

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

A Report on the Quality of Education in

**Castle Caereinion C.I.W.
Castle Caereinion
Welshpool
Powys
SY21 9AL**

School Number: 6663022

Date of Inspection: 23/11/09

by

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Introduction

Castle Caereinion C.I.W. 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 learners. 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 Castle Caereinion C.I.W. took place between 23/11/09 and 25/11/09. An independent team of inspectors, led by Wil Williams 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 learners, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its learners' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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 **full** 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 learners in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of learners 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. The school is located in the rural village of Castle Caereinion which is about six miles west of Welshpool. Nearly all pupils come from the village itself and the surrounding vicinity with a few opting to attend from outside the school's catchment area.
2. There are currently 39 pupils on roll. The school is organised into two classes, one for key stage 1 and the foundation phase, and the other for key stage 2. There are no nursery age children.
3. The school comprises both old and modern buildings and has four classrooms and a large hall which is shared with the local community.
4. The school describes the area it serves as being neither prosperous nor socially or economically deprived. Three per cent of its pupils are entitled to receive free school meals which is significantly lower than local and national averages. There are no pupils who are 'looked after' by the local authority (LA).
5. English is the predominant language for nearly all pupils. There are none for whom Welsh is their main language or who receive support teaching in English as an additional language.
6. Attainment of many of the pupils on entry tends to be in line with the local average. Approximately 21 per cent of pupils have been identified as having special educational needs (SEN) which is similar to national and local averages. A very small percentage have a statutory statement of SEN. There has been one temporary exclusion during the last twelve months.
7. There has been no significant changes to the nature of the school since it was last inspected in September 2003. The current acting head teacher has been in post since February 2008.

The school's priorities and targets

8. The school aims to provide:
 - a caring and safe environment where pupils' happiness is paramount; and
 - teaching and learning opportunities that will enable pupils to realise their potential and acquire the skills needed for the 21st Century.
9. Priorities in the school's 2009 – 2012 development plan (SDP) include to:
 - raise standards in English and mathematics at key stage 2;
 - develop a school curriculum overview that is topic based;
 - continue to develop the skill based 2008 Curriculum; and
 - further develop pupils' geographical skills.

Summary

10. The enthusiastic and effective leadership provided by the acting head teacher is a key factor in bringing about high standards of pupils' achievement and school improvement. He is ably supported by staff and governors who work closely as a team giving the school's development a clear sense of direction.
11. Good progress has been made in addressing all six key issues identified in the 2003 inspection report.

Table of grades awarded

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

12. The school's judgements in its self-evaluation agree with the findings of the inspection team in all seven key questions.

Standards

13. The number of pupils assessed at the end of key stages 1 and 2 during the last three years have almost consistently been less than ten each year.
14. With only four key stage 1 pupils assessed in 2009, the school's results were lower than the local and national performance in all three subjects. However, the number of pupils attaining Level 3 in mathematics was significantly higher than both local and national averages.
15. Compared with schools that are in the same free meals category, key stage 1 attainment during 2007 and 2008 was with very few exceptions amongst the highest 25 per cent of schools. During 2009, it was in the lowest 25 per cent performing schools.
16. Attainment at the end of key stage 2 in 2009 was higher than the local and national performance in mathematics and science but was much lower in English. Over 40 per cent of pupils attained Level 5 in all three subjects, which is significantly higher than local and national averages.

17. There have been significant fluctuations in key stage 2 performance during 2007 and 2008 with the school more often than not being amongst the lowest 50 per cent of schools in the same free meals category.
18. In the subjects inspected, standards of achievement are as follows:

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

19. These percentages exceed the figures reported by Her Majesty's Chief Inspector of Schools (HMCI) in the latest annual report where standards are reported as being Grade 1 and 2) in 84 per cent of lessons. They are below the published figures of 12 per cent of lessons where standards of achievement are reported as being Grade 1).
20. These percentages are better than those reported in the previous inspection where 60 per cent of lessons were good or better and 40 per cent satisfactory or lower.
21. Standards of achievement of children in the foundation phase were as follows:

Areas of learning for under-fives

Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh Language development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

22. 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 foundation phase outcomes.
23. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject		
Foundation phase overall	Grade 2	
	Key stage 1	Key stage 2
English	Grade 2	Grade 1
Welsh Second Language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

24. In the foundation phase and key stage 1, pupils achieve good standards in the key skills of language and communication, using and applying mathematics, and information communication technology (ICT). In key stage 2, standards in language and communication are outstanding and in using and applying mathematics and ICT they are good.
25. Foundation phase children make good progress in their bilingual competency. Although pupils in key stages 1 and 2 show a positive attitude towards learning Welsh they lack the skills to use the language competently in different contexts.
26. Pupils of all ages make good progress in their learning. All work hard in lessons, are well-motivated and face new challenges confidently. Their ability to identify what they need to do in order to improve however, is underdeveloped.
27. Good progress is made in pupils' personal, moral and social development. Relationships within the school are very positive, pupils work co-operatively and make good progress in developing the capacity to work independently.
28. Across the school, standards of behaviour are consistently good. All pupils are friendly, polite and considerate demonstrating a high degree of self-discipline and maturity.
29. Pupil's average level of attendance over the last three complete terms is approximately 94.5%, which is slightly higher than LA and national averages.

The quality of education and training

30. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	89%	0%	0%	0%

31. The percentages compare well to the latest national figures where the quality of teaching is reported as being Grade 1 and 2 in 83 per cent of lessons. However, they are slightly below the published figures of 16 per cent of lessons where the quality of teaching is reported as being Grade 1.
32. The quality of teaching is better than that reported in the previous inspection where 72 per cent was good or better.
33. In those lessons in which teaching has outstanding features, expectations are high and resources used imaginatively to stimulate and enthuse all pupils.
34. In all lessons observed, teachers ensure that the needs of all pupils are met, relationships are good and lessons have clear outcomes and are well planned.
35. There are comprehensive arrangements for assessing pupils' achievements and progress. The school has begun to implement 'assessment for learning' strategies, but these are still at an early stage of development and have not yet become established

36. The curriculum provided is appropriately broad and balanced and complies fully with statutory requirements. Pupils' education is greatly enhanced by a wide range of visitors and a good range of extra-curricular activities.
37. Arrangements for pupils' spiritual, moral, social and cultural development are good. The school's inclusive ethos is enriched by good personal and social education (PSE) sessions and circle time. Acts of collective worship comply with statutory requirements and contribute positively to pupils' spiritual development.
38. Provision for the Cwricwlwm Cymreig is good. However, there is no clear structure for developing pupils' bilingual competency as they progress through the school.
39. Partnership with parents and the community is good with outstanding features. The very positive responses received from parents through the pre-inspection questionnaires and during their meeting with inspectors confirm their overwhelming support for the school.
40. There are good and efficient links with other primary schools and the local secondary school.
41. Provision for work-related education and the development of pupils' entrepreneurial skills is good.
42. Led by the very enthusiastic school council and eco committee, arrangements for promoting sustainable development are good with outstanding features. The school has recently achieved the eco-school silver status. Pupils' awareness of the international dimension and global citizenship has a good presence within the educational programme.
43. Support arrangements are well planned and managed. Pupils are very well cared for, guided and supported. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils.
44. Attendance is closely monitored and there are clearly documented arrangements for ensuring pupils' health and safety. Child protection arrangements meet current good practice.
45. Arrangements for identifying and supporting pupils with SEN are good. Pupils are well supported by their class teachers who carefully adapt their teaching to ensure every individual achieves to the best of his/her ability.
46. Diversity is recognised, regularly celebrated and incorporated in the personal and social related activities.

Leadership and management

47. The acting head teacher and staff are well informed about the school's performance and use the information gathered through self-evaluation effectively to raise standards and make improvements.

48. Governors have a thorough understanding of the school's developmental needs and by working closely with the acting head teacher are very influential in setting the strategic direction of the school. They fulfil all statutory requirements.
49. The SDP provides a clear strategic direction for the work of the school and identifies both immediate and long-term priorities for action.
50. Pupils are well-supported by an effective team of teachers and support staff. There is a good range of learning resources and the accommodation offers adequate space. The outdoor environment provided for pupils has many outstanding features.
51. The school is managed effectively and efficiently thus ensuring that it provides good value for money.

Recommendations

In order to move the school forward, the governing body (GB) and staff need to:

- R1 *raise standards in Welsh Second Language in key stages 1 and 2; and
- R2 improve pupils' ability to assess their learning and to identify what they need to do to improve.

* Priorities in the current SDP

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

52. The findings of the inspection team match the judgement made by the school in its self evaluation.
53. The number of pupils assessed at the end of key stages 1 and 2 during the last three years have almost consistently been less than ten each year.
54. With only four key stage 1 pupils assessed in 2009, the school's results were lower than the local and national performance in all three subjects. However, the number of pupils attaining Level 3 in mathematics was significantly higher than both local and national averages.
55. Compared with schools that are in the same free meals category, key stage 1 attainment during 2007 and 2008 was with very few exceptions amongst the highest 25 per cent of schools. During 2009 it was in the lowest 25 per cent of schools.
56. Attainment at the end of key stage 2 in 2009 was higher than the national and LA performance in mathematics and science but was much lower in English. Over 40 per cent of pupils attained Level 5 in all three subjects, which is significantly higher than LA and national averages.
57. There have been significant fluctuations in key stage 2 performance during 2007 and 2008 with the school more often than not, being amongst the lowest 50 per cent of schools in the same free meals category.
58. Similar trends appear when the school' performance is compared with that of the same family of schools with the percentage of pupils attaining Level 3 in key stage 1 and Level 5 in key stage 2, exceeding that of similar schools.
59. Nearly all pupils make good progress during the foundation phase and through key stages 1 and 2.
60. In the subjects inspected, standards of achievement were as follows:

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

61. These percentages exceed the figures in the latest national picture where standards are reported as being Grade 1 and 2 in 84 per cent of lessons. They are below the published figures of 12 per cent of lessons where standards of achievement are reported as being Grade 1.
62. These percentages are better than those reported in the previous inspection where 60 per cent of lessons were good or better and 40 per cent satisfactory or lower.
63. Standards of achievement of children in the foundation phase are as follows:

Areas of learning for under-fives

Foundation Phase	Grade 2
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh Language development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

64. 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 foundation phase outcomes.
65. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Grade 2	
	Key stage 1	Key stage 2
Foundation phase overall	Grade 2	
English	Grade 2	Grade 1
Welsh Second Language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

66. Pupils experience success in their work whatever their ability or social or linguistic background. Those with SEN make good progress and achieve their individual targets. In both key stages, girls and boys perform equally well.
67. Foundation phase children make good progress in the key skills of language, literacy and communication, using and applying mathematics and ICT. Nearly all speak confidently and listen attentively; they enjoy books and understand many of the functions of writing. They recall a range of number rhymes and counting games well and use their mathematical skills confidently during practical activities. Most make good progress towards becoming confident users of ICT.
68. Key stage 1 pupils make good progress in all key skills. Most use the appropriate subject vocabulary confidently when discussing their work and apply their reading and writing skills effectively across a range of curricular contexts. They use their mathematical skills purposefully especially when undertaking problem solving activities and they are confident users of ICT.

69. In key stage 2, most pupils make outstanding progress in their language, literacy and communication. Many are very articulate and contribute intelligently during group and class discussions. They read a wide range of challenging texts fluently and apply their writing skills competently across all areas of the curriculum.
70. Most pupils in key stage 2 make good progress in their mathematical and ICT skills. They apply their number skills very effectively during investigational and cross-curricular tasks and use their ICT skills purposefully and skilfully for gathering and presenting information and data. Nearly all are confident and competent users of a wide range of software and ICT equipment.
71. Foundation phase children make good progress in their bilingual competency. They have a good passive understanding of Welsh with many beginning to use simple words and phrases independently.
72. Key stage 1 and 2 pupils show a positive attitude towards learning Welsh and respond to the best of their ability during lessons. However, due to their lack of fluency in Welsh they are unable to use the language competently in different curricular contexts.
73. Across the school, pupils use their creative skills well to explore situations, play imaginatively and develop and express their ideas.
74. From the foundation phase onwards, particular focus is put on developing thinking skills. This enables pupils of all ages to tackle problem-solving activities in a confident and systematic manner.
75. Pupils of all ages make good progress in their learning. They acquire new knowledge, understanding and skills effectively and face new challenges confidently. The ability of many pupils in key stages 1 and 2 to identify what they need to do in order to improve is underdeveloped.
76. All pupils work hard in lessons, respond enthusiastically to questions and are fully engaged in their tasks. They are well motivated and participate fully in all aspects of school life. They make good progress towards fulfilling their potential and are well placed to move on to the next stage in their learning.
77. Throughout the school, nearly all pupils make good progress in developing the capacity to work independently. In the foundation phase, a good degree of the learning is instigated by the children themselves as they choose their own activity and fetch and put away resources themselves. This is further developed in key stage 1 where pupils begin to plan and organise their own work with very little supervision and are not over-dependent on the adults around them. As they mature in key stage 2, nearly all pupils develop effective problem solving, decision making and other important skills which are necessary for lifelong learning.
78. Good progress is made in pupils' personal, moral and social development. The quality of relationships within the school is very positive; pupils work co-operatively within groups and respect each others' views. They undertake any additional responsibilities eagerly and support one another well. Their awareness of equal opportunities is good.

79. Across the school standards of behaviour are consistently good. All pupils are mindful of the school's expectations; they are friendly, polite and considerate demonstrating a high degree of self-discipline and maturity. This contributes substantially towards creating a pleasant ethos which is conducive to learning.
80. From the early years onwards pupils begin to understand their role as part of a village community and they value the opportunity to participate in community events. This is further strengthened by the school's strong links with the church.
81. Through collective worship and their classroom studies, pupils begin to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds. They are well aware of equal opportunities matters and of the need to treat others fairly.
82. The school is successful in preparing pupils to take an active role in the life and work of the local community.
83. Pupil's average level of attendance over the last three complete terms is approximately 94.5%, which is slightly higher than LA and national averages. Punctuality is good.

The quality of education and training

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

Grade 2 : Good features and no important shortcomings

84. The findings of the inspection team match the judgement made by the school in its self evaluation report.
85. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	89%	0%	0%	0%

86. The percentages compare well to the latest national figures where the quality of teaching is reported as being Grade 1 and 2 in 83 per cent of lessons. However, they are slightly below the published figures of 16 per cent of lessons where the quality of teaching is reported as being grade 1.
87. The quality of teaching is better than that reported in the previous inspection where 72 per cent was good or better.
88. In those lessons in which teaching has outstanding features, teachers skilfully question pupils' ideas and challenge their thinking, especially in English, mathematics and religious education. Expectations are high with the interactive whiteboard and other resources used imaginatively and effectively to stimulate and enthuse all pupils.
89. Early years practitioners have a good relationship with children and provide continuous support to develop independence. Praise and encouragement are used

effectively to motivate children and every individual is valued. Good opportunities are provided for child-initiated activities.

90. Teachers and support staff successfully promote good behaviour and interact well with pupils to support their learning. Incidental Welsh is used effectively in the foundation phase to develop pupils' bilingual skills.
91. In all classes teachers plan effectively so that lessons build on pupils' previous knowledge. Plans clearly indicate the desired outcomes of the lessons and how the individual needs of pupils are to be met.
92. The very good support provided by classroom assistants makes a considerable contribution to pupils' progress.
93. Teachers ensure that the needs of all pupils are met regardless of gender, race or ability. This is a particularly strong feature in the provision for pupils with SEN who are very well supported by teachers and support staff.
94. There are comprehensive arrangements for assessing pupils' achievements and progress. The school complies fully with statutory requirements for assessment and reporting attainment on entry, and the end of key stages 1 and 2.
95. Baseline assessments are used effectively in the early years to assess children's achievement when they enter school. Other focused assessments during the course of the year keep track of children's progress and are used to plan future learning purposefully.
96. In key stages 1 and 2 a carefully planned programme of testing in reading and mathematics is administered. Results are carefully analysed and any shortcomings which are identified are addressed.
97. The school has begun to implement 'assessment for learning' strategies, but these are still at an early stage of development and have not yet become established. Personal targets for improvement are set for pupils.
98. The quality of marking is good and is particularly effective where teachers indicate clearly what individuals need to do to improve.
99. Teachers have developed moderated portfolios of work within the school and are actively involved in cluster moderation of core subjects.
100. Annual reports to parents are good. They summarise the work covered and pupils' progress through the year and also include targets for improvement and suggestions to parents for supporting their child.

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

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

102. The curriculum provided is appropriately broad and balanced and complies fully with statutory requirements. The extent to which the curriculum has been modified to comply with the requirements of the foundation phase and the revised 2008 Curriculum is good. There are appropriate arrangements to meet the needs of the full range of pupils' abilities and to give equal access for all pupils.
103. Provision for the development of basic and key skills is good and numerous opportunities provided for pupils to improve their thinking and communication skills.
104. The very effective use made of the local environment by all classes ensures that the curriculum is relevant to pupils' experience.
105. Pupils' education is greatly enhanced by a wide range of visitors and visits. Artists in residence have enriched their creative experiences while visits to local museums and historic sites contribute significantly to many aspects of the curriculum.
106. There is a good range of extra-curricular activities which enhances learning. All pupils in key stage 2 have the opportunity to participate in a residential visit which complements and extends their experiences.
107. Arrangements for pupils' spiritual, moral, social and cultural development are good. The school's inclusive ethos is enriched by good personal and social education (PSE) sessions and circle time. Pupils are encouraged to feel that their contribution to the life of the school and community is valued. Acts of collective worship comply with statutory requirements and contribute positively to pupils' spiritual development. Outstanding opportunities are provided for pupils to consider matters relating to their own lives and the wider world.
108. Pupils regularly raise funds for local and national charities, raising their social awareness and helping them reflect on their role as members of the community.
109. Provision for the Cwricwlwm Cymreig is good. It is included in all subject areas and embraces a wide range of experiences which aim to support the Welsh ethos of the school. However, there is no clear structure for developing pupils' bilingual competency in key stages 1 and 2.
110. The school's partnership with parents and the community is good with outstanding features. The very positive responses received from parents through the pre-inspection questionnaires and during their meeting with inspectors, confirm their overwhelming support for the school.
111. There is an extremely active Friends of the School Association which comprises both parents and members of the community. It has over many years, raised substantial amounts of money which has been used to purchase resources and generally enhance the educational provision. The impact of this valuable contribution on the quality of teaching and learning is an outstanding feature.
112. Furthermore, the school has arranged a wide range of training and educational courses which include computer skills, web design and literacy and numeracy projects. These are available to parents and the community. This is also an outstanding feature.

113. Parents are kept very well informed of events in school through regular newsletters, reports and the school's prospectus.
114. There are good and efficient links with the local secondary school to which nearly all pupils transfer. Good links also are in place with the local pre-school play group which meets on the school premises. Links with other primary schools, especially those within their partnership cluster, are also good. A supportive partnership exists with Coleg Powys and with teacher training departments at universities.
115. Provision for work-related education and the development of pupils' entrepreneurial skills is good. Opportunities for pupils to sell vegetables and fruit provide a focus for them to practise their problem solving and decision making skills.
116. Led by the very enthusiastic school council and eco committee, arrangements for promoting sustainable development are good with outstanding features. The eco-committee is proactive in leading the drive for sustainability and conservation and there are effective procedures for recycling and using waste materials. The school has recently achieved the eco-school silver status.
117. Pupils' awareness of the international dimension and global citizenship has a good presence within the educational programme. Strong links through the introductions of the British Council have been made with educationalists from Libya who have visited the school. Fair Trade provisions feature highly within the curriculum.
118. The wide range and variety of learning experiences provided by the school lays firm foundations for enabling its pupils to acquire the appropriate knowledge, understanding, skills and attitudes that are necessary for lifelong learning.

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

Grade 2 : Good features and no important shortcomings

119. The findings of the inspection team match the judgement made by the school in its self evaluation report.
120. Support arrangements are well planned and managed. Pupils are very well cared for, guided and supported. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are happy in school, and are satisfied with the help and guidance provided for their children.
121. The acting head teacher and staff place a high priority on the pastoral care of pupils and effective arrangements are in place to support pupils' progress, social development and personal wellbeing.
122. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Staff work in close partnership with parents in all matters relating to their child's care and welfare.

123. The school has established a school council in accordance with national regulations. Council members have good understanding of the purpose of their work and participate fully in decision making within the school.
124. The positive ethos, the family atmosphere and the established induction arrangements for pupils joining the nursery helps them settle into school life and routines quickly and happily.
125. Topics related to health education are contained within the schools' PSE programme and reinforced by the effective promotion of health related issues. The school is actively involved with the healthy schools initiative and has achieved the second leaf standard.
126. Attendance registers are completed appropriately. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for daily monitoring attendance is effective, including 'first day response' for unexplained absences. Procedures for promptly following up unexplained absence are effective.
127. The school expects good standards of discipline and does not accept inappropriate behaviour. Staff consistently implement the anti-bullying and behaviour policies and ensure that pupils understand and adhere to the school guidelines.
128. There are clearly documented arrangements for ensuring pupils' health and safety. Risk assessments are appropriately undertaken and well documented. Child protection arrangements meet current good practice and all staff are aware of the signs of possible child abuse and the specific procedures they must follow. Relevant complaint and appeal procedures are in place.
129. Arrangements for identifying and supporting pupils with SEN are good and comply fully with statutory requirements. Pupils who are judged to be in need of support are identified at a very early stage. There is very good liaison between class teachers and the school's SEN co-ordinator and concerns raised are acted upon without delay.
130. Detailed and effective individual education plans (IEP) are written for all pupils with SEN. Parents are kept fully informed during the writing and regular review of these plans and pupils are encouraged to incorporate their own targets in the IEPs. Appropriate resources to support teaching are made available.
131. Pupils with SEN are well supported by their class teachers who carefully adapt their teaching to ensure that all learn to the best of their ability. Support workers and classroom assistants make an important contribution to the progress of pupils with SEN. The school makes effective use of external agencies such as the educational psychology and health services.
132. There is an effective race equality policy and pupils' multi-cultural education is developed well. There are appropriate procedures for recording incidents of racial discrimination.
133. All pupils regardless of their social, linguistic or ethnic backgrounds are afforded the same rights and opportunities. They are treated as individuals and are encouraged to consider every other person as equal regardless of race, religion, culture or

nationality. Equality is often used as a topic in acts of worship and incorporated in the personal, social and health programme. Pupils are actively encouraged to participate in all school organised activities.

134. Parents and pupils are confident that should any matter of bullying be made known to the school it would be dealt with quickly and fairly. The support arrangements for the few pupils whose behaviour may impede their own or other pupils' progress with pupils are managed sensitively and effectively.
135. There are appropriate arrangements to integrate pupils with disabilities into the school. A clear disability accessibility plan is in place and the disability equality scheme and the accompanying action plan recognises the need to review procedures regularly.
136. Diversity is recognised, regularly celebrated and incorporated in the personal and social related activities.

Leadership and management

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

Grade 2 : Good features and no important shortcomings

137. The findings of the inspection team match the judgement made by the school in its self evaluation report.
138. The enthusiastic and effective leadership provided by the acting head teacher is a key factor in bringing about high standards of pupils' achievement and school improvement. He is ably supported by staff and governors, who use a broad range of information about all aspects of the school's performance to develop policies and strategies that provide the school's development with a clear sense of direction.
139. Common values about learning, behaviour and relationships are shared by all teaching and support staff. This contributes significantly towards developing effective team work and a sense of common purpose.
140. The acting head teacher plays an active monitoring role in all aspects of school life, which directly impacts on improving the quality of provision and the educational standards pupils achieve. Teachers provide valuable support for the acting head teacher through monitoring and evaluating specific subject areas.
141. The day-to-day running of the school is managed effectively by the acting head teacher, teaching staff and the school clerk.
142. The school's policies and practices promote equality of opportunity for all. Staff are fully involved in the formulation of aims and policies and their views are valued by the acting head teacher and governors. This contributes well towards strategic management and the establishment of common practices across all classes.
143. Good account is taken of local and national priorities in the school's programme of work. Education for sustainable development and global citizenship is promoted effectively through the eco-Schools programme and the school is fully committed to

the healthy schools initiative. The Basic Skills' Quality Mark has been achieved on two occasions and the principles of the foundation phase have been firmly grounded into teaching and learning processes in the reception and key stage 1 class.

144. Procedures for setting whole school targets are effective. Pupils' performance is examined in detail during the process of setting both individual and whole school targets, which are both realistic and challenging.
145. There are effective strategies for identifying and providing additional support for groups of under-attaining pupils.
146. Performance management systems for the acting head teacher and all teaching staff are well established. The objectives agreed take full account of both the school's priorities and the professional needs of individuals. A planned programme of school based and LA in-service training ensures that all staff have good opportunities to develop their professional expertise.
147. Arrangements for the support and development of a member of staff who is newly qualified is good with sufficient time allocated for training, planning and further professional development. She is well-supported by the acting head teacher and other experienced members of staff.
148. Governors have a thorough understanding of the school's developmental needs and by working closely with the acting head teacher, are very influential in setting the strategic direction of the school. Individual governors are all members of a range of committees which play an important role in supporting school development. They fulfil their duties conscientiously and appreciate the importance of their role as a critical friend to the school.
149. The governors and acting head teacher have acted quickly and decisively in response to the numerous staff changes which have occurred in the school during a relatively short time.
150. Governors fulfil their monitoring role effectively. They have subject responsibilities and regularly review teachers' plans, inspect learners' work and observe teaching informally. Regulatory and legal requirements are fully met.
151. There is a policy and clear procedures that any person should follow if they wish to make a complaint about the school. The guidelines include details of the course of action to be followed and set specific time limits for resolving any issue.

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

Grade 2 : Good features and no important shortcomings

152. The findings of the inspection team match the judgement made by the school in its self evaluation report.
153. The acting head teacher and staff are well-informed about the school's performance and use the information gathered through self-evaluation effectively to raise standards

and make improvements. The school's judgements in its self-evaluation agree with the findings of the inspection team in all seven key questions.

154. All teaching and support staff play an active part in the school's self-evaluation arrangements. Teachers collate evidence from a number of different sources including lesson observations, and share their findings with staff and the GB.
155. Very effective use is made of a range assessment data to identify specific areas that need attention and to compare the school's performance against that of other similar schools.
156. Through the use of questionnaires, ample opportunities are provided for parents to express their views about various aspects of school life.
157. The school's self-evaluation report is generally of good quality. It has a clear focus on standards and performance and makes due reference to all of the criteria in the Common Inspection Framework. Comments made are evaluative rather than descriptive and the judgements are clear, honest and evidence based.
158. The SDP is a collaborative effort involving staff and governors; it is based on objective evidence and is closely linked with self-evaluation outcomes. It provides a clear strategic direction for the work of the school and identifies both immediate and long-term priorities for action. Appropriate development plans are drawn up which are monitored against clear targets and success criteria. Specific tasks are identified and individual members of staff are assigned to put the plans into action.
159. Good progress has been made in addressing all six key issues identified in the 2003 inspection report. Standards now are at least good in all subjects with planning for the foundation phase and key stage 1 being effective. The school complies with all statutory requirements and the health and safety issues highlighted in the previous report have been resolved.
160. Much of the improvement in standards which have been achieved under the leadership of the present acting head teacher can be attributed to targeted self-evaluation procedures and purposeful developmental planning.

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

Grade 2 : Good features and no important shortcomings

161. The findings of the inspection team match the judgement made by the school in its self evaluation report.
162. Pupils are well supported by an effective team of qualified teachers who have the knowledge and expertise to teach all aspects of the school curriculum. They have a clear understanding of their roles and responsibilities. Regular planning meetings involving support staff enable them to have a good understanding of the programmes of work to be undertaken to support pupils in their learning.
163. Support staff are suitably qualified and are deployed effectively. The school secretary, caretaker, cleaners, cook and mid-day supervisor are all valued members of staff and make a positive contribution to the school community.

164. The school has a good variety of learning resources to meet the needs of all pupils. There is a wide range of books available throughout the school that are used regularly by pupils of all ages. ICT provision is good with interactive whiteboards and computers used regularly to support and enrich teaching and learning.
165. The internal and external condition of the building is good with the accommodation offering adequate space for pupils. Displays throughout the school cover a wide range of areas and provide opportunities for pupils to share their work and celebrate their achievements to a wider audience.
166. The outdoor environment provided for pupils has many outstanding features. These include the growing area for fruit and vegetables and flowers and the stimulating and challenging outdoor classroom provided for the foundation phase. Further developments include a themed seating area.
167. Arrangements for planning, preparation and assessment (PPA) opportunities for teachers are in line with the teachers' workload agreement and are effective. They ensure good opportunities for staff to collaborate and keep the quality of teaching and learning for pupils' at a high standard. The school has responded fully to the requirements of workforce remodelling and the teachers' workload agreement.
168. Resources are well matched to the priorities identified in the SDP with the head teacher and governors keeping spending priorities under regular review.
169. The school is managed effectively and efficiently thus ensuring that it provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase: Grade 2 – Good features and no important shortcomings

Personal and social development, wellbeing and cultural development.

Grade 2 - Good features and no important shortcomings

Good features

170. Children settle well and engage quickly with class activities. They relate well to one another and to the adults who teach them. Behaviour is good with children co-operating willingly with their peers during focused and self chosen activities. They share equipment, take turns and listen to other children's views.
171. During physical activity lessons, all children take responsibility for dressing and undressing themselves and are keen to help put away equipment when they tidy up. They demonstrate a caring nature towards their peers.
172. All children are curious to investigate their immediate environment and enjoy exploring in the outdoor area. They develop their independence and confidently make choices.
173. Throughout the foundation phase, children show an appropriate understanding of keeping healthy and which foods we should eat to be healthy. They show perseverance when involved with learning activities indoors and outside. Their awareness of cultural diversity develops well through topics that include celebrations of different religious festivals.

Shortcomings

174. There are no important shortcomings.

Language, literacy and communication skills.

Grade 2 - Good features and no important shortcomings

Good features

175. Throughout the foundation phase, children listen intently, respond confidently to questions and follow instructions accurately. Nearly all speak clearly and express their opinions confidently when saying why they like or dislike a particular activity with many beginning to use more extended language to explain their choices. During role play in the doctor's surgery for example, they are very adept at using language which is appropriate to the situation.
176. Early reading skills develop well. Nearly all children recognise initial sounds and many are able to use their knowledge of phonics to read simple unfamiliar words and short sentences. They show a keen interest in books and handle them correctly. A few read simple books and are able to talk about the characters and predict what might happen next.

177. Children's early writing skills develop well with showing a good understanding of the functions of writing. Most begin to write independently in response to stories, correctly forming letters and showing a good understanding of orientation.

Shortcomings

178. There are no important shortcomings.

Mathematical development

Grade 2 - Good features and no important shortcomings

Good features

179. A very few individual children who work alongside Y1 and Y2 pupils, are extremely confident and competent mathematicians. They read and write two and three digit numbers independently demonstrating an increasing understanding place values.

180. Nearly all children make good progress in their numerical understanding. They match symbols with numbers and recognise and count numbers to ten and over. Many can count forwards and backwards to ten and are beginning to add numbers and recognise the meaning of mathematical symbols such as add and equals. They enthusiastically recall number songs, stories and counting rhymes and use them effectively to help their learning, for example when inserting the numbers on a clock face.

181. All children competently sort and match according to size, shape and colour as they explore both indoors and outdoors with a few being able to sort using two criteria confidently.

182. Most children are rapidly developing their skills relating to weight and capacity as they play in the sand and water or take part in numerous practical activities. All accurately use comparative vocabulary such as more than/less than and full/empty.

183. Throughout the foundation phase, children make good progress in their understanding of the passage of time. During practical activities their concept of the duration of one minute develops well with all being able to tell the time to the hour.

Shortcomings

184. There are no important shortcomings.

Welsh language development

Grade 2 - Good features and no important shortcomings

Good features

185. All children make good progress in their oracy skills. They confidently respond in Welsh during registration and whole group sessions and use an increasing range of vocabulary and phrases when presenting simple information such as the nature of the weather and how they are feeling. All children demonstrate a good understanding of

instructions given in Welsh by responding quickly and purposefully. They know a good range of Welsh songs and rhymes which they use effectively to help their learning.

Shortcomings

186. Although there are no important shortcomings, children's written communication skills are not sufficiently developed.

Knowledge and understanding of the world

Grade 2 - Good features and no important shortcomings

Good features

187. All children have a very good understanding of the importance of the environment and are involved in planning their daily outdoor play. Through their activities in the outdoor classroom and the school environment they develop a good understanding of how to care for plants.
188. Nearly all develop a good awareness of their homes and where they live and begin to comment on local features as they walk around the school environment.
189. Through well planned role play activities such as the doctor's surgery and visits by a local bricklayer, all children develop a very good knowledge of the work of a number of people in their community. Their understanding of the purpose and use of money also develops well.
190. Children's knowledge and understanding of materials and their properties develops well. They closely observe the patterns in a brick wall and through direct experiences realise that some materials, such as concrete and straw, can be mixed together to create a new material. They demonstrate a good awareness of safety and basic hygiene issues both during and after their involvement in practical activities.
191. By re-enacting the story of Grace Darling, for example, all children make good progress in their understanding of chronology. Nearly all are able to name some of the differences between the past and present and during role play empathise with people whose lives are in peril.
192. In religious education children begin to realise that people have different beliefs and practices that affect their values and behaviour. They learn about some of these through stories and role play.
193. Through a range of stimulating and challenging activities, nearly all children display good decision-making and problem-solving skills. They appreciate that information comes from a variety of sources including books and the computer.

Shortcomings

194. There are no important shortcomings.

Physical development

Grade 2 - Good features and no important shortcomings

Good features

195. All children move around the classroom confidently with increasing control and co-ordination. They steadily develop control of different small tools and mark-making implements, such as felt tips, chalk and crayons. They further develop and refine their fine motor skills effectively as they competently complete jigsaws and play with small world equipment. They mix and pour with enthusiasm as they play in the sand and water play areas and use large construction apparatus, such as building blocks and bricks.
196. Pedalling, scooting, pushing and pulling skills are good as children enjoy playing on the large outdoor equipment and toys each day.
197. During physical activity sessions nearly all children respond readily to instructions showing appropriate body control and good spatial awareness and body control as they demonstrate different ways of moving such as running, walking, jumping and skipping. They take part enthusiastically in a class game with most abiding by the rules.
198. Nearly all foundation phase children show appropriate awareness of some of the changes that occur to their own bodies during exercise and they are conscious of health and safety issues as they move equipment.

Shortcomings

199. There are no important shortcomings.

Creative development

Grade 2 - Good features and no important shortcomings

Good features

200. All children greatly enjoy musical activities and make good progress in their learning. They know and can recall a good range of songs and rhymes in both English and Welsh. They respond well to stimuli with their voices and with tuned and untuned instruments. Many recognise the sounds of a number of common instruments and play them with good control and keep to a steady beat.
201. When producing a variety of pictures and paintings nearly all children independently choose and use a wide range of materials to create representational images such as pictures, drawings or constructions. When making a badge, they handle a variety of equipment, such as scissors and glue sticks, with confidence. Their painting skills develop well as they experiment with a variety of different types of paint and size of brush. They carefully choose and name a range of colours as they paint and they begin to develop their colour mixing skills.

202. All children respond spontaneously and imaginatively to role play activities portraying the roles of characters, such as medical workers very effectively. Their creative drama during the re-enactment of Grace Darling and her father rescuing the stricken survivors on a rock, is very striking.

Shortcomings

203. There are no important shortcomings.

English

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

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

204. In key stage 2 pupils are extremely articulate during their involvement with hot-seating. They succeed in engaging the interest of their listeners and during discussions vary their expression and vocabulary. These are outstanding features.
205. Pupils in Y5 and Y6 write at length making imaginative use of a wide and varied vocabulary. The standard of their work is outstanding.

Good features

206. Across the key stages the listening skills of most pupils are of a good standard. They listen attentively and with interest to staff and peers alike. They are always keen to contribute fully in their oral sessions and flourish in an ethos that encompasses good listening throughout the day. At appropriate levels, they speak clearly and are enthusiastic in their response to teachers' questioning. They participate well in role-play situations and respond appropriately to opportunities to share and enjoy a wide range of literature
207. In key stage 1 nearly all pupils develop positive attitudes to reading and the majority make good progress. They possess a number of strategies to de-code new words by looking at patterns or by using phonic skills. The more able correctly identify grammatical conventions, such as capital letters and full stops. Pupils in Y1 and Y2 sequence events and effectively retell the story of the "Three Little Pigs" in their own words.
208. The majority of pupils in key stage 2 read with developing accuracy, fluency and expression and have a clear understanding of what they read. Most offer sensible predictions about the outcome of a story and make progress in using texts to infer and deduce meaning.
209. All pupils read a wide range of fiction and non-fiction books at an appropriate level, both in guided reading sessions and independently. Towards the end of the key stage more-able pupils are proficient readers and have developed tastes for different genres of writing and for different authors. Most are able to review a book critically giving reasons for their opinions. They recount plots with ease and describe the characters within the stories.

210. All key stage 2 pupils are familiar with the local and school library and they use reference books to search for information. They are particularly expert at extracting information from various sources including newsprint. They differentiate clearly between biography and auto-biography and fiction and non-fiction whilst accurately explaining the purpose of an index and glossary.
211. Overall pupils in key stage 1 make good progress in writing. The majority write for different purposes and produce a range of texts in an appropriate style. Nearly all pupils enthusiastically record personal experiences.
212. Many pupils in key stage 2 write well for different purposes and audiences. They produce poems, letters, stories, instructions, dialogues, newspaper reports and book reviews of good standard. Overall their ability to vary sentences, to paragraph and create differing effects progresses well throughout the key stage. Spelling and punctuation are used with an increasing measure of accuracy.

Shortcomings.

213. There are no important shortcomings.

Welsh second language

Key stage 1: Grade 3 - Good features outweigh shortcomings

Key stage 2: Grade 3 - Good features outweigh shortcomings

Good features

214. In both key stages, pupils have a positive and often enthusiastic attitude to learning Welsh as a second language.
215. In key stage 1 pupils know and use simple greetings confidently and ask simple questions to retrieve personal information. They recognise and respond well to commands and instructions and know a range of useful sentence patterns to describe where they live. They confidently describe features associated with the weather and use a developing vocabulary to name basic colours and articles of clothing.
216. By the end of the key stage, pupils read labels and flash cards correctly and develop early writing skills as an extension to their oral and reading work.
217. In key stage 2, pupils extend their range of vocabulary by repeating and extending set phrases about themselves, days of the week, months of the year and colours. The more able confidently express their likes and dislikes of certain types of food, subjects they study in school and their favourite hobbies and sport.
218. Pupils read simple sentences with increasing accuracy and levels of understanding.
219. Writing skills in KS2 develop adequately but most pupils need support when composing extended sentences.

Shortcomings

220. In both key stages pupils lack confidence in their oral responses.
221. In key stage 2 reading and writing skills are underdeveloped.

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

222. The ability of a very few Year 6 pupils to identify number patterns, to explain their thinking logically and to apply previous knowledge to new problem solving situations is very good.
223. Nearly all key stage 1 pupils make good progress in their understanding of number. By the end of the key stage they are able to order numbers to 1 000 correctly and begin to count in sets of numbers, such as twos, fives, tens and hundreds. They understand that the position of a digit signified its value and they have a good understanding of simple fractions. At the end of the key stage pupils halve and double numbers confidently.
224. Through problem solving activities, nearly all key stage 1 pupils make good approximations of the duration of one minute. Most in Year 2 tell the time accurately to the nearest quarter of an hour.
225. Most pupils in Years 3 and 4 use an appropriate range of strategies when adding two digit numbers mentally the majority being able to give a reasonable approximation of the correct answer. Nearly all use calculators effectively to check their answers and realise the importance of writing digits legibly.
226. In Years 5 and 6, pupils' understanding of place value in numbers of six digits or more is good. They recall and use multiplication and division facts quickly and use a range of mental calculation strategies effectively. They suggest a number of possible strategies for solving numerical problems and explain their methods and reasoning clearly.
227. Most Year 5 and 6 pupils develop their own strategies for solving problems and search for a solution by trying out ideas of their own. They work in an organised and systematic way demonstrating good reasoning skills. Most use diagrams, graphs and spreadsheets to very good effect to present findings and ideas to others in a clear manner.

Shortcomings

228. Although there are no important shortcomings, the range of strategies used by a few pupils in key stage 2 is very narrow.

Science

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

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

Good features

229. Key stage 1 pupils use an appropriate range of sources which include reference books and ICT, to obtain information and communicate their ideas effectively using simple diagrams, graphs and tables.
230. With teacher support, all key stage 1 pupils plan and carry out a number of investigations demonstrating a good understanding of the requirements of fair testing. When investigating the waterproofing qualities of different materials, they suggest their own ideas and make sensible predictions of the possible outcomes of their test. Nearly all discuss their work confidently, record their results on pre-prepared worksheets and offer simple explanations of what they have discovered.
231. Key stage 1 pupils recall previous learning effectively demonstrating a good understanding of the scientific principles underlying their investigations.
232. During their recent enquiry of the claim that chewing gum leads to higher levels of concentration, key stage 2 pupils very ably turned their ideas into a form that could be investigated. Nearly all successfully identified the key variables that needed to be kept constant and which needed to be changed. They worked methodically, repeated measurements to ensure accuracy and were very quick to identify discrepancies in the data they collected. When reflecting upon what they had done, most pupils were quick to realise that their results were inconclusive.
233. Nearly all key stage 2 pupils have a secure understanding of the scientific principles associated with their investigations and use ICT equipment and software very effectively to enhance their observations.

Shortcomings

234. There no important shortcomings.

Information communications 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

235. Throughout the school pupils make very good progress in many aspects of ICT. They use correct vocabulary to describe the features of software and hardware and their ability to make increasingly sophisticated use of standard software develops well.
236. The computer mouse control of key stage 1 pupils improves steadily and they become increasingly proficient with keyboards. With adult assistance, many use digital cameras effectively to record their observations and operate simple digital

microphones to record interviews. They use painting software imaginatively to create pictures of their favourite animals and then use these pictures skilfully to create pictograms.

237. KS2 pupils use word processing software effectively to create colourful and informative posters. They use an art package very effectively to create labelled representations and they incorporate photographs, maps, scanned images, sounds and video clips effectively to enhance their work.
238. Pupils in KS2 research work on the internet and confidently write and send e-mails. They plan simple multimedia presentations and consider both the purpose of the presentation and the intended audience.

Shortcomings

239. There are no important shortcomings.

Design 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

240. Across both key stages pupils understand that materials have different features and properties. They use a wide range of materials effectively and employ a range of techniques. They have a good understanding of the importance of hygiene and other aspects of health and safety.
241. During food technology tasks, pupils in both key stages demonstrate a good understanding of what constitutes a healthy diet. They plan and make a range of products very effectively.
242. When constructing a vehicle, key stage 1 pupils use basic tools skilfully and they assemble, join different materials and use axles effectively to create movement. They use a variety of equipment and construction kits purposefully and explain why certain materials are more suitable than others. They apply good finishing techniques and evaluate their work thoughtfully.
243. In key stage 2 pupils draw upon a variety of sources to generate ideas when designing and making. Through class discussion, drawing and modelling they show a good understanding of the characteristics of familiar products. They select and use appropriate tools and equipment when working with a range of materials and pay attention to the quality of finish and function.
244. Pupils in KS2 design and construct a good assortment of materials when making musical instruments and toys. They consider appearance, function, safety and reliability when developing their ideas and decide what materials would be most appropriate. They use a good range of making skills to measure, mark, cut and shape materials.

245. Key stage 2 pupils critically evaluate the design and finish of their products and suggest improvements.
246. In both key stages pupils use ICT and electrical components effectively in their products.

Shortcomings

247. There are no important shortcomings.

History

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

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

Good features

248. Pupils in both key stages develop a good awareness and understanding of chronology and their historical concepts and knowledge are secure.
249. In key stage 1 pupils' knowledge about the passing of time is good; they place artefacts in the correct order and understand the difference between old and new. Their understanding and their use of historical terms and vocabulary develop well. Using old photographs and objects, they make valid comparisons between lifestyles in the past and in modern times.
250. Key stage 1 pupils' knowledge and understanding is extended effectively through studies of events and famous people. They come to know about living conditions in the past through their studies of people like Grace Darling and Mari Jones.
251. In key stage 2 pupils' appreciation that the past is represented and interpreted in different ways develops appropriately through the use of pictures, artefacts and stories. They develop a good understanding of life in Wales and compare this in the past with the present.
252. Pupils have a good understanding of aspects of life during the Victorian era as they compare and contrast the lives of rich and poor children with those of today. They use role play very effectively to reinforce their knowledge and understanding of living conditions during this period. They demonstrate a developing competence in using a range of sources to identify historical information.
253. Across key stage 2 pupils ask and respond purposefully to historical questions and differentiate between primary and secondary sources.

Shortcomings

254. There are no important shortcomings.

Geography

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

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

Good features

255. Key stage 1 pupils identify features within their local environment and further afield confidently through looking at a range of maps depicting geographical features such as rivers, islands and mountains. They successfully identify on a map where their school is and talk about the area around them.
256. During their study of a Welsh nurse during the Crimean War, key stage 1 pupils use globes and maps very effectively to trace her journey from Wales to the Crimea showing good awareness of places and countries far beyond their locality and the United Kingdom.
257. In key stage 2 pupils produce detailed maps showing a good understanding of how the key is used to represent geographical features. They follow instructions carefully to create a floor map using model features and geographical terms.
258. Pupils in key stage 2 have a very good understanding of the geographical features in their locality and of Wales and can locate towns, rivers and mountains correctly. They identify specific locations such as recycling centres, and use appropriate geographical terminology when recording their work.
259. Pupils in key stage 2 identify the significant features of different types of towns and use a questionnaire effectively to survey pupils' opinions. They analyse information in detail, draw conclusions and communicate their findings in an appropriate way.
260. Pupils of all ages show good awareness of issues relating to sustainable development and understand the effects of pollution. They identify ways in which people affect the environment and know of the beneficial effects of recycling certain materials. In key stage 2 they use questionnaires very effectively to survey people's opinions on recycling. They analyse information in detail, draw conclusions and communicate their findings in an appropriate way.

Shortcomings

261. There are no important shortcomings.

Art and design

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

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

Good features

262. Pupils use their sketchbooks productively to develop and practise their art skills. They enthusiastically appraise the work of a very wide range of artists from worldwide

cultures. They use a good range of tools and materials, including art computer programs, skilfully. They work in two and three dimensions independently and confidently.

263. Pupils in key stage 1 explore how shape, tone and colour can be combined to create special badges.
264. Key stage 2 pupils experiment with a wide variety of different materials and tools and their work demonstrates flair and originality. They create effective artwork inspired by the work of Andy Warhol. They also use a range of techniques to produce impressive glass tiles.
265. Pupils' in key stage 2 create an effective quilt using recycled materials. Following research, they apply learnt techniques and observations skilfully to create detailed work.
266. Pupils thoughtfully evaluate each other's contributions.

Shortcomings

267. There are no important shortcomings

Music

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

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

Good features

268. Pupils in both key stages sing a wide range of songs enthusiastically demonstrating clear diction and an understanding of dynamics. They confidently sing in unison and standards in singing across the school are good with pupils contributing significantly to whole school events and collective acts of worship.
269. Key stage 1 pupils correctly identify high and low, and loud and soft notes. Almost all can structure rhythmic patterns based on a spoken phrase or word showing good awareness of a constant pulse. They recognise the need to keep a steady beat as they clap or play percussion instruments to a familiar tune.
270. Key stage 2 pupils improvise, compose and arrange music effectively. Working together in groups, they explore, create and organise sounds for a musical purpose very skilfully refining their musical ideas as the work proceeds. Their completed compositions shows imagination, originality and a firm grasp of the rudiments of composing. They communicate well with one another when rehearsing and set themselves high standards.
271. Key stage 2 pupils listen to a wide range of music critically making discrete distinctions within the musical elements. They recognise and describe musical characteristics very adeptly explaining in detail how different scenes and images are created.

Shortcomings

272. There are no important shortcomings.

Physical education

Key stage 1: Grade 2 - good features and no important shortcomings

Key stage 2: Grade 2 - good features and no important shortcomings

Good features

273. Nearly all pupils in both key stages dress appropriately for lessons and work energetically sessions. They demonstrate a good understanding of the beneficial effects of exercise on general wellbeing and sustain activity over a prolonged period of time demonstrating good levels of fitness.

274. All pupils follow instructions carefully and show an appropriate awareness of relevant rules and safety procedures.

275. During warm-up sessions, key stage 1 pupils take part enthusiastically in a class game adhering closely to the rules of the game. During the main activity nearly all move lightly, create a sequence of body shapes at different levels and demonstrate good balance and body control. Year 2 work very effectively as a group when planning and performing a sequence of movements. They improve their performance with practice and talk confidently about the strengths and weaknesses of their work.

276. When taking part in invasion games, key stage 2 pupils move around the hall by jogging, side running and jumping very energetically. Nearly all make good progress in their football skills as they stop, control, pass, shoot and run with a ball. They improve their performance with practice and very successfully transfer the skills learned into team game situations.

Shortcomings

277. Although there are no important shortcomings, the ability of pupils in both key stages to evaluate their own performance and that of others is underdeveloped.

Religious education

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

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

Good features

278. Across both key stages pupils develop a good awareness and understanding of other religions. Their knowledge and understanding develop well through their involvement in numerous sensory experiences and their practical use of a variety of religious artefacts and symbols.

279. Through classroom reflection pupils in both key stages have a very good awareness of religion and the concept of prayer and meditation. They are familiar with a variety of religious establishments through visiting local places of worship.
280. Key stage 1 pupils have a good awareness of the Bible as a special book for Christians and they repeat a number of stories from the Old and New Testaments. They have a good awareness of values such as friendship, kindness and telling the truth, and identify some of the people who are special in their lives.
281. Key stage 1 and 2 pupils know about the main Christian religious festivals and associate these with specific events in the life of Jesus. They have an appropriate understanding of the significance of Easter and Christmas celebrations to Christians.
282. Key stage 2 pupils have a detailed knowledge and understanding of world religions. They know that people have different beliefs and values and these can have an effect upon how they lead their lives. They show a good understanding of right and wrong. They discuss their feelings confidently and are aware of how positive and negative circumstances effect lives of others and themselves.

Shortcomings

283. There are no important shortcomings.

School's response to the inspection

284. The staff, governors and parents of Castle Caereinion Church in Wales School are delighted with the findings of the inspection report, which “identifies high standards of pupils’ achievement”, notes outstanding and good features with no shortcomings and highlights the progress the school has made through the commitment of its staff, governors, pupils and supportive parents.
285. The inspection was a very positive experience for the whole school and has been seen as part of the developmental process of the school. The judgement of the inspectors agrees entirely with that of the school on the key issues included in the self-evaluation report.
286. It is pleasing that the inspectors recognised that pupils’ are well-motivated, relationships within the school are very positive and pupil behaviour is consistently good, remarking on their friendly, polite, considerate and high degree of self-discipline and maturity.
287. The school is very proud that the inspectors stated that both standards of achievement and quality of teaching (Grade 1’s and 2’s) in the subjects inspected exceeded the latest national figures.
288. The school will now incorporate the recommendations from the inspection into the School Development Plan and parents will be kept informed of progress through the Governors Annual Report to Parents.
289. The Governors and staff would like to thank the inspection team for the professional and courteous way they co-operated with the school. Castle Caereinion Church in Wales School will continue to maintain high standards and work towards achieving the school vision for all our pupils.

Appendix 1

Basic information about the school

Name of school	Castle Caereinion C.I.W.
School type	Primary inc Foundation Phase
Age-range of learners	4 – 11
Address of school	Castle Caereinion, Welshpool, Powys
Postcode	SY21 9AL
Telephone number	01938 850275
Headteacher (acting)	Mr Huw Jones
Date of appointment	18 th February 2008
Chair of governors	Mr Steve Goode
Registered inspector	Mr William Edward Williams
Dates of inspection	23 – 25 November 2009

Appendix 2

School data and indicators

Number of learners in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of learners	0	6	4	3	3	9	5	9	39

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.6	2.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	Not applicable
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	19.5
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	0%	92%	94%
Spring 2009	100%	92%	94%
Summer 2009	0%	95.58%	95.4%

Percentage of learners entitled to free school meals	3%
Number of learners excluded during 12 months prior to inspection	1 (temporary)

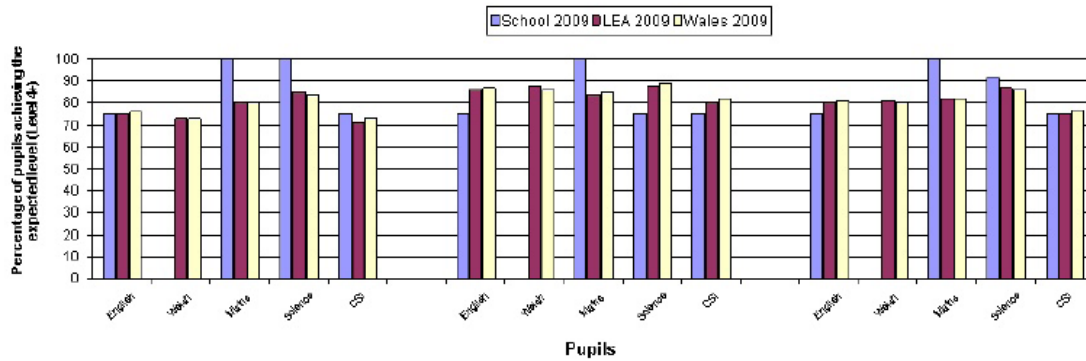
Appendix 3

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was less than four no performance indicators are included		

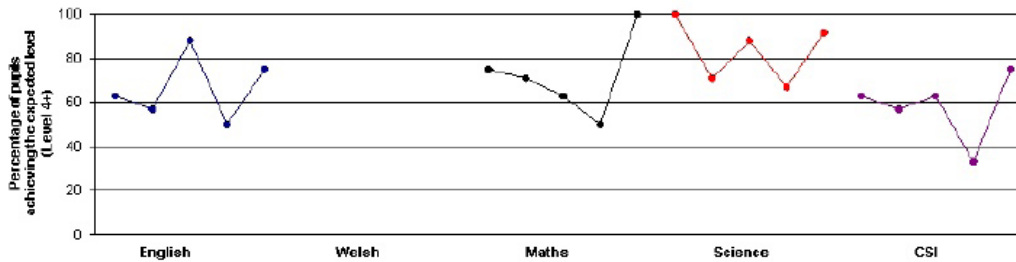
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	75	75	76	75	86	87	75	80	81
Welsh	.	73	73	.	88	86	.	81	80
Maths	100	80	80	100	84	85	100	82	82
Science	100	85	84	75	88	89	92	87	86
CSI	75	71	73	75	80	82	75	75	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	75	78		85		92	
Welsh		69		80		90	
Maths		79		87		93	100
Science		84		90	92	97	
CSI		72	75	81		88	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Three inspectors spent an equivalent of seven inspection days in the school. The school's nominee and a peer assessor were also part of the team.

These inspectors visited:

- twentyseven lessons or part lessons, all of which were in subjects inspected:
and
- registration periods, assemblies, and collective worship.

Team members had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, and support and administrative staff;
- groups of pupils representing every school year; and
- the school council.

The team also considered:

- the school self-evaluation report;
- twenty four responses to a parental questionnaire, nearly all of which were supportive;
- documents provided by the school before and during the inspection;
- a broad range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the inspection team held meetings with staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr William Edward Williams Registered Inspector	Context, Summary, Recommendations, Appendices, Key Questions 1, 5, 6 and 7. foundation phase, science, mathematics, design technology, geography and physical education
Mrs Hazel Hughes Team Inspector	Key Questions 2, 3 and 4. English, Welsh Second Language, information communications technology, history, art and design, music and religious education
Mr Wil Owen Lay Inspector	Contributions to Key Questions 1, 3 4 and 7.
Mrs Sheila Jones Peer assessor	Contributions to each Key Question
Mr Huw Jones Head teacher and nominee	Nominee

Acknowledgement

The inspectors who visited the school would like to thank the governors, head, and staff for the co-operation and courtesy shown to them during the inspection.

Contractor:

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