

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***CROSSGATES CP SCHOOL
CROSSGATES
LLANDRINDOD WELLS***

School Number: 666-2077

Date of Inspection: 17-19 May 2004

By

***MS LONA THOMAS
Registered Inspector***

Date: 6 July 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school is located in the village of Crossgates, two miles outside the spa town of Llandrindod Wells in Powys. There are 168 pupils on roll plus 10 full-time nursery pupils. During the past four years, there has been a steady increase in the number on roll from 116 at the time of the last inspection in April 1998 to the present number. Pupils are taught in single age classes with the exception of the nursery/reception class. Most pupils have attended the Early Years Centre on the school site before entering school at four years. The school describes its intake as neither prosperous nor economically disadvantaged and the pupils represent the full ability range. Six pupils (four per cent) are registered as being entitled to receive free school meals and 51 pupils (30 per cent) are identified as having special educational needs (SEN). All pupils come from English speaking homes.

In July 2003, the school achieved Investors in People status and in December 2003 was awarded the Healthy School status through the implementation of initiatives to encourage a healthier lifestyle. A Quality Mark from the Basic Skills Agency was awarded to the school in Spring 2004.

The school's main priorities for the months ahead are listed as:

- secure appropriate accommodation for the school that will cater appropriately for the growing number on roll;
- continue to strive to improve the quality of teaching and learning experiences through extended monitoring and observation practices;
- review and update the information relayed to parents, including the format of end of year reports.

2. MAIN FINDINGS

The main findings of the report

- Crossgates Primary School is a good school with some very good features. It offers its pupils many high quality learning experiences across most subjects and aspects.
- The overall quality of the educational provision for the under-fives is appropriate to their needs. The children make very good overall progress towards the Desirable Outcomes for Children's Learning. Standards of achievement in the six areas of learning are as follows:

Language, literacy and communication skills	Very good
Personal and social development	Very good
Mathematical development	Very good
Knowledge and understanding of the world	Very good
Physical development	Very good
Creative development	Very good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in different National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
English	Good	Very good
Mathematics	Satisfactory	Very good
Science	Satisfactory	Good
Welsh second language	Satisfactory	Unsatisfactory
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Good	Satisfactory
Geography	Good	Good
Art	Very good	Very good
Music	Very good	Very good
Physical education	Insufficient	evidence
Religious education	Unsatisfactory	Good

- Standards achieved by pupils across the school were very good in 28 per cent of lessons inspected, good in 50 per cent, satisfactory in 17 per cent and unsatisfactory in five per cent.
- In KS1 teacher assessments in NC tests in 2003, the percentage of pupils achieving level 2 or above in English, mathematics and science was 90 per cent, higher than the Wales average of 80 per cent. There was no significant difference in the performance of boys and girls.
- In KS2, the percentage of pupils achieving level 4 or above in the core subjects of English, mathematics and science in 2003 was 62 per cent, lower than the Welsh average of 68 per cent. Girls performed generally better than boys. The school attributes this to the larger than usual number of pupils with SEN, mainly boys, within the school in 2003.
- Children under five achieve very good standards in their use of key skills across the six areas of learning. In both key stages, standards achieved by pupils in key skills across the curriculum are very good in listening. In KS1, they are good in speaking and reading and are satisfactory in writing. In KS2, pupils achieve very good standards in speaking, reading and writing across most subjects of the curriculum. Standards in the application of number are generally good in both key stages and are satisfactory in the use of information and communications technology (ICT) across the curriculum.
- The provision for pupils' spiritual, moral and social development is very good and reflects the school's caring ethos. Pupils respond very well to the school's provision for these aspects.
- The behaviour and attitudes of pupils are very good. The foundations for very good behaviour are very effectively laid in the early years where very good behaviour is expected, achieved and regularly praised and valued. In both key stages, these high expectations continue and across the school all pupils are polite and courteous to each other and to adults. Pupils collaborate and co-operate very well in lessons and readily respond to the challenges provided.
- Pupils' attendance is good and punctuality at the start of the day and at the beginning of lessons is very good.
- The quality of the teaching in the lessons observed was very good in 36 per cent, good in 36 per cent, satisfactory in 22 per cent and unsatisfactory in six per cent. The quality of

teaching with the under-fives is consistently very good. In most classes, some very high quality teaching occurs. During such lessons, teachers display very good subject knowledge, have high expectations and set pupils challenges that make them develop and share ideas, discuss their findings and record their work in a variety of ways. Such teaching was seen in English, mathematics, science, art and music lessons.

- Shortcomings in the teaching occur when teachers' expectations are not sufficiently high and lesson time is not well organised. In such lessons, introductions are not always clear resulting in some pupils being uncertain as to what is required of them. Tasks set are insufficiently demanding and the spark and interest in learning generated in the good and very good lessons are missing. A weakness in all classes, is the lack of incidental Welsh used in relevant contexts throughout the school day.
- The quality of the school's assessment, recording and reporting is good. There is a detailed policy of good quality which includes appropriate systems for the regular assessment and recording of pupils' progress. Most teachers implement all aspects of the policy effectively.
- Teachers' weekly plans identify opportunities for the assessment of pupils' learning. The results of assessments are used effectively for planning future work to meet the individual needs and abilities of all pupils. Teachers mark pupils' work regularly and their oral and written comments to pupils are usually constructive. In some cases, however, they do not identify ways in which pupils can improve.
- The quality of the curriculum for the under-fives is very good and is generally good in KS1 and KS2. The curriculum for KS1 and KS2 is broad and relevant and includes all the subjects of the NC and religious education. Shortcomings occur when some subjects, such as history and information technology, do not get a sufficient time allocation in some classes. The Welsh curriculum is delivered mainly by the *Athrawon Bro*. A good quality curriculum is now being offered but the standard of pupils' work reflects the changes that have occurred in the service over recent years. The school had no *Athrawon Bro* support during the autumn term. However, despite the good quality of the curriculum now on offer, it has serious limitations without being reinforced and extended appropriately by class teachers.
- The arrangements for pupils' social and personal development are good and are successfully integrated into the curriculum. The *Cwricwlwm Cymreig* is well promoted through subjects such as history, geography, art and music. Homework is set regularly and serves well to reinforce and develop work in the classroom.
- There is an appropriate race awareness policy, the content of which is well implemented into the life and work of the school. The provision is socially inclusive and ensures equality of opportunity for all pupils. A good range of extra-curricular activities is provided which serve well to enrich and extend pupils' learning.
- The quality of support, guidance and pupils' welfare is good. The school succeeds in creating a close, family community where pupils feel happy and secure. Staff know pupils well and give full consideration to their personal needs and safety. The school has appropriate guidelines for child protection and these, together with policies for personal and social guidance, racial equality and equal opportunities, contribute effectively to pupils' safety, welfare and development.
- The school makes good provision for pupils with SEN and the pupils identified make good progress and achieve good standards towards the targets set.

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- The partnership with parents, the local community, local schools and a range of external agencies is very good. The strength and importance of these partnerships is a key feature of the school's activities.
 - The school has established very good partnerships with the world of work. It achieves its stated aim of developing these links so as to enable pupils to improve their knowledge and understanding of working life. Pupils' standards of achievement have been enhanced by these work-related educational experiences.
 - The quality of self-evaluation and planning for improvement is very good. The school displays a highly self-critical culture and the school staff and governors are continually working to maintain and raise pupils' standards of achievement. The school has well established and comprehensive procedures for self-evaluation that take account of the views of pupils, parents, staff and governors. Standardised and national data is analysed and used effectively to set challenging but realistic targets and to track and monitor pupils' progress and achievement.
 - The leadership and efficiency of the school are very good. The head teacher has a very good grasp of the relative strengths and weaknesses of the school and a clear vision of how improvements can be made. She is ably supported by her deputy and staff.
 - The governors work effectively as a team to provide very good support for the head teacher and staff. They are very knowledgeable about the life and work of the school and are involved in strategic decisions.
 - The teachers who have leadership responsibilities for subjects and aspects of the school have worked hard to develop a range of useful policies and schemes of work. In most cases, these are having a positive impact on the quality of teaching and learning. Subject co-ordinators provide good support for colleagues but their role in monitoring and evaluating the work in classrooms is underdeveloped.
 - Finances are managed very effectively and the head teacher and governors monitor spending efficiently to ensure good value for money. The day-to-day management, organisation and financial administration of the school are very good. The secretary provides very good support for the head teacher and staff.
 - The provision for staffing, accommodation and resources is good overall. The school has an appropriate number of qualified and experienced teachers who are well deployed. Very good support is provided by classroom assistants who are well qualified for the work they undertake.
 - The school makes effective use of its accommodation. Every available space is well utilised and resources are placed centrally so as to be easily accessible. The internal accommodation is, however, very restricted for the numbers on roll and some classrooms are overcrowded.
 - The outside play area provides very good facilities for pupils. Of particular note, is the garden/activity area recently created through funds raised by the Parent Teacher Association (PTA). This area provides pleasant, aesthetically pleasing and educationally stimulating facilities for pupils.
 - The school hall has many functions and a risk assessment has been undertaken. However, a risk is posed for pupils using the climbing frame in the school hall above the stone-tiled floor. Another safety risk is the fence adjacent to a nearby fuel station in which holes are

appearing. The existing perimeter fence is also in need of extension to ensure the safety of pupils.

- The range and condition of the learning resources are generally good and they are well used for the benefit of pupils. There is, however, a shortage of good quality ICT equipment and this has an adverse effect on standards.
- The vast majority of the key issues listed in the last inspection report in April 1998 have been successfully addressed. Work remains, however, to improve standards of achievement in religious education in KS1 and in Welsh in KS2. In addition, subject co-ordinators do not yet exercise their monitoring role effectively in terms of evaluating the quality of the learning and standards achieved in classes across the school.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards achieved by pupils across the school were very good in 28 per cent of lessons inspected, good in 50 per cent, satisfactory in 17 per cent and unsatisfactory in the remaining five per cent.

- Children under five make very good progress and achieve very good standards in all six areas of learning.
- Children with SEN make good progress towards the targets set.
- In KS1, standards of achievement are satisfactory in mathematics, science, Welsh as a second language and information technology. They are good in English, design and technology, history and geography and are very good in art and music. There was insufficient evidence to make an overall judgment in physical education. Standards of achievement are unsatisfactory in religious education.
- In KS2, standards of achievement are satisfactory in information technology and history. They are good in science, design and technology, geography and religious education. Standards of achievement are very good in English, mathematics, art and music. They are unsatisfactory in Welsh second language and there was insufficient evidence to make a judgement on standards in physical education.
- In the NC assessment tests in 2003, KS1 teacher assessments show that the percentage of pupils achieving level 2 or above in English, mathematics and science was 90 per cent, higher than the Welsh average of 80 per cent in 2002. There was no significant difference in the performance of boys and girls.
- In KS2, the percentage of pupils achieving level 4 or above in the core subjects of English, mathematics and science was 62 per cent, slightly lower than the Wales average of 68 for 2002. Girls performed generally better than boys. The school attributes this to the larger than usual number of pupils with SEN, mainly boys, within the cohort.

3.2 Standards Achieved in Key Skills across the Curriculum

Children under five achieve very good standards in their use of key skills across the six areas of learning. In both key stages, standards achieved by pupils in key skills across the curriculum are very good in listening. In KS1, they are good in speaking and reading and are satisfactory in writing. In KS2, pupils achieve very good standards in speaking, reading and writing across the curriculum. Good standards are achieved in both key stages in the

application of number. Standards of achievement are satisfactory in the use of ICT across the curriculum.

- The under-fives apply their early literacy and numeracy skills very well in their activities across the six areas of learning. They make very good use of appropriate computer programs to further language and number skills. They achieve very good standards in every one of the skills.
- Pupils in both key stages make very good use of their listening skills and respond very effectively to presentations, instructions and commands. Their speaking skills are good and many pupils make extended contributions as they answer questions. Standards are consistently good at the upper end of the school, in particular, where the majority of pupils contribute confidently and very effectively to discussions in a wide range of subjects.
- Overall, pupils develop effective higher reading skills as they are given good opportunities to look for information in a number of subjects. The information gathering skills of a significant number of older pupils are often very good.
- Pupils across both stages, and especially in KS2, have good opportunities to write for recording and creative purposes in a wide range of contexts. The majority in KS2 produce writing of a good standard in different forms and for a variety of purposes. The extended writing skills of a significant number of older pupils are impressive.
- In both key stages, pupils display good skills, according to their level of development, in using their understanding of number across the curriculum. They can reason and analyse information when handling data and their skills in using graphs and tables to present information are well developed, particularly in subjects such as geography and science.
- Opportunities for pupils to make effective use of their ICT skills across the curriculum are more limited. Overall, pupils' word processing skills and the use they make of CD-ROMs and the Internet are generally sound. Pupils' use of data-bases and spreadsheets to present findings are generally underdeveloped.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral, social and cultural development is very good and reflects the school's caring ethos. Pupils respond very well to the school's provision for these aspects.

- The principles and values expressed through the school's aims are evident in the day-to-day life of the school. Pupils are clear about what is expected of them. They have good opportunities to reflect on their experiences of life and to discuss their own values and beliefs.
- Relationships are very good throughout the school. A sense of fairness, consideration for others and honesty is evident. Pupils are valued as individuals and much respect is given to the contributions they make. This effectively raises pupils' self-esteem and their feelings of self-worth. As a result, they display a quiet confidence in their interactions with each other and their teachers.
- Pupils have well-developed social skills and readily accept responsibility. They work together in small groups, conversing freely and listening to each other's point of view.

They show mutual respect. Pupils also respect the school and its surroundings. Older pupils are elected as representatives to the school council, which meets regularly. During such meetings, pupils discuss matters such as fund-raising, support for charities and possible school improvements in a mature and sensible manner.

- Pupils' social development is positively enhanced through a wide range of extra-curricular activities, visitors to the school, educational visits, and the very strong links which the school has established with the community.
- Pupils' knowledge of the culture and heritage of Wales is well developed. The school has an appropriate racial equality policy and pupils are encouraged to have respect for the beliefs and traditions of others. Multicultural education is promoted appropriately and enables pupils to appreciate the diversity of other cultures through their studies of other religious faiths
- Acts of collective worship fully meet statutory requirements. All pupils participate enthusiastically in the singing of both Welsh and English songs and take an active interest in the stories told. Assemblies contribute positively to the development of moral values through a range of stories, presented in a variety of ways. The whole-school and key stage assemblies offer good opportunities for quiet reflection and guided prayer.

4.2 Behaviour and Attitudes

The behaviour and attitudes of pupils are very good.

- The foundations for very good behaviour are very effectively laid in the early years. The children settle quickly into school routines. Very good behaviour is expected, achieved and regularly praised and valued.
- In both key stages, staff have high expectations of pupils' behaviour and are consistent in their implementation of day-to-day routines. They encourage pupils to give of their best and show they are proud of their pupils' personal achievements. Relationships are good; the pupils are valued and the school is a welcoming, supportive and friendly community.
- Pupils are fully aware of what constitutes appropriate behaviour. They know what is expected of them and act accordingly. Pupils collaborate and co-operate very well in lessons and respond readily to the challenge of the tasks set for them. They have very good attitudes to learning.
- Pupils display high standards of self-discipline, taking responsibility for their own actions. There have been no exclusions in the last twelve months.
- All pupils are polite and courteous to each other and to adults in the school. The school successfully promotes tolerance and respect through its personal and social education (PSE) programme and has appropriate policies and practices in place to counter racism and bullying.

4.3 Attendance

Pupils' attendance is good.

- Attendance averaged 95.5 per cent in the last three complete terms.
- The school has a clear statement on attendance and punctuality and it emphasises the importance of regular attendance if pupils are to learn effectively and develop personally.

- Clear guidance is provided for staff, pupils, parents and carers on the procedures to follow in the event of unexpected absence. The school prospectus, home/school agreement and other information provided to parents and carers emphasise the caring environment of the school. An effective system of incentives and rewards are in place which acknowledges the efforts of pupils to improve their attendance.
- The school uses manual registers to record daily attendance, but the weekly process of monitoring attendance is computerised and this is effectively administered. There are also good working arrangements with the school's education welfare officer.
- Punctuality at the start of the day and throughout the school day is very good.
- There are clear guidelines for recording attendance and the process of recording attendance conforms fully to statutory requirements.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching in the lessons observed was very good in 36 per cent, good in 36 per cent, satisfactory in 22 per cent and unsatisfactory in six per cent.

- The quality of teaching with the under-fives is consistently very good. The teacher and classroom assistant work very well together and both have a very good understanding of how young children learn; as a result, learning activities are very effectively matched to the children's prior attainment and levels of development. Children are happy and industrious in an environment that is stimulating and vibrant and where expectations are high.
- In the mainstream classes, all staff members show a high level of commitment towards pupils in their care. A calm, well-ordered environment in most lessons enables pupils to concentrate effectively. Relationships between pupils and staff are very good throughout the school.
- Teachers, generally, have a sound knowledge of the subjects they teach and expertise in music is shared across the school. Expertise in teaching Welsh as a second language is, however, lacking in most classes and the school relies heavily on the support provided by the local education authority's (LEA) *Athrawon Bro* service. This has been intermittent in past years and there was no support provided during the autumn term of this academic year.
- Close team work ensures that support staff are effectively used and deployed. Without exception, they provide very good and valuable support for teachers and pupils.
- Most lessons are very well planned and delivered. Targets are shared with pupils and time is allowed for plenary sessions when pupils can share and discuss work with each other.
- Some very high quality teaching occurs in most classes. During such lessons, teachers display very good subject knowledge, have high expectations and set pupils challenges that make them develop and share ideas, discuss their findings and record their work in a variety of ways. The very good teaching ensures that high standards are achieved and pupils of all abilities strive to do their best. Such teaching was seen in several English, mathematics, science, art and music lessons.

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- Shortcomings in the teaching occur when teachers' expectations are not sufficiently high and lesson time is not well organised. In such lessons, introductions are not always clear resulting in some pupils being uncertain as to what is required of them. Tasks set are insufficiently demanding and the spark and interest in learning generated in the good and very good lessons are missing. A common weakness in all classes is the lack of incidental Welsh used constantly, in relevant contexts, through the school day.

5.2 Assessment, Recording and Reporting

The quality of the school's assessment, recording and reporting is good.

- There is a detailed policy of good quality which includes appropriate systems for the regular assessment and recording of pupils' progress. Most teachers implement the policy effectively.
- Teachers' assessments of pupils' standards of achievement in the core subjects of English, mathematics and science are generally accurate and consistent. Files of moderated work, to support teachers in judging standards across subjects, are planned but have not been completed.
- Teachers' weekly plans consistently identify opportunities for the assessment of pupils' learning. The results of assessments are used effectively for planning future work to meet the individual needs and abilities of all pupils.
- The assessment requirements of the SEN Code of Practice are fully met. The individual education plans (IEPs) for pupils with SEN identify clear achievable learning steps. There is regular assessment of pupils with SEN to determine their next learning steps.
- Teachers mark pupils' work regularly and their oral and written comments to pupils concerning their work are usually constructive. In some cases, however, they do not identify ways in which pupils can improve.
- There are regular consultation meetings with parents, and the annual written reports to parents meet statutory requirements. Teachers' comments reflect achievements and progress across the curriculum. Targets for improvement are shared with parents. This practice enables parents to support their children effectively in their learning at home.
- Baseline assessment is effectively managed and forms the basis for target setting and assessment throughout the school. There is an effective structure within which pupil progress is tracked throughout the school.
- Formal assessments of pupils' standards of achievement are administered regularly. They provide information about pupils' overall progress in English, mathematics and science. The school analyses this information thoroughly to help improve teaching and learning and to predict how well pupils should achieve in the end of key stage tests.

5.3 Curriculum

The quality of the curriculum for the under-fives is very good and is generally good in KS1 and KS2.

- The curriculum for the under-fives provides very well for all six areas of learning. The very good quality curriculum planning is well matched to the needs of the age group. It ensures that the children make very good progress towards the Desirable Learning Outcomes for Children's Learning and are well prepared for their transition to KS1.

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- The quality of the curriculum for pupils in KS1 and KS2 is generally good. It is broad, relevant and includes all the subjects of the NC and religious education. Shortcomings occur when some subjects such as history and information technology do not get a sufficient time allocation in some classes. The Welsh curriculum is delivered mainly by the *Athrawon Bro* and, despite the good quality of the curriculum they offer, this is very limited if not reinforced and extended by class teachers.
 - The quality of the curriculum for pupils with SEN is good and they are well supported in the classroom and within withdrawal periods.
 - Homework is set regularly and serves well to reinforce and develop work in the classroom.
 - There is an appropriate policy for the development of key skills across the curriculum and this is well implemented in teachers' planning.
 - The *Cwricwlwm Cymreig* is well promoted through subjects such as history, geography, art and music.
 - The arrangements for pupils' social and personal development are good and are successfully integrated into the curriculum. The pupils respond well to the Circle Time provided and the development of their personal skills is very good.
 - There is an appropriate race awareness policy, the content of which is well implemented into the life and work of the school. The provision is socially inclusive and ensures equality of opportunity for all pupils.
 - A good range of extra-curricular activities, including sports, country dancing and music, is provided for pupils. Other activities include a wide range of educational visits within the local area and beyond, and an interesting variety of visitors to the school. Such activities enrich and extend pupils' learning and have a positive effect on the progress made.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is good.

- The school succeeds in creating a close family community where pupils feel happy and secure.
- Staff know the pupils very well and give full consideration to their personal and educational needs. Pupils are aware that they can turn to adults in the school at any time for support and guidance.
- Teachers intervene very effectively in lessons to support and encourage pupils and to ensure they sustain their concentration. Pupils' achievements are acknowledged and celebrated in a variety of ways.
- The PSE programme is developing effectively and pupils benefit from well established experiences and from the very good examples which are provided by staff
- A range of policies, including those relating to racial equality and equal opportunities, makes important contributions to pupils' safety, welfare and development. There are appropriate facilities for pupils with disabilities.
- The school has appropriate guidelines for child protection with the designated responsible person being the head teacher. All staff members hold up-dated first-aid certificates. Good procedures are in place to contact parents and family members when necessary.

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- Procedures for welcoming pupils when they first start school and for transferring them to the comprehensive school are effective.
 - There are half-termly fire drills and regular health and safety checks are undertaken. The school has responded appropriately to the great majority of features which were highlighted in a recent audit of health and safety. However, one health and safety feature remains in urgent need of attention. Holes are appearing in the fence adjacent to a nearby fuel station and the existing perimeter fence is in need of extension to ensure the safety of pupils.

5.5 Provision for Pupils with SEN

The school makes good provision for pupils with SEN and meets all the requirements of the Code of Practice for SEN. Pupils with SEN make good progress and achieve good standards in relation to the targets set.

- An effective and detailed whole-school policy exists and has been implemented effectively in line with the Code of Practice.
- At the time of the inspection, three pupils had statements of SEN. The needs of the three are being met satisfactorily according to their statements.
- In addition, there are currently 48 other pupils on the school's register of SEN; 18 on School Concern, 28 on School Action and two on School Action Plus. This exceptionally high proportion of pupils on the SEN register reflects the zealous arrangements for early identification of special needs that operates in the school rather than a higher than average number of pupils with SEN.
- Meticulous records are kept on each pupil's attainment and progress. Individual education plans are of good quality. They clearly indicate specific areas requiring attention and they set relevant and meaningful targets to address the difficulties. The IEPs are regularly reviewed, progress is monitored and parental involvement is encouraged at all stages of the process.
- Pupils with SEN work successfully alongside their peers in mainstream classes and they benefit from working in co-operation with other pupils. In most classes, the good planning of differentiated activities enables them to experience success at levels suited to their abilities. Pupils who work in withdrawal groups for part of the time benefit from the support they receive to improve their language and mathematics skills.
- The SEN support teacher liaises closely with class teachers to ensure that the work in withdrawal sessions is developed and extended in the class situation.
- The school provides good strategies to promote the further development of able and gifted pupils through planned extension work.
- All pupils with SEN are achieving good standards in relation to the targets set.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents, the local community, local schools and a range of external agencies is very good. The strength and importance of these partnerships are key features of the school's activities.

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- The school values parental support and the responses from the pre-inspection parental questionnaire indicate that, in return, the school receives the overwhelming support of the parents and carers for its efforts and work.
 - A comprehensive range of information is provided for parents and carers on a wide range of school activities, including the school prospectus, parents' topic planners, weekly newsletters and a detailed annual report of the governors. Good use is also made of the school's web-site and other community news publications to inform the wider community of the school's activities.
 - The Home/School Agreement has been signed by the vast majority of parents and carers.
 - The school encourages parents and carers to play an active part in the life of the school and very good arrangements exist to ensure that this takes place. They are encouraged to become actively involved in their children's learning. All staff work hard to maintain regular contact with parents and guardians. Parents and families are encouraged to attend school functions and performances and are always encouraged to discuss their child's work at anytime during the academic year.
 - A very good feature of the life of the school is the number of parents who attend the school on a regular basis. They provide support by listening to readers, preparing classroom materials, running a number of after-school clubs, providing assistance on school trips and generally supporting with maintenance, gardening and handyman work. Evening gatherings organised for parents and friends include curriculum topics, talks and demonstrations. There are also breakfast and after-school clubs that operate throughout the year and are well attended by pupils.
 - The PTA plays an important role in supporting the work of the school and makes a major contribution to the provision of facilities and resources for the pupils. The association is very active in organising many social events for adults, and supporting staff with school events during the year. Recently the association achieved its ambitious goal of developing an exciting and interesting outside play area and activity trail for the pupils. Pupils are deriving much educational and aesthetic benefit from this facility.
 - The school participates fully in the life of the local community. There are strong links with the local church and chapel and the senior citizens are invited to the school for social events. Pupils participate in the community council village fun day and perform at concerts and other events organised by local organisations.
 - There is a close and effective working partnership between the school, the early years centre located on the school site and the out-of-school clubs. The school, community council and the church work together to publish common items of news in their monthly newsletter. Very good partnership arrangements exist with the local Young Farmers group and the local bowling and golf clubs to the benefit of the pupils. Pupils and staff support a number of local and national charities.
 - A number of members of the community visit the school, including representatives of religious, business, voluntary, performing arts, charitable, sporting and environmental organisations as well as the medical, fire and police services. They all share their experiences and expertise with the pupils and staff and provide good support.
 - The partnership with Llandrindod High School is good, with the KS2 to KS3 transition arrangements for pupils being very good. A notable feature is the introduction week organised at the High School for Year (Y) 6 pupils in order to familiarise themselves with

life in a new environment in Y7. Year 10 pupils come to the school on work experience and work with Y6 pupils in readiness for the induction week.

- There are regular meetings between the cluster group of head teachers and staff have observed each other teaching in Y6, Y7 and Y8. There are close curriculum links in the core subjects with bridging units in place for English and mathematics. Joint training days have been organised for history and the *Cwricwlwm Cymreig* with this year's focus being on science. Athletics and other sporting events are organised with local schools.
- The school has very good partnership arrangements for initial teacher training with Aberystwth University with two trained mentor working relations with college representatives on induction, mentoring and evaluation arrangements and practices. Arrangements also exist with Coleg Powys for the training of nursery assistants.

5.7 Partnership with Industry

The school has established very good partnerships with the world of work and achieves its stated aim of developing these links to enable pupils to improve their knowledge, and understanding of working life. Pupils' standards of achievement have been enhanced by these work-related education experiences.

- The school has a clear statement of intent in its documentation for developing links with the world of work in order to widen the knowledge, skills and understanding of both the pupils and the staff.
- The close liaison which exists with Careers Wales, and the support received from the General Teaching Council, has enabled all the teaching staff to experience the world of work through placement in a number of different businesses and agencies. These placements are well planned and are aimed at supporting the school's programme of learning.
- Through the very good partnership arrangements which exist with a number of businesses and work organisations, the pupils have been able to broaden their knowledge and understanding of industry in curriculum areas such as technology, art, history and geography. Good use is also made of local shops and businesses by nursery and reception children.
- Local shops and businesses donate prizes to various school and parents' association activities. A very good feature is the arrangement which exists with the local Texaco garage which enables the parents to raise substantial amounts of money for the school.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good.

- The school displays a highly self-critical culture and the school staff and governors are continually working to maintain and raise pupils' standards of achievement. Governors with curricular responsibilities liaise closely with subject co-ordinators to monitor and evaluate standards and provision in their curricular areas.
- The school has well-established and comprehensive procedures for self-evaluation that take into account the views of pupils, parents, staff and governors. These procedures include both the standards achieved by pupils and the quality of the school's provision.

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- National and local data are used to compare aspects of the school's performance against that of other schools, both nationally and locally. Analysis is undertaken to evaluate the performance of the school in national tests. This data, together with the results of school assessments, enable realistic targets to be set for all individuals and groups of pupils. Standardised test data is used effectively to track and monitor pupils' progress.
 - The school development plan (SDP) is an effective document that includes clear strategies for maintaining and raising standards. It is appropriately focused on issues relating to improvements in teaching and learning. The SDP clearly presents the aims of the school, an overview of its development over two years, and an evaluation of last year's progress. The professional development of staff, identified in part through the performance management system, is closely linked to the SDP targets.
 - Since the last inspection, the school's self-evaluation procedures and future planning have been effective in prioritising improvement initiatives in order to raise standards of achievement across the curriculum.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are very good.

- The head teacher provides very good leadership. She has a very good grasp of the relative strengths and shortcomings of the school and a clear vision of how improvements can be made. The head teacher has been very successful in building an effective team of teachers and support staff who work very well together to the benefit of pupils. The deputy head provides very good support for the head teacher and staff.
- The governors work very effectively as a team to provide very good support for the head teacher and staff. Their committee structure is very well organised to make the best use of individual skills and expertise. They are very knowledgeable about the life and work of the school and are involved appropriately in strategic decisions.
- The teachers who have leadership responsibilities for subjects and aspects of the school have worked hard to develop a range of useful policies and schemes of work that, in most cases, are having a positive impact on the quality of teaching and learning. They provide good support for their colleagues but their role in monitoring and evaluating the work of the school is underdeveloped.
- Finances are managed very effectively and are used well to support school improvement. Strategic financial planning decisions support the priorities for improvement identified in the SDP. The governors monitor spending effectively to ensure good value for money.
- The day-to-day management, organisation and financial administration of the school are very good. The secretary provides very good support for the head teacher and staff.

6.3 Staffing, Accommodation and Learning Resources

The provision for staffing, accommodation and resources is good overall.

- The school has an appropriate number of suitably qualified and experienced teachers to meet the requirements of the Desirable Outcomes for Children' learning and the NC. All staff are well deployed.
- Appropriate job descriptions are in place for all staff. Continuing professional development and induction arrangements are very well organised and in-service training (INSET) programmes are linked appropriately to priorities in the current SDP. The school

has achieved Investors in People recognition. Performance management arrangements are in place and are effectively managed.

- Very good support is provided by classroom assistants who are well qualified for the work they undertake.
- The school makes effective use of the accommodation available. Every available space in the school is well utilised and resources are placed centrally so as to be easily accessible. The internal accommodation is, however, very restricted for the numbers on roll and some classroom areas are overcrowded. The outdoor facilities are spacious and stimulating. The garden/activity area, financed by the PTA, provides very pleasant, challenging and educationally stimulating activity areas for pupils.
- Displays around the school are colourful and attractive. They succeed well in promoting learning and celebrating achievement.
- The school hall has many functions and a risk assessment has been undertaken. However, a risk is posed for children using the climbing frame in the school hall above the stone-tiled floor.
- The range and condition of learning resources are generally good and they are well deployed. There is a shortage of good quality ICT hardware and this has an adverse effect on standards. Each classroom has a range of reference material, and pupils use the communal library area for the development of library skills. The area devoted to the library has recently been completely re-organised and updated to offer a range of fiction and non-fiction material appropriate to a multi-cultural society.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for children under five is appropriate to their needs and all children are making very good progress towards the Desirable Learning Outcomes for Children's Learning. Curriculum planning is very good, providing a wide range of rich and educationally stimulating experiences. The learning environment is vibrant, well organised and carefully managed. The teaching is of high quality and very good support is provided by the classroom assistant. Reception children (4-5 years) achieve very good standards in all areas of learning. Time did not allow a detailed inspection of standards achieved by the nursery children (3-4 years) but there is evidence that very good progress is made by them also in all areas of learning.

Good features

Reception children (4-5 years)

- Very good standards are achieved in **language and literacy**. All the children listen attentively and respond eagerly and with obvious enjoyment during stories and discussion times. They know what is an author, title and illustrator. Most are able to identify familiar words from the books they read with the teacher and can recognise their own names. A small number can read fluently from their early starter books. Most make very good attempts to write their names and can form letters clearly. A few have started writing simple sentences unaided.

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- Most have a good recall of some Welsh songs and rhymes and they sing these with gusto. They make very good progress in their understanding and response to simple phrases and questions in Welsh.
 - Standards of achievement in **mathematical development** are very good. The majority can identify, name, match and sort numbers consistently in a variety of situations. The majority can 'count on' or 'count back' when using numbers to 10, and a minority are confident with numbers beyond this. All use their increasing understanding of numbers effectively when shopping, cooking or playing number games. Most recognise and name the basic two-dimensional shapes and can use these shapes when making their own pictures. They are beginning to understand mathematical concepts such as 'more' and 'less' and the majority use mathematical language appropriately to describe shape, size and the passing of time.
 - The children achieve very good standards in their **social and personal development**. All display very good concentration and perseverance skills. They make sensible choices when selecting equipment for particular activities and they interact effectively with one another. Their behaviour is very good and they already have a growing understanding of what is right and wrong. They move in an orderly way around the classroom and are aware of the feelings and needs of others. They make very good progress in taking turns and in tidying away after they have completed their activities. They relate very well to adults and to each other.
 - Standards of achievement in the children's **knowledge and understanding of the world** are very good. The children understand directional words and have a good awareness of space. They recognise a map of the United Kingdom and are aware of different places on it, including Crossgates. They mark on the map some journeys taken by their travelling bears. They recognise patterns in the school day and know the difference between yesterday and tomorrow. They display good mouse control and a growing understanding of the keyboard as they use number, language and art computer programs to develop and reinforce their learning. They understand about growth and change through planting seeds and tending them as they grow in pots on their play area.
 - Children achieve very good standards in their **physical development**. When using wheeled toys and other equipment in their outside play area, they are aware of others around them and manoeuvre safely. They handle tools and construction toys with very good dexterity and they handle scissors, pencils and paint brushes with increasing precision. In their physical education lessons in the hall, they show very good body control and use space effectively. They show very good responses to the stimuli provided. In one lesson, the children displayed very good imagination and body control as they enacted shapes of sea creatures they had been studying in the classroom.
 - Standards of achievement are very good in the children's **creative development**. During creative activities, children paint confidently, using bold brush strokes. They display very good awareness of shape and colour as they paint pictures of the undersea world. Most display a very good ability to make close observations. They use everyday materials effectively to create very good quality images and they know that wax will resist paint. They play imaginatively and interact effectively in role-play situations in the class travel agency and other areas. They sing a range of rhymes and songs tunefully and with obvious enjoyment. It is particularly impressive how the majority are happy and confident to sit in front of the class and sing directions on where to place a bean bag on various parts of each other's bodies.

Shortcomings

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- There are no shortcomings.

English

Overall standards of achievement are good in KS1. They are very good in listening, good in speaking and reading and satisfactory in writing. Standards of achievement are very good in KS2.

Good features

- Pupils' listening skills are very good throughout the school. Pupils listen attentively to adults and to each other. Their understanding of what they hear is generally good and often very good.
- There are pupils in every class who, when given the opportunity, can present their ideas and views in a mature way, using extended vocabulary in their responses. By the end of KS2, pupils are aware of context and how formal contexts require the use of standard English. Individual presentations in plenary sessions in Y5 and Y6 demonstrate pupils' increasing confidence in speaking to an audience.
- Standards of reading are generally good in KS1. Most pupils make good progress in acquiring and using strategies to help them read familiar words. Pupils in Y1 show an enthusiasm for books and are confident to use their knowledge of phonics to help them to read. Many pupils in Y2 read accurately and can talk confidently about the story line, predict possible outcomes and give sensible reasons for their conclusions.
- In KS2, more able pupils read widely for information and pleasure from a range of genres, including poetry. By the end of the key stage, most pupils read fluently and expressively. Many Y6 pupils can confidently express preferences for certain books and authors and give sensible and perceptive reasons for their choices. They have secure library skills and confidently use a wide range of information sources when conducting independent research.
- By the end of KS1, pupils are familiar with the construction of stories and have devised their own endings to some well known stories. Pupils' range of writing also includes descriptive and imaginary accounts, captions, a class poem, a character profile from a favourite book and writing instructions. Satisfactory standards are achieved with a few pupils achieving good standards.
- Pupils in KS2 write for a range of purposes and a variety of audiences. They write play scripts, narratives, reviews, reports, biographies, letters and poetry. By the end of the key stage, very good standards are achieved by the majority, with Y6 pupils succeeding well in using imagery very effectively within their well constructed Kenning, Haiku, narrative and acrostic poems. Some of the poems are of outstanding quality. Older pupils write clearly, often at length, and show a good understanding of grammar and punctuation conventions. The work is well presented and handwriting is generally neat and legible.

Shortcomings

- There are a number of older pupils in KS1 who experience difficulty with reading. Most are receiving additional help and are making satisfactory progress. However, there are about four pupils who are at a very low level of reading.
- A lack of variety of sentence structures is evident in the writing of a significant minority of Y2 pupils and they find writing at length difficult.

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- Some pupils' written work in Y2 is not well presented with clear headings to indicate the purpose of the activity.
 - There are no significant shortcomings in KS2.

Mathematics

Standards of achievement are satisfactory at the end of KS1 and are very good in KS2.

Good features

- In KS1, most pupils are able to identify odd and even numbers and provide explanations for their choices. Many display growing knowledge of inverse relationships in addition and subtraction.
- In Y1, most pupils can identify 2-D and 3-D shapes and use construction equipment to make some 3-D shapes from nets confidently. They are able to recognise plane symmetry and investigate the properties of familiar shapes in this context.
- By the end of Y2, pupils can double and halve, multiply by two and three and recite tables. They know the basic fraction conventions and can convert simple fractions into equivalents.
- Appropriate knowledge is displayed of coins and the use of money, with pupils showing the ability to give change and to solve simple problems.
- They understand, construct and use simple graphs to represent and to interpret data in a variety of contexts.
- In Y3, pupils further develop their skills in number and show an increasingly secure knowledge of the place value of digits. They can multiply and divide whole numbers by 10 and 100; order, add and subtract negative numbers; and perform calculations using decimal notation. Most pupils can convert vulgar fractions to decimals accurately.
- Pupils in Y4 collaborate effectively to investigate the properties of shape and most display a very good understanding of tessellation. Pupils use apparatus confidently to measure length and convert measures into decimal fractions.
- Most pupils at this level have a good range of calculation strategies and recognise that numbers may be added in any order. Knowledge is well applied to solve problems during oral sessions.
- Older pupils in KS2 display a good understanding of reflective and rotational symmetry. They recognise that angles are a measure of turn, describe the properties of various types of triangles in appropriate mathematical language, and confidently investigate the angles of regular and irregular polygons using ICT.
- Older pupils are secure in their knowledge of number operations. They use and understand six-figure numbers, manipulate negative numbers and calculate indices and roots confidently. They use co-ordinates in a variety of contexts, interpret a range of graphs and tables to solve problems and investigate probability with increasing competence. The majority achieve good standards in the work.

Shortcomings

- Mathematical language is underdeveloped in Y2, with some pupils finding it difficult to explain the strategies they use for calculation.

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- Pupils in Y2 are not secure in their knowledge of measures and do not use mathematical apparatus with confidence.
 - There are no significant shortcomings in KS2.

Science

Standards of achievement are satisfactory in KS1 and are good in KS2.

Good features

- Pupils in Y1 carry out simple investigations and classify materials by their properties. They know the main parts of a plant and grow seeds on “Jasper’s Beanstalk”. Pupils show good awareness of their environment and study natural habitats on playground walks. They achieve good standards in the work.
- They confidently investigate sound in the environment and use musical instruments to further their studies.
- Most pupils in Y1 have a secure knowledge of what they should eat to keep themselves healthy.
- In Y2, pupils show appropriate understanding of the forces of push and pull. Findings are recorded by the completion of worksheets. Pupils know that exercise is needed to keep the body healthy and that the heart pumps blood around the body.
- By the end of KS1, most pupils are able to construct an electrical circuit to light up a bulb.
- In Y3, pupils show a good recall of previous work and can recount a study undertaken into living things. They accurately name the parts of plants and their functions. They undertake investigations into the properties of materials and study rocks and soils with enthusiasm. Good standards are achieved.
- Pupils in Y4 collaborate effectively to solve problems using their knowledge of evaporation, dissolution and separation. They record their results accurately. They have a secure understanding of air resistance and the effects of friction.
- In Y5, pupils display a sound recall and understanding of the key vocabulary relating to temperature and confidently conduct experiments to test the effects of heat and air-flow on evaporation. They have a secure understanding of the earth in space and can name the planets of the solar system.
- Year 6 pupils have a good knowledge and understanding of the functions of the human body and the effects of exercise. They investigate using pulse rate measurements and interpret and present the data effectively. They are able to plan an investigation, make predictions, conduct research and record their findings. Good recognition is shown of the need to ensure that tests are reliable and fair. Results are recorded in tables, graphs and diagrams. Work is very neatly presented.

Shortcomings

- The recall of some previous work by older pupils in KS1 is very limited.

Welsh second language

Standards of achievement are satisfactory in KS1 and unsatisfactory in KS2. Welsh lessons are undertaken by two teachers from the LEA’s *Athrawon Bro* pool. The school has

experienced several changes in the teachers provided over the last few years. Very good quality teaching was observed from the *Athrawes Fro* teaching at the time of the inspection but standards are a reflection of past changes of staff, lack of expertise amongst the school's own staff, and a lack in the use of relevant and consistent incidental Welsh across classes through the school day.

Good features

- Pupils are interested and responsive in their Welsh lessons. Pronunciation skills are satisfactory throughout the school.
- Pupils in KS1 make satisfactory progress in learning basic vocabulary and language patterns. They respond to greetings and simple instructions appropriately. Year 1 pupils can select appropriate words to describe the weather and insert these on the class weather chart.
- Reading and writing skills are developing satisfactorily through labelling, matching exercises and simple sentences and dialogue to reinforce oral work.
- In KS2, pupils worked with enthusiasm in the lessons observed and made good progress in the work introduced. Year 5 pupils read and enacted a dialogue about feeling unwell with good pronunciation and expression. Year 6 pupils read and responded to questions regarding suitable clothes to wear on holiday very well and achieved good standards in the lesson observed.

Shortcomings

- The progress made by pupils between the key stages is unsatisfactory.
- Older KS2 pupils' recall of previously studied topics is very limited.
- Even the most able pupils in Y5 and Y6 cannot sustain, independently, a simple conversation in Welsh.
- The use of incidental Welsh across the school is very limited and pupils rarely use the language independently.

Design and technology

Standards of achievement are good in both key stages

Good features

- Pupils in Y1, as part of their developing understanding of mechanisms, have produced moving pictures of good quality using card and paper. Their work demonstrates that they are developing a good grasp of the importance of preparatory work, including generating and refining ideas. They display good investigative, designing and making skills in their work on shelters, and have used willow wood effectively.
- Year 2 pupils plan effectively as part of their preparatory work for making puppets out of fabric and produce end products of good quality. They focus well on how to make axles turn in their work on movable vehicles made from card and wood.
- Year 3 pupils have created good quality picture frames from a variety of materials. The preparatory work demonstrates good planning skills. The majority of pupils evaluate their end products effectively.
- Pupils in Y4 show good planning and evaluation skills in their work on money boxes, purses, wallets and money belts using a variety of fabrics and cards. They focus

effectively on different fastenings and decoration and the end products, which reflect good stitching skills, are impressive and of high quality. Pupils in this class have also created good quality pop-up books and chairs from card and paper.

- In their focus on cam–mechanisms, Y5 pupils have experimented effectively with different shaped cams and have written good quality, step-by-step plans which they adapt when necessary. They have produced a range of end products of a good quality which includes siege weapons and catapults.
- Year 6 pupils are developing particularly good research skills as part of their preparatory work on creating slippers. Their design skills, which include interesting ideas and careful sketches of a variety of features, are of a high order. They provide careful instructions and demonstrate good sewing and stitching skills in their work.
- The majority have produced a variety of impressive fairground rides from varied materials and have used batteries and motors for movement purposes. Their planning and on-going evaluation skills are effective.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are satisfactory in both key stages.

Good features

- The majority of KS1 pupils make satisfactory progress in keyboard skills and a minority demonstrate satisfactory word processing skills.
- They make appropriate use of computer programs to support their work in language and mathematics.
- They are beginning to make satisfactory progress in data-base work. With help, they can create simple graphs relating to a range of subjects.
- Year 3 pupils are able to change the size and colour of fonts while pupils in Y4 combine text and graphics effectively.
- Older KS2 pupils demonstrate good word processing skills and present their work effectively in a variety of ways. Pupils in Y5 make good use of their skills to insert headings and sub-headings in an effective manner. They are beginning to demonstrate good skills of using Logo effectively.
- Older pupils have begun to make satisfactory progress in their use of the digital camera.
- At appropriate levels, the majority of pupils are beginning to make satisfactory use of the Internet and CD-ROMs to gather information.

Shortcomings

- In both key stages, limited access to computers has constrained the progress of most pupils in developing appropriate computer skills as they move through the school.
- Key Stage 1 pupils' word processing skills are underdeveloped.
- Overall, pupils' skills of handling data are underdeveloped in both key stages.
- The use made of e-mail facilities is very limited.

History

Overall, standards of achievement are good in KS1 and satisfactory in KS2. There are good aspects to the work in Y3 and Y5. The school is in the process of changing its history curriculum and some classes have done very little history during the last academic year.

Good features

- Through studying a variety of historical artefacts such as a wireless, tilley lamp, candle holder and scales, Y1 pupils develop a good understanding of some differences between 'then' and 'now'. They are developing an appropriate historical vocabulary such as 'past', 'present', 'artefacts' and 'sources'. Through devising their own questionnaires, they know how travel has changed since their grandparents went to school.
- Year 2 pupils develop a satisfactory sense of chronology through simple timelines and their significance such as 'when I am alive', 'when granddad was young' and 'when Twm Prys was alive'. They know that Twm Prys was a drover and they have found out how he travelled from Wales to London. They have a good understanding of some changes that have taken place in transport over time.
- In Y3, pupils show an increasing awareness that the past can be divided into different periods. They know that the Celts came before the Romans. Through studying secondary sources such as a chariot, sandal, helmet and grave, they create an interpretation of life in Roman times from the given evidence. Their recall of the work covered is good and they show empathy with people living at the time through writing letters from the standpoint of a Roman soldier reporting his life in Wales. They also have a satisfactory understanding of types of castles and have produced booklets on the information they have gathered, including an information booklet on Cardiff Castle. All pupils achieve satisfactory standards in the work and some pupils achieve good standards.
- Through their classroom timeline, Y5 pupils have a good sense of chronology and can place various events in history into their correct order. They have studied Crossgates as it was 100 years ago and used authentic sources such as old photographs, maps and census figures to gain information. They have good recall of the work covered and know how to find out about the past. They have devised questionnaires and collated the results as part of their evidence base. In preparation for their visit to the Elan Valley Dam, they researched the historical facts of how the Elan Valley pipe line, laid in 1904, came through Crossgates and the effect this had on village life. Good standards have been achieved through the work.
- Year 6 pupils show satisfactory recall of life in Victorian times and most can make satisfactory comparisons between life then and now.

Shortcomings

- Pupils in Y4 and Y6 have recorded very little work in history this year.
- Year 6 pupils have limited knowledge of the life and work of David Davies Llandinam that was part of their history study last term.
- Year 6 pupils display an unsatisfactory understanding of the chronology of different periods in the past such as Celts, Romans, Tudors and Victorians.

Geography

Standards of achievement are good in both key stages.

Good features

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- Pupils of all ages and abilities have an appropriately detailed knowledge of the physical aspects of their immediate locality and of Wales. Older pupils compare their area with the wider world, looking at contrasting areas.
 - Year 1 pupils undertake traffic surveys to answer the question, “When is our car park busiest and how can we make it safer?” The results are analysed and children discuss the issues with interest and confidence. They undertake local studies and can identify features on a map of the school with accuracy. They achieve good standards in the work.
 - In Y2, pupils achieve good standards as they investigate the effect of human influences on the environment through a study of a wind farm. They draw and read maps competently and have a sound knowledge of compass directions. Pupils effectively compare the lifestyle of a Kaiapo child in Brazil with their own lifestyles.
 - Pupils in Y3 undertake a local study to good effect. They interview local people and consider the effects of population and transport on the locality. They display good knowledge and understanding of the work covered.
 - Pupils in Y4, Y5 and Y6 undertake studies of contrasting localities with increasing competence. Year 4 pupils compare their locality with Dale in Pembrokeshire, utilising mapping skills effectively. They use coordinates to locate places on a map with confidence, and know and use key vocabulary to describe the human and physical features of localities with accuracy.
 - Year 5 pupils compare their locality with Naromuru in Kenya. Detailed studies are undertaken within which pupils effectively compare population densities, climate, employment and tourism with Llandrindod Wells.
 - Pupils in Y6 have a good knowledge of India and of the life-styles of the people who live there. They are able to compare and contrast these life-styles with their own. They have good research skills and use the library and Internet to good effect to find out information for their home-school tasks on a range of topics throughout the key stage.

Shortcomings

- There are no significant shortcomings

Art

Standards of achievement are very good in both key stages.

Good features

- Across the school, pupils experiment with a wide range of media and materials; these include painting, drawing, printing, collage, pottery, graphic design, textiles and weaving. All keep sketchbooks in which they record detailed observations and experiment with colour and shading. Some very good quality sketches and paintings were observed in pupils' sketchbooks in all classes.
- Pupils in Y1 draw self-portraits of very good quality in the style of Augustus John and Shani Rhys Jones. They have looked closely at different materials and learned basic weaving techniques. They have subsequently developed these in more creative directions, using paper, wool and recycled materials. The finished work is of very good quality. Their moving pictures of a mermaid hidden behind a sliding sea creature show good skill and imagination.

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- Year 2 pupils have sketched houses in the local area and constructed their own model houses, following a visit to St Fagans to study how houses were built in the past. The models and sketches of many pupils are of a very good standard. Printing techniques, using various materials such as leaves and polystyrene tiles, have produced leaf patterns and images of natural forms seen in the school grounds which are of very good quality.
 - Relating to the class project on 'animals', pupils in Y3 have painted animal images in the manner of cave artists. They have also looked at modern artists and made patterns with stripes and painted cat and dog pictures of very good quality.
 - Pupils in Y4 have observed chairs closely, after which they have designed and made their own models. They have achieved high standards in the work. Fantasy scenes of dreams painted by the pupils display flair and imagination and are of a very good standard.
 - Pupils in Y5 and Y6 successfully emulate the styles of famous artists such as Vincent Van Gogh and Kyffin Williams. They have achieved very good standards in copying the line, tone, colour and pattern of the famous paintings. Year 5 pupils have made very good comparisons between their work and that of other cultures, for example African art. Their drawings in the style of Phillipa Alys Brown are of very good quality. Still-life paintings, containers to hold a wish and examples of Batik work by the pupils are also of high quality.
 - A range of very good quality art work has been undertaken by Y6 pupils including observational sketches of parts of a flower in oil pastel and ink and wash paintings in the manner of Linda Faye Powel, a modern Welsh artist. They have created Welsh landscapes in the style of Kyffin Williams and achieved very high standards in their work.

Shortcomings

- There are no significant shortcomings

Music

Standards of achievement are very good in both key stages.

Good features

- Pupils in both key stages sing tunefully and with enthusiasm.
- Key Stage 1 pupils sing and perform effectively using tuned and un-tuned instruments. They can follow graphic representations of pitch, and also follow symbols to indicate a change in volume.
- They are familiar with the terms 'crescendo' and 'diminuendo' to denote dynamics and know that 'p' and 'f' on a musical score mean soft and loud.
- Most can choose appropriate volume to add interest to a piece of music and they react effectively to a conductor's guidance.
- Pupils in KS2 listen attentively to a piece of music and can discuss confidently the dynamics, pitch and structure of the music. Some recognise the sounds of the main orchestral instruments played in the musical piece.
- In one lesson, Y6 pupils composed very good quality music to depict sounds on a river theme. In groups, they composed music to portray springs bubbling, rapids and waterfalls. Some very good quality sounds, progressively getting louder, were created to depict the depth and width of the river and then softening and fading away into silence.

Overall, the compositions and performances were of very high quality and pupils were impressive in their ability to appreciate and evaluate each other's performance.

Shortcomings

- There are no significant shortcomings.

Physical Education

As a result of time restrictions, it was only possible to observe one lesson of physical education during the inspection. It is therefore not possible to make an overall judgement on standards through the school.

Good features

- Year 2 pupils use apparatus with confidence and display good performing skills in gymnastics. They follow instructions well, have good spatial awareness and move with grace and control.
- The school has a thriving sports club and a comprehensive programme of extra-curricular provision supplements the physical education programme.
- The school is represented, with considerable success, by a variety of sports teams in local competition. Links with local sports clubs raise the profile of physical education throughout the school and local community.
- Children throughout the school undertake swimming lessons at a local baths.
- The concept of health-related exercise is embedded in the culture of the school and a great deal of importance is placed on healthy eating issues, pupils displaying a good knowledge of these.

Religious Education

Standards of achievement are unsatisfactory in KS1 and good in KS2.

Good features

- Pupils across the school have a satisfactory knowledge of the traditions and teachings of the Christian faith. Close links and regular visits from the local clergy help deepen their understanding of the rituals and festivals of Christianity.
- Visits to the local church give pupils a good understanding of Christian places of worship and their purpose.
- In Y1, pupils are aware of the significance of prayer. They are beginning to understand the importance of special times, special people and special places.
- In Y2, pupils undertake reflective work related to looking after each other. They reflect upon, and share thoughts about caring for each other and they are well aware of the difference between right and wrong.
- In KS2, pupils are beginning to make use of artefacts when studying different faiths. They study a range of faiths including Judaism, Buddhism and Hinduism, and talk about them openly and with empathy.
- In their study of religious beliefs in relation to other religions, pupils compare a Christian marriage to a Hindu marriage and discuss the contrasting features with insight.
- Pupils reflect carefully on different spiritual and moral themes and relate these to their own lives. Circle time enables pupils to listen to others and to respect different standpoints.

Shortcomings

- Year 2 pupils' knowledge and understanding of other religions is very limited.
- In Y2, there is very little written recording of work covered.
- Some Y2 pupils have a very limited recall of work previously covered.
- There are no significant shortcomings in KS2.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Seven key issues arose as a result of the last inspection report in April 1998. The school's response to each is as follows:

i. raise pupils' standards of achievement in geography and religious education in KS1 and in aspects of Welsh, music and religious education in KS2.

The school's response has been generally positive. Standards of achievement have greatly improved in geography and music but work remains to be done to improve standards in religious education in KS1 and Welsh in KS2.

ii. provide more focused written comments on pupils' work to help them to overcome weaknesses.

In the main, written comments are now supportive but also constructively critical, although work remains to be done to ensure that standards in this are consistently maintained in all classes.

iii. improve assessment in the foundation subjects.

There are now satisfactory procedures in place for assessing pupils' progress and standards of achievement in the foundation subjects.

iv. designate co-ordinators to improve standards further by monitoring the teaching and learning in design and technology, information technology, religious education and physical education.

There are now co-ordinators for all subjects and they undertake their responsibilities effectively in terms of support for colleagues and the documentation produced. Although such plans are afoot, they do not yet monitor the learning and standards achieved in classes across the school.

v. formalise a behaviour and discipline policy.

There is now an appropriate policy for these aspects

vi. review and update school policies on health and sex education.

Up-to-date, clear and detailed policies now exist for these aspects.

vii. ensure that the governors' annual report to parents and the school brochure fulfils the statutory requirements of the Welsh Office Circular 22/96.

Both documents now fully meet statutory requirements.

8.2 Key Issues for Action

The school needs to:

- raise standards in religious education in KS1 and in Welsh in KS2; also in subjects which, while satisfactory overall, have some shortcomings;
- develop and implement strategies for monitoring the quality of learning and standards achieved to ensure consistency across classes;
- improve aspects where there are shortcomings in the teaching;
- extend and develop the resources for ICT;

-
- address health and safety issues in relation to the climbing frame in the school hall and the perimeter fence on the boundary with the nearby petrol station.

APPENDIX

A. Basic Information About the School

Name of School	Crossgates Primary
School type	LEA maintained
Age-range of pupils	3-11
Address of school	Crossgates Llandrindod Wells Powys
Post-Code	LD1 6RE
Telephone Number	01597 851667

Headteacher	Mrs Susan Meeke
Date of appointment	September 2002
Chair of Governors	Mr Philip Bufton
Registered Inspector	Ms Lona Thomas
Dates of inspection	17-19 May 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	19	24	31	20	24	24	20	172

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0.4	8.04

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Average class size, excluding nursery and special classes	23.1
Teacher (fte) : class ratio	1:14.1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	94	95	96	95
Term 2	94	95	96	95
Term 3	94	97	97	96

Percentage of pupils entitled to free school meals	6
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003							Number of pupils in Y6: 20						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	14	19	62	5	0	0
		National	0	0	0	0	1	6	17	46	30	0	0
	Test/Task	School	0	0	0	0	0	0	10	47	43	0	0
		National	0	0	0	0	0	5	12	41	38	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	9.5	29	52	9.5	0	0
		National	0	0	0	0	1	4	19	47	28	0	0
	Test/Task	School	0	0	0	0	0	0	38	29	33	0	0
		National	0	0	0	0	0	4	19	43	30	0	0
Science	Teacher assessment	School	0	0	0	0	0	0	29	48	23	0	0
		National	0	0	0	0	0	2	13	50	33	0	0
	Test/Task	School	0	0	0	0	0	0	5	52	43	0	0
		National	0	0	0	0	0	1	10	47	38	0	0

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:	62	In the school:	62
In Wales:	69.6	In Wales:	68.1

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

- The school was inspected over a period of three days by a team of three professional inspectors and one lay inspector;
- thirty-six lessons or part-lessons were observed;
- pupils' work was discussed with the pupils themselves, with the head teacher and class teacher;
- examples of pupils' work completed during the term and during the previous term were examined;
- all school documentation, including the SDP were studied in detail;
- attendance registers and pupils' assessment records were examined;
- the school's budget was scrutinised;
- inspectors were present during morning services;
- a parents' meeting was arranged and attended by 16 parents and 38 questionnaires were returned and scrutinised.
- Pre and post-inspection meetings were held with staff and the governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Ms Lona Thomas	RgI	Context; main findings; standards achieved in subjects and areas of learning; teaching; curriculum; provision for pupils with SEN; leadership and efficiency; progress since the last inspection; key issues.	Early years; English; Welsh second language; history; art; music.
Mr Neil Watkins	Team	Pupils' spiritual, moral, social and cultural development; behaviour and attitudes; assessment, recording and reporting; quality of evaluation and planning for improvement; staffing, accommodation and learning resources.	Mathematics; science; geography; physical education; religious education.
Mr Bryn Jones	Team	Standards achieved in key skills across the curriculum; support, guidance and pupils' welfare.	Design and technology; information technology.
Mr Gwynoro Jones	Lay	Attendance; partnership with parents, community, LEA, schools and other institutions; partnership with industry.	

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.