

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

**CWMDU CHURCH-IN-WALES PRIMARY SCHOOL
CWMDU
CRICKHOWELL
POWYS
NP8 1RU**

SCHOOL NUMBER: 666/3042

DATE OF INSPECTION: 8-10 OCTOBER 2002

BY

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REGISTERED INSPECTOR: WO89/15781**

DATE: 26 NOVEMBER 2002

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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:

	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 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 shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
BBC	-	British Broadcasting Corporation
CoP	-	Code of Practice
CD-Rom	-	Computer Disk Read Only Memory
EBP	-	Education Business Partnership
ELWA	-	Education and Learning Wales
EWO	-	Education Welfare Officer
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
PTA	-	Parent Teacher Association
ROA	-	Record of Achievement
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
TEC	-	Technology and Enterprise Council
WAG	-	Welsh Assembly Government

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Cwmdu Church-in-Wales Voluntary Controlled School is situated in the village of Cwmdu in the heart of the Black Mountains between Crickhowell and Talgarth. It was originally founded in 1835 as a National School and the current building was opened in 1873. The accommodation comprises three small classroom areas of traditional design and a recently constructed entrance and servery area with new toilet facilities. There is no hall, staff room or office. Outside there is a playground, a playing field and an environmental area.

The school serves the rural population of the local area, although a significant number of pupils come from Crickhowell and various villages outside the traditional catchment area due to parental choice; a few cross the border from the neighbouring county of Monmouthshire. Currently there are 38 pupils in the school between the ages of four and eleven plus one part-time child of nursery age and two pupils of Y7 age, who have been permitted to remain at primary school for another year. Pupils are taught in two mixed age range classes for two days a week (early years/KS1 and KS2) and in three classes for three days a week (early years, KS1 and KS2). The number on roll has gradually increased since the last inspection. According to the school, pupils generally come from homes that are neither prosperous nor economically disadvantaged; none is registered as being entitled to free school meals. The intake covers the full range of ability. Around 35% are identified as requiring SEN support, which is above the national average; three are statemented. No pupils come from an ethnic minority background, although a small number speak English as an additional language. No pupils are natural Welsh speakers.

The school has a statement of appropriate aims, although these are not published for parents in the prospectus. Current priorities for development are raising standards in mathematics, oracy and handwriting, establishing European links and a school council, promoting KS2 and KS3 liaison, completing schemes of work for mathematics, science, geography and art, developing further the cwricwlwm Cymreig and improving the accommodation and school grounds. Quantitative targets have been set in the core subjects.

The school was last inspected in October 1996. It was awarded the Basic Skills Agency Quality Mark II in April 2002.

Although the school is voluntary controlled, religious education was inspected separately under Section 23 of the 1996 Education Act, since the Diocesan syllabus is taught.

2. MAIN FINDINGS

The main findings of the report

Cwmdu is a very effective community school with many good and very good features. There is a very positive and supportive ethos and standards and teaching are consistently good and at times very good, despite the very limited accommodation.

- From the work seen, standards in the school are 100% satisfactory or better, of which around 68% is good and 21% very good. Standards are consistently good and at times very good in all three age phases.
- In the early years the large majority of the work is good and occasionally very good. The educational provision for the under-fives, taken overall, therefore, is appropriate to their needs and children make good to very good progress towards the Desirable Outcomes for Children's Learning.
- Standards achieved in the six areas of learning are as follows:

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

- In KS1 over half of the work is good and over a quarter is very good; in KS2 over two thirds is good and almost a quarter is very good.
- Standards in the subjects of the NC are as follows:

	KS1	KS2
English:	Good	Good
Speaking	Good	Good
Listening	Good	Good
Reading	Very good	Very good
Writing	Good	Good
Mathematics	Good	Good
Science	Very good	Very good
Welsh second language	Good	Good
Design and technology	Satisfactory	Good
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Very good
Art	Good	Good
Music	Satisfactory in the limited work seen	Good in the limited work seen
Physical education	Good in the one lesson observed	Good in the one lesson observed

- Standards in key skills are good in speaking, listening, reading, writing and numeracy and satisfactory in ICT, but there is no whole school planning process in place to ensure consistent delivery across the curriculum.
- Pupils' moral and social development is very good; their spiritual and cultural development is good. Acts of collective worship occur each day and fully meet statutory requirements. Pupils acquire a good knowledge base of their local area and the cwricwlwm Cymreig, but their understanding of multicultural education and racial issues is less well developed.
- Pupils' behaviour and attitudes to work are very good.
- Attendance is satisfactory overall; punctuality for the large majority of pupils is very good and there are no unauthorised absences.
- Based on the lessons observed, teaching in the school is 100% satisfactory or better, of which about 57% is good and 36% very good. There is evidence of good and very good practice in each class.
- Teaching in the early years is never less than good and over a third is very good. In KS1 and KS2 almost all teaching is good or better with almost a third in KS1 and around two fifths in KS2 being very good.
- Lessons are prepared conscientiously; they are carefully structured, well organised and effectively managed. Teachers provide clear explanations and directions and have well developed questioning techniques.
- Teachers use a range of teaching methods and have good subject knowledge across the curriculum. They know pupils very well and develop very good relationships with them. Very good support is provided by all ancillary staff.
- There is scope to improve the way pupils' work is retained and collated and more attention at times could be given to differentiation to ensure work is appropriately matched to pupils' stages of development.
- The quality of assessment, recording and reporting is satisfactory overall. Baseline assessment, standardised reading and spelling tests and non-statutory NC tests are used effectively and all pupils are heard reading on a daily basis.
- Each pupil has a personal profile held centrally, as well as an RoA of personal achievement. Records are also kept for core and foundation subjects. However, there is no policy which codifies these procedures to ensure a standardised approach and there are no portfolios of levelled and annotated work to exemplify standards, except for written work in English.
- Marking is undertaken sensitively, but comments do not always point the way forward. Reports to parents are of very good quality and fully meet statutory requirements.

- The curriculum is broad, balanced and relevant, and overall teaching time is in line with WAG recommendations. Homework is regularly and consistently provided in both key stages. There are no after school extra-curricular activities due to transport arrangements, but pupils experience a variety of field visits and excursions to places of interest.
- Schemes of work are in various stages of development and do not exist at all for design and technology and art. Teachers draw up half-termly and weekly forecasts, but the system focuses mainly on the content to be taught and lacks important details.
- Very good provision is made for the support, guidance and welfare of pupils, who feel secure in a friendly, welcoming and caring community; this is a notable feature of the school.
- Very good provision is also made for pupils with SEN, which is an outstanding feature of the school. Great care is taken to ensure all are happy, secure and successful in their learning. They are fully integrated into the life and work of the school and make very good progress. Procedures are in accordance with the new SEN CoP and exemplify the national policy of inclusiveness.
- The school's partnership with parents and the community is very good; with schools and other institutions it is good. There are satisfactory links with industry.
- The quality of self-evaluation and planning for improvement is satisfactory. A culture of critical self-review is being developed, but this is at an early stage of development. The SDP has a number of relevant targets for school improvement, but there is a lack of detail in relation to their implementation.
- There is a lack of curriculum co-ordination and no formal monitoring of subjects across the school.
- Leadership and efficiency are effective. There is an evident sense of purpose in the school and the head and staff are successful in creating a positive ethos, which is conducive to effective learning.
- Staff work very well together as a team and day to day routines operate successfully. Currently the head has a full-time teaching load and is not able to take her allocated 1.5 days a week non-contact time for management and administration purposes, due to the lack of any office space.
- The GB is well informed and actively involved in the life of the school; although there is a deficit budget, this is well managed and the shortfall has recently been substantially reduced. The school gives good value for money.
- The level of staffing is very good and resources are good overall, but there is no hall and space in the classrooms is cramped and restricts some learning activities. Facilities for teachers and adults are also very limited and the secretary works at a desk in the KS1 classroom; this is inappropriate.
- The boundary fence at the rear of the school is in need of urgent attention.

- The school has satisfactorily addressed some of the key issues from the last inspection, but others still require continued development.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

From the work seen, standards in the school are 100% satisfactory or better, of which around 68% is good and 21% very good.

- Standards are consistently good and at times very good in all three age phases. In the early years the large majority of the work is good and occasionally very good. In KS1 over half of the work is good and over a quarter is very good. In KS2 over two thirds is good and almost a quarter is very good.
- Standards in the early years are good in language, literacy and communication skills, mathematical development, physical development and creative development; they are very good in personal and social development and knowledge and understanding of the world.
- Standards are good overall in English in both KS1 and KS2; pupils make good progress in speaking, listening, writing, and spelling through the school and they achieve very good standards in reading.
- Standards in mathematics are good in both key stages; pupils make consistently good progress in their knowledge and understanding of mathematical concepts and processes.
- Standards in science are very good in both key stages; pupils develop a wide range of knowledge, understanding and skills through regular investigative work.
- Standards in Welsh second language, history and art are good in both key stages.
- Standards in geography are good in KS1 and very good in KS2.
- Standards in physical education are good in the two lessons observed.
- Standards in design and technology are satisfactory in KS1 and good in KS2.
- Standards in music range from satisfactory to good in the limited amount of work seen.
- Standards in information technology are satisfactory in both key stages.
- Although cohorts are generally very small, except for Y6 in 2002, which contained 11 pupils, results from NC test results for the last few years indicate that pupils in both key stages generally perform above the local and national averages and better than in schools of a similar type. Because of the small and varied cohorts there are no discernible differences between boys and girls in either key stage.

- In 2002 in teacher assessment results for KS1 all pupils attained level two in each core subject and an number attained level three, particularly in mathematics; however, none reached this level in English. In NC tests for KS2 all pupils attained level four in English and science, but only 73% achieved this in mathematics. However, over half in English and science and a quarter in mathematics achieved level five.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills are good in speaking, listening, reading, writing and numeracy and satisfactory in ICT.

- Standards in key skills in the early years are consistently good. Children have regular opportunities for listening and speaking to adults and to peers, in pairs and in groups; they communicate well with each other, engage in conversations readily and speak confidently in front of the whole class. They use books regularly and make good progress towards early writing and numeracy skills.
- In KS1 and KS2 pupils listen well; they pay attention and follow instructions carefully.
- Pupils in both key stages speak fluently and talk competently about their work and interests. They respond willingly to questions and use appropriate language when offering observations and sharing experiences.
- Pupils display good skills in reading for information across the curriculum. Some read avidly and are able to use reference materials and other sources well. They appreciate that reading can be for particular purposes or simply for pleasure.
- Writing across the curriculum is good in both key stages and writing skills in a range of contexts develop well. Pupils are able to adapt their writing styles to suit different texts and audiences. There is evidence of extended writing across the curriculum.
- There are many examples of the use of numeracy skills in different subjects, for example in science and geography.
- ICT is used to support and consolidate language and mathematics activities, but its use for research in other subjects is limited and at times learning opportunities are not exploited.
- At present there is no whole school planning process for the development of key skills to ensure consistent delivery across the curriculum, but this is being addressed as part of the production of schemes of work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral and social development is very good; their spiritual and cultural development is good.

- An act of collective worship occurs every day; sessions are well conducted and include elements of praise, prayer and exposition based on religious or moral precepts. Appropriate use is made of music, pupil participation and the Welsh language. A reverent atmosphere is created; a candle is lit and pupils listen with interest, although little time is allowed for reflection. Statutory requirements are fully met.
- Pupils' spirituality is further enhanced through the curriculum, for example through their study of living things and their use of the school grounds and the local environment. They make regular visits to the local Church for services and curriculum purposes. They say grace before lunch and a prayer at the end of the day.
- Pupils know the difference between right and wrong. All are helpful and show a very good understanding of the need to care for those less fortunate than themselves; their concern and support for those with particular needs is especially impressive. They treat adults and peers with respect and regularly support charities and good causes. Moral issues are regularly discussed during story and circle time and in PSE lessons.
- Pupils have a good sense of fair play and older ones understand the need for social justice; they show initiative and take responsibility for their own actions. The large majority respond to requests willingly and enthusiastically.
- Pupils acquire a good knowledge base of their local area and the cwricwlwm Cymreig from their studies in various subjects. They celebrate events such as St. David's Day, participate in the local Eisteddfod and make regular visits to places of interest, both locally and further afield in Wales, such as Ty Mawr in Llangorse, the Judge's Lodge in Presteigne, the Museum of Welsh Life in Cardiff and Llancaiach Fawr in Nelson.
- Pupils' understanding of multicultural education and racial issues is less well developed. A race equality policy is in place and pupils hear stories from other lands, study other faiths and play instruments from other countries; in KS2 they undertake a major project on St. Lucia in geography. However, there is no policy or deliberate planning across the curriculum to raise pupils' awareness of other cultures and lifestyles outside their immediate experience. Links with other countries in Europe are at an early stage of development.

4.2 Behaviour and Attitudes

Pupils' behaviour is very good.

- In class pupils have very good attitudes to work; they settle down quickly and work industriously.
- In the playground pupils play very well together and all ages join in with the different games. Older pupils are very caring and look after younger ones; in class too they eagerly help those less able than themselves.
- Pupils are very polite and courteous. Good manners, especially at meal times, are considered important and particular care is taken to build up pupils' self-esteem and confidence.

- The school has an appropriate discipline policy, which states “Children are encouraged to treat each other in the same way as they would like to be treated themselves”. In addition, there is a playground duties policy ensuring that pupils play happily and safely together.
- Bullying is always taken seriously and dealt with immediately, the emphasis being on pupils, in the first instance, sorting out their own difficulties. There is, however, no specific anti-bullying guidance or policy.
- There have been no exclusions.
- Parents are extremely pleased with pupils’ behaviour and outsiders frequently comment on their very good conduct, for example, on school trips.

4.3 Attendance

Attendance is satisfactory overall.

- Attendance in KS1 and KS2 in the three terms prior to the inspection was 90.20% (Summer 2002), 93.25% (Spring 2002) and 92.30% (Autumn 2001); in reception attendance was 87.5% (Summer 2002), 90.1% (Spring 2002) and 95.4% (Autumn 2001).
- There is no unauthorised absence and parents notify the school if their children are unable to attend. However, only limited information about the importance of regular attendance at school is published in the prospectus.
- Punctuality for the large majority of pupils is very good.
- Parents have been notified by the GB about the guidance for taking holidays in term time, since figures in the summer term show that attendance declines due to holidays.
- A whole school attendance policy sets out in detail the aims, principles and procedures for attendance. Although the school is aware that a target for attendance is good practice, this has not been set.
- Registration occurs first thing each morning and after lunch; registers are clearly marked and meet statutory requirements for the marking and reporting of attendance.
- Should there be a need, the EWO is readily available and works closely with the head.

5. QUALITY OF EDUCATION

5.1 Teaching

Based on the lessons observed, teaching in the school is 100% satisfactory or better, of which about 57% is good and 36% very good. There is evidence of good and very good practice in each class.

- Teaching in the early years is never less than good and over a third is very good. In KS1 and KS2 almost all teaching is good or better with almost a third in KS1 and around two fifths in KS2 being very good.
- Teachers prepare lessons conscientiously and have materials ready and available for pupils to use, so that work can begin promptly. Transitions between activities operate smoothly and efficiently.
- Lessons are carefully structured and well organised with appropriate introductions and conclusions, when relevant. They are effectively managed with suitable routines, despite the very restricted space, which limits movement and practical activities. In all lessons time is well managed and teachers maintain a good pace that holds pupils' interest and attention, so that they remain on task.
- Teachers provide clear explanations and directions, so that pupils know what to do and what is expected. Questioning techniques are well developed and responses to pupils' answers and queries are appropriate and supportive. Teachers also use various forms of non-verbal communication very effectively.
- Teachers use a range of teaching methods and generally make good provision for independent learning and co-operative group work; pupils have opportunities to undertake their own research and seek out their own solutions.
- Teachers know pupils very well and develop very good relationships with them. They give very good attention to individual needs, monitor progress carefully in lessons and provide regular praise and encouragement, which enables pupils to develop pride and confidence in their work.
- Where teaching is very good, teachers have clear lesson objectives and high expectations of pupils' achievement. They provide a variety of stimulating materials and activities, which are suitably challenging and well matched to the different levels of ability in the class. They use visual aids and displays in the classroom for teaching purposes and encourage pupils to produce their own ideas. They expect pupils to complete what they are doing and provide extension activities for the more able and those who finish early.
- Teachers have good subject knowledge across the curriculum and use relevant vocabulary and terminology. They attend appropriate INSET courses to update their expertise.
- There is scope to improve the way pupils' work is retained and collated. There is at times an overuse of worksheets and the way these are stuck into exercise books does not generally display the quality of work produced to best advantage.
- Due to the wide range of ages and abilities in each class, more attention at times could be given to differentiation to ensure work is appropriately matched to pupils' stages of development, especially in the foundation subjects.
- Very good support is provided by all ancillary staff. They have clear roles and are well deployed. All know what to do and work well as a team in the classroom with each other and teachers.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory overall.

- Teachers are fully aware of pupils' abilities across the curriculum.
- Children under five are assessed according to the LEA baseline test; the school responds to any problems which arise from these results and parents are consulted.
- Standardised reading and spelling tests plus non-statutory NC tests are used annually; the results of these are used to inform target setting in Y5 and Y6. The school aims to raise the achievement of all pupils by two levels between the two key stages; this is ambitious, but is currently being achieved.
- Pupils set their own specific targets, both curriculum and non-curriculum based. Progress is reviewed and evaluated by pupils and teachers together on a half-termly basis.
- All pupils are heard reading on a daily basis. Individual literacy and mathematics records are kept, as well as a science record of coverage in KS2; in information technology there is a separate levelled checklist for every pupil.
- The school has recently adopted the Powys foundation subject recording booklet; the system is manageable and works well.
- Samples of written work in English across the school are levelled and annotated and kept in a portfolio covering both key stages. There are no other subject portfolios, however, to exemplify standards.
- Every pupil has a personal profile held centrally; by the end of KS2 these have become informative and useful records showing pupils' general achievement and progress.
- Every pupil has an informative and well presented RoA. These celebrate personal landmarks and appertain to school functions as well as successes achieved outside school.
- The school has a policy for marking work, which is undertaken sensitively and in a focused manner, but comments do not always point the way forward.
- Reports to parents are of a very good quality and fully meet statutory requirements. Parents value these reports, as well as the regular opportunities the school provides for them to discuss their children's progress, both formally and when a concern arises.
- Although throughout the school there are examples of continuous assessment, based on clear targets, procedures are not codified in a policy to ensure a standardised approach, particularly in relation to planning for assessment. This is beginning to be addressed, however, as schemes of work are produced.

5.3 Curriculum

The curriculum is broad, balanced and relevant, but there are shortcomings in the planning process.

- The curriculum for the under-fives is appropriate and based on the Desirable Outcomes for Pupils' Learning.
- In KS1 and KS2 the curriculum is well organised and there is good coverage of all NC subjects. In KS1 there is a two year programme of themes and in KS2 there are rolling programmes of topics for science over two years and history and geography over four years.
- The time provided for each subject in each key stage is not specified, but overall teaching time is in line with WAG recommendations in both key stages. However, KS2 pupils have no break in the afternoon and in KS1 the last period is quite short.
- Policy statements are in place for all NC subjects, but schemes of work are in various stages of development and do not exist at all for design and technology or art. A range of local authority and commercially produced materials are used for the majority of subjects, but these are not collated or customised for the school's specific use. The school is aware of this shortcoming, especially as it was a key issue in the last inspection, and is continuing to address it as part of its current SDP.
- Teachers draw up half-termly and weekly forecasts, supplemented at times with their own notes and lesson plans, but the system focuses mainly on the content to be taught and lacks important details, for example on learning objectives, assessment opportunities, differentiation and teaching methods. There is no evidence of plans being evaluated.
- There is a draft framework for the teaching of PSE and health education and these aspects are regularly timetabled as an integral part of the curriculum; the school is aware of the ACCAC guidance for PSE.
- The school regularly participates in trialling ACCAC and BBC teaching materials.
- Homework is regularly and consistently provided in both key stages and is appropriate to each age group, although there is no specific policy or mention of this aspect in the prospectus. However, parents are very happy with the arrangements and communicate with the school on their child's progress, for example through comments on reading records.
- There are no after school extra-curricular activities due to transport arrangements, but pupils experience a variety of field visits and excursions to places of interest. They also participate in a range of local activities, such as the Eisteddfod, the village show and bell ringing at the parish church, and older pupils each year spend a few days at a residential outdoor pursuits centre.

5.4 Support, Guidance and Pupils' Welfare

Very good provision is made for the support, guidance and welfare of pupils.

- Pupils feel secure in a friendly, welcoming and caring community; this is a notable feature of the school.
- Staff promote positive values which encourage pupils' learning. Pastoral policies are consistently applied to ensure that all pupils, including those with SEN, are provided with the level of guidance and help they need. As a result, they are very well supported in lessons and in the daily life of the school.
- All staff are very approachable and deal with sensitive issues very carefully; pupils, in their turn, are confident and enjoy a feeling of good self-esteem.
- All pupils have equal access to all aspects of school life, including trips and sporting activities, where both boys and girls play an active part in school teams.
- Good attention is given to personal relationships and sex education within the curriculum and these aspects are monitored and reviewed regularly by staff and governors.
- The school has adopted the LEA policy on child protection, which conforms with statutory requirements; both full-time teachers are responsible for this aspect.
- Three members of staff, two teaching and one support, are the nominated first aiders; they are all qualified and their certificates are up to date. Accidents are accurately recorded in the school accident book.
- Arrangements for contacting parents when necessary during the day are very good; any accident is immediately reported to parents. Teachers always share relevant information with parents on a day to day basis.
- Risk assessments are always undertaken for school visits, the use of the minibus and food preparation activities.
- Regular fire drills are held and are carefully logged. However, the head is concerned that the fire alarm cannot always be heard by everyone in the school; she has reported this concern in writing to the LEA but to date no action has been taken.
- Pupils are carefully supervised during break times, at lunch time and at the end of the school day.

5.5 Provision for Pupils with SEN

Very good provision is made for pupils with SEN; this is an outstanding feature of the school.

- The school regularly undertakes an audit of both more able pupils and those with SEN.

- Great care is taken to ensure that all pupils with SEN are happy, secure and successful in their learning. They are very well supported and fully integrated into the life and work of the school; their strengths are identified early and their progress is very good. Every pupil's contribution is valued.
- The comprehensive SEN policy has recently been rewritten in accordance with the new SEN CoP and exemplifies the national policy of inclusiveness. The SENCO and the nominated governor work together very closely and effectively oversee the provision and progress of pupils.
- The SEN register is reviewed on a termly basis and parents are kept fully informed of any changes at the relevant stages of the CoP. The school is very successful in moving pupils down or off the register.
- Approximately 35% of pupils in the school are identified as requiring SEN support, of whom three are statemented. Two have a modification to the NC by being withdrawn from learning Welsh; one of these is statemented and the other is on School Action Plus.
- Appropriate procedures are in place for the early identification of pupils with SEN and for screening and assessment purposes. The SENCO manages the provision meticulously and she and the peripatetic SEN teacher plan and work well together to ensure good quality support is provided in all lessons. Teaching is well focused, both in class and when pupils are withdrawn and as a result the educational provision is considerably enhanced.
- Non-teaching support staff, two of whom provide constant and appropriate attention on a full-time one-to-one basis, and two who provide in-class support, make a significant and valuable contribution to the SEN programme of work.
- IEPs, drawn up for pupils on the SEN register, are of good quality. Targets are set termly on individual target sheets by the SENCO and SEN teacher. Progress is diligently reviewed and recorded on a termly basis. An individual file, containing samples of work, is kept for all SEN pupils and a detailed record of contact is kept by the SEN teacher. The SENCO has recently been trained to use IEP Writer for compiling and updating IEPs.
- Parents of pupils with SEN receive copies of IEPs, which also identify help that can be given at home. Parents have appropriate and regular opportunities to discuss their children's work and development.
- The school also gives appropriate consideration to the needs of able pupils; challenging tasks are often set to enable them to develop to their full potential.
- Resources for SEN pupils are good and links with outside agencies are appropriate. The school makes good use of external expertise and support in making assessments and ensuring specific provision for individuals.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents and the community is very good; with schools and other institutions it is good.

- A good communal spirit has evolved over the years, involving all parents and the community as a whole.
- Parents are very well informed about the life and work of the school. There is a printed prospectus and a version on CD; in addition, the school has its own web site. Newsletters are also regularly sent out updating parents on news and events.
- Parents feel very welcome in school and often talk to teachers at the beginning and end of the day; this is particularly valuable for those parents with SEN children. Formal evenings are also held to discuss pupils' academic and pastoral progress. Some parents help in school and with trips.
- At the pre-inspection meeting parents spoke warmly and enthusiastically about the school; many choose to send their children to Cwmdyffryn from out of the catchment area.
- There is a home/school agreement which is renewed annually and which almost all parents have signed.
- The PTA raises considerable sums of money for additional school resources.
- The school is at the heart of the village community. Pupils attend services at the parish church and take part in the local Eisteddfod and village show. Members of the community visit; for example, the fire and police services talk about their roles and educate pupils generally about life in the local community and the wider world. All this enriches the school's curriculum provision.
- The local playgroup uses the school once a week, which makes children's initial steps into mainstream school easier and enables staff to get to know them.
- The school is a member of the local primary cluster group and the head attends meetings regularly to exchange ideas, which are shared at school INSET sessions.
- Good links are in place with the local high school; for example, pupils have many opportunities to visit prior to transferring and also take part in mathematics, music and sporting activities. The GB is aware that curriculum links are generally underdeveloped, but progress is being made in this respect.

5.7 Partnership with Industry

The school has satisfactory links with industry.

- Pupils visit a local forest, funded by ELWa, in connection with their studies on the geography of rain forests.

- Older pupils visit the National Park Centre and wardens visit the school, as part of curriculum work on sustainable development.
- The local EBP has helped with some funding, but the school has not made full use of the services that this partnership offers.
- There are some beneficial links with local shops.
- Some sponsorship from a national water company has been received and Powys TEC has provided funds for a visit to Celtica in Machynlleth. Sponsor money has also been acquired for the making of story sacks, the purchase of microscopes and the school's rugby kit.
- There is no separate industrial links policy and opportunities are not always taken at the planning stage to involve businesses and industry as part of the learning process.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- A culture of critical self-review is being developed, but this is at an early stage of development.
- The school's self-assessment report outlines perceived strengths and areas for development and covers progress since the last inspection, but it is mainly descriptive and does not refer to any benchmarking data or analysis of standards.
- The SDP has a number of relevant targets for school improvement over the next three years, covering most aspects of school life. There is an introductory rationale, explaining what has been achieved in recent years, and there is reference to staff development, but there is a lack of detail, for example in relation to costings, implementation steps and success criteria.
- Although all three teachers meet regularly, view pupils' work in other classes and discuss subject development, there is a lack of curriculum co-ordination and no formal subject monitoring across the school. The part-time teacher focuses exclusively on the early years, the head oversees all subjects in KS1 and the other teacher has responsibility for the whole curriculum in KS2. There is a case, therefore, for curriculum co-ordinators to be established for each subject, in order to ensure continuity and progression in the curriculum through the school and to monitor standards, teaching and learning in each subject.
- An LEA partnered review was undertaken with the school in 1999 to look at English, Welsh second language and SEN provision. The report was very supportive and recognised many of the school's strengths, as well as outlining various areas for further development; the school is still in the process of addressing some of these.

- The GB is very supportive and is fully involved in overseeing the school's progress; it has a direct involvement in the production of the SDP and self-assessment report.

6.2 Leadership and Efficiency

Leadership and efficiency are effective.

- There is an evident sense of purpose in the school. The head and staff are successful in creating a positive ethos founded on sound values, which is conducive to effective learning.
- Currently the head has a full-time teaching load, which results in a lack of essential non-contact time for management and administration. The LEA would allow the head to take 1.5 days per week for this purpose, but due to a lack of office space she is not able to take advantage of this.
- The staff work very well together as a team and are prepared to undertake any changes to ensure improvement in standards, to promote high expectations and to respond to pupils' needs. They communicate well and hold staff meetings regularly, although minutes are not kept.
- Day to day routines operate effectively. The head is ably supported by the part-time school secretary, who works and answers the telephone in the KS1 classroom; this is inappropriate.
- The GB is well informed and actively involved in the life of the school. Members are very supportive and are clear in their determination to effect improvements.
- The school is currently running a deficit budget, but the GB manages it well and the shortfall has recently been substantially reduced.
- Cost effectiveness is secured by comparing pupils' results with how income is spent. Resources are well managed.
- The shortcomings identified in the latest Audit report of May 2002 are in the process of being fully addressed.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

The level of staffing is very good and resources are good overall, but there are some shortcomings in the accommodation.

- The school is appropriately staffed for the number of pupils. Support staff, including the peripatetic special needs, music and Welsh teachers, make a significant contribution to

pupils' learning and the life of the school. The secretary, cleaner and mid-day supervisors also perform their roles effectively.

- Teachers are provided with appropriate opportunities to extend their professional development by attending relevant INSET courses.
- Classrooms are attractive and colourful; pupils' work is celebrated in a number of stimulating displays which enhance the school environment.
- Standards of cleanliness both inside and outside the building are good.
- The school has a welcoming atmosphere. It is set in a very pleasant, well maintained site including hedges, a field, an environmental area and a hard surface playground. The play surfaces are colourfully marked for games and activities; however, the boundary fence at the rear of the school is in need of urgent attention.
- The school is secure, but the gate leading out to the road needs to be locked when school is in session.
- Space in the classrooms is cramped and restricts some learning activities.
- Facilities for teachers and adults are very limited. There is no staff room or allocated office space, so that there is nowhere for the head to undertake her management and administrative duties, some of which are sometimes confidential.
- There is no hall where physical education lessons and school assemblies can take place. Furniture and resources have to be moved regularly in order to provide sufficient space for the whole school. At lunch times meals are eaten in the classrooms.
- Overall, all subjects are well resourced and effective use is made of available equipment and materials.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives, taken overall, is appropriate to their needs and children make good to very good progress towards the Desirable Outcomes for Children's Learning. Standards range from good to very good. The one nursery aged child was present for only one of the inspection days, during which some of his time was spent with the playgroup.

Good features

- Development in language, literacy and communication skills is good. Children listen well and answer questions appropriately; they are enthusiastic when discussing stories. They can identify initial sounds based on words and pictures and the more able can think of

other words starting with the same sound. Some underwrite forming letters and familiar words legibly. Others can overwrite what the teacher has scribed for them and can read back what they have written. They have a good recall of the work covered in previous sessions.

- Children have a good recall of words in Welsh and make good efforts to pronounce them. They respond well to enquiries such as 'Sut wyt ti?' and they sing songs in Welsh enthusiastically.
- Personal and social development is very good. Children are happy and secure in their learning and are eager to come to school. They talk freely and confidently to visitors. They have a high degree of independence when undertaking their tasks. They are curious and have a very positive approach to new experiences. They relate well to adults and their relationships with them are exceptionally good. They settle quickly, take turns willingly and sensibly, work and play well together and seek help when necessary. They show an understanding of others and exercise appropriate self-control. They take responsibility for their own hygiene and most can dress and undress themselves without assistance. They behave well in class and in whole school sessions; they have a good sense of right and wrong and why they should help others.
- Mathematical development is good and children discuss concepts confidently, recognising numbers up to 10; they are able to count forwards and backwards. They understand the concept of adding simple numbers and can carry out a simple addition exercise up to 10; they recognise simple two dimensional shapes and begin to take away. They have a good understanding of comparative terms, such as heavier and lighter, full and empty and before and after.
- Standards in knowledge and understanding of the world are very good. Children's understanding of the local community is enhanced by visits and visitors to the school. They are able to talk about their visit to the local church and describe what a policeman does. They observe the weather every day and are aware of the changing seasons. They understand how to keep healthy, for example when they learn how to look after their bodies or when the home corner is transformed into a health centre. They are aware of places beyond their immediate environment; for example, they know that bananas do not grow in Cwmdu. They learn about their heritage and are encouraged to become good citizens from an early age.
- Creative development is good. Children experience a range of creative activities, using a variety of media and techniques. They enjoy mixing colours and undertake sponge and potato printing as well as finger painting based on a tree that they observe in the school field; leaf rubbings and leaf printing are also completed. They sing enthusiastically and clap and use percussion instruments to play rhythms. There is now a clearer focus for structured play and purposeful play activities are specifically planned.
- Physical development is good. Children's fine and gross motor skills develop successfully. They join in well and clearly enjoy moving to music. They utilise the confined space well. They can skip and are confident when giving demonstrations to others. They have swimming lessons on a weekly basis.

Shortcomings

- There are no major shortcomings, but learning outcomes for structured play are not always clearly specified and, due to the confined space, children do not have regular opportunities to experience suitable climbing or balancing apparatus; there is no covered outdoor play area to allow structured play activities to take place outside, whatever the weather.

English

Standards are good overall in both key stages.

Good features

- Pupils of all abilities make good progress and the more able are suitably challenged. All pupils are encouraged to develop positive attitudes to their reading and writing.
- Standards in listening are good in both key stages. Pupils generally listen attentively to their teachers and very well to the contributions of others in discussions, taking turns appropriately and often adding further worthwhile points. In KS2 pupils enjoy listening to discussions and challenging texts and contribute thoughtfully when responding orally.
- Standards in speaking are good. In KS1 pupils speak confidently and clearly. They contribute enthusiastically in oracy sessions and enjoy recounting their news. In KS2 they participate confidently in speaking activities for a wide range of purposes, for example to express opinions, to offer spontaneous comments and to respond at length.
- Standards in reading are very good. Pupils across the school are avid and enthusiastic readers. They enjoy choosing their own books and read daily both at home and in school. Younger pupils have a range of strategies to help them read unaided and they soon become fluent and competent readers.
- Pupils in KS2 read fluently; texts match their ability, age and interests and they read with meaning and expression. They enjoy reading books in English written by authors from Wales and Welsh authors visit the school.
- Older pupils understand the difference between fact and fiction and can relate why reading materials appeal to them. Their higher order reading skills are well developed by using a wide range of information sources.
- Pupils with learning difficulties are given good support to teach them strategies to develop as confident readers; they all achieve whatever their ability.
- Standards in writing are good. Many pupils experience the satisfaction and pleasure of being authors and their work is recognised in the wider community through publication in a poetry book and competing in the local Eisteddfod.
- Pupils in KS1 write for a range of purposes on a variety of topics and by the end of KS2 they become confident and fluent writers, who can explore, develop and communicate

their ideas effectively across a range of styles. They can adapt their writing appropriately for different audiences; for example, they enjoy writing 'cinquains' on the theme of water.

- In writing there is a structured approach to the development of the pupil as an author, as well as to the teaching of secretarial skills. The school considers the teaching of basic skills to be paramount in the achievement of high standards.
- Standards in spelling are good. There is evidence to show that spelling ages are appropriate and in some cases are better and even well above pupils' chronological ages.
- Handwriting is generally good and a cursive style is taught consistently from the end of KS1.
- A wide range of resources, including dictionaries, thesauri, computers with access to the internet and a large selection of fiction and non-fiction texts, effectively supports the teaching and learning of English across the curriculum.

Mathematics

Standards are good in both key stages.

Good features

- Pupils make consistently good progress through the school in their knowledge and understanding of mathematical concepts and processes across the different ATs of the NC. They concentrate well, complete tasks accurately and generally produce a good quantity and quality of work in the time available, commensurate with their age and stage of development.
- In KS1 younger pupils can identify odd and even numbers and do simple addition and subtraction sums. They become familiar with place value and the four rules and can count in tens and sequence numbers.
- Older pupils in KS1 can subtract within 20, order numbers up to 100 and count forwards and backwards; they know about hundreds, tens and units and can add several numbers together and solve simple multiplication and division problems. They know about remainders, halves and quarters and rounding off numbers.
- Y1 pupils can recognise basic coins, measure length, weight, capacity and area using a range of non-standard units and can construct simple graphs. They can sort and classify sets of objects in Carroll and Venn diagrams using common criteria. They know the names and properties of many two dimensional shapes.
- Y2 pupils can estimate length accurately and measure in centimetres correctly using a ruler. They can handle data using tally charts and graphs. They are familiar with the concepts of scale and symmetry and learn about right angles and more complex two and three dimensional shapes. They can tell the time to o'clock and half past the hour.

- In KS2 younger pupils can add and subtract within 100 and recognise patterns of number. They are introduced to the concepts of probability, grid references and basic fractions. They can calculate angles and degrees and recognise how shapes can rotate and tessellate. They can estimate and measure time accurately and add money using a decimal point.
- By the end of KS2 pupils can add using carrying and subtract using decomposition in thousands, hundreds, tens and units. They can calculate using short and long multiplication and division. They are introduced to simple algebra and the concepts of median, mode and range, and can convert fractions into decimals and percentages. They are familiar with proper and improper fractions and inverse operations.
- By Y6 pupils can tell the time in minutes in both analogue and digital modes using the 24 hour clock. They can follow map and compass directions and can measure temperature using negative numbers. They are familiar with a range of standard units in length, weight and capacity and know the conversion tables for these. They know the names and properties of different types of triangles and many three dimensional shapes. All, including those with SEN, can accurately measure angles using a protractor and can construct shapes with specific sides and angles.
- Pupils' mental abilities in both key stages are satisfactorily developed. Most use some alternative strategies with increasing confidence for calculating answers quickly.
- Pupils in both key stages use relevant mathematical language confidently and securely. By the end of KS2, for example, they know what the terms parallel, perpendicular, diameter and perimeter mean.

Shortcomings

- There are no major shortcomings, but in both key stages pupils' knowledge of multiplication tables is somewhat insecure.

Science

Standards are good in both key stages.

Good features

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Shortcomings

- There are no major shortcomings, but in both key stages pupils' knowledge of multiplication tables is somewhat insecure.

Welsh second language

Standards are good in both key stages.

Good features

- The use of incidental Welsh throughout the school is commendable; for example, pupils respond confidently in Welsh when the attendance and dinner registers are called.
- Pupils in both key stages speak with good intonation and pronunciation and respond enthusiastically to the good model of speech provided by the visiting athrawes fro. Pupils listen well and can follow instructions.
- KS1 pupils read texts, including dialogues, aloud together; they understand them and take part in role play situations, when they are able to substitute their own vocabulary for that in the text within a familiar sentence pattern.
- There is clear progression and development in Welsh literacy skills across the school. Pupils in KS2 develop writing skills in a variety of contexts; they are able to use the past tense, for example, when they write their news.
- Pupils know a selection of Welsh songs and are given regular opportunities to perform these during school functions, for example in the St. David's Day Eisteddfod.
- A wide range of materials, which include fiction and some non-fiction books, the 'Bore Da' magazine, dictionaries, cassettes, videos and games, enhance learning in both key stages.
- Upper KS2 pupils attend the Welsh learners' course at Llangrannog biennially, which further promotes their understanding and use of the language.
- The school has a very positive Welsh ethos and all teachers are enthusiastic about teaching the language. It is given prominence in signs and displays around the school, providing further opportunities for the promotion of pupils' learning.
- The support given by the advisory service is very evident. The athrawes fro visits the school twice a week to teach classes and to advise teachers; these arrangements clearly benefit pupils.

Design and technology

Although only one lesson in KS2 was observed during the inspection, evidence indicates that standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils in both key stages develop appropriate skills of cutting, joining, shaping and assembling through a range of purposeful making activities and focused practical tasks.

- Pupils in KS1 work with textiles, food and rigid and pliable materials, usually linked to the topic they are studying. They make, for example, Binka mats, papier mache animals, working models of levers and moving vehicles from card and junk materials; they also design Christmas cards and produce aquariums and rooms from shoe boxes.
- Pupils in KS2 regularly design and produce well finished articles using a variety of tools and materials. They draw up plans, at times using a pro forma, which includes a labelled diagram and measurements and a list of tools and materials required. Recently they have made, for example, boats that will float carrying certain weights, spider models and desert plants.
- Pupils in KS2 have frequent experiences of food technology and working with wood. For example, they have made Christmas cakes and foods from Welsh recipes for St David's Day and constructed windmills and frames for a tower. They evaluate and refine their products as they proceed.
- During the inspection KS2 pupils were observed testing out bridge structures to discover which design would be the strongest. Older pupils extended the experiment to find out which would hold the most weight before collapsing. They worked very well together in pairs and recorded their results accurately.
- Pupils from both key stages design and make artefacts for various celebrations. For example, KS1 have produced model birds for St David's Day and windmills for the Cwmdu Show, and all pupils make Eisteddfod bags each year; they also made crowns for the village's Jubilee celebrations. In KS2 they submitted logo designs for the Children's Commissioner for Wales, two of which reached the national final.
- Due attention is given to health and safety; pupils handle tools and materials properly and carefully.
- The school is well resourced for the teaching of design and technology; there is a collection of various tools, work stations and expendable materials for pupils to use, as well as a range of construction kits and reference books in each key stage.

Information technology

Standards are satisfactory in both key stages.

Good features

- Pupils generally show good mouse control and appropriate keyboard skills according to their age and ability; they mainly understand the functions on screen and follow instructions carefully. They work together well in pairs and small groups.
- There are some examples of very good practice in KS2. Pupils use the computer confidently and can operate and navigate through a number of programs independently. They can search for information and collate this to present data in various forms, such as graphs.

- Pupils develop satisfactory word processing skills. There is evidence in KS2 of the use of a variety of fonts, type sizes and colours to produce written work, such as poems, and in Y5 and Y6 pupils combine text and graphics effectively to produce their own pictures and narrative through the use of the Story Book Weaver program.
- Pupils are familiar with a range of CD-ROMs across most areas of the NC and have experiences of using other electronic equipment, such as a digital camera, a programmable floor robot and a listening centre.
- From Y2 onwards each child keeps a record of their information technology work on a personal disk.
- The school is generally well equipped with appropriate hardware and software and has developed its own web site.

Shortcomings

- Opportunities to use ICT equipment for learning are not always fully exploited. For example, during the inspection computers were often switched on, but not employed as an integral part of lessons; on several occasions they were not used at all or only utilised as an additional activity while attention was given to other groups or when main tasks were finished.
- Use of e-mail and the internet is limited, mainly due to the lack of efficient equipment. An interactive whiteboard has been installed in the KS1 classroom, but is not yet ready for use.

History

Standards are good in both key stages.

Good features

- In both key stages pupils have a good background knowledge of the topics they study, based on the NC programme of study. They recall previous learning well and produce a sufficient quantity and quality of recorded work.
- Pupils in KS1 learn about famous people, such as Florence Nightingale, and can point out features from a photograph about the ages of people and why some things look old. They are able to contrast life in the past with the present day and recognise similarities and differences between then and now, when studying, for example, houses and homes through the ages, new and old forms of transport, washing day in the past and schools long ago.
- In KS2 pupils study a four year cycle of topics covering the Celts and Romans, the Egyptians, the Stuarts, the Victorians and World War Two. They are familiar with a variety of aspects of life during these times and develop an empathy and interest for the periods through, for example, visitors occasionally coming into school and the use of source material such as census returns and school log books.

- There is a good emphasis in both key stages on the use and interpretation of evidence and primary source material. For example, in KS2 pupils can distinguish between fact and opinion and identify whether statements are historically accurate or merely a point of view. They are encouraged to ask relevant questions and seek their own answers to these. They conduct debates from different perspectives, for example, between roundheads and cavaliers. The school has a good collection of its own artefacts to encourage this type of approach.
- There is good attention in both key stages to the Welsh dimension in history. For example, pupils in KS1 study stories of famous Welsh people, such as Hedd Wyn, Betsi Cadwaladr, David Evans and Laura Ashley. In KS2 they learn about Sir Henry Morgan and life in Merthyr during the industrial revolution, as well as undertaking a local study based on the castle in the neighbouring village of Tretower.
- Pupils regularly experience a range of field visits to places of local and Welsh historical interest, such as Celtica, Ty Mawr archaeological site, Bullace Hill in Chepstow, the National Museum, the Judge's Lodge in Presteigne, Llancaiach Fawr and the Museum of Welsh Life.

Shortcomings

- There are no major shortcomings, but there is scope at times to match tasks more closely to individual abilities and more use could be made of timelines to enhance pupils' understanding of chronology and the passing of time.

Geography

Standards are good in KS1 and very good in KS2.

Good features

- In both key stages pupils progressively develop an appropriate geographical vocabulary; for example, KS1 pupils know that Crickhowell is 'a little way away' but that the rain forests are 'a long way away in South America'. In KS2 pupils use relevant terminology confidently and commonly prepare their own glossary of geographical terms before undertaking any written activity.
- Pupils' knowledge and understanding of the local area are well developed in both key stages. In KS1 they are aware of the jobs and services that support the local community; for example, they visit the local church and the local policeman comes to the school.
- KS1 pupils use simple mapping skills to identify landmarks on maps of the locality and they are able to track their route to school.
- In KS2 pupils undertake effective activities associated with the weather and they have a good understanding of the water cycle.

- Pupils in KS2 are aware of dangers to the local environment and the wider world. They study ways in which people have an effect on the Brecon Beacons National Park and why there is a conflict between tourism and conservation in areas of natural beauty, such as Llangorse Lake.
- Throughout KS2 pupils develop an appropriate understanding of a contrasting area and compare Cwmdru with the seaside resort of Tenby, which they visit.
- In their study of rivers KS2 pupils have a good awareness that rivers erode and carry and deposit materials. Following the lively stimulus of a well prepared practical demonstration on erosion/deposition, they translate their knowledge into meaningful sketches; they then label features competently. The school's digital camera is often used by pupils to keep useful evidence of the outcomes of practical demonstrations.
- Pupils in KS2 demonstrate a good understanding of a number of features connected to the landscape, the climate and the way of life in a Caribbean island; they make good use of maps in this work. They use reference books and information technology effectively when researching geographical topics related to a distant locality.
- Pupils across the school are familiar with the importance of sustainable development. In KS1 they visit Garwnant Forest, where they learn about the management of a local woodland. They then compare this with that of the rainforests in South America. In KS2 they research planet energy, for example from the wind, and then formulate effective arguments for and against the use of wind farms; they are able to come to logical and rational conclusions.

Art

Standards are good in both key stages.

Good features

- Although only two lessons were observed in art, evidence from displays, sketch books and photographs of samples of work indicates that appropriate attention is paid to planning, drawing, painting and printing.
- Pupils in KS1 experiment with colours and understand that it is possible to create lighter and darker shades by mixing colours.
- Pupils in KS1 use different media and styles in their work, for example, potato prints, repeating patterns with leaves and rubbings of building materials taken from around the school.
- Due attention is given to the artistic heritage and culture of Wales. For example, pupils in KS1 emulate the work of Cefyn Burgess and their skills are extended by working with local artists who visit the school; in KS2 pupils undertake a collaborative project on a journey up a mountain.

- As part of their rivers topic KS2 pupils design several sculptures to be placed by a water feature; they evaluate them and develop their best ideas in three dimensional form.
- Studies are made of the work of famous artists such as Van Gogh, whose paintings KS2 pupils are encouraged to consider when producing work of their own.
- KS2 pupils successfully make a colour wheel study and produce vibrant tourist posters for a Caribbean island; they complete tile work by using glazes and colour mixing.
- KS2 pupils have individual sketch books and produce some good and detailed observational drawings on shells, which they shade carefully to produce a three dimensional effect.

Shortcomings

- There are no significant shortcomings, but limited use is made of ICT and the lack of a scheme of work hampers assurance of continuity and progression in the subject.

Music

Only two lessons, ranging from satisfactory to good, were observed in music during the inspection. All music lessons are taught by a peripatetic teacher who visits twice a week.

Good features

- Relative to their age, pupils display a good sense of rhythm, reproducing sounds accurately through clapping and singing.
- KS1 pupils can echo rhythms by clapping and keeping time; they can read very simple crotchet and quaver patterns. They enjoy music.
- Most lower KS2 pupils can perform on drums their own rhythms and ones that are written in musical notation.
- Pupils are given opportunities to evaluate their own work and that of their peers.
- Pupils benefit from having a wide range of musical resources.
- Pupils learn to sing a variety of Welsh songs and regularly perform in school and at community occasions; this extends their experiences and confidence.

Shortcomings

- Due attention is not always given to pitch and the need to sing in tune, and some pupils lose interest and become restless if too much time is spent on the same activity.

Physical education

Only two games lessons held on the field were observed during the inspection, one in each key stage; standards in both lessons were judged to be good.

Good features

- From the lessons observed, pupils in both key stages display well developed skills according to their different ages. All participate willingly and with considerable enthusiasm; they work together very well in small groups and teams and take turns fairly. They follow rules and instructions carefully. They concentrate on the tasks in hand and persevere in order to achieve success.
- In KS1 most pupils can throw and catch with reasonable dexterity; they can defend a position well.
- In KS2 pupils demonstrate well developed skills of passing, catching and receiving, when involved in rugby activities. Most move confidently and with good co-ordination.
- In both key stages lessons are appropriately structured and pupils have plenty of opportunities to refine and develop their skills. Sessions are conducted at a good pace, which keeps pupils interested and alert, and good praise and encouragement are given in order to raise motivation. Pupils and teachers are suitably attired and due attention is given to health and safety.
- Boys and girls join in equally and very good attention is given to less able pupils and those with physical disabilities to ensure all are able to participate successfully.
- Although the school has no hall, good use is made of the playground and field for games and once a week the whole school is transported to Brecon, where the juniors alternate half-termly with the infants/early years children to go swimming in the public baths, supervised by a qualified instructor, or to have a gymnastics lesson in the well equipped hall of another school.
- Coverage of the different strands of the NC is completed by dance lessons being held in a classroom, in the other school or in the village hall, and athletics are undertaken by KS2 pupils in the summer term on the field; there is an annual sports day, in which all pupils participate.
- Rugby, soccer and cricket matches are at times played against other schools. All KS2 pupils also have the option to go on a residential outdoor pursuits course annually and Y5 and Y6 pupils additionally visit Llangrannog every other year to participate in a range of adventurous activities.
- A number of pupils have been selected for county teams and several participate in local competitions, sponsored sports events and swimming galas.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report of November 1996 identified five key issues for action. These indicated that the head and governing body should:

- i. ensure the completion of schemes of work (already targeted in the SDP) for mathematics, science, design and technology, history, geography, art and music;
- ii. ensure that reception and KS1 pupils have a clearer focus in their activities when undertaking structured play;
- iii. include samples in pupils' assessment files of work from across the curriculum and use them to inform the teaching and learning;
- iv. consider, as a matter of urgency, provision of separate toilet facilities for boys and girls in KS2 and for infant and junior pupils; and
- v. improve book provision in Welsh; the security of the boundary fence at the rear of the school; provide a water supply to classrooms and more power points in the KS2 classroom.

The school has satisfactorily addressed some of these issues, but others still require continued development:

- Fully developed schemes of work have not been completed in any of the above named subjects; most are in various stages of development, but a start has not yet been made on ones for design and technology and art.
- There is now a clearer focus for structured play in reception and KS1, especially since the two age phases are now split into separate classes for three days a week. Play activities are specifically planned in the nursery/reception class, although learning outcomes are not clearly identified and the limitations in the accommodation make it difficult to provide a range of tasks simultaneously; water play and the use of wheeled vehicles and other large equipment are dependent on the weather, as these have to be set up outside.
- The school has continued to develop its assessment and recording procedures and has introduced RoAs and a central records system, which plots the progress of each pupil. However, there are still no portfolios of pupils' levelled and annotated work, except for written work in English, in order to exemplify standards across the curriculum and to inform teaching and learning.
- Separate toilet facilities for boys and girls and for infants and juniors have now been provided.
- Book provision in Welsh has been improved and is now judged to be good; additionally, water supply to classrooms and more power points in the KS2 classroom have been installed. However, although the PTA has made some improvements to the boundary fence on one side of the field, this is still broken and dilapidated in places allowing entry for animals.

8.2 Key Issues for Action

In order to build upon its current success and effectiveness, the school needs to:

- address the few shortcomings in subjects listed in Section 7 of this report;
- assure curriculum continuity and progression in all NC subjects by:
 - establishing a rolling programme for the completion of fully developed schemes of work;
 - developing a system of subject co-ordination and formal monitoring across the school;
- continue to develop procedures for the assessment and recording of pupils' progress, including the production of an assessment, recording and reporting policy;
- ensure the head has the facilities and time to manage and administer the school by providing office space and the opportunity to utilise her non-contact time;
- provide a secure boundary fence around the playing field.

N.B. Aspects of issues two and three, as well as issue five, are part of the school's current SDP.

The inspectors wish to express their thanks to the governing body, head and staff, parents and pupils of Cwmdu Church-in-Wales Primary school for their co-operation and assistance before and during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Cwmdu Church-in-Wales Primary
School type	Voluntary Controlled
Age -range of pupils	4-11 years
Address of school	Cwmdu Crickhowell Powys
Post-Code	NP8 1RU
Telephone Number	01874 730358

Headteacher	Mrs P Wormleighton
Date of appointment	January 1995
Chair of Governors	Mr A Williams
Registered Inspector	Dr P D Ellis
Dates of inspection	8 – 10 October 2002

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	Y7	Total
Number of pupils	0.4	8	8	5	9	4	2	2	2	40.4

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	14.4
Average class size, excluding nursery and special classes	15.5
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.4	91.0	93.6	93.0
Term 2	90.1	91.7	94.8	93.0
Term 3	87.5	87.3	93.1	90.2

Number of pupils excluded during 12 months prior to inspection.	Nil
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002	Number of pupils in Y2: 8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100%	In Wales:	81%

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 11							
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	0	0	0	36	64	0	
		National	0	0	1	n/a	0	1	6	19	48	25	0	
Mathematics	Test/Task	School	0	0	0	0	0	0	0	0	45	55	0	
		National	0	2	2	0	n	n	4	14	47	31	n	
	Teacher assessment	School	0	0	0	0	0	0	0	0	0	64	36	0
		National	0	0	1	n/a	0	1	4	19	47	28	0	
	Test/Task	School	0	0	0	0	0	0	0	0	27	35	27	0
		National	0	2	1	1	n	n	4	19	42	32	n	
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	45	55	0	
		National	0	0	1	n/a	0	0	3	15	52	29	0	
	Test/Task	School	0	0	0	0	0	0	0	0	0	45	55	0
		National	0	2	0	1	n	n	2	13	51	31	n	

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:	100%	In the school:	72%
In Wales:	68%	In Wales:	68%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
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
n tests do not cover these levels.
n/a not applicable.

N.B. National figures relate to 2001, as results for 2002 are not yet available.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a three day period. The RgI spent three days, the other professional inspectors each spent two days, and the lay inspector one day, in the school.

- Twenty-eight learning activities were assessed, 23 by the professional inspectors and five by the lay inspector.
- Each class was visited at least nine times.
- All classes were observed by each inspector.
- Discussions were conducted with the head, the other full-time teacher, visiting teachers and all ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in English and mathematics.
- A representative sample of pupils was heard reading.
- Assemblies were attended and playtimes, lunch times, registration periods and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school building and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers' long, medium and short term planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. Nineteen parents' questionnaires were returned; 99% of responses were positive.
- Thirty-eight general observation forms were completed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Dr P D Ellis	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and Technology Information Technology History Physical Education
Mrs R Boardman	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs S Barr	3.2 Standards achieved in key skills across the curriculum 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources	Early Years Welsh 2 nd language English Geography Music Art