ensure objectives are met; much work has been done to improve the learning environment both inside and outside school. This is an outstanding feature.
57. The governing body has a good overview of financial resources and use monies appropriately in order to improve learning opportunities for pupils.
58. Accommodation is adequate for the number of pupils on roll. It is bright and colourful and well maintained. The library has been highlighted as an area for development in the school improvement plan and the main girls' toilets are in need of refurbishment.
59. Very good progress has been made since the last inspection. All the key issues for action have been effectively addressed and there has been a notable improvement particularly in ICT and Welsh second language, which were judged to be unsatisfactory.
60. Spending decisions are well matched to school priorities. Overall, the school provides good value for money.

Recommendations

61. In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 raise standards in Welsh Second Language at both key stages and physical education and music at key stage 2;
- R2 continue to develop a whole school approach to self-evaluation and link them to priorities in the school improvement plan (SIP) which sets out measurable success criteria in relation to progress and standards;
- R3 develop further the monitoring role of subject co-ordinators with a greater emphasis on improving standards and quality of teaching through direct lesson observation;
- R4 improve the use of assessment information to differentiate more appropriately in mixed age classes particularly in relation to the more able;
- R5 improve pupils' bilingual skills across the school.

N.B. A number of the above recommendations have already been identified as priorities by the school.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

62. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The school has underestimated the standards pupils achieve when judged across all areas of learning and in relation to ability and by the very good standards achieved by the under-fives.
63. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	69%	16%	0%	0%

64. The overall quality of educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
65. Pupils enter the nursery and reception class with the full range of ability. The high quality of teaching has a significant impact on the very good standards children under five achieve in all areas of learning.
66. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Information Technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical Education	Grade 2	Grade 3

67. Pupils with SEN make good progress and achieve the targets set for them in relation to their needs and ability.
68. In 2005, end of key stage 1 teacher assessments, the percentage of pupils achieving level 2 or better in English, mathematics and science was well above the National average for Wales.
69. Comparisons based on the Welsh Assembly's benchmarking information for 2004 show Carreghofa was placed in the second 25 per cent of schools for English and the third 25 per cent for mathematics and science.
70. The end of key stage 1 results for 2005 are significantly better.

71. At key stage 2 in 2005 teacher assessment, the percentage of pupils achieving level 4 or above in English, mathematics and science was well above the National average for Wales.
72. When compared with similar schools across Wales in 2004, using the free school meals indicator, the school was in the upper 25 per cent for English, the second 25 per cent for mathematics and the third 25 per cent for science.
73. The end of key stage 2 results for 2005 are significantly better.
74. There is no significant difference between the performance of boys and girls at either key stage. (N.B. the number of pupils that are assessed at the end of each key stage is relatively small).
75. In the early years, the standards and progress pupils make in the key skills across the curriculum are very good. Reception age pupils listen very attentively to their teachers and support staff.
76. At key stage 1 and key stage 2 most pupils make good progress and reach good standards in speaking, listening, reading, writing and in their use of information technology across the curriculum. Pupils use ICT effectively in all subjects both for recording their work and researching topics across the curriculum. Numeracy is also widely used to measure and calculate accurately. The majority of pupils listen attentively to presentations by their teachers and to each other at appropriate levels. They speak clearly and read accurately to obtain information and use their writing skills for a variety of purposes.
77. In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. They are, however, unable to move with ease between the two languages and while they understand and can respond to commands and simple questions this is at a limited level.
78. The school sets realistic targets for its pupils and these are achieved on a regular basis. There are no differences at all in standards of achievement of pupils in terms of social background, language or race.
79. Pupils show clear progress in acquiring new knowledge, understanding and skills and make good progress to fulfilling their potential. At appropriate levels, pupils develop an understanding of their strengths and of areas for further development. They make good use of set targets in this context.
80. The majority of pupils show a high level of motivation and demonstrate good and often very good attitudes towards their work and towards school life in general. They show interest and enthusiasm in their work, and concentrate effectively.
81. With a very few exceptions pupils' behaviour throughout the school day is outstanding. A handful of pupils at key stage 2 show a tendency to be easily

distracted, however, they are skilfully kept on task by their teachers and do not impede on the work of others.

82. Pupils know the high standard of behaviour expected of them and the sanctions incurred if school rules are broken. Observation of pupils during the inspection indicated a total absence of bullying or aggressive behaviour. There have been no exclusions in recent years.
83. Attendance is consistently good with an average percentage of 94.6 per cent for the last three terms, which is above the national average in Wales. Punctuality is also good and lessons start promptly. However, a very small minority of pupils arrive late. Despite the school's best efforts parents and carers take pupils on holiday during term time and this adversely affects attendance data. Unauthorised absences are virtually non-existent.
84. Pupils take an active part in the life and work of the school, for example, the School Council and various events and show by their attitudes that they see themselves as part of a community in which they support each other. Whilst pupils are able to plan and organise their work without constant supervision very often they are on tasks structured by the teacher.
85. The majority of pupils understand the processes involved in problem solving and use a range of strategies to find creative solutions to problems. They can use their imagination and creativity well to further their learning. They identify when a decision is needed and for what purpose and apply these skills effectively in their work.
86. Pupils make good progress in their personal and social development. Pupils are generally considerate, friendly and polite to each other, staff and visitors. They move around the school in a quiet, orderly and courteous manner. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
87. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities. This enables them to develop a good understanding of the world around them and gives them a firm grounding in the importance of the world of work and citizenship.

The quality of education and training

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	70%	13%	0%	0%

90. These percentages are considerably higher than the Welsh Assembly Government targets of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.

91. In the Early Years the high quality of teaching has a significant impact on the very good standards pupils achieve in all areas of learning. Their high level of independence, their ability to express opinions confidently and the way they apply the skills they have learnt to a range of situations are outstanding features.

92. Lessons are well planned with clear learning objectives, which are shared with pupils at the beginning of lessons. Clear instructions are given prior to activities and good questioning techniques are used both to consolidate learning and to extend pupils' understanding. Teachers value pupils' responses and this helps to develop self-confidence and to sustain motivation. Plenary sessions are used effectively to provide opportunities for pupils to share their learning, and for teachers to assess their level of understanding.

93. In lessons judged to be good with no important shortcomings, tasks are well differentiated to match pupils' ability and prior attainment; teachers employ a range of teaching strategies and resources to ensure the active engagement of all learners.

94. Where teaching has some shortcomings, lessons are not sufficiently differentiated to meet the full range of ability, particularly in mixed aged classes and in challenging the more able pupils.

95. Teachers have good subject knowledge. There are very good working relationships within classrooms. Teachers are very aware of the needs of individual pupils and provide appropriate support. Teachers promote equal opportunity and equality through their lessons generally and in personal and social education. The emphasis on the development of individual learning and learning how to learn is a very strong feature throughout the school. The deployment of classroom support assistants is both appropriate and effective.

96. Available resources are used effectively to enhance the quality of lessons. The use of ICT and the interactive white board play a prominent part in enhancing teaching and learning.
97. Very good provision for children's bilingual development is made in the Early Years. At key stage 1 and 2 pupils' bilingual needs have been carefully planned for but the work undertaken to develop pupils' bilingual skills have yet to be fully realised.
98. Liaison between class teachers, the Special Educational Needs Co-ordinator (SENCo) and support staff is very good. Support staff work unobtrusively and sensitively within classrooms to support pupils with additional learning needs.
99. Whole school assessment is systematic for the three core subjects. There are clear tracking and monitoring procedures in place. Regular screening identifies those pupils who require specific help and support. Across the school pupils are aware of their improvement targets and what they need to do in order to improve their work. Appropriate records are kept to highlight pupils' progress and development. Assessment of the foundation subjects is in the early stages of development.
100. Overall, the day to day marking of pupils' work is good and supportive of their learning. Teachers mark pupils' work regularly with valuable comments that provide clear guidance for improvement, but this is variable and needs to be consistent throughout the school.
101. Annual report to parents on their child's progress, are helpful and meets statutory requirements.

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

102. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
103. The school responds well to pupils' aspirations and provides access to a broad, relevant and balanced curriculum. It conforms to legal requirements. Pupils' individual needs are well catered for with appropriate challenge and reward. The provision is socially inclusive and provides equality of access and opportunity for all pupils.
104. Generally, curriculum planning, including policies and schemes of work for pupils in Early Years, key stage 1 and 2 are good ensuring continuity and progressions throughout the school.
105. There is good provision for the development of pupils' basic and key skills and these are co-ordinated coherently across the curriculum.

106. Pupils have access to an excellent and varied range of extra curricular activities, offering exciting and stimulating opportunities for personal and social development and curriculum enhancement. For example, pupils benefit from a visit to Snowdonia and to the Quinta Residential Centre.
107. Pupils' spiritual, moral, social and cultural development is promoted effectively. The periods of collective worship and the opportunities provided for quiet reflection promote pupils' spiritual development well. Pupils' moral development is good and they have a strong sense of right and wrong. There is a strong community spirit in the school where pupils' social development flourishes.
108. The school has a close partnership with parents and the community and is extremely appreciative of all the support it receives. Parents are kept well informed through celebration services, the school web site and good quality documentation, such as the home/school agreement, prospectus, and newsletters. In addition to listening to pupils read and working with groups, in art for example, they help organise activities before and after school, and assist on projects such as maintenance of the school grounds at the weekend.
109. Curriculum and family literacy workshops are organised for parents outlining strategies used for pupils' learning, enabling them to assist with projects and work at home. The very proactive Parent Teacher Association raises enormous amounts of money for resources that are prioritised after consultation with the staff, for example, the new computer suite.
110. The school welcomes many visitors including local clergy, artists, musicians and theatre groups who share with pupils their experiences and talents. Following their contribution to a stone sculpture for the village, pupils were invited to unveil it. They have ample opportunity to entertain local residents and support charitable causes.
111. There is a good working relationship with other cluster primary schools. Transition and pastoral links for Year 6 pupils as they transfer to the secondary school are well established. A mathematics bridging unit has been developed and pupils have the opportunity of a taster day before transition takes place. The school enjoys a close liaison with teacher training establishments.
112. There is an exceptional range of work-related activities that are linked wherever possible to the curriculum, for instance in Design Technology a textile shop helps with work on a patchwork quilt. Community based visitors talk about their work. Work related visits give first hand experience of many aspects of the world of work and encourages role play. Local businesses support school initiatives through sponsorship, such as providing a football kit. Staff have not yet had opportunities for placement in industry.
113. The provision for promoting bilingual skills and reflecting the language and culture of Wales has good features which outweighs shortcomings.

114. The *Cwricwlwm Cymreig* is a very strong feature of the school and ensures that pupils are given opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales.
115. The school works extremely hard in addressing any social disadvantage both within the school community and globally and develops pupils' awareness of the plight of those less fortunate. The school is a very inclusive community and is committed to ensuring equality of access to all pupils. All pupils perform in the Christmas concert and all have individual responsibilities. No pupil is disadvantaged because of social or economic circumstance.
116. The school's provision for the promotion and understanding of sustainable development and global citizenship is outstanding. The eco committee has gained the bronze and silver Eco Award and promotes sustainable development through the school assemblies, literature and posters. Pupils learn through the curriculum and also by practical activities such as energy conservation and recycling.
117. Pupils' knowledge and understanding of economic development is good. All years have representatives on the school council. There are excellent opportunities for pupils to be involved in decision making and entrepreneurial activities, and to appreciate decisions they have made, as they prepare for school fairs and social events.
118. Teachers have created a learning environment where all pupils develop positive attitudes in a secure environment and enjoy their work. The foundations are well laid for life long learning and for the next stage of their education.

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

Grade 1: Good with outstanding features

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. A notable feature of the school is the outstanding care, support and guidance afforded to all its pupils. Pupils work and play in a happy, safe and secure environment.
121. The school works in partnership with parents and carers sharing concerns with compassion; this is a notable strength. Parents' opinions are sought through questionnaires, parents' forum meetings and termly parents' evenings. They appreciate the informal 'Open Door' attitude the school offers and the approachable staff. Pupils' views are canvassed through surveys and the school council plays a very important role in voicing pupils' opinions.
122. There is a high quality of personal support and guidance for all pupils and mutual respect is apparent throughout the school. This is an outstanding

- feature. Relationships between pupils, teachers and support staff are very good and pupils trust them implicitly sharing any worries that concern them. Healthy lifestyles are well promoted.
123. There is a very successful induction process. New pupils settle quickly in to school life and pupils who transfer to the school during the school year integrate easily with the assistance of a 'helpful buddy' system.
 124. Personal and Social Education (PSE) is an established part of the curriculum and circle time is used throughout the school promoting successful PSE development and independence. The school has a good health and sex education programme. This is delivered sensitively through the curriculum where appropriate. In addition there are established links with a wide range of specialist services.
 125. Health and safety is a very high priority and day to day arrangements for the wellbeing of staff and pupils are good, including risk assessment checks. A designated member of staff and a governor have received training in child protection matters and procedures are very well documented and fully understood by all staff. First aid qualifications and resources are regularly updated. The school building is extremely secure thus ensuring pupils' safety at all times. Despite the schools best efforts there is a potential safety risk to pupils due to the parking of cars at the school gates at the beginning and end of day.
 126. Attendance, punctuality and performance are well monitored and appropriate action taken with intervention by the Education Social Worker where necessary. Various staff complete registers appropriately and pupils self register on arrival, promoting independence. The emphasis on independent learning is a particularly strong feature across the school and across all areas of learning.
 127. All staff monitor behaviour throughout the day. Behaviour is very good and there are no pupils who currently require support in this respect. Staff use early intervention strategies to prevent behaviour issues developing into problems. Behaviour related policies are comprehensive. Play time games channel pupils' energy and develop their interpersonal skills.
 128. Pupils with additional learning needs are identified and assessed at an early stage. The SENCo, teachers and support staff work closely together to ensure the tasks are differentiated to meet the needs of learners within the various classes. Pupils are fully integrated into the life and work of the school. The individual education plans are of good quality and contain relevant targets. These targets are monitored and reviewed regularly and parents are invited to participate. There is very good liaison with outside agencies when necessary.
 129. The school has good procedures for challenging stereotyping; including organised mixed groups for a range of sporting activities. The school

conforms to all statutory requirements in terms of documentation for equal opportunities, racial and disability discrimination.

130. Good race relations are promoted. The climate of the school is such that pupils are free from all forms of harassment. Reasonable action is taken to ensure that discrimination is eliminated and pupils begin to understand diversity. They show respect for differences and value the contribution of others.

Leadership and management

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

Grade 2: Good features and no important shortcomings

131. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The school gave a grade 3 to this question.
132. The head teacher provides a clear and purposeful sense of direction for the work of the school and undertakes her duties effectively. She has had a considerable impact on the work of the school since her appointment and has high expectations for the future. There is good team work amongst all staff with effective management structures, which enables the school to function smoothly. The school operates in an environment of mutual trust and understanding. The general organisation of the school is very good and it functions daily as an orderly and well-organised community.
133. Governors and teachers are well-informed and knowledgeable about all aspects of school life and regular reports by staff are discussed and considered. Governors are clear as to what they want for the school. The head teacher is primarily responsible for setting the school's strategic direction, however the governing body's role in monitoring standards and the quality of provision is developing
134. The school takes account of national priorities and these are integrated into the strategic development of the school. The receipt of the Basic Skills Quality Mark and the recent initiative on teaching and learning styles are good examples of this. These initiatives are having a very positive impact on pupil's learning.
135. The effective staff appraisal system promotes teachers' continuous professional development and helps to improve the quality of the school's provision.

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
137. The school's self-evaluation arrangements are developing well, reflecting a culture of self-criticism. The head teacher, governors and staff are committed to improving standards. All staff are involved in the self-review process and the views of pupils and parents have been taken into account. The inspection

team agrees with the judgements of the school in five out of the seven key questions but it is the view of the inspection team that the school has underestimated its judgement in key question 1 and 5.

138. The school improvement plan is a comprehensive document for 2005 – 06; it clearly sets out the school's major and minor priorities. It is carefully costed, includes time schedules, responsibilities and criteria for success. The plan, however, does not have enough quantitative targets that would help to measure success in terms of pupils' standards of achievement and the progress they have made.
139. Target setting is informed through the school's assessment procedures and pupil tracking system. They provide a good evidence base of achievement and attainment in each year group.
140. The role of curriculum co-ordinators is developing well and much progress has been made in recent years. Staff involvement in indirect monitoring is now in place. The more formal monitoring by lesson observation however is underdeveloped.
141. Staff are given every opportunity to undertake professional development training and to share their experiences with other members of staff. This is having a positive impact on the quality of provision.
142. The governing body and head teacher provide adequate resources to ensure objectives are met; much work has been done to improve the learning environment both inside and outside school. This is an outstanding feature.
143. The governing body has a good overview of financial resources and use monies appropriately in order to improve learning opportunities for pupils. For example, creating an additional class at key stage 1 to house year 1 and 2 separately.
144. Very good progress has been made since the last inspection. All the key issues for action have been effectively addressed and there has been notable improvements particularly in ICT and Welsh second language which were judged to be unsatisfactory.

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

Grade: 2: Good features and no important shortcomings

145. The findings of the inspection team match the judgement made by the school in its self-review report.
146. Throughout the school, pupils are well supported by an effective team of qualified teachers and support staff. They support each other effectively and between them have a good breadth and knowledge of curricular requirements.

147. All classroom assistants and voluntary helpers provide good support. They all clearly understand their role and make a valuable contribution to pupils' learning. Staff feel valued and there are good induction and support arrangements in place.
148. The school has a strong commitment to continuing professional development. This is having a positive effect on curriculum development and teaching and learning, particularly on the school's strong emphasis on skill development.
149. The school administrators carry out their daily routines and other responsibilities efficiently and effectively.
150. The quality of learning resources is generally good and is readily available to all pupils. Good use is made of all resources. All classes have computers and the school has an interactive whiteboard, which is used effectively by all teachers to enhance teaching and learning.
151. Accommodation is adequate for the number of pupils on roll. It is bright and colourful and well maintained by the caretaker, community services' and local handyman employed by the school. Displays are stimulating, relevant to the topics being studied, of a very high quality, and reflect pupils' achievements. The building caters well for pupils with disabilities. The library has been highlighted as an area for development in the school development plan. The main girls' toilets are in need of refurbishment.
152. The school grounds are visually outstanding and imaginative, with well maintained raised gardens and planters. Features include an assault course and castle. Playground markings are bright and bold and a safe and attractive play area for the under fives incorporates large play equipment for the development of pupils' gross motor skills. The new sports field funded by the Community Council is well used and a welcome addition to the school's facilities.
153. Spending decisions are well matched to school priorities. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: English

Key Stage 1 – Grade 2: Good with no important shortcomings

Key Stage 2 – Grade 2: Good with no important shortcomings

Good features

154. At key stage 1, pupils listen attentively for long periods of time to teachers' explanations and to other pupils' contributions. They respond confidently in response to teachers' well structured questions. Teachers provide good role models which support all pupils in developing a range of vocabulary and speech patterns.
155. At key stage 2 pupils make good progress. They ask and answer questions confidently, and express their opinions appropriately. They justify points of view with confidence, this is a strong feature.
156. At both key stages, pupils read accurately, fluently and with appropriate expression. The more able pupils at key stage 1 and pupils at key stage 2 read with expression and intonation basing their interpretation on grammatical features such as commas, full stops and question marks. Those who are less able use appropriate strategies to arrive at meaning: for instance, by building up words phonetically or using illustrations or context of the story to help. When reading aloud pupils display a keen awareness of meaning and empathise well with characters. Pupils know the difference between fiction and non-fiction texts and give good reasons for choosing their books. They talk about their favourite authors with confidence and are able to justify their choices.
157. At key stage 2 pupils have built up a good knowledge of the organisational structure of non-fiction texts. They understand the purpose of contents and index, and use them confidently to extract information. They use word books and dictionaries appropriately to support their learning.
158. Pupils' writing at key stage 1 is developing well and is varied in its range and purpose. They recognise that writing is in a variety of forms and used for different purposes and audiences. Pupils are able to respond to non-literary texts and can put together instructions appropriately. Pupils show a good command of sentence construction, punctuated appropriately with capital letters and full stops. Some extended writing is well produced.
159. At key stage 2, the majority of pupils write confidently using a range of different styles for different purposes and audiences. The more able have developed a mature and interesting style using a wide range of vocabulary to sustain the interest of the reader. Their work on characters is both imaginative and interesting with a good grasp of how to bring characters to 'life'. They are showing a good understanding of grammatical convention and

sentence structure. Their recent work on the use of speech marks is of good quality. Pupils understanding of planning from notes and organising them into written text are well established.

Shortcomings

160. There are no significant shortcomings, however, writing by some boys in years 3, 4 and 5 is under developed.
161. The quality of handwriting is varied and impacts on the quality of work presented particularly at key stage 2.

Subject 2: Welsh 2nd Language

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good Features

162. The majority of pupils listen attentively to teachers, respond enthusiastically to questions and work well with each other.
163. At key stage 1 there is a reasonable understanding of basic incidental Welsh by pupils and they are able to respond appropriately to simple commands which reinforces and develop pupils' language skills.
164. Pupils at key stage 1 understand familiar words and simple phrases and respond appropriately. By the end of the key stage pupils read and understand words related to their topic work and those in everyday use displayed on their classroom walls and around the school. Pupils have acquired suitable working vocabulary to sustain simple conversations about animals and themselves. Their pronunciation is developing well. Pupils sing in Welsh to reinforce language work and take part in activities and role-play with developing confidence.
165. At key stage 1 pupils writing skills are developing appropriately through tasks that include labelling, matching exercises and simple sentences based on a given pattern and this effectively supports their learning.
166. At key stage 2 pupils ask and answer questions about their interests and activities. They successfully take part in dialogues and role-play to build up knowledge and understanding of the language. They extend the range of language patterns with the aid of flashcards to include asking questions to their partners about where and with whom they have been. They consolidate by asking and answering questions in the past tense well, including a negative response where appropriate.
167. Pupils' spoken Welsh is developing appropriately and they are gaining in confidence with clear pronunciation and intonation. They read aloud words

and phrases in class, in pairs and individually. Pupils read simple texts which contain an increasing range of phrases and passages and successfully participate in group reading sessions.

168. Pupils at key stage 2 complete written tasks, linked to their topic, appropriately. Younger pupils write words, phrases and short sentences to express simple information. Older pupils write following set patterns. Simple words are spelt correctly and punctuation is accurate.

Shortcomings

169. Opportunities for pupils to read Welsh texts to enhance their reading skills is limited as they move through the key stages.
170. Limited progression is evident in pupils' writing skills by the end of key stage 2; there is little evidence of independent writing.

Subject 3: Information Technology

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

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

Good features

171. Pupils throughout the school use a variety of information technology hardware confidently to enhance their learning such as a digital camera, listening stations, CD player and video camera.
172. At key stage 1, pupils can recognise and name the main parts of the computer system. Their keyboard skills are developing well and they have good mouse control. They use menus to identify commands such as save and print. With teacher support they develop appropriate management skills and have a good knowledge of which programme to use for a particular task.
173. They use information technology successfully to process and record information. They can feed information into the computer, store it, retrieve it and interpret it simply when needed. They successfully use simple word processing to create text. They print simple block and bar graphs and are able to save their work. They can change the size, colour and style of font to create different effects. Pupils find appropriate files and open and use them.
174. At key stage 2 pupils continue to develop their knowledge of software and effectively use a wider range of skills. Much of the information technology skills that pupils acquire are developed through their effective use across a range of curriculum subjects.
175. Pupils use their word-processing skills effectively to draft and re-draft their work for display. Many use the keyboard quickly and with confidence. They

competently enter data into the computer, store it, select graphs, add titles, review and amend their choice of text and graphics.

176. Pupil use appropriate software to produce and use spread sheets, data bases and tables to record their work in several curriculum areas. Pupils make effective use of CD-ROMs and the Internet as research tools for class and project work and print relevant information. They confidently create and send e-mails.
177. Good use is made of the school's information technology suite to enable pupils to develop and enhance their skills. Good use is made of the interactive Whiteboard for presentations.

Shortcomings

178. There are no significant shortcomings.

Subject 4: 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

179. Pupils at key stage 1 are able to use a good range of materials and techniques to express and experiment with their ideas. This is built upon at key stage 2.
180. They understand the process of etching and work effectively to create a negative image of their self portraits showing good control of implements.
181. Pupils at key stage 2 experiment with colour and mixing and apply different techniques using charcoal, pastels and paint well. The art work is imaginative and colourful.
182. At key stage 2 pupils can appreciate the work of Welsh and other artists such as David Frith and are confident and knowledgeable when describing the work of artists whose style they have copied. Good use is made of the internet to research work and has an influence on what pupils produce.
183. Pupils at both key stages produce some good quality three-dimensional work in clay and wax which is both creative and imaginative.
184. Pupils at both key stages make good use of observational skills and the use of sketch books to try different techniques is becoming well established.
185. At both key stages good use is made of art to develop and illustrate ideas across a range of curriculum areas; key stage 2 pupil's visit to the slate museum at Llanberis is a good example of this.

186. Pupils at both key stages are able to reflect, consider and evaluate their own work and that of others suggesting ways to improve; this is a strong feature.

Shortcomings

187. There are no significant shortcomings.

Subject 5: Music

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

Key stage 2 – Grade 3: Good features outweigh shortcomings

Good features

188. Pupils at key stage 1 show a good understanding of pitch and respond well to ascending and descending range of notes using arm gestures. They can interpret simple written notes with the use of chime bars. Good progress is being made by pupils in composing their own music when given three notes individually and they can express opinions and preferences based on what has been produced.
189. At key stage 1 they understand the terms describing the musical elements of pace and dynamics and are beginning to understand the effects these have on songs and music. They can select instruments to produce long and short and high and low notes.
190. At key stage 2 pupils work in groups to create sound in response to word stimuli. They work well in selecting musical instruments to compose their music and can demonstrate the ability to maintain a part in group performances developing appropriate composition skills.
191. In their response to music, pupils at key stage 2 are able to combine pulse and vary the beat in order to improve performance.
192. Pupils at both key stages enjoy performing and do so with enthusiasm. At both key stages pupils use ICT effectively to develop their composing skills.
193. The pupils who attend the recorder club are progressing well in learning to play to an acceptable standard, controlling the power and the quality of the notes as required.

Shortcomings

194. At key stage 2 pupils' composition skills are underdeveloped and they have a limited knowledge of the elements of music.

Subject 6: Physical Education

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

195. Pupils in both key stages dress appropriately for activities and pay due regard to safety rules. They lift, transport and use equipment safely.
196. At key stage 1 pupils undertake a range of movements during warm up exercises. They are increasingly aware of space and run, skip, dodge and move around at different speeds with good balance.
197. In gymnastics, pupils at key stage 1 find a variety of ways to travel. They make good use of space and perform the basic skills of balancing, climbing and jumping with good control. Some can hold a good shape for an appropriate time and successfully transfer weight from one part of the body to another.
198. Key stage 1 pupils can perform effective series of movements and maintain balance and shape when working on mats. When working on apparatus most display good skills and adopt good posture and control when balancing, moving, jumping and landing.
199. Pupils show increasing skills in rolling, bouncing, throwing and catching a ball with developing hand and eye co-ordination.
200. In dance at lower key stage 2, most pupils understand the terms low, medium and high level. They use contrasting body shape, direction and speed well in response to the changes in the music. They listen and respond appropriately to instructions, perform simple skills individually and co-operate effectively to perform with a partner or in a group. Most pupils maintain good rhythm and display a growing confidence and expression in their movement.
201. At key stage 2 pupils' games skills and techniques are developing appropriately. Pupils show reasonable skills in passing, throwing, dribbling and travelling with a ball and display appropriate understanding of fair play. Pupils understand the basic rules of competitive games and the need for co-operation between players.
202. Throughout the school pupils work well in pairs and in groups and they evaluate their own and each others' performances and discuss appropriately how they can develop further.
203. At key stage 2 in particular pupils are offered a range of extra-curricular activities including football, netball, rounders and tennis which are open to boys and girls. These make an important contribution to the development of pupils' skills. Pupils are also involved successfully in extra-curricular sporting activities in the school and the wider community.

204. No swimming lessons were seen during the inspection but pupils attend swimming lessons at a local centre and the school reports that pupils are making good progress.

Shortcomings

205. At key stage 2 in games lessons pupils do not always work with sufficient pace and involvement and are not focused sufficiently on a given task which impacts on standards achieved.
206. At key stage 2 a number of pupils' control when passing, receiving or travelling with a ball is underdeveloped.

School's response to the inspection

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

We found the inspection process to be a very positive experience. The Inspection team were thorough in their methods, yet very fair and eager to listen to evidence given from all people within the school community. We were impressed with the considerate and supportive manner in which the inspection team worked.

It is gratifying that the Inspection team agreed with most of our grades for the seven key questions. In two Key Questions, inspectors graded us higher than we ourselves had. We were over-cautious in our grading.

Since the last inspection, educational standards have been raised throughout the school. We are particularly pleased with the high grades achieved in early years and key stage 1 in addition to the improvements and good standards in key stage 2. Of the six subjects inspected, the team identified considerable progress in Information Technology and Welsh Second language. Good standards were achieved in the other subjects.

The report highlights the high quality teaching and very good standards that take place in all areas of learning in the Early years, something we endeavour to continue to build on throughout Key stages 1 and 2.

Recognition was also given to the outstanding care, support and guidance afforded to all the pupils.

An important outcome of the inspection is the confirmation that our self-evaluation processes give a fairly accurate picture of the school. We are now confident that we are moving along the right lines and will seek to improve and enhance our self evaluation and school development procedures to ensure that high standards are maintained. An action plan will be put into place to address the recommendations within the report. Some of these are already being addressed by the school within our own development plan.

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

Appendix A

Basic information about the school

Name of School	Carreghofa Primary
School type	Community
Age-range of pupils	4 - 11
Address of School	Carreghofa Primary, Llanymynech, Powys.
Post-code	SY22 6PA
Telephone number	01691 830396
Head teacher	Mrs Rachel Humphreys
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Gary Hunter
Registered inspector	Mr Merfyn Lloyd Jones
Dates of inspection	17, 18 and 19 October 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		14	19	17	14	15	16	9	104

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.1

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.1
Pupil : adult (fte) ratio in nursery classes	n/a
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2004	n/a	95	95
Spring 2005	88	94	96
Summer 2005	90	96	95

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

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					14	
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	0	7	64	29	0	
		National	0	4	13	63	20	0	
En: reading	Teacher Assessment	School	0	0	1	64	29	0	
		National	0	3	11	63	23	0	
En: writing	Teacher Assessment	School	0	0	36	64	0	0	
		National	0	5	14	69	11	0	
En: speaking and listening	Teacher Assessment	School	0	0	1	36	57	0	
		National	0	4	14	55	27	0	
Mathematics	Teacher Assessment	School	0	0	7	86	7	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	0	7	79	14	0	
		National	0	2	10	65	23	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	86%	In Wales	80%

- 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 2005			Number of pupils in Y6							10		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	0	60	40	0
		National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School										
		National										
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	10	60	30	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School										
		National										
Science	Teacher Assessment	School	0	0	0	0	0	0	10	60	30	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School										
		National										

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	90%	In the school	Not administered
In Wales	72%	In Wales	Not administered

* The results for key stage 2 are based on Teacher assessment only.

- 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 D

Evidence base of the inspection

A team of 3 inspectors, and a peer inspector carried out the inspection over a period of 6 inspector days.

The head teacher was the nominee and she played an extensive role during the inspection.

37 lessons or part lessons were observed, a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were seen.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to the inspection, and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Seventeen parents attended the meeting held prior to the inspection, and the parents' responses (26 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 2, 5, 6 and 7; Under Fives, English, music and art.
Mr Mervyn Lewis (Team Inspector)	SEN and key question 1, 3 and 4; Welsh second language, information technology and physical education.
Mrs Sue Sperring (Lay inspector)	Contribution to all seven key questions.

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

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

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

**Carreghofa C.P. School
Llanymynech
Powys
SY22 6PA**

Summary for Parents

School Number: 666/2010

Date of Inspection: 17 – 19-October 2005

by

**Merfyn Lloyd Jones
W052/6697**

Date: 19 December 2005

Under Estyn contract number: T/025/05P

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	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.1

A SUMMARY REPORT FOR PARENTS

Carreghofa C. P. School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Carreghofa C. P. School took place between 17th and 19th October 2005. An independent team of inspectors, led by Merfyn Lloyd Jones 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 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Summary

Carreghofa Primary School is a good school with many strengths. It provides pupils with a good quality education within a vibrant learning environment. Pupils progress well in their learning and achieve good standards overall. It is a warm friendly school, which provides a happy secure environment where pupils are keen to learn. There are good relationships at all levels.

Standards and quality have continued to improve since the last inspection. The inspection team agrees with most of the judgements made by the school in its self-evaluation report.

Table of grades awarded

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

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

Standards

Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	69%	16%	0%	0%

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

Pupils enter the nursery and reception class with the full range of ability. The high quality of teaching has a significant impact on the very good standards children under five achieve in all areas of learning.

At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Information and communications technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical Education	Grade 2	Grade 3

Pupils with special educational needs (SEN) make good progress and achieve the targets set for them in relation to their needs and ability.

In 2005, end of key stage 1 teacher assessments, the percentage of pupils achieving level 2 or better in English, mathematics and science was well above the National average for Wales.

Comparisons based on the Welsh Assembly's benchmarking information for 2004 show Carreghofa was placed in the second 25 per cent of schools for English and the third 25 per cent for mathematics and science.

The end of key stage 1 results for 2005 are significantly better.

At key stage 2 in 2005 teacher assessment, the percentage of pupils achieving level 4 or above in English, mathematics and science was well above the National average for Wales.

When compared with similar schools across Wales in 2004, using the free school meals indicator, the school was in the upper 25 per cent for English, the second 25 per cent for mathematics and the third 25 per cent for science.

The end of key stage 2 results for 2005 are significantly better.

There is no significant difference between the performance of boys and girls at either key stage.

In the early years, the standards and progress pupils make in the key skills across the curriculum are very good. Reception age pupils listen very attentively to their teachers and support staff.

At key stage 1 and key stage 2 most pupils make good progress and reach good standards in speaking, listening, reading, writing and in their use of information technology across the curriculum. Pupils use Information and Communications Technology (ICT) effectively in all subjects both for recording their work and researching topics across the curriculum. Numeracy is also widely used to measure and calculate accurately.

In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. They are, however, unable to move with ease between the two languages and while they understand and can respond to commands and simple questions this is at a limited level.

The school sets realistic targets for its pupils and these are achieved on a regular basis. There are no differences at all in standards of achievement of pupils in terms of social background, language or race.

The majority of pupils show a high level of motivation and demonstrate good and often very good attitudes towards their work and towards school life in general. They show interest and enthusiasm in their work, and concentrate effectively.

With a very few exceptions pupils' behaviour throughout the school day is outstanding. A handful of pupils at key stage 2 show a tendency to be easily distracted, however, they are skilfully kept on task by their teachers and do not impede on the work of others.

Attendance is consistently good with an average percentage of 94.6 per cent for the last three terms, which is above the national average in Wales. Punctuality is also good and lessons start promptly. However, a very small minority of pupils arrive late.

Pupils make good progress in their personal and social development. Pupils are generally considerate, friendly and polite to each other, staff and visitors. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day. Throughout the school, pupils' understanding of equal opportunity issues is good.

Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities.

The quality of education and training

In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	70%	13%	0%	0%

These percentages are considerably higher than the Welsh Assembly Government targets of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.

In the Early Years the high quality of teaching has a significant impact on the very good standards pupils achieve in all areas of learning. Their high level of independence, their ability to express opinions confidently and the way they apply the skills they have learnt to a range of situations are outstanding features.

Lessons are well planned with clear learning objectives, which are shared with pupils at the beginning of lessons.

In lessons judged to be good with no important shortcomings, tasks are well differentiated to match pupils' ability and prior attainment; teachers employ a range of teaching strategies and resources to ensure the active engagement of all learners.

Where teaching has some shortcomings, lessons are not sufficiently differentiated to meet the full range of ability, particularly in mixed aged classes and in challenging the more able pupils.

The school has well qualified and experienced staff, who demonstrate a good knowledge and understanding of the curriculum. There are good working relationships within classrooms. Teachers are very aware of the needs of individual pupils, providing appropriate support.

The emphasis on the development of individual learning and learning how to learn is a strong feature throughout the school. The deployment of classroom support assistants is both appropriate and effective.

Whole school assessment is systematic for the three core subjects. There are clear tracking and monitoring procedures in place. Regular screening identifies those pupils who require specific help and support. Across the school pupils are aware of their improvement targets and what they need to do in order to improve their work.

The school responds well to pupils' aspirations and provides access to a broad, relevant and balanced curriculum. It conforms to legal requirements. Pupils' individual needs are well catered for with appropriate challenge and reward. Children under five benefit from a rich and stimulating environment. There is very good provision for pupils with special educational needs.

Pupils have access to an excellent and varied range of extra curricular activities, offering exciting and stimulating opportunities for personal and social development and curriculum enhancement.

Pupils' spiritual, moral, social and cultural development is promoted effectively. The periods of collective worship and the opportunities provided for quiet reflection promote their spiritual development. Pupils' moral development is good and they have a strong sense of right and wrong. There is a strong community spirit in the school where pupils' social development flourishes. Pupils' awareness of the culture of Wales and other countries is good.

The school has a close partnership with parents and the community and is extremely appreciative of all the support it receives.

The school works extremely hard in addressing any social disadvantage both within the school community and globally and develops pupils' awareness of the plight of those less fortunate. The school is a very inclusive community and committed to ensuring equality of access to all pupils.

The school's provision for the promotion and understanding of sustainable development and global citizenship is outstanding.

Pupils' knowledge and understanding of economic development is good. Healthy lifestyles are well promoted. The foundations are well laid for life long learning and for the next stage of their education.

A notable feature of the school is the outstanding care, support and guidance afforded to all its pupils. Pupils work and play in a happy, safe and secure environment.

Health and safety is a high priority and day to day arrangements for the wellbeing of staff and pupils are good, including risk assessment checks. Despite the schools' best efforts there is a potential safety risk to pupils due to the parking of cars at the school gates at the beginning and end of day.

Leadership and management

The head teacher provides a clear and purposeful sense of direction for the work of the school and undertakes her duties effectively. There is good teamwork amongst all staff with effective management structures, which enables the school to function smoothly. The general organisation of the school is very good and it functions daily as an orderly and well-organised community.

Governors and teachers are well informed and knowledgeable about all aspects of school life and regular reports by staff are discussed and considered. Governors are clear as to what they want for the school. The head teacher is primarily responsible for setting the school's strategic direction, however the governing body's role in monitoring standards and the quality of provision is developing.

The school takes account of national priorities and these are integrated into the strategic development of the school. The receipt of the Basic Skills Quality Mark and the recent initiative on teaching and learning styles are good examples of this. These initiatives are having a very positive impact on pupil's learning.

The school's self-evaluation arrangements are developing well, reflecting a culture of self-criticism.

The school improvement plan is a comprehensive document for 2005 – 06; it clearly sets out the school's major and minor priorities. The plan, however, does not have enough quantitative targets that would help to measure success in terms of pupils' standards of achievement and the progress they have made.

The role of curriculum co-ordinators is developing well and much progress has been made in recent years. Staff involvement in indirect monitoring is now in place. The more formal monitoring by lesson observation however is underdeveloped in non-core areas.

The governing body and head teacher provide adequate resources to ensure objectives are met; much work has been done to improve the learning environment both inside and outside school. This is an outstanding feature.

The governing body has a good overview of financial resources and use monies appropriately in order to improve learning opportunities for pupils.

Accommodation is adequate for the number of pupils on roll. It is bright and colourful and well maintained. The library has been highlighted as an area for development in the school improvement plan and the main girls' toilets are in need of refurbishment.

Very good progress has been made since the last inspection. All the key issues for action have been effectively addressed and there has been a notable improvement particularly in ICT and Welsh second language, which were judged to be unsatisfactory.

Spending decisions are well matched to school priorities. Overall, the school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 raise standards in Welsh Second Language at both key stages and physical education and music at key stage 2;
- R2 continue to develop a whole school approach to self-evaluation and link them to priorities in the school improvement plan (SIP) which sets out measurable success criteria in relation to progress and standards;
- R3 develop further the monitoring role of subject co-ordinators with a greater emphasis on improving standards and quality of teaching through direct lesson observation;
- R4 improve the use of assessment information to differentiate more appropriately in mixed age classes particularly in relation to the more able;
- R5 improve pupils' bilingual skills across the school.

N.B. A number of the above recommendations have already been identified as priorities by the school.

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

Acknowledgement

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