

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

**Cradoc C.P. School
Cradoc, LD3 9LR**

School Number: 6662115

Date of Inspection: 28/02/06

by

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- * pupil referral units;
- * independent schools;
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Cradoc 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 **Cradoc C.P. School** took place between 28/02/06 and 02/03/06. An independent team of inspectors, led by Dr Jim Hewitt 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

Context**Summary****Recommendations****Standards**

Key Question 1: How well do learners achieve?

The quality of education and training

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

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

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

Leadership and management

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

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

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

Standards achieved in subjects and areas of learning

English

Mathematics

Information technology

History

Art

Music

School's response to the inspection**Appendices**

- 1 Basic information about the school
- 2 School data and indicators
- 3 National Curriculum assessments results
- 4 Evidence base of the inspection
- 5 Composition and responsibilities of the inspection team

Context

The nature of the provider

Cradoc County Primary School caters for pupils between four and 11 years of age, and is situated in a beautiful rural area two miles outside of Brecon. Very few pupils live within walking distance and many live in quite isolated areas. A third of the pupils are transported to school in buses and the remainder brought in by their parents from Brecon and the outlying villages. The present headteacher was appointed to the school in April, 2005.

There are currently 138 boys and girls on roll who are organised into six mixed-ability classes. The number on roll has shown some fluctuation since 2002. There are an additional fifteen children who attend local education authority [LEA] provision for three-year olds for two hours each morning at the school. This provision was not part of the inspection.

Children take up full-time placement in the reception class in the term following their fourth birthdays. Teachers' initial assessments indicate that they perform at, or are close to, the LEA average. A small percentage of the school's population regularly changes every couple of years as pupils move elsewhere with their parents who are members of the Armed Forces.

English is the home language of all pupils, and there are no pupils for whom English is an additional language; less than one per cent of pupils come from ethnic minority backgrounds. No pupils speak Welsh as their first language. Less than one per cent of pupils are entitled to free school meals, which is well below both the LEA and the national average. No pupils are 'looked after' by the local authority. The school identifies 23 pupils (16.6%) as having special educational needs [SEN] which is below the national average; of these, three pupils have a statement outlining their needs. The National Curriculum [NC] is modified for one pupil for whom there is an emphasis on key skills through project work. No pupil is disapplied from the NC.

The school has gained both the bronze Eco award and, for the second time, the Basic Skills Quality Mark.

The school was last inspected in January, 2000.

Due to heavy snow, it was necessary to close the school to pupils for part of the inspection. Staff, however, kindly came into school. In order to ensure that judgements were secure, the inspection team gained further evidence from additional discussions with members of the senior management team and subject co-ordinators. An extensive scrutiny of pupils' work was undertaken across a wide range of subjects and additional documentation including schemes of work and planning was examined.

The school's priorities and targets

The school's aims and objectives are to:

- work in partnership with parents and the community, to encourage and enable pupils to become independent, confident and resilient learners and thinkers;
- ensure that pupils have the knowledge, skills and attitudes to become lifelong learners;
- provide an environment which is attractive and stimulating, where pupils feel valued and secure;
- heighten pupils' awareness of, and respect for, themselves, their peers, their elders, the community in which they live and the wider world;
- prepare them to become well-informed, responsible and caring citizens in the future.

The school's priorities for improvement outlined in the school development plan for 2005/6 are to:

- raise standards at the end of key stage 2 to ensure positive value added from key stage 1 and *Cognitive Abilities Test* predictors;
- raise standards in information technology [IT];
- raise standards in key skills;
- raise standards in music;
- develop 'assessment for learning' procedures;
- develop links with parents and the wider community;
- review the school's staffing structure;
- ensure all staff have job descriptions which reflect their roles and responsibilities;
- develop the role of the co-ordinator to include monitoring, evaluation and review procedures, in order to raise standards.

The school's priorities for improvement outlined in the curriculum development plan are to:

- improve induction procedures for Reception children;
- improve the teaching of physical education;
- improve provision for reading in Early Years;
- improve standards in reading at key stage 1;
- improve standards in mathematics, science, IT, music, art, design technology, history, and geography across the school;
- improve opportunities for bilingualism throughout the school;
- improve provision for children with SEN;
- develop the role of the School Council;
- improve awareness of multicultural faiths.

Summary

Cradoc County Primary School is a caring and effective school where pupils achieve well and develop into well-balanced, mature young people ready for the next phase of their education and for life. The school's motto, "Providing roots to grow and wings to fly" is particularly apt. Under the secure guidance of the new head teacher, the school itself is preparing for the next stage of its development with the clear aims of improving provision and raising standards even further.

Table of grades awarded

The inspection team agreed with the school's overall judgements in all but one of the key questions [Key Question 6] for which the inspection team awarded a higher grade because it felt that further progress had been made since the school's original judgement.

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

Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	2	2
Mathematics	2	2
Information technology	2	2
History	2	1
Art	2	2
Music	2	2

Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	70%	20%	0%	0%

These percentages are higher than the Welsh Assembly Government's [WAG] all-Wales targets for 2007.

Teachers' initial assessments on children entering full-time placement in the reception class indicates that they perform at, or close to, the County average.

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

In the key skills of speaking, reading and writing, reception children develop well and most children also develop good listening skills. However, for some, progress in learning how to listen appropriately to adults and to each other is slower. They make good progress in their key skills of numeracy and information and communications technology [ICT], and also in the development of their creative skills and personal and social skills. Children enjoy their growing ability to communicate bilingually.

Similarly, pupils in key stages 1 and 2 show good progress in the development of their key skills. They are competent speakers, they read and write well and make good use of their mathematical and ICT skills across the curriculum. In particular, the reading skills of key stage 2 pupils are good with outstanding features. Following the recent school focus on problem-solving activities, pupils have made good progress in this area. Pupils' use of creative skills to enhance their work in other subjects such as history is also good. Overall, pupils continue to make good progress in developing their bilingual skills. However, in both key stages across the whole curriculum, there is a significant number of pupils who have neither developed the ability to listen appropriately to the teacher's instructions and explanations nor give due regard to the contributions of others. As a result the ability of these pupils to work independently or to collaborate effectively is often impaired.

End of key stage assessment results in key stage 1 are consistently higher than LEA and national averages for the percentage of pupils attaining the expected level 2 or the higher level 3 in English, mathematics and science. However, when compared to schools that have a similar percentage of pupils on free school meals, Cradoc is in the lower 50 per cent. Pupils make good progress from entry to reception to the end of key stage 1.

Until 2005, the school had consistently achieved very good results in end of key stage 2 assessment tests even when compared to similar schools both across the LEA in Wales. However, because of the late influx to the school of a group of pupils with fewer academic skills and because of some identified weaknesses in the school's own assessment procedures; results in English, Maths and subsequently the core subject indicator (the requirement to gain the expected level 4 in all three core subjects) [CSI] are poorer than those of previous years. The percentage of pupils attaining the expected level 4 are below both county and national averages. However, the percentage gaining the higher level 5 match national results in English and exceed them in mathematics. Attainment results in science continue to be good at both levels 4 and 5.

Standards in the subjects inspected are good with no important shortcomings. Some cross-curricular work based around history topics is outstanding and makes the subject very real for the pupils. Pupils with SEN make good progress and achieve the targets set for them in their individual educational programmes [IEPs].

Apart from a minority who have not developed a clear understanding of appropriate behaviour in the learning situation, most pupils demonstrate positive attitudes to learning, show interest and work hard. They collaborate well and many are starting to develop independent learning skills. Most pupils know some of their own targets but, as yet, are unclear about how they can best improve the work they do.

Pupils throughout the school make good progress in their personal and social skills and are developing a strong moral sense through involvement in community and charitable projects. Pupils are developing a sense of the wider world through exciting links with international schools.

The average rate of attendance for the three terms prior to the inspection at 93.6 per cent is broadly in line with LEA and all Wales averages. However, many families take holidays during term time. The school is endeavouring to address this issue. Most pupils attend school regularly and are punctual.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	59%	33%	0%	0%

Teaching has improved significantly since the previous inspection.

The school has well-qualified and experienced teachers who demonstrate good knowledge and understanding of the subjects they teach. Learning support assistants [LSAs] are used to good effect when working with groups or supporting individual pupils. Across the school, teaching is consistently strong and lessons have many good features. Teachers provide full access for all pupils to the range of opportunities and learning experiences offered.

Lessons are well-structured and based upon thorough planning. Teachers use a good range of resources to engage pupils. Learning objectives, instructions and explanations are made clear and lessons are delivered at good pace. Relationships with pupils are good and there is often a good dialogue of searching questions from both teachers and pupils. Teachers take frequent opportunities to incorporate pupils own ideas and contributions into the lesson. Good use is made of parental support and that of educational specialists.

In the most effective lessons, well-established classroom routines and high expectations create a positive atmosphere conducive to learning. Teachers have a very good understanding of their pupils and match work precisely to their ability. They manage pupils well and have a good range of strategies to stimulate and

motivate the more passive or slower learning pupils. Lessons are very well organised and delivered at a brisk pace providing both challenge and reinforcement.

In lessons judged to have good features which outweigh shortcomings, the range and flexibility of strategies used does not consistently maintain pupil interest and involvement. Because pupils are not engaged, class control is uncertain. In these lessons, teachers have not established a shared understanding of acceptable classroom behaviour. Sometimes, activities and tasks provide insufficient challenge for more-able pupils.

The school meets all statutory requirements for assessment, recording and reporting.

Comprehensive procedures are in place to assess and record pupils' progress. Teachers use subject portfolios of pupils' work to ensure consistency. The school has recently introduced systems of individual target-setting for pupils but this process needs to be developed further to give pupils a clearer picture of what they need to do to improve. Reports to parents meet requirements, although the school is revising its systems to ensure the information provided is more personalised.

Overall, the school caters efficiently and effectively for a wide range of pupils' needs by providing equal access to a broad and balanced curriculum. Subject policies and schemes of work are generally of good quality and fully meet all statutory requirements, including good provision for pupils' personal, social and health education, religious education and collective worship.

Pupils' use of key skills across the curriculum is clearly identified, planned and delivered. Pupils enjoy a wide range of extra-curricular activities and residential experiences and their learning is further enhanced by good links with local and international schools, colleges and other agencies in the local community. Overall provision for pupils' personal, social, moral and cultural development is good; although pupils have few opportunities to develop their spiritual skills. The school addresses national priorities for learning well; for instance, the Welsh language is effectively developed throughout the school and there is good provision to promote pupils understanding of sustainable development and global citizenship. There is further work to do, however, to ensure that *y Cwricwlwm Cymreig* permeates all aspects of the curriculum. The school has identified a need to develop pupils' entrepreneurial skills and work-related education.

Pupils' personal needs are met well in a very supportive, friendly and happy environment. The school has a very positive ethos in which every pupil feels valued and included and this is supported by the very positive partnership with parents. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. The adults in the school are knowledgeable about procedures in the event of accidents and emergencies and with issues relating to child protection.

Provision for pupils with additional learning needs, including those with SEN, is of good quality and good specialist support is provided by the LEA. The school has effective policies and systems to manage pupil behaviour, and deal with any issues

relating to oppressive behaviour, bullying, harrassment, racial discrimination, or disability access.

The school is a very inclusive community where all pupils are treated fairly, equally and with dignity and respect. An outstanding feature of the school's provision is its celebration of the diversity of life in modern Britain and beyond.

Leadership and management

The new head teacher has very quickly had a positive impact on the life and work of the school. Through her commitment, enthusiasm and professionalism, the staff, governors and parents share clear vision for the school. In a relatively short period of time, she and her senior management team have developed, within the school, a real sense of purpose and determination to improve provision and raise standards.

Subject coordinators are knowledgeable, committed and developing their leadership roles well. Strategies for the professional development of teachers and classroom staff are very effective. The school takes very good account of national priorities and these are integrated fully into its overall planning. The governing body is very supportive; it fulfils its responsibilities well and is playing an increasingly important role in the school's strategic development.

The school's own self-evaluation report succinctly describes the school's views on each of the seven questions. It provides details of where the evidence can be found and identifies areas for development. The inspection team's judgements closely match those of the school.

The school's self-evaluation processes are good. They are comprehensive and information is obtained from a very wide range of stakeholders and external bodies. A very broad range of strategies is in place to provide the school with information about its performance which it uses to set appropriate targets in its comprehensive school development plan [SDP]. The governors and the head teacher have implemented actions that have resulted in measurable improvements since the previous inspection.

The school makes good use of its resources and is effectively monitored by the governing body in this. Spending decisions are very well matched to the school's priorities. For example, the recent investment in, and deployment of, technological resources is contributing very effectively to the raising of standards.

Although the school buildings are attractive and well looked after, internal accommodation is limited. There is insufficient office space and the hall area is small and is separated from an adjoining classroom by a thin screen. Physical education lessons and whole school assemblies are therefore very cramped. On the other hand, the outdoor accommodation and facilities are exceptional; despite the persistent problem with mud. Finances are rigorously reviewed and the school achieves good value for money.

Recommendations

In order to move the school forward the staff and the governing body need to:

R1 extend good classroom management practice so that all pupils develop skills and behaviour appropriate to the learning situation.

R2 further embed target setting procedures for individual pupils to give them a clear understanding of what they are doing, how well they are progressing and what they need to do to improve.

R3 improve the provision for work-related education.

R3 work with the local education authority in addressing those shortcomings in accommodation identified in the report.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

During the time of the inspection, pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	70%	20%	0%	0%

These percentages are higher than the Welsh Assembly Government's [WAG] all-Wales targets for 2007.

In key stage 1 and key stage 2, standards of achievement in the subjects identified for inspection are as follows:

Inspection Area	Key stage 1	Key stage 2
English	2	2
Mathematics	2	2
Information technology	2	2
History	2	1
Art	2	2
Music	2	2

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

The majority of children in the reception class and pupils in both key stages 1 and 2 display well-developed speaking skills and are confident in discussing a range of subjects. The majority listen to, and follow, instructions and explanations carefully. However, a small number of pupils at the school do not listen or give proper and sufficient consideration to what teachers and other pupils have to say. This impairs their understanding and their ability to work independently or collaborate with others effectively. Resultant restless behaviour is also distracting for others.

Children's reading skills in the reception class are developing well. By key stage 1 they are good and in key stage 2 they have some outstanding features. By year 6, pupils eagerly read a wide range of books for pleasure or to find information. Most of the reception class children and most pupils in key stages 1 and 2 make good progress and attain good standards in the key skills of writing and numeracy which they use effectively across all areas of learning. Key stage 2 pupils write for a good range of different purposes and make regular written entries into their learning

diaries. Following recent school initiatives, standards in problem-solving are good; for instance, in key stage 1, pupils discuss examples of house advertisements to enable them to compose their own realistic advertisements. In key stage 2, pupils solve given problems in science and music systematically.

Throughout the school, pupil's use of ICT across the curriculum is good. In the reception class and in key stage 1, pupils use art programs to create daffodils and patterns to a good standard. Pupils in key stage 2 enhance their understanding of other subjects through the skills they have developed in information technology [IT].

Although all pupils come from homes where Welsh is not used and the language of the community is almost exclusively English, pupils' bilingual competence in English and Welsh is good. Pupils respond well to greetings and instructions given in Welsh; they discuss the weather; and can sing and translate a range of songs for the St David's Day assembly. However, although aspects of *y Cwricwlwm Cwmreig* are evident in many areas of school life some opportunities for extending this are missed. For instance, pupils have only a limited knowledge of Welsh artists and musicians. Across the school, pupil's creativity is good. They use their own ideas and skills to produce their own pieces of art independently. Their creativity is developed well, for example, in the exploration of sound in music and dance.

Pupils in both key stages make good progress towards, and frequently exceed, the targets and goals the school sets for them in the three core subjects of English, mathematics and science. Those with additional learning needs, including those with SEN, make good progress relative to their abilities and the goals set for them.

At key stage 1, the school consistently outperforms most other schools at both county and national levels in end of key stage statutory assessment tests. Results in English, mathematics, science and the core subject indicator (which is based on the requirement to achieve at least level 2 in all three core subjects) have been consistently higher than other schools in Wales over the past four years. However, when compared with similar schools nationally (based upon the percentage of pupils who have free school meals), the school's results are in the lower 50 per cent in all three subjects.

In 2005, results in mathematics and science were above both LEA and national averages with 91 per cent of pupils gaining the expected level 2. Similarly, results in English and the core subject indicator [CSI] were also above both county and national averages at 87 per cent. The school exceeded both sets of averages in all three core subjects for attainment of the higher level 3. English and maths results were particularly good.

At key stage 1 in 2005, girls outperformed boys in all three core subjects; although, in English, their results were below the national averages for girls. Here, and in the CSI, they only just outperformed the boys who were above the national averages for boys. Overall, pupils make very good progress from their baseline assessments in the Reception year to the end of key stage 1.

Results in key stage 2 tests have been consistently high until 2005 when they were adversely affected by the late admission of a large group of pupils whose abilities

were below those of many Cradoc pupils and by the fact that there were some weaknesses in internal assessment procedures. Over the preceding three years, the school has consistently outperformed other schools at both LEA and national levels.

Even when compared with similar schools, the results for Cradoc CP have been in the top 25 per cent for English, science and the CSI (the requirement to gain at least level 4 in all three core subjects) and the top 50 per cent in mathematics.

For 2005, the school's English results are below both LEA and national averages and, when compared with similar schools nationally, are in the bottom 25 per cent overall. In mathematics, results are just above national averages and just below LEA averages and in the bottom 25 per cent when compared with similar schools. Results in science were not adversely affected with the school exceeding both LEA and national averages and scoring in the top 50 per cent when compared to similar schools. The relatively poorer results in English and mathematics lead to the CSI being well below LEA and national averages. However, the school continues to record good results for pupils attaining the higher level 5. Percentages match national results in English, exceed them in mathematics and are only slightly below in science.

The pattern relating to the comparative performance of boys and girls shows no clear trends although, overall, the girls outperformed the boys who were well below both county and national averages in 2005.

The progress pupils made in key stage 2 last year does not match the good progress made in preceding years. However, issues relating to last years' results have been analysed thoroughly and subsequent lesson observation and scrutiny of pupils' work indicates that the school has responded to this.

Pupils skills in IT are developing well and are consistently applied across the curriculum. They make good progress and achieve high standards the creative subjects of art and music. Through their enthusiastic participation in historical projects across the local area and their access to a wide range of artefacts and primary sources, pupils knowledge, skills and understanding in history, particularly at key stage 2, are outstanding.

Attendance for the last reporting year 2004-05 is 93.6 per cent. This is broadly in line with the Wales average but below the LEA average. Several families take holidays during term time and the school is endeavouring to address this issue. Punctuality at the start of the day is good with no important shortcomings. The school takes suitable account of the WAG guidelines.

Pupils' developing self-confidence helps them take an increasing degree of responsibility for their own behaviour and attitudes. Most clearly understand what is expected in terms of attitude and behaviour. Their manners and attitudes throughout the school day are impressive; showing respect to their peers and to adults, and responding appropriately to instructions. Generally, pupils enter and move around the school in a quiet, orderly and purposeful manner, settling into their classrooms quickly. There were no reports of recent incidents of bullying or inappropriate

behaviour and only one exclusion during the preceding last year. Pupils agree that good behaviour is encouraged, recognised and rewarded.

In the main, pupils are well motivated and show a good level of enthusiasm for their schoolwork and related activities. They have positive attitudes to learning; show good interest in their work and the vast majority maintain concentration and interest during lessons. On some occasions, however, because of the lack of mutually shared and agreed expectations of appropriate classroom behaviour, some pupils are restless and inattentive.

The good relationships with staff enables pupils to become secure and confident in their learning. They make good progress in developing their moral, social and cultural skills as teachers willingly help them to become increasingly sensitive to the needs of others and to care for those less fortunate. Staff and pupils enthusiastically support a range of charities. Pupils show fair play and consideration for others and have good moral values. Pupils are developing a good understanding of right and wrong. They accept that people from all groups have equal rights. However, although they show a good awareness of the diversity of beliefs, religions and cultures in today's present society, they have few opportunities to demonstrate and develop their spiritual skills. Similarly, although pupils discuss the work people do and the ways in which people look after and care for the community; there are shortcomings in pupils' knowledge and understanding of the workplace and in the development of their entrepreneurial skills.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	59%	33%	0%	0%

Because of the closure of the school only 12 lessons were observed. Close examination of the lesson plans for the remainder of the inspection and further discussion with the teachers and LSAs supported the judgement that teaching had good features and no important shortcomings.

Where teaching is good, staff:

- plan well and utilise a good range of resources which are appropriate to pupils age and ability;
- make learning objectives clear at the outset and consolidate them during the lesson;
- use well-considered questions to challenge thinking;
- give clear instructions and explanations and provide positive feedback;
- deliver effective, well-structured lessons with good pace to maintain interest and involvement;
- deploy support staff well to keep pupils focussed and on task;
- have established a positive working relationship with pupils;
- incorporate pupils' own experiences and contributions effectively into the lesson; and,
- use support from parents and other professionals to good effect.

In lessons that were judged grade 1, teachers generate a high level of pupil interest and involvement. Lessons are extremely well planned and delivered with pace and imagination through the use of stimulating resources and challenging questions. Pupils are encouraged to demonstrate, explain and solve problems through practical work and are given the opportunity to work independently and collaboratively at a level appropriate to their knowledge and ability.

In lessons judged to have good features which outweigh shortcomings (grade 3), the range and flexibility of strategies used does not always maintain pupil interest and involvement. In some instances, not enough challenge is provided for more able pupils and because pupils are not engaged, class control is uncertain. In other instances, teachers give insufficient attention to establishing an effective and consistent classroom protocol where pupils understand what is required of them in terms of listening to, and following, instructions and explanations.

Teachers demonstrate a secure knowledge of the subjects they teach and several serve on County working parties for their curriculum areas. Teachers effectively use both their specialist knowledge and the resources available to enhance the quality of lessons. Bilingual skills are taught well through formal planning and through staff taking advantage of incidental opportunities as they arise. Throughout the school, teachers treat all pupils equally, consistently and fairly and ensure that everyone has access to all the opportunities and experiences offered.

The school has established very thorough procedures to assess the progress of all pupils. Assessments take place during, and at the end of, units of work and ongoing adjustments are made to ensure that pupils continue to improve. A good feature of these procedures is the regularity and high quality presentation of information on pupil's attainment. The data is consistent against national standards and it is very easy to gauge the rate of progress each pupil is making.

Although all teachers record information on pupils' attainment on a day-to-day basis, there is flexibility of approach in how this is done. To achieve consistency, coordinators have produced portfolios of levelled pupils' work to develop teacher's assessment skills.

Pupils are made aware of their personal targets. However, they are not always easy for the pupils to understand. Sometimes, they are too general and do not enable the pupils to evaluate their own progress effectively. The school is in the early stages of developing pupils' own self-evaluation as a tool to helping them understand what they need to do to improve.

The school provides written reports to parents on their child's progress. However, they are computer-generated and lack individual details. They do not detail sufficiently the progress made over the year. The stated targets are very generic and lack detail for parents to help their children progress in the next steps of learning.

The school meets statutory requirements for assessment and reporting.

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

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

The school responds very well to pupils' learning needs. The curriculum provided is good and gives all pupils opportunities to experience a very broad and balanced range of activities and topics. It is well thought out and the planning is effectively linked to whole school schemes of work. Individual teachers flexibly use the curriculum to ensure full access for all pupils.

Continuity of pupils' learning experiences is achieved extremely well by thorough checking and planning between teachers. Educational visits, both local and further afield, are well planned for and make a significant contribution to bringing relevance to the curriculum.

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

The school has a consistent approach to the planning of key skills. In particular, the development of reading is good in key stage 1 and very good in key stage 2. The planning for developing pupils' bilingual skills, especially through the use of incidental Welsh is good and contributes to the effective development of the Welsh language throughout the school. Pupil's creative skills are promoted well in many subjects such as art, design technology and music.

Pupils benefit from very good opportunities to take part in a wide range of extra curricular activities such as gardening, writing club, music and sports. All pupils have the opportunity to participate in the St David day Eisteddfod. This contributes significantly to their social and personal development.

Partnerships with parents and other providers have improved since the appointment of the current headteacher; and are now good. Parents have a positive view of the school and are very supportive. The active *Friends of the School* raise substantial sums of money that help support the school. Several parents help in school and this has a positive effect on pupil's standards of achievement. Parents find the staff very approachable. Day to day information is good and regular and there is a suitable home-school agreement in place.

The school is well regarded in the community and its involvement with the local and wider area is good. There are good links with local schools and well-established liaison with local colleges of further and higher education from which the school regularly accepts students on work placements.

The overall provision for pupils' personal, moral and social development is good. Pupils' health education and cultural development are well catered for. Personal, social and health education permeates much of the curriculum. Daily acts of worship contribute to the spiritual development of the pupils, although pupils lack sufficient opportunity for considered reflection.

The school has recognised that provision for work related education is an area for development. Overall, the range of experiences provided is age-appropriate, but not systematically planned so that the pupils develop a progressive understanding of the working world. As yet, staff placements to business or industry have not taken place.

The school has good arrangements to help it tackle social disadvantage. All adults ensure that pupils have equal opportunity to gain access to the curriculum offered and to take part in all areas of school life whatever their ability or background.

The provision for developing pupils' understanding of sustainable development and global citizenship is good with no important shortcomings. Initiatives such as recycling and energy conservation have been successfully introduced. The extensive and well developed grounds provide good opportunities for environmental work; these are used well. The school has been awarded the bronze Eco award.

The school council provides a good opportunity for pupils to be involved in decision-making within the school and to learn about democratic processes. However, only the oldest pupils have the opportunity to engage in enterprise activities and initiatives. The school is now focussing on developing pupils' entrepreneurial skills.

Pupils receive good experiences which reflect the priorities for lifelong learning. On a pastoral level, transition links with the local secondary schools are good. There is a good focus on developing pupils bilingual skills as well as their understanding of global citizenship. Pupils are starting to take more responsibility for improving their own learning. By the time they leave the school at the end of Year 6, this broad range of opportunities equip pupils well for their next stage of learning.

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

Grade 2: Good features and no important shortcomings

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

Pupils are well cared for in this friendly and supportive school. They confirm they feel safe and trust all adults who work there. The school works with a good range of professionals from a range of agencies; this ensures that pupils with specific needs are well looked after. Parents and carers are fully involved in discussions about the care of their children and their views are regularly taken into account. Parents confidence in the care that is provided for their children throughout the school is well-founded.

Arrangements to help new pupils settle into school life are a current focus for development in this academic year. Whilst there are appropriate procedures in place to suit the age of the pupils, the school acknowledges that these need to be formalised so that parents can become more involved in the process.

Pupils are well known to all adults within the school and, because of this, they have good access to personal guidance and support. Good attention is given to developing healthy lifestyles even though the school is not part of any local or national healthy school initiative. Suitable attention is given to sex education and substance misuse. Pupils have good opportunities to develop their knowledge of personal, social and citizenship issues.

Attendance and punctuality are monitored closely, and there is good liaison with the Education Welfare Officer. Pupils' performance is also monitored closely. The school is only just beginning to use information gained from monitoring pupils' academic progress to indicate to every pupil what they need to do to improve their learning. Clear systems have been devised to monitor and address any concerns related to pupils' behaviour but these require consistent implementation.

There are clear policies and procedures to ensure everyone's health, safety and welfare within the school building and during educational visits. The governing body plays an appropriate role in overseeing these arrangements. Good day-to-day

systems are in place to deal with any pupils who have specific medical needs, and to deal with those who become unwell or who hurt themselves during the school day.

Child protection procedures are secure and well documented and known to all that work in the school; training for all staff is up to date. The child protection policy reflects recommended good practice.

The provision for the small percentage of pupils with additional needs is good. Effective early identification procedures are in place and subsequent detailed assessment and careful monitoring of individual learning needs, particularly by LSAs, contributes significantly to raising pupils' achievement. The arrangements for providing individual support or small group support either within the class or by withdrawal ensure that all pupils, including the three statemented pupils, have access to the full curriculum. All statutory requirements are in place and well-established.

The special educational needs co-ordinator [SENCo], although new to the post, manages the provision well. She is very well supported in her role by the head teacher, the educational psychologist, and by the LEA peripatetic special needs teacher. The link governor for special needs is a frequent and supportive visitor to the school. Overall links with other agencies are good, although there is insufficient speech and language therapy support for a small group of pupils who would benefit from this.

The SENCo works closely with the class teachers and LSAs to ensure that individual programmes closely match the needs of pupils. Part of her overall responsibility includes the management of the LSAs in their role in supporting pupils with additional needs. The LSAs make a very effective contribution to assessment, monitoring and planning. The SENCo and head teacher ensure that all staff and pupils maintain positive and constructive attitudes to those with additional needs.

Overall, pupils' behaviour is generally good where clear policies and effective strategies are consistently applied. In the best lessons, mutual respect, understanding and very good working relationships have been established. There is an effective and consistently applied system of rewards and regular celebration of success. All opportunities are taken by teachers to develop pupils' self-esteem and self-worth. However, where effective classroom protocols for effective learning have not been established pupils' progress and achievement is impaired

The school is an inclusive community which recognises the diversity of pupils' backgrounds and where all pupils are treated fairly, and with dignity and respect. The school has effective, well-developed policies and procedures to deal with oppressive behaviour, including bullying and racial discrimination; none of which was evident during the inspection. The school has a comprehensive equal opportunities policy for staff and pupils covering all aspects of gender, racial and disability discrimination and which incorporates statutory action plans for disability access. The school takes very positive steps to support pupils with physical difficulties. Clear, effective documentation underpins good practice and the head teacher and the governing body [GB] monitor and evaluate this closely.

An outstanding feature of the school's provision is its celebration of the diversity of life in modern Britain and beyond. Some examples of its very good practice include the hosting of pupils from around the world who attend Atlantic College, and specifically pupils from Belarus each summer term; maintaining links with the Army and Ghurkas (Zumani project), and links with a school in Kilimanjaro National Park. The school has committed a range of resources to teaching multi-cultural faiths and celebration of multicultural events such as Chinese New Year. Pupils raise money to support a range of multi-cultural charities; for example, Tsunami, Afghanistan, and Zumani.

Leadership and management

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

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

The head teacher, who has only been in post since April, 2005, is making an excellent contribution to the life and work of the school. She is a positive, committed, enthusiastic, and well-informed professional who provides strong and effective leadership. Under her guidance, the senior management team has established a very clear direction for the future to which governors, staff, parents and pupils all subscribe. In a relatively short period of time, the head teacher has built a co-ordinated team with common purpose of improving provision in all aspects of school life and raising standards even further.

Subject coordinators are knowledgeable, committed and insightful about their subjects. They are involved in policy-making and regularly review their schemes of work thoroughly. Monitoring is done through scrutiny of pupils' work, review of class teachers' planning and thorough lesson observation with feedback to teachers. This enables them to prioritise areas for development in an informed way. Although coordinators have produced portfolios of pupils' work, not all are equally as effective in demonstrating the standards achieved by pupils in a way that will bring consistency to assessment.

Managerial systems to support, develop and improve the performance of individual staff and departments are very effective. The school successfully implements performance management procedures in line with statutory requirements. Procedures are in place to ensure that individual staff member's professional development is shared with others and has a positive impact on raising standards. Additionally, the head teacher has set a high priority on developing formal and informal arrangements for whole school staff appraisal and review.

The school sets targets to improve standards at all levels of school life. On behalf of the LEA, it sets, and in some instances has exceeded, overall targets for cohorts of pupils to achieve at expected and challenging levels. It identifies pupils who need support because of their difficulties and produces appropriate individual targets for them. The school recognises that it is in an early stage in developing strategies and target to extend its more able pupils.

The school takes good account of national priorities and these are integrated into its strategic development.

The GB is supportive and well informed about the life and work of the school. Governors are regularly provided with good quality information about the school's performance and activities by the headteacher. They have good knowledge of the aims and vision for the school. Whilst they follow the headteacher's professional advice, they also challenge opinions and decisions in order to help set the strategic

direction for the school. They meet regularly and have a well-established committee structure.

Governors monitor the effectiveness of the schools' provision well; they are fully involved in the schools self evaluation process and demonstrate a good understanding of the school's strengths and areas for development. The governing body fulfils its legal and statutory requirements.

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

The findings of the inspection team differ from the school's own self-evaluation in which the school gave a grade 3 for this aspect. The inspection team awarded a higher grade because it felt that further progress had been made since the school's original judgement in its self-evaluation document.

The team consider that the self-evaluation document provides an accurate description of standards achieved and the current quality of provision. The grades allocated to each aspect are realistic and appropriate. The judgements of the inspection team match those of the school in all key questions except that of self-evaluation itself which the school graded as a 3.

Since, the report was produced, initiatives resulting from the areas identified for development are creating a very positive school ethos in which pupils, staff and parents have a real sense of purpose and direction. This is beginning to have a measurable effect on raising standards.

The school's self-evaluation procedures are thorough and effective. The head teacher is well-informed about all aspects of the school's provision through formal monitoring, informal observation and detailed analyses of the school's strengths and weaknesses by all members of staff. Subject coordinators evaluate their own areas of responsibility; teachers evaluate the success of their lesson planning on a half-termly basis and learning support assistants make a formal contribution to the assessment and evaluation process. Governors visit the school frequently to build up a picture of standards and provision.

The school has provided parents and pupils with questionnaires and takes good account of their views. The school makes good use of external bodies such as the LEA, the Basic Skills Agency and Eco-schools to help it monitor and evaluate its provision. The head teacher is looking to refine this process and to extend it to seek the opinions of other external agencies such as peripatetic staff, health authority and social services professionals and from interested members of the local community.

A very broad range of strategies is in place to provide the school with information about its performance which it uses to identify strengths and shortcomings and to set appropriate targets for future developments.

The current SDP is based upon the self-evaluation procedures introduced by the head teacher following her appointment in 2005. It is a full working document that

identifies clear and appropriate priorities for this academic year and describes in detail the actions to be taken to bring about improvement, the personnel responsible, resource costs and timescales. It also clearly identifies criteria by which successful achievement of the priorities will be judged. The school also has a curriculum development plan based upon the the SDP but with a more defined focus on raising standards. The priorities identified in this originate from the subject evaluations made by coordinators. This also is a comprehensive and effective working document. The school also has in place a broad overview document of required developments over the next three years from the perspective of the key questions of the *Common Inspection Framework*.

The head teacher has been particularly rigorous in identifying priorities and setting challenging targets for both staff and pupils; and in developing efficient systems to monitor progress. For example, the issues identified in the previous inspection have been well addressed with good progress made in improving:

- standards in Music, IT and mathematics;
- standards in the key skills of numeracy and ICT;
- planning and assessment to provide tasks to extend pupils learning; and,
- the pace of teaching and learning.

The head teacher has successfully created a self-critical culture in the school and from this many new initiatives are being introduced for which there is a real sense of ownership amongst staff, parents and governors. The process, however, is relatively new and much of the good practice established has yet to embed. The indications are that the measures taken are having a positive effect on teaching and learning and leading to measurable improvements.

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

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

The school is adequately staffed with appropriately qualified teachers. All teachers have good subject knowledge that is relevant and up-to-date. All support staff make a valuable contribution in classes and are effectively deployed. The school secretaries, caretaker and mid-day staff make valuable contributions to school life as part of their normal routines.

The mandatory arrangements for teachers' preparation, planning and assessment time are good. Continuous professional development for the teachers is very well-identified and linked to priorities in the SDP and the individual needs of the teachers. All staff are conscientious in their work and make very effective use of their professional development opportunities to improve pupils' achievements.

The quality and quantity of resources for the under-fives and for all subjects inspected is good. Pupils have access to good learning resources that are generally sufficient and very appropriate to their needs. The wide range of reading books has helped to develop pupils' reading skills across the curriculum. Resources are

effectively located and are accessible to pupils and staff. Good use is made of the IT suite and classroom-based computers.

Colourful displays in classrooms and corridors celebrate pupils' achievements and provide a cheerful learning environment.

Although the school buildings are attractive, in good condition and well looked after, internal accommodation is limited. There is insufficient office space, and none for the head teacher and the hall area is small and directly joins onto a classroom. Physical education lessons and whole school assemblies are, therefore, very cramped.

The outdoor accommodation, however, provides an exceptional range of facilities and experiences and is very well used. A fenced play area for the under fives is well utilised. During the first day of the inspection, the grounds were extremely muddy and pupils carried this into the school. Consequently, the floors for a large part of the day were very dirty; this is a persistent problem.

The Headteacher and governors frequently review the finances for the school and are prudent in their spending and seek best value for money. The parent teacher association is very active, providing generous funding to the school for prioritised spending.

Overall the school gives good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good Features

The vast majority of pupils' standards of speaking and listening are good in both key stages. Throughout the school, most pupils listen attentively; they show a clear understanding of what they are being taught by their teachers and what their peers have to say.

In all classes, the vast majority of pupils are articulate. They can express themselves well using appropriate vocabulary. The more able pupils in key stage 2 use complex sentence structures.

In key stage 1, pupils recount stories and books they have read, keeping to the correct sequence. Pupils adapt their language very effectively to suit different situations and occasions. The majority of pupils listen thoughtfully and follow instructions accurately.

All pupils make good progress in their reading and standards in key stage 2 are very good. They are familiar with the way books are organised and their level of difficulty. They read for different purposes and know that books are both a source of information and an enjoyable pastime. The majority of pupils tackle new text using a range of strategies to read unfamiliar words.

By the end of key stage 1, pupils read accurately and a few read with very good expression to convey emphasis. They clearly understand what they have read and are able to make sensible predictions about what is likely to happen in the remainder of the story.

In key stage 2, pupils read very well to find information. More able year 6 pupils talk knowledgeably about their favourite author and books. Pupils support each other appropriately during group reading sessions. They follow text when others are reading.

Key stage 1 pupils recognise individual letters and sounds. They blend simple sounds together to make words. They create short pieces of writing, using their dictionaries and words displayed around the classroom to help them. A few more able year 2 pupils write imaginatively and at length. By the end of key stage 2, pupils write in a variety of different styles. They make good use of descriptive language when writing interesting poems and effectively persuasive pieces. They extend their punctuation, often using it correctly.

Pupils' understanding of the purpose of language develops well throughout the school. By the end of key stage 2, pupils use their communication skills for a good range of purpose in different subjects; for instance, they appreciate the difference

between formal and informal writing and the type of language needed for writing investigations and experiments. Year 5 and 6 pupils understand the difference between language of the Victorian era and of today.

Shortcomings

Occasionally a small minority of pupils have difficulties listening for extended periods of time.

Pupils' handwriting at both key stages is not always legible and in key stage 2 some pupils' spelling has careless errors.

Mathematics

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

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

Because of the closure of the school to pupils, no lessons were observed in key stage 2 mathematics. However, discussion with the co-ordinator, close examination of teachers' planning and scrutiny of pupils' work indicates that standards are good and that pupils in both key stages achieve well and make consistently good progress.

Good Features

In both key stages, pupils are developing and correctly using a range of mathematical terms and vocabulary. Most produce a good quality and quantity of work. They undertake tasks in addition, subtraction, division and multiplication confidently and accurately and can explain their strategies clearly when adding or subtracting numbers. In key stage 2, pupils have benefited from a recent focus on problem-solving activities.

Pupils respond well in oral and mental mathematics sessions. They make sensible estimates to numerical problems. From the year 1 onwards, pupils recognise patterns in mathematics and use this knowledge as they develop their understanding and skills.

Key stage 1 pupils have a good numerical awareness and show a secure understanding of numerical processes. The most able quickly and accurately add a series of two-digit numbers and understand place value. Year 2 pupils know odd and even numbers and are beginning to use multiplication tables in their work.

In key stage 1, pupils also develop a good understanding of shape, space and measures; for example, in using standard and non-standard measures accurately for length, weight and capacity. They also identify accurately the properties of a range of two-dimensional and three-dimensional shapes and sub-divide them into halves, thirds and quarters.

In key stage 2, younger pupils recognise and name three-dimensional shapes and are develop appropriate mathematical terminology. They extend their knowledge of

using and applying number by working on doubles and halves and by recalling number facts. Their mental strategies are developing well and they explain their thinking and working out. They confidently find or fix a point using coordinates.

Older key stage 2 pupils continue to reinforce their work in number with an increasing understanding of patterns and relations. They deal effectively with tasks in number, including negative ones and round up or down to the nearest 10, 100 or 1000. They show good understanding of place value including decimal places, know their multiplication tables and understand the relationship between percentages, fractions and decimals.

Pupils name a wide range of two and three-dimensional shapes and describe their properties by using the correct vocabulary. Older pupils calculate the area and perimeter of compound shapes, which are made up of rectangles and triangles, as well as beginning to develop their knowledge of the properties of a circle. They are confident in their use of standard units of measurement involving length, weight, capacity and time, and in their selection of appropriate measuring equipment.

They collect and represent data using graphs and diagrams and interpret their findings appropriately in bar graphs pictograms or line graphs using ICT to show their findings. They use calculators to check their work competently.

Shortcomings

There are no discernible shortcomings

Information technology

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

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

Good Features

Pupils in key stage 1 show good skills in loading and using a simple text and graphics software programme based upon 'Powerpoint' and 'Publisher.' They identify correctly displayed tools such as *paintbrush*, *speech bubble*, and *colour fill* on the interactive whiteboard and choose an appropriate font and point size when selecting text. They confidently write text and draw pictures on computers in a comic book lay-out and save and print their work appropriately.

Pupils in key stage 1 have good keyboard skills. Year 1 pupils use a word bank programme 'Write Away' effectively to complete sentences and show good information handling skills to produce graphs and number games. Year 2 pupils use a word processor to write instructions for a simple game for two players with correct usage of the *shift*, *full stop*, *enter* and *underline* keys. They write simple text in Welsh, create symmetry pictures and produce pictograms and bar charts on the distribution of different house types according to locality..

In key stage 2, pupils use a digital camera well and transfer pictures onto the computer. They save, retrieve and print documents and pictures effectively. Pupils show a good understanding and appreciation of the interactive whiteboard. They are skilled in using its applications and are confident in demonstrating their skills to others.

Younger pupils in key stage 2 make effective use of data handling programs to collect, process and present information regarding using spreadsheets, charts and graphs. They use the Internet confidently to obtain information which they use appropriately in their own work. Some have produced an engaging accounts of Roman soldiers using 'Clip-Art' and 'Word-Art' and 'Drop Down' capitals. Others have used the digital camera and 'ClipArt' in their topic on Roman weaponry and Sport.

Key stage 2 pupils create and edit simple 'procedures' to construct different polygons using the *penup*, *pendown* and *repeat* commands. Others extend their keyboard skills by completing progressively difficult problem-solving activities in a software programme. All pupils are competent in their word-processing skills and draft and re-draft text appropriately. Some year 6 pupils have produced a school newspaper using pictures from a digital camera.

Pupils create effective high quality 'Powerpoint' presentations using a variety of text boxes and scanned images enhanced by colourful and varied backgrounds. They have experimented with different slide transitions accompanied by interesting sound effects. Some pupils have recorded a voice commentary and others have experimented with simple animations to improve the quality of the presentation.

Shortcomings

There are no discernible shortcomings

History

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

Key Stage 2 – Grade 1: Good with outstanding features

Outstanding features

Pupils in key stage 2 are very enthusiastic about their local history. They use a wide and interesting range of primary and secondary sources including documents, artefacts, pictures, photographs, music, dance and drama very well; and they visit many sites of historical significance as part of their studies. As a result, they have real knowledge and understanding of the history of their local area and can place this in the wider context of Welsh and British history and how this has helped to fashion the present. They have produced some outstanding work and recently achieved first, second and third prizes for their work on drovers' roads in a local History Society competition.

Good Features

Pupils in key stage 1, use historical terminology well and give clear and valid explanations of how and why historical events happened. They develop a good chronological awareness and compare similarities and differences between past and present events well. Through their increasing skill and confidence in handling historical artefacts and examining available evidence, they make valid and informed judgements. Their written work shows increasing knowledge and understanding.

Younger pupils in key stage 2 critically examine artefacts from the Victorian period and with knowledge and understanding gained from previous lessons make valid and informed suggestions as to their purpose, function and relative importance. When comparing the artefacts with their modern-day equivalents, they explain the decreasing necessity for a yoke, a shoe last, or cane carpet beater, for example, and they record their judgements accurately.

Older pupils have completed a comprehensive project on the Celts, part of which involved the production of a film 'The Celtic Experience' in which pupils engaged in a range of activities including making their own costumes and dressing up as Celts, using a range of artefacts, enacting a short story, making bread and oatcakes, and producing a range of art work including the production of banners, clay pots, Celtic crosses, and a large three-dimensional religious icon. As a result, of their physical involvement in 'living' history, pupils' written work is of a very high standard and effectively communicates and expresses real depth of understanding and knowledge about the Celtic people.

Shortcomings

There are no discernible shortcomings

Art

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

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

Good Features

In key stage 1, pupils confidently explore the elements of line, colour, shape, pattern and form and experiment with different art techniques including drawing, printing, collage and clay work.

Year 2 pupils make good progress in developing their observational skills and produce good quality, detailed drawings of household implements of today and yesteryear using charcoal, chalk and pencils.

In both key stages, pupils use sketchbooks effectively to record their observations and practise skills. These books form a good record of development and progression.

In key stage 2, all pupils explore printing using a variety of techniques using natural and man-made objects. They make repeated patterns to form wrapping paper when observing wheels. They confidently explore colour and pattern.

Younger key stage 2 pupils weave materials of different textures and colours in attractive combinations. They work carefully and support each other when solving problems.

In years 5 and 6, pupils have produced Celtic banners which show a good sense of colour and a good understanding of printing, techniques. The banners produced are of a very good standard.

In key stage 2, pupils gain a good understanding of line, texture and tone by considering the work of other artists. This enables them to experiment imaginatively with different media using their own techniques. They use a variety of styles in order to create effect, mood and feeling.

Work with clay in key stage 2 enables pupils to develop their understanding of proportion and to pay careful attention to detail.

All pupils in the school contribute to the "Whiz around Wales" project, which is displayed in the hall. Each class takes an element of Wales and produces a collage panel.

All pupils make good use of graphic design computer programmes to create pictures. Such as daffodils and "people who help us".

Shortcomings

Pupils have insufficient knowledge of Welsh artists.

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

In both key stages, pupils have a well-balanced range of skills in composing, performing and appraising music. They have a good understanding of the elements of length of note, pitch, texture, dynamics and beat. Pupils' good musical performances enhance school and community events.

In key stage 1, pupils confidently sing a wide variety of songs, hymns and rhymes. They listen carefully when learning new songs and sing in tune with clear diction and increasingly pay due attention to the quality of sound. They follow clapping patterns and repeat them accurately adapting to different rhythms.

In key stage 2, the quality of singing is good. Most pupils sing with good control. All pupils sing a selection of songs and their performance is often confident and expressive

In key stage 2, pupils compose and perform music to illustrate a story. They successfully organise themselves into five groups to represent the five areas of the story and select instruments to effectively use for their compositions. They listen to each other's compositions and make good suggestions on how to improve.

Older pupils in key stage 2 judge and express their thoughts about selected pieces of music. They comment positively upon what they hear.

All pupils appreciate the music played in assembly and respond well to the different styles and tempo. Their ability to perform is improved through their involvement in extra-curricular activities such as recorder club, guitar club and through individual instrumental tuition.

Many pupils develop good singing skills as members of the school choir. Key stage 2 pupils have developed a sound repertoire of songs that enhances their understanding of the musical culture and heritage of Wales.

Shortcomings

In both key stages, pupils' knowledge of Welsh composers is limited

School's response to the inspection

Appendix 1

Basic information about the school

Name of school	Cradoc County Primary School
School type	Community
Age-range of pupils	4-11 years
Address of school	Brecon, Powys.
Postcode	LD3 9LR
Telephone number	01874 622555

Head teacher	Mrs Marilyn Balkwill
Date of appointment	April 2005
Chair of governors	Mrs Nicola Maughan
Registered inspector	Dr Jim Hewitt
Dates of inspection	28 February – 2 March 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		11	23	23	22	17	22	20	138

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.7 : 1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	19.7
Teacher (fte): class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	n/a	89.2	91.8
Summer 2005	n/a	90.0	95.5
Spring 2005	n/a	89.1	93.5

Percentage of pupils entitled to free school meals	0.7
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of		23		
			pupils in Y2:				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	13	57	30
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	4	57	39
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	0	22	48	30
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	9	65	26
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	9	57	35
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	0	9	65	26
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87	In Wales	81

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		20						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	25	45	30
		National	0	0	2	0	1	4	15	46	31
	Test/Task*	School									
		National									
Welsh	Teacher assessment	School									
		National									
	Test/Task	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	20	45	35
		National	0	0	2	0	1	3	15	47	32
	Test/Task*	School									
		National									
Science	Teacher assessment	School	0	0	0	0	0	0	5	65	30
		National	0	0	2	0	0	2	11	51	34
	Test/Task*	School									
		National									

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test*	
In the school	60	In the school	
In Wales	72	In Wales	

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

* Pupils did not sit the formal test/task in 2005

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of seven inspector days in the school. The head teacher attended team meetings and acted as nominee on the inspection team. Additionally, a peer assessor took a full part in the process over the inspection period.

The inspectors observed:

- 12 lessons or part lessons at the school, covering all classes;
- acts of collective worship;
- pupils throughout the school day including breaktimes, lunchtimes and when entering and leaving school.

The team considered:

- a wide range of pupils' past and present work;
- comments from the pupils about their school;
- thirty-seven responses to the parents'/carers' questionnaire;
- the school's self-evaluation report, development plans, policy documents, schemes of work and other documentation;

Before and during the inspection the team held discussions about the life and work of the school with:

- parents of pupils at the school;
- the head teacher and staff;
- the governing body;
- representatives of agencies linked to the school.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jim Hewitt Registered Inspector	Context, Summary, Recommendations, Appendices, Contributions to: Key Question 1 Key Question 2 Key Question 4 Key Question 5 Key Question 6 Mathematics, Information technology History
Carolyn Thomas Team inspector	Key Question 1 Key Question 2 Key Question 3 Key Question 7 English, Music, Art
Denise Shields Lay Inspector	Key Question 3 Key Question 4 Key Question 5
Marilyn Baulkwell Nominee	Supplying information for the inspection team Attending team meetings
David Frame Peer assessor	Observing lessons, Examining pupils work, Contributing to team meetings

The contractor was:

Evenlode Education Ltd.,
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Acknowledgement

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