

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

**Churchstoke Community Primary School
Churchstoke
Montgomery
SY15 6AA**

School Number: 6662054

Date of Inspection: 31 January 2006

by

**Eifion R Morgan
16248**

Date of Publication: 10 March 2006

Under Estyn contract number: 1111605

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

© Crown Copyright 2005: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

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

The inspection of Churchstoke C.P. School took place between 31/01/06 and 02/02/06. An independent team of inspectors, led by Eifion Rees Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key question 1: How well do learners achieve?	9
The quality of education and training	13
Key question 2: How effective are teaching, training and assessment?	13
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key question 4: How well are learners cared for, guided and supported?	18
Leadership and management	20
Key question 5: How effective are leadership and strategic management?	20
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key question 7: How efficient are leaders and managers in using resources?	24
Standards achieved in subjects and areas of learning	26
Under 5s	26
Mathematics	29
Science	30
History	31
Physical education	32
Religious education	33
School's response to the inspection	35
Appendices	36
A Basic information about the school	36
B School data and indicators	37
C National Curriculum assessments results	38
D Evidence base of the inspection	39
E Composition and responsibilities of the inspection team	40

Context

The nature of the provider

1. Churchstoke Community Primary School is housed in a modern building adjacent to the community hall that it uses for physical education. The school occupies an open site surrounded by countryside and the school gardens. There are adequate hard surfaces for children to play, although there is no soft play area for the early-years children. The school uses the adjacent community recreation field for games and other activities. Pupils attending the school come from the village and the surrounding agricultural holdings and hamlets.
2. There are 84 pupils at the school, 10 are in the early years class, of whom two are of nursery age. Pupils are taught in four mixed age classes with two year groups in each class. The school describes its intake as comprising a wide range of ability, but in the main, children's ability is slightly above the Local Education Authority (LEA) average. Several pupils attend from outside the catchment area through parental choice and, overall, pupils come from homes that are not economically disadvantaged. In all, 5% of pupils are entitled to receive free school meals. This is below the Welsh national average.
3. No pupils come from homes where Welsh is the predominant language spoken in the home. In this border locality pupils hardly ever hear Welsh spoken outside the school – indeed, several pupils come from across the border and will attend their secondary school in England. Currently, one pupil is receiving some support in developing English as an additional language. The school has identified 18 pupils (25%) as having special educational needs (SEN). This approximates to the national average for Wales.
4. The school was last inspected in February 2000. Since then it has made good progress that outweighs some shortcomings.
5. The aims of the school, summarised in information for visiting staff and students, include:
 1. promoting learning to the highest educational standards in a happy, caring atmosphere;
 2. providing a rich variety of experiences across a broad curriculum;
 3. encouraging every child to achieve the highest possible standards in his/her academic work, general behaviour and personal relationship;
 4. promoting learning as a lifelong, enjoyable activity that takes place not only in school but in the home and community; and
 5. the provision of equal opportunities for all irrespective of gender, special needs or cultural background.

The school's priorities and targets

6. The areas identified for planned improvement as listed in the school's self-evaluation document are extensive and include:
 1. addressing the health and safety issues highlighted in the latest school's audit of facilities;
 2. reducing the non-management workload of the headteacher through proper provision for repairs and maintenance of the school;
 3. developing the monitoring role of the Governing Body and identifying their training needs;
 4. addressing curricular issues including:
 - (i) improving schemes of work;
 - (ii) the re-evaluation of the Foundation Scheme;
 - (iii) co-ordinator monitoring and focus on evaluation;
 - (iv) (specific referrals to improvement) in subjects including, problem solving and practical work in mathematics, reading and writing in the Welsh language and the co-ordination of SEN;
 5. making better use of resources including non-teaching support;
 6. improving the information and communications technology (ICT) facilities;
 7. reviewing the transfer arrangements for pupils from KS1 to KS2 and reviewing the number of pupils achieving Level 3 in the KS1 assessments;
 8. continue to develop pupils' competence in writing;
 9. making provision for pupils to receive breakfast snacks;
 10. tackling overcrowding in Class 4;
 11. addressing the gender issues in KS2.

Summary

7. Churchstoke Primary School is a good school that successfully promotes pupils' personal, social and academic development. It provides its pupils with a good standard of education, essentially, through the good and occasionally outstanding quality of teaching. Relationships are good throughout the school and pupils learn in a caring and supportive environment.
8. The school's self-evaluation report is based on the seven key questions (KQ) identified by Estyn. The inspection team agreed with the judgements made by

the school on six of the key questions, three of the KQ being graded 2, and three graded 3.

9. The school had graded KQ4 'How well learners are cared for, guided and supported' as a Grade 3. The inspection team, however, felt that the school had underestimated its quality of care, support and guidance given to pupils, the provision for pupils with special educational needs (SEN) and ensuring equal opportunity for all, hence raising the grade 2.

Table of grades awarded and the school self-evaluation grades

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

Standards

10. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

11. Standards of achievement are good with outstanding features in 15% of lessons seem and good with no important shortcomings in other lessons (85%). Overall, this is well above the Welsh national average for 2004 (latest available figures).

Areas of Learning For Under-fives

12. Children's attainment on entry is slightly above local averages but overall the early years' children represent the full range of ability. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

13. The standards of achievement in the early years class are good with no important shortcomings (Grade 2). All children make good progress and standards of achievement in the six areas of learning are as follows:

Desirable Outcomes	Standard of Achievement
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards in subjects inspected

Subjects	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 1	Grade 1

14. Pupils, including those with special educational needs (SEN), make good progress in both key stages and, whatever their background, attain their agreed learning targets and goals. Pupils' knowledge and understanding of religious education are an outstanding feature, particularly their knowledge of world religions. Overall, standards of achievement in these subjects show an improvement since the last inspection.
15. The end of both KS1 and KS2 National Curriculum assessment results (2005) based on teacher assessment in the three core subjects of English, mathematics and science (core subject indicators) were above local (LEA) and national (Wales) averages.* The school's results over the last three years have remained consistently high at KS1 whilst results at KS2 based on a three year rolling average have shown a significant improvement over this time.

** As the number of pupils eligible for assessment at the end of the key stages was fewer than 10, only the overall performance indicators are included.*

16. Pupils, in both key stages, make good progress that outweighs some shortcomings in acquiring their key skills, including their bilingual competence. A notable feature of the school is pupils' very good communication skills. All pupils have very well developed listening skills and a good and developing vocabulary that enables them to explain themselves clearly. Pupils, in both key stages, have good writing and reading skills. Bearing in mind the linguistic nature of the community, pupils' competence in the Welsh language and their bilingual skills are good.
17. Pupils' numeracy skills in both key stages have good features that outweigh shortcomings. Pupils' very good numerical skills are well used in some subjects,

such as in science, but are not used consistently across the curriculum. Pupils' information and communications technology skills are good with some shortcomings. At best, pupils demonstrate their competence, such as when presenting their work, but their skills are not developed progressively and consistently across the whole age range.

18. By the end of KS2, pupils have well-developed problem solving skills as is apparent in their science investigations. Occasionally, as in KS1, more able pupils are not always sufficiently challenged to find their own solutions to problems. Displays of pupils' work in art also show their good creative skills.
19. Pupils' attitudes to learning and the interest they show in their work are consistently good with outstanding features. The quality of relationships within the school is very good and as pupils progress through the school they develop very good organisational and study skills.
20. Older pupils have a good understanding of what they have been taught and the more able can apply their understanding and skills to new and unfamiliar tasks. Pupils, however, are less clear as to what they need to do to improve.
21. Pupils make very good progress in their personal, social and moral development. Their attitudes to equal opportunities are positive and constructive, and pupils are well prepared for the next stage in their education.

The quality of education and training

22. The quality of teaching in the subjects and areas of learning inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

23. The quality of teaching is always at least good with no important shortcomings and good with outstanding features in 14% of these lessons. This is well above the Welsh national average for 2004 (last available figures).
24. An outstanding feature of the teaching is the very good relationships in every class and this effectively fosters learning. Teachers value pupils' contributions and this raises their self-esteem and motivation for learning. Teachers have high expectations of pupils' attitudes and behaviour and these are invariably met.
25. Teachers plan their lessons well and clearly identify learning objectives. Lesson plans incorporate opportunities for pupils to use their basic and key skills, however, pupils' skills are not always developed progressively and across all subjects. This is a shortcoming in the school's curriculum provision.
26. Classroom learning assistants are actively involved in the planning process and make a valuable and significant contribution to pupils' learning.

27. Teachers use questioning well, both to reinforce previous learning and to draw out pupils' ideas. Teachers involve all pupils so ensuring equality of opportunity for all, whatever their ability. This is an outstanding aspect of the teaching.
28. All teachers know their pupils well and are sensitive to their needs. Pupils' work is marked regularly and teachers discuss with pupils the standards of their work. The school's formal assessment procedures, however, are at a developmental stage. Whilst assessment of pupils' achievement is undertaken in mathematics and language, overall, assessment is insufficiently developed. There is no formal system in place that enables the school to track pupils' progress systematically, regularly and in all subjects of the curriculum. Pupils' progress is not sufficiently monitored and targets for improvement not always identified. This is a shortcoming in the school's provision.
29. Target setting has recently been introduced but not used consistently across the school. Where targets are set, such as in Years 5 and 6, it is already having a beneficial effect in that pupils spoke of how well targets are contributing to their higher standards of achievement. Reports to parents fully meet statutory requirements.
30. Pupils benefit from a broad, balanced curriculum enriched by a good range of extra-curricular activities, including visits to the locality and further afield. The curriculum fully meets the needs and interests of pupils. The school's programme to raise pupils' awareness of sustainable development is effective, and the recycling of materials in school contributes to pupils' understanding of what they can do. Links with local employers, where possible, are well developed.
31. The school's provision to support pupils' spiritual, moral, social and cultural development is good with outstanding features. Daily acts of collective worship are of a Christian nature and allow pupils time to reflect on the issues raised. These occasions also reinforce the sense of the school as a community.
32. The school successfully develops in pupils a framework of moral values that underpins their personal behaviour and promotes the values of honesty, fairness and respect for the truth.
33. The school make an outstanding contribution to pupils' personal and social development and this is reflected in the general ethos of the school. Pupils accept and seek ways to take responsibility and to help each other.
34. Pupils have a very good understanding and appreciation of their own culture and heritage and a good understanding of other cultures. Provision for developing pupils' bilingual skills is good, as is the school's provision for developing Y Cwricwlwm Cymreig.

35. The quality of care and support for pupils is good and highly appreciated by parents. The responses to the pre-inspection questionnaires indicate a strong parental support for the school and its 'open door' policy. Child protection procedures are good and pupils with SEN are well supported and take a full part in all school activities. There is equality of opportunity for all pupils.

Leadership and management

36. The quality of leadership and management has good features that outweigh shortcomings.
37. The school has well-established aims and objectives that are understood and shared by all staff, including non-teaching staff. There is a strong team spirit evident in the school and a notable feature of the school is the sense of purpose evident in its work.
38. An outstanding feature of the school is the very good working relationships evident. Teachers and non-teaching staff are a very effective team highly committed to the well being of all pupils and the development of the whole child and an equality of opportunity for all, regardless of their background or ability. A notable factor in maintaining and raising pupils' standards of achievement is the commitment of individual teachers and their high expectations of what pupils can achieve.
39. The current self-evaluation procedures use data provided by teacher assessment and LEA statistical data. Overall, this indicates that pupils make good progress in the core subjects in comparison with local and national results.
40. The school has identified a large number of priorities for development in the School Development Plan and in its self-evaluation report, and all have merits in terms of school improvement. However, planning for improvement lacks clarity and a vision as to what can be achieved in the short and medium term.
41. The governing body is fully supportive of the school and is well informed. Financial management is efficient and the school provides good value for money. Overall, however, the governing body has not been sufficiently involved in the strategic management of the school and in planning for the future.
42. The school benefits from well-qualified and experienced teachers and support staff and, in the main, is adequately resourced to meet the needs of the curriculum. However, information technology equipment is limited and somewhat dated. The accommodation is adequate for the number of pupils on roll. It is well maintained and through displays of pupils' work, provides an attractive learning environment.

Recommendations

In order to improve further, the school needs to:

- R1 improve the effectiveness of planning for improvement by prioritising a manageable number of initiatives (for school improvement) that are achievable, success criteria and procedures identified put in place to monitor development and evaluation outcomes;
- R2 further develop the role of the Governing Body in assisting the headteacher in school management, so enabling him more time to focus on school improvement;
- R3 refine and further develop assessment procedures in all subjects, particularly in the core subjects, so that individual pupil's achievement can be regularly monitored, their progress tracked and individual pupil's learning objectives identified;
- R4 develop a programme for the inclusion of key, basic and learning skills that is progressive and incorporates all curriculum subjects;

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

43. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
44. Pupils' standards of achievement in lessons and sessions observed in the subjects and areas of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

45. Standards of achievement are good with outstanding features in 15% of lessons and good with no important shortcomings in the other lessons (85%). Overall, this is well above the Welsh national average for 2004 (last available figures).
46. Children's attainment on entry is slightly above local averages but overall the early years children represent the full range of ability. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
47. The standards of achievement of children in the early years are good with no important shortcomings (Grade 2). All these children make good progress and their achievement in the six areas of learning is as follows:

Desirable Outcomes	Standard of achievement
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

48. Standards of achievement in the five subjects inspected in KS1 and KS2 are as follows:

Subjects	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 1	Grade 1

49. Pupils, including those with special educational needs (SEN), make good progress in both key stages and whatever their background attain their agreed

learning targets and goals. Pupils' knowledge and understanding of religious education are an outstanding feature, particularly their knowledge of world religions. Overall, standards of achievement in these subjects show an improvement since the last inspection.

50. Pupils in both key stages make good progress that outweigh some shortcomings in acquiring key skills, including bilingual competence. A notable feature of the school is pupils' very good communication skills. All pupils have very well developed listening skills and respond well to questions posed by their teachers. They have a good and developing vocabulary that enables them to explain themselves clearly and to develop their thoughts in discussion. Older pupils' scientific vocabulary is well used when describing scientific principles. Pupils, of all ages, write well with good standards of presentation. They have good reading skills, commensurate with their age.
51. Bearing in mind the linguistic nature of the community, pupils' competence in Welsh and their bilingual skills are good. Pupils develop a good vocabulary that they use in speaking and writing. Pupils, as they mature, become increasingly competent Welsh readers.
52. Pupils' numeracy skills in both key stages, have good features that outweigh shortcomings. Pupils' very good numerical skills are well used in some subjects such as science in Years 5 and 6. In these instances pupils recognise the importance of accurate and repeated measurements. However, in other subjects pupils' numerical skills are underused and this is a shortcoming in the development of these skills.
53. Pupils' information and communications technology skills are variable. At best, pupils demonstrate their competence when using their skills to present their work such as their graphical displays in Years 5 and 6. Overall, however, whilst good features outweigh shortcomings, pupils' skills in information technology are not developed consistently and progressively across the key stages and in all curriculum subjects.
54. Pupils, by the end of KS2, have well-developed problem solving skills and they are very well used in their science investigations. Pupils of all ages have good predictive skills and a well-developed methodical and logical approach to problem solving. Older pupils have a very good understanding of the concept of fair testing. However, in some instances, such as in Year 2, more able pupils are not always sufficiently challenged to find their own ways to solve problems.
55. The end of both KS1 and KS2 National Curriculum assessment results (2005) based on teacher assessment in the three core subjects of English, mathematics and science (core subject indicators), was above local (LEA) and national (Wales) averages.* The school's results over the last three years have remained consistently high at KS1 whilst results at KS2 based on a three year rolling average have shown a significant improvement over this time.

* *As the number of pupils eligible for assessment at the end of the key stages was fewer than 10, only the overall performance indicators are included.*

56. Pupils, whatever their background, achieve their agreed learning targets and there is a reasonable agreement between results and the targets set by the school. Scrutiny of pupils' work and discussion with pupils, shows that their acquisition of new knowledge and understanding and their progress in acquiring new skills have good features that outweigh some shortcomings. Older pupils have a good understanding of what they have been taught and the more able and older pupils can apply their understanding and skills to new and unfamiliar tasks. Pupils, however, are less clear as to what they needed to do to improve.
57. Overall, pupils are making good progress towards fulfilling their potential and are well prepared for the next stage in their education.
58. Pupils' attitudes to learning and their interest in their work are consistently good with outstanding features. They work hard in lessons, are eager to answer questions, to take part in discussion and to engage in the task in hand. Pupils sustain concentration well and this contributes significantly to the standards that they achieve and to the quality of life in school.
59. Pupils are very well behaved and friendly, showing kindness and respect towards each other, teachers, other adults and visitors to the school. The quality of relationships within the school is very good. Older pupils behave maturely and responsibly and are aware of the needs of younger pupils. The use of 'friendship stops' in the schoolyard is evidence of the importance placed on friendship and support by the school. Pupils themselves are well behaved at all times and this helps to create the happy, and supportive learning environment in the school.
60. The average attendance for the three terms prior to the inspection was 93.7%. Attendance registers are appropriately taken, attendance is systematically monitored and parents are made fully aware of their responsibilities. There are no problems with punctuality or lateness. The instances of unauthorised absences is very low (0.11%).
61. Pupils take an active part in the life and work of the school and they show by their attitudes that they see themselves as part of the school community. As they progress through the school pupils develop their organisational and study skills well. Older KS2 pupils plan and organise their own work well as in science lessons where they persevere for extended periods of time.
62. Pupils make very good progress in their personal, social, moral and wider development. They show genuine respect, care and concern for others and express their views openly and honestly. They appreciate the need for school rules and actively contribute to the school's ethos through bodies such as the e-council. Pupils' understanding of moral and social issues is well promoted through the school's wider curriculum. They collaborate effectively in pairs and groups to complete tasks, sharing responsibilities sensibly.
63. All pupils, irrespective of their age or ability, take an active part in school life and their attitudes to equal opportunities are positive and constructive. In all aspects

of school life, pupils show a very good awareness of equal opportunities. Boys and girls work and play very well together and they have no stereotypical views. Pupils develop a very good understanding of diversity through their classroom lessons and wider school activities.

64. Pupils' knowledge and understanding of their local community are developing well. Good use is made of the locality as a learning resource for the curriculum, and educational visits to farms and service industries give pupils a good insight into the world of work.

The quality of education and training

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

Grade 2: Good features and no significant shortcomings

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

66. In the lessons or sessions observed, the quality of teaching is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

67. The quality of teaching is always at least good with no important shortcomings and good with outstanding features in 14% of these lessons. This is well above the Welsh national average for 2004 (last available figures).

68. The quality of teaching in the early-years class is always good with no important shortcomings and occasionally (about 12% of lessons) has outstanding features. The teaching builds effectively on what the children know and tasks are well directed at developing their knowledge, skills and understanding. Children have very good opportunities to talk about their experiences and to become independent. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

69. The teaching in KS1 and KS2 shows a similar picture of good standards with no significant shortcomings and occasionally (about 14% of lessons) outstanding features.

70. An outstanding feature of the teaching is the very good relationships in every class and this effectively fosters learning. Teachers value pupils' contributions to discussion and in answering questions, and this raises their self esteem and motivation for learning. Teachers have high expectations of their pupils' attitudes and behaviour and these are invariably met.

71. Teachers have very good subject knowledge and relate the lessons well to pupils' experiences. Lessons start promptly and a purposeful working atmosphere is evident in all classrooms. Tasks are generally well matched to pupils' ability and, at best, lessons provide challenge for pupils.

72. Teachers plan their lessons well and clearly identify learning objectives that focus pupils on their learning. Lesson plans incorporate opportunities for pupils to use their key and basic skills. However, such skills are not always developed progressively and across all subjects. This is a shortcoming in the school's curriculum planning.

73. All teachers use questioning well, both to reinforce previous learning and to draw out pupils' ideas. Teachers are vigilant in involving all pupils, hence ensuring equality of opportunity for all pupils whatever their ability, and giving them time to answer questions and to develop their thoughts. This is an outstanding feature of the teaching. Praise is well used but not excessively.
74. Classroom learning assistants are actively involved in the planning process and the support they give individual and groups of pupils make a valuable and significant contribution to pupils' learning. Pupils with SEN are well supported, both in classrooms and in withdrawal sessions. These pupils play a full and active part in all school activities.
75. Teachers plan appropriate opportunities for pupils to develop and use their bilingual skills in subjects across the curriculum and to make use of their developing competence. The provision for developing pupils' bilingualism is good with no important shortcomings.
76. The school records detailed information of children's achievement and progress in the early years, including baseline assessment in their first term at school. Such information is well used in planning their work and provides pupils with a good range of learning opportunities. In this small school, teachers know their pupils well and are aware of their achievements and shortcomings. Pupils' work is marked regularly and teachers discuss with pupils the standards of the work. In both key stages pupils' work is of a good and often very good standard, in terms of language, vocabulary and presentation.
77. The school portfolios of pupils' work, such as in science, are a useful collection of levelled work and form a good basis for levelling pupils' work.
78. The school's formal assessment procedures, however, are underdeveloped, and whilst assessment of pupils' achievement is undertaken in mathematics and aspects of language, such as reading, assessment in science and foundation subjects is insufficiently detailed. This is a shortcoming in the school's provision.
79. Standardised tests are used in mathematics and the school's SATs results have been consistently analysed. However, the current assessment procedures are insufficiently rigorous to enable the school to regularly track pupils' progress. Systematic tracking of individual pupils, over time, is being developed but is at an early stage of development. Pupils in Years 5 and 6, in conjunction with their teacher, have recently begun to set targets and evaluate their own learning. Target setting is already having a beneficial effect, in that it is helping to raise standards. In discussion, pupils speak well of how target setting is contributing to their achieving higher standards of achievement.
80. The school fully meets its requirements in reporting to parents. Individual reports are comprehensive and detail what pupils can do. Parents are given opportunities to respond to reports and to discuss their children's progress at parents meetings. The parents reported favourably on the school's 'Open Door' policy that made it easy for them to discuss their child's progress at any time.

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

81. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
82. The curriculum is broad, balanced, equally accessible to all pupils and responds effectively to their learning needs. Pupils experience a well-planned programme of purposeful and diverse activities.
83. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The children in the early years have access to a wide range of experiences that build on their knowledge and understanding and focus on their skill development.
84. Teachers in the early years and KS1 work co-operatively to ensure continuity and progression for younger pupils. Similarly, KS1 and the Y3 and 4 teachers work together to ensure a smooth transfer between key stages. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
85. Arrangements for additional learning support are a strong feature of the school's provision. Small-group withdrawal sessions and well-directed in-class support effectively meet the needs of pupils with SEN. The centrally-funded support given for the pupil for whom English is an additional language is of high quality but has recently been halved as the pupil's competence in English improved.
86. Schemes of work are in place for all NC subjects and for religious education that is taught in agreement with the locally agreed syllabus. These are routinely updated and the school provides sex education in accordance with the school's policy and agreed by the governing body. The school curriculum complies with legal requirements.
87. Although key skills are generally identified in teachers' planning, there is no scheme of work to underpin such planning so that pupils' skills are developed progressively and enabling pupils to apply, consolidate and refine basic and key skills systematically throughout all subject areas.
88. A good range of extra-curricular activities enriches the curriculum. Pupils enjoy and benefit from a good range of cultural and sporting activities. Educational visits, including residential courses for older pupils at the Urdd centre in Llangrannog and visits to museums at Wrexham and Telford, enhance pupils' knowledge and understanding of the curriculum and contribute to their personal and social development. An outstanding feature is the equality of opportunity afforded to all pupils.

89. The school's provision to support pupils' spiritual, moral, social and cultural development is good with outstanding features. Daily acts of collective worship are of a Christian nature and allow pupils time to reflect on the issues raised. These occasions enrich pupils' experiences and reinforce the sense of the school as a community.
90. Within the curriculum, opportunities are provided for pupils to discuss matters of concern. Pupils know their views are respected and this very successfully develops their sense of identity and self-worth.
91. The provision for pupils' moral development successfully promotes the values of honesty, fairness and respect for the truth. Pupils support each other and are well aware of right and wrong. The school successfully develops in pupils a framework of moral values that underpin their personal behaviour – patterns of behaviour that are not promoted through fear of punishment.
92. The school makes good and outstanding provision for pupils' social development that enables them to play a full part in the school community. All pupils know that they are valued as individuals and they accept and look for ways to take responsibility. Older pupils show initiative and this is recognised by their teachers.
93. The school actively promotes pupils' cultural development. Pupils have a good understanding and appreciation of their own culture and heritage through activities such as the annual eisteddfod, visits to Llangrannog and museums and the planned curriculum. Pupils develop a good understanding of other cultures through, for example, links with a school in Kampala and the geography curriculum.
94. Planning for the inclusion of Y Cwricwlwm Cymreig is good across the curriculum and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. The school's provision fully meets ACCAC (Curriculum and Assessment Authority for Wales) recommendations.
95. The school is effective in promoting pupils' bilingual skills. Whilst pupils rarely hear Welsh spoken, all teachers use the language in classrooms and Welsh words and phrases are prominently displayed. The school gives very good emphasis to the culture of Wales and, in discussion, pupils demonstrated their good knowledge of the culture and heritage of Wales.
96. The quality of partnerships with parents, the community and other schools is good. Communication with parents is effective and they showed their support for the school in the pre-inspection meeting and questionnaires. The friends of the school are very active and provide generous support. Induction arrangements for pupils entering and leaving the school are good.
97. The school successfully overcomes difficulties to develop links that would enable more effective and wide-ranging insight into the world of work for its pupils. Nevertheless, there are good links in place with the largest local retailer; through visits, and topic work, pupils are made aware of opportunities that could be

available. Local farmers and contractors visit and support the school and there are also good links with Careers Wales and BT Challenge.

98. There is a very strong sense of community in the school and this is reflected in the fact that there are no issues of racial inequality, social disadvantage or inequality of access and opportunity. The school has robust policies in place and these are clearly apparent in practise. Aspects of cultural diversity are promoted positively through the curriculum.
99. The school makes good provision for developing pupils' awareness of sustainable development and global citizenship. The recycling of materials and topics in geography and science contribute to pupils' knowledge; teachers and adults in the school provide good role models for the pupils. Pupils are made aware of environmental issues and recycling through project work and the school has plans to promote this further. The rural location of the school and its setting, enable it to develop a good understanding of future environmental requirements. Pupils in the Garden Club assist in looking after the school garden. There is a Nature Team and Wildlife Team and pupils take part in RSPB Birdwatch.
100. The school is aware of the needs of employers and links are well developed with the cluster secondary schools for ensuring pupils' awareness of future work opportunities. Entrepreneurial skills are developed through topic and project work and the school is very aware of the skills required to support the economic development of the area. The school has recently raised £800 for charitable donations using a variety of pupils' entrepreneurial skills and achievements.
101. The school has excellent links with parents and the wider community, including cluster schools and employers. There is a good relationship with parents of current pupils and with parents of pre-school children attending the playgroup held at the community centre adjoining the school. Parents are consulted on various aspects of school life and a good relationship exists. Individual parents and other members of the community are involved in the school's extra-curricular activities, e.g. guitar lessons, French club.

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team differ from the judgement of grade 3 made by the school in its self-evaluation report. The judgement of the inspection team is that the school's quality of care, support and guidance to pupils, the quality of provision for pupils with SEN and its provision for equal opportunities, are good with no important shortcomings, hence a grade 2.
103. The headteacher and staff work well together to provide good care and support for all pupils. The quality of provision for pupils' care and support is good with no significant shortcomings. Pupils work within an orderly, welcoming and secure school community and they are encouraged to develop self-confidence and independence in their learning. All staff understand the needs of the pupils in their care and they ensure that the support offered the pupils enables them to cope with new challenges and contributes to the progress that they make. Pupils are confident that there is an adult they can turn to for support and guidance if needed.
104. The school has established effective partnerships with parents and carers and takes good account of their views; concerns that are brought to the attention of the school are dealt with effectively and promptly. Parents are kept well informed of the progress that their children make and they are involved in the reviews of Individual Education Plans (IEPs). There is an established Friends of the School which provides valuable financial support and the regular meetings and daily informal contacts help parents to support their children and become involved in the learning process.
105. Effective links are well established with parents before their children come to school, and the induction arrangements help to ensure that children settle quickly and happily in the nursery and reception class. Good liaison with the secondary schools has resulted in well-established transition links for older pupils. These links include teacher exchanges, visits, talks and focussed assignments.
106. Pupils are encouraged to develop a tolerance and understanding of each other through a variety of initiatives. Older pupils care for younger pupils; the friendship bench on the playground ensures that pupils feel happy, secure and part of the community.
107. Teachers know their pupils well and are vigilant of their progress as they move through the school. However, current procedures are not systematic and lack rigour. In the best practice, the marking of work gives pupils clear guidance of what they must do next in order to improve. Where pupils are provided with achievable, short-term targets, they are directly enabled to focus on achieving success and become involved in evaluating their own work.
108. Absences are carefully monitored and the school has an effective system in place to identify and follow up pupils whose attendance is giving cause for concern. Registers are completed at the beginning of each session and comply with regulations.

109. The school provides for its pupils a good programme of personal and social education that includes health education. The school makes effective use of outside agencies, these include the police and road safety services; there is no school nurse to offer the necessary advice to deal with any medical problems that may arise.
110. There are a sufficient number of staff with first aid certificates. The school is very vigilant in matters relating to health and safety and in risk assessments. The school does all it can to protect the pupils from harm and effectively promotes their awareness of these issues.
111. There are effective procedures in place for the protection of children and for safeguarding their welfare. The headteacher has overall responsibility and works closely with the relevant external agencies. All staff have received training and are fully aware of the correct procedures.
112. The quality of provision for pupils with additional learning needs is good with no important shortcomings. The school has identified 18 pupils as having special educational needs. The arrangements for the identification, support and monitoring of these pupils are good. All these pupils have IEPs with effective programmes of work and achievable short-term targets; these help SEN pupils to make good progress. Parents are fully involved in the regular reviews of progress.
113. The SEN co-ordinator (SENCo) provides good guidance to class teachers and support staff. The school is sensitive to issues of inclusion and this enables learning support assistants to assist teachers in providing good quality support. All pupils are well integrated into the life and work of the school. The school makes effective use of the professional support services available.
114. The school has positive behaviour strategies in place and these ensure that all pupils have the opportunity to learn effectively without interference or disruption. No pupils have been excluded from school during the last year. The school has effective arrangements to eliminate oppressive behaviour, including racial discrimination, bullying and harassment.
115. The quality of provision for equal opportunities is good with no important shortcomings. The school actively promotes gender equality throughout the wider curriculum. All pupils, irrespective of their ability, background or need, have equal access and opportunity to participate in all aspects of school life. All policies and practices promote gender equality and effectively challenge stereotypes in pupils' choices and expectations.
116. The school has taken reasonable action to ensure that disabled pupils do not suffer from less favourable treatment. The school recognises, respects and celebrates diversity and pupils value the contributions of others. Overall, the arrangements to eliminate racism, oppressive behaviour, bullying and harassment are good with no important shortcomings.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

117. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
118. The school has well established aims and objectives that are understood and shared by all staff, including non-teaching staff. There is a strong team spirit evident in the school, focused on promoting equality for all and ensuring that all pupils reach their full potential.
119. A notable feature of the school is the sense of purpose evident in its work. Fundamental to this is the high expectations of pupils' personal, social and academic progress and development. These expectations are achieved.
120. In this small school, teachers assume many roles but underlying their work are shared values focused on the development of the whole child. Pupils' achievements are celebrated and each valued as an individual. This is highly effective in developing pupils' self-confidence and their maturity. The work of the school, both in class and through extra-curricular activities, is focused on pupils' needs.
121. The school has taken good account of national priorities and provides its pupils with a broad and balanced curriculum supplemented by visits to the locality and further afield. Pupils benefit substantially from attending a small school and the school is vigilant in ensuring that pupils are not otherwise adversely affected.
122. The school has routinely set end of key stage targets for pupils in the core subjects of English, mathematics and science and these have largely been achieved. Targets have been challenging but realistic and the school has routinely evaluated the results. Currently, it is using standardised tests and developing levelled portfolios of pupils' work in the core subjects.
123. Staff development needs are identified essentially through discussion, and the impact of staff development on improving standards is assessed informally. The quality of teaching though good and occasionally outstanding, is also assessed informally. Subject leaders have been identified for all national curriculum subjects and religious education. This ensures good quality schemes of work but curriculum leaders are insufficiently involved in monitoring their subjects and supporting their colleagues.
124. The governing body is fully supportive of the school and has been involved in developing the school's self-evaluation document and the School Development Plan. A large number of priorities have been identified in these documents as issues for development and all have their merits in terms of school improvement. However, there are shortcomings in the school's strategic management.

Planning for improvement lacks clarity and a vision of what can be accomplished. Planning has not focused sufficiently on what can be achieved in the short and medium term and in this the governing body has not played a sufficiently prominent role in the school's strategic planning. Financial management is satisfactory and the school provides good value for money. However, the school budget has not been projected to take into account pupil numbers that are likely to attend the school in the foreseeable future.

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

Grade 3: Good features outweigh shortcomings

125. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
126. The current self-evaluation procedures use the analysis of data provided by teacher assessment (SATs) and benchmark information. The LEA statistical data relating to similar or neighbouring schools is also used for comparative purposes and optional assessment data in the core subjects of English, mathematics and, to a lesser extent, science is used effectively.
127. Overall, this indicates that pupils make good progress throughout the early years and KS1. Comparative LEA data for 2005 indicates that pupils' achievements are in line with predictions in KS2 – the results being adversely affected by pupils with social problems in a comparatively small sample.
128. In some subjects, such as science, portfolios of pupils' work are a useful addition in that they serve as a standard by which pupils' work can be levelled and monitored. However, pupils' progress across the curriculum is not regularly and formally assessed and teachers' knowledge of pupils' achievement and progress are intuitive rather than based on firm evidence. The school's arrangements and procedures to assess pupils' achievements regularly, to set targets and to monitor and track pupils' progress across the curriculum is insufficiently rigorous. Overall, this aspect is a shortcoming in the work of the school.
129. A notable and a major factor in raising and maintaining pupils' standards of achievement is teachers' high expectations of pupils and their perception of what pupils can achieve. This has consistently resulted in improved standards of achievement and in this aspect the contribution of class teachers cannot be overestimated.
130. The quality of teaching and learning is not systematically monitored and there are no formal quality assurance procedures in place. Curriculum leaders review lesson planning and scrutinise pupils' work, however, their role in assessing pupils' progress, tracking individual pupil achievements and setting targets, is under-developed. Whilst all staff, including non-teaching staff, work together effectively, self-evaluation arrangements are under-developed. Insufficient first-hand evidence, such as would be obtained from the regular monitoring of achievement across all subjects, is available so as to enable all pupils to be tracked and short term targets identified. This is a shortcoming in the school's provision.
131. The school is well regarded by parents who report that they have regular access to the school. Staff are well aware of pupils' views through regular class discussion and recently through the e-council (forum section of the school website).

132. Overall, the school is successful in providing its pupils with a good quality of education and this is substantially due to the commitment of individual teachers. Planning for improvement based on an analytical and systematic analysis of performance is under-developed and an important shortcoming and does not enable the school to set priorities and challenging targets for development.
133. The prime focus of the school on improving standards has been largely achieved. However, the school's evaluation of its performance and the gathering of measurable data to support its development remain under-developed. The school has made good progress, but with shortcomings, since the last inspection.

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

Grade 3: Good features outweigh shortcomings

134. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
135. The school benefits from experienced and well-qualified teachers and support staff. It is appropriately staffed for the number of pupils on roll and the pupil:teacher ratio is good, particularly in key stage one and the early years. Teachers are well qualified and are effectively deployed in providing the school with a range of skills and expertise to enable the curriculum to be well taught to all pupils.
136. Learning support staff have a clear understanding of their roles, planning is effectively undertaken in partnership with class teachers. They make a valuable contribution to the educational progress of the pupils.
137. The school has only six hours of administrative support throughout the week. This results in the headteacher giving an inordinate amount of time to the completion of routine administrative matters; this considerably detracts from his strategic role of school improvement.
138. The level of provision, deployment and condition of books and materials are good and effectively support learning with the exception of the information and communications technology equipment. There are an insufficient number of computers and interactive whiteboards to enable this technology to be integrated into pupils' learning experiences. The Friends of the School organisation are very active in fund-raising for equipment to assist pupils in their learning. Overall, all available resources are well used.
139. There is adequate accommodation for the number of pupils on roll to meet the needs of the statutory curriculum. The main school building accommodates the early years, key stage one and lower key stage two pupils. The hall is used for assemblies, as a teaching resource and for meals. The early years area is securely fenced off but lacks a soft play area; detailed plans have been drawn up to improve the facilities. Upper key stage 2 pupils are accommodated in a demountable classroom. This is only of sufficient size for pupils to be formally seated and does not allow for group work or for pupils to move around. There is no cover between buildings to protect pupils from inclement weather.
140. The village hall is used for gymnastics and dance. Facilities are very good, but the building is a short distance from the school and is used by other organisations in the community. The school grounds are spacious and support the curriculum through, for example, the gardening club. There are good facilities for outdoor physical education.

141. The school is clean and well maintained. Caretaking, cleaning and catering staff are caring and provide efficient support to the school. The school buildings have an appropriate security system.
142. There are effective procedures in place to develop the expertise of the staff within the constraints of the budget.
143. The headteacher and governors are committed to allocate spending for priorities for curriculum improvement and for the benefit of the pupils. The pupil:teacher ratio for the younger pupils is very generous. Good use is made of all available resources to achieve the best possible outcomes for the pupils. The school budget will be in deficit at the end of this financial year.

Standards achieved in subjects and areas of learning

Under-fives

144. Children attend the early years class in the term following their fourth birthday. Currently there are two children of nursery age and eight children of reception age in the early years class. The nursery and reception children are taught together as one group. Very good links exist with the playgroup that is situated in the village hall nearby.
145. According to the Powys baseline assessment, children's standards of achievement on entry are slightly above average. All children settle into school very quickly and make good progress. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Nursery and reception: Grade 2: Good features and no important shortcomings

146. All children make good progress, and standards of achievement in the six areas of learning are as follows:

Desirable Outcomes	Standard of achievement
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

147. During class discussion and group activities, children listen and respond well to each other and their teacher's questions. They talk in turns and do not interrupt each other. They talk confidently in different situations and converse readily and enthusiastically to adults about their experiences. Children interview their parents to find out about their favourite toys and they describe common objects in their own words for their peers to guess.
148. All children enjoy basic writing experiences. The more able write independently with the help of word cards whilst the majority either copywrite or trace. Children

have a good knowledge of initial letter sounds that they use well to recognise words.

149. During the group activities observed a few children chose to spend time in the book area; they identify and explain events illustrated in pictures well and recognise many of the high frequency words in the stories.
150. Children make a good start to learning Welsh because of the consistent use of Welsh greetings and instructions by their teachers.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

151. Children enjoy coming to school and quickly settle into school routines. They interact well with each other and with adults and they approach their learning tasks with confidence and enthusiasm. Children concentrate well for long periods, seek help when needed and begin to take responsibility for their own hygiene.
152. Children initiate activities with others, co-operate well together, demonstrate flexibility and adapt their behaviour to different activities. They change over activities quietly without fuss and they have a good awareness of behavioural expectations, keeping to the rules of a game and taking turns appropriately.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

153. Pupils count accurately to at least 10 and match the numbers to the sounds. They recognise patterns, copying the colours and shapes of beads to 10 and beyond. They reinforce their number skills by singing rhymes and playing mathematical games.
154. Children use simple computer programs to order a sequence of objects to 10 and beyond. They match different objects by colour, shape and size. They recognise and identify two-dimensional and some three-dimensional shapes and know some of their basic properties.
155. Children understand the concept of money through structured play activities, develop a good mathematical vocabulary and understand the meaning of more, less, longer and shorter.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

156. Through their outdoor activities, children have a good basic understanding of the seasons and their main features. They describe the weather conditions using appropriate vocabulary. They have a good understanding of the concept of time and the sequence of the main events of the day.
157. Children explore the differences in clothing today and in the past. They make sensible suggestions when investigating the properties of different types of materials to find out which are the most suitable to keep things dry from the rain. They appreciate the differences between a range of materials and begin to understand the importance of thinking before making a decision.

Physical development

Grade 2: Good features and no important shortcomings

Good features

158. Children handle pencils and crayons with increasing control and form well-shaped letters. They handle a range of small and large equipment and tools sensibly and safely. They cut, fold, paste and join materials independently showing good dexterity.
159. Children show good spatial awareness in their physical education lessons; they co-ordinate their movements well to achieve a variety of movements which include running, jumping, skipping and hopping. In their dance lesson, they perform a pattern of steps to create a dance. The majority of children dress themselves independently following physical activities.

Creative development

Grade 2: Good features and no important shortcomings

Good features

160. Children develop their creative skills through participation in a wide range of activities. They know how to mix paint to obtain colours and shades and they collaborate well to create collages. They concentrate well when designing and making robots and waterproof coats. They make a variety of models and enjoy using construction kits. Children's confidence develops well through their role play. They make independent choices and enjoy having their work appreciated by others.

161. Children respond to and enjoy rhythm when making music with their percussion instruments. They show good skills by keeping to a steady beat when playing different instruments in a group. Children know a wide range of songs and rhymes and sing with enthusiasm in English and Welsh.

Shortcomings

162. There are no significant shortcomings.

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

163. All pupils, including pupils with SEN, make good progress in mathematics as they progress through the school. In both key stages, pupils use mathematical vocabulary effectively and in the correct context.
164. Pupils in KS1 develop a good foundation in their understanding of number. They roll a dice to make up addition sums with three single-digit numbers and add them up correctly. Pupils have a good understanding of time to the hour and half-past and they can name and describe the properties of a circle, triangle, square and rectangle referring to properties such as the number and types of sides.
165. By the end of KS1, pupils have good mathematical skills, they use their number skills to work out sums with three numbers using the addition and subtraction signs. The more able pupils investigate how many sums there are with three numbers that add up to 20. They can count on or back in 2s, 3s, 4s, 5s, and 10s to 40 and beyond.
166. Year 3 pupils know what each digit in a three-digit number represents and they can partition three digit numbers accurately into hundreds, tens and units. They understand analogue time to five minutes around the hour. Pupils' knowledge of data handling is good; they represent and read information accurately presented as bar charts, tally charts, pictograms and simple tables.
167. In year 4, pupils can accurately measure and calculate the perimeters and areas of rectangles and other simple shapes using counting methods and the standard units. They work well with the four signs with hundreds, tens and units, and work out sums using up to the tens times tables.
168. By the end of KS2, pupils use the appropriate number operations well to solve word problems and simple investigations. They have a good knowledge of data handling and the more able pupils present information accurately in pie chart form working out fractions of 360 degrees to size the segments. They change an improper fraction to the equivalent mixed number and vice versa. Overall, pupils have good numeracy skills.

169. By the end of the key stage, pupils develop a good understanding of number and place value and they use and apply mathematics in a variety of contexts. They confidently explore number patterns and think about the relationship between numbers.
170. Pupils' information technology skills in Years 5 and 6 are well used to support their learning.

Shortcomings

171. There are no significant shortcomings.

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

172. Pupils in KS1 respond well to suggestions as to how to carry out their investigations and pupils in Y2 offer sensible ideas as to how to proceed. Pupils in both years use simple equipment provided safely and competently and make relevant observations.
173. Pupils in KS1 have a good scientific vocabulary and record their observations accurately, using notes and diagrams.
174. Pupils' investigative skills are well developed in KS2 and by the end of the key stage, have a very good understanding of the concept of a 'fair test'. Pupils in Y5 and 6 plan investigations sensibly and their conclusions are consistent with their results. Pupils recognise the importance of repeated measurements as a means of increasing accuracy.
175. Pupils in KS2 record their results using graphs, diagrams and notes, and pupils in Y5 and 6 use their information technology skills well to produce line and bar graphs.
176. Pupils in KS1 recognise and name the major external parts of the human body and of flowering plants and name the different parts of the body used in different activities such as swimming and walking.
177. By the end of KS2, pupils have a very good understanding of the function of different parts of the flowering plant and name the different stages in the life cycle of plants. These pupils name different food groups and what constitutes a healthy diet.
178. By the end of KS1, pupils know the different properties of common materials used in the home and how the use made of materials is dependent on their

properties, such as glass being transparent and waterproof being used for windows. Pupils recognise that some materials change when heated, such as ice changing to water.

179. By Year 5 and 6 pupils have a very good understanding of the properties of some common materials and know that materials in a mixture can be separated in different ways, determined by their properties. They know that salt dissolves in water whilst sand doesn't and consequently can be removed by filtration. Pupils are familiar with the concept of change and know the difference between reversible and irreversible change.
180. By the end of KS1, pupils have a good understanding of forces and friction. They know that objects can travel further across different surfaces and that objects move when a force is applied to them, such as pushes and pulls.
181. Pupils in Years 5 and 6 name different sources of light and know that we see objects with our eyes when light is reflected from them. These pupils differentiate between concave and convex mirrors and recognise that the length of shadows vary during the day as the apparent position of the sun changes. They know that the rotation of the earth causes night and day. Overall, these pupils have a very good knowledge and understanding of the solar system.
182. A notable feature of pupils' work is their use of scientific vocabulary, both orally and in their written work.

Shortcomings

183. There are no major shortcomings but pupils' information technology skills are not used sufficiently to support their learning across the age range.

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

184. In KS1, pupils know and understand the distinction between the present and past in the lives of their own families. They collect historical evidence from their own families about life in Wales now and within living memory.
185. Pupils in Y2 compare and contrast objects and clothes from the past with clothes of today, giving reasons and using historical sources. More able pupils are acquiring a good understanding of chronology.
186. Pupils in KS2 have a very good understanding of their local community and change, from using 1891 Churchstoke census material. They can distinguish the differences between Victorian times and present times. These pupils select, recall and organise historical information and display good chronological

awareness and excellent historical knowledge and understanding. This is enhanced by pupils researching historical topics at home.

187. By the end of KS2, pupils have a good understanding of methods of historical enquiry. They use a range of sources and learn to appreciate that events in the past can be interpreted in different ways. Visits to the Welshpool Museum and Wrexham Museum (Celts) enrich the pupils' experience of history. The pupils observed the Mold Cape and Brymbo Man and role-played an archaeological dig. A local history organisation, 'The Churchstoke Recorders', liaises closely with the school. Good use is made of old school logbooks and Churchstoke families for an understanding of their local community and change.
188. Pupils in KS2 know about the characteristics of different periods in the past and the causes and consequences of change. Attractive displays on the Celts and Victorians and the use of artefacts re-enforces learning. History links with English and religious education in the novel 'Street Child' by Bernie Doherty, when a Victorian child meets Dr Barnardo, and Creative Celtic Warrior poems, and work on Boudicca, demonstrate good historical knowledge about the characteristics of the periods studied.
189. In discussion, pupils in Year 6 showed good knowledge and much enthusiasm for work on the Second World War and could identify some causes and consequences of some events and changes.

Shortcomings

190. There are no significant 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

191. Pupils in KS1 respond imaginatively when challenged and demonstrate good body control when engaged in stretching and curling exercises. Pupils have good co-ordination as was demonstrated when balancing on hands and feet.
192. Pupils in KS1 link different body movements into short sequences of linked actions. They show good control when working with others.
193. Pupils in KS1 responded well to music when performing traditional Welsh dances. They follow the movements of the dance and through counting the step patterns suggest how they might improve. Through practice they achieve greater precision and accuracy.
194. By the end of KS2 pupils know why warm-up activities are important before taking part in vigorous exercise. Pupils also know some of the body changes

that take place during exercise, such as increased heartbeat. Most pupils also know the value of regular exercise in maintaining a healthy life style.

195. Pupils consolidate their skill development throughout KS2 and by Year 6 pupils display a good range of skills. When challenged they find solutions to problems, such as when working on mats. In linking series of actions together they show good control, fluency and accuracy.
196. Pupils in Years 5 and 6 are becoming self-critical and evaluate the performance of others. They recognise that through practice they improve.
197. Pupils in Years 5 and 6 work well together and are sensitive to the need for safety. They co-operate well in small groups and share equipment sensibly.
198. The school provides pupils with a good range of activities, including opportunities to participate in dance activities, small games and athletic activities. They partake in some competitive activities and have regular tournaments in school. In discussion, pupils spoke of their enjoyment when taking part in games and how they learnt to play together.
199. Pupils, including those in KS1, have swimming lessons and virtually all pupils learn to swim and to tread water for three minutes, before they leave in Year 6. Pupils also have some residential experience and some outdoor adventure activities, including dry skiing.

Shortcomings

200. There are no significant shortcomings.

Religious education

Key stage 1: Grade 1: Good with outstanding features

Key stage 1: Grade 1: Good with outstanding features

Good and outstanding features

201. An outstanding feature is pupils' knowledge and understanding of Christianity. Pupils in KS1 have a very good knowledge and understanding of the beliefs and practices of Christianity appropriate to their age and maturity. They are aware of the main symbols of Christianity and recognise their importance for Christians. All pupils throughout the school think about prayer; they write their own prayers that are read out in assembly.
202. Year 1 pupils explore relationships by studying and writing about people who are important to them. They discuss the importance of rules for the school community and write about what makes them angry. They have a good knowledge of the main events in the Christian calendar, describe a christening ceremony after a visit to the local church and write about a Sikh naming ceremony.

203. In year 2, pupils know the meaning and symbolism of rosary beads, the icon and the cross. They reinforce their understanding by designing their own icon and writing about the significance of their design. They extend their knowledge of the main Bible stories and understand that some, for example, give a message such as sharing or helping others.
204. Pupils in Years 3 and 4 develop their knowledge and understanding of the Bible and study other religions as well as Christianity. They compare the story of the Garden of Eden with other examples and use religious stories to search for the meanings they convey; these are applied to their own situations by writing rules for their classroom.
205. An outstanding feature of pupils' work is their knowledge and understanding of world religions.
206. Pupils in Years 5 and 6 study the symbols and ceremonies of the Buddhist, Jewish and Islamic religions as well as Christianity. They study the meaning of the words of the Lord's Prayer and translate it into Welsh. They examine the verses of famous hymns to find out why they were sung. Pupils write letters to friends to explain how they celebrated the festival of Divali.
207. By the end of the key stage, pupils acquire a good knowledge and range of skills that enable them to explore religions. They understand that the symbols and ceremonies are important to people and their meanings can be related to their own lives.

Shortcomings

208. There are no important shortcomings.

School's response to the inspection

As a school, we are delighted that the inspection report recognizes the high quality of the teaching in all classes at Churchstoke, the consistently good attitudes of the pupils to their learning and the resulting high standards achieved by the children. It is good to see recognition of the progress made by the school since the last inspection in March 2000, with improved standards in 4 of the 6 areas inspected (science, history, P.E. and R.E.) and the good standards in the other two areas (mathematics and Early Years) maintained. Again, it was pleasing to see that standards in all areas inspected were found to be never less than good.

We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and the relationships between staff and pupils as outstanding features of the school. The commitment of the teachers, the valuable and significant contribution of support staff and the sense of purpose of everyone in school are duly acknowledged. Importantly, the inspection report makes clear the orderly, welcoming and secure community in the school. In particular, the report confirms that we are achieving our aim to make our school a happy and supportive learning environment in which pupils grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report but work has already begun on issues raised both during the inspection and in the report. Improving our curriculum planning for pupils' key, basic and learning skills, refining and developing assessment procedures to allow us to track individual pupil's progress without detriment to their learning and developing school improvement planning are aspects that we will endeavour to address within the financial constraints on the school.

An Action Plan to address the report's recommendations will be incorporated into the new School Development Plan that is in the process of being finalized for the new financial year. A copy of the Action Plan will be sent to all parents and the Governors' Annual Report to Parents will report each year on the progress we are making on the inspection recommendations. All in all we hope that we can move confidently into the future, building on the excellence already present in our school.

Appendix A

Basic information about the school

Name of school	Churchstoke Community Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Churchstoke, Montgomery Powys
Postcode	SY15 6AA
Telephone number	01588 620330

Headteacher	Mr Ian Roberts
Date of appointment	September 2000
Chair of governors/ Appropriate authority	Mr C Merrett
Registered inspector	Mr Eifion R Morgan
Dates of inspection	31 st January – 2 nd February 2006

Appendix B

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	8	9	11	10	14	12	18	84

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	4.96

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.3:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1.24:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 05	0	98.5	96.7
Summer 05	0	92.6	94.8
Spring 05	0	93	93.7

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	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	8
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	88		
In Wales	72		

Appendix D

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection. The team were accompanied by a peer assessor who took a full part in the inspection.

These inspectors visited:

- 22 lessons or part lessons;
- all classes:
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection; and
- senior managers, teaches, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 21 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The headteacher accepted the role of Nominee.

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

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr E R Morgan Registered Inspector	KQ1 1.1-1.9 KQ2 2.1-2.12 KQ3 3.9 KQ5 5.1-5.9 KQ6 6.1-6.7 Science History Religious Education
Mr Cliff Brace Team Inspector	KQ1 1.10-1.16 KQ3 3.1-3.7, 3.11 KQ4 4.4-4.7 KQ7 7.1-7.7 Early Years SEN Mathematics Physical Education
Mrs Elizabeth James Lay Inspector	KQ1 1.11; 1.12 KQ3 3.8; 3.10; 3.12; 3.13; 3.14
Mrs Georgene Worsfield Peer Assessor	Contributed to all questions,
Mr I D Roberts Nominee	Took a full part in discussion.

Contractor Atlantes Educational Services
Technology House
Lissadel Street
Salford M6 6AP

Acknowledgement

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