

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

**Dolfor Community Primary School
Dolfor
Newtown
Powys
SY16 4BN**

School Number: 6662016

Date of Inspection: 20 - 22 September 2004

by

**Eifion R. Morgan
WO87/16248**

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Under Estyn contract number: T/27/04P

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Dolfor Community Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Dolfor Community Primary School took place between 20 September and 22 September 2004. An independent team of inspectors, led by Mr Eifion R Morgan, Rgl, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. The school is located in the village of Dolfor some 4 miles south of Newtown in Powys. Pupils attending the school come from the village, from the rural surrounding area and from outside the catchment area. Children are admitted to the school in the term following their fourth birthday. At present 37 pupils attend the school and are taught in two classes.
2. The school describes the catchment area overall as neither prosperous nor economically disadvantaged, with one child registered to receive free school meals. The school's intake is described as comprising the full ability range, and 10 pupils (25%) have been identified as having special educational needs (SEN).
3. All of the pupils come from homes where English is the predominant language and is the main medium of teaching and learning, although all pupils learn Welsh as a second language.
4. The school was last inspected in November 1998 and since that time additional teaching resources have been acquired, notably to develop information technology. The current headteacher took up her post in January 2004.

The school's aims include:

- developing pupils who are self-confident, happy and who care for each other;
- to provide a quality curriculum and a good learning environment;
- fostering a close link with the community.

The school's priorities and targets

The school's major priorities and targets for 2004-2005 include:

- improve pupils ' key skills of literacy and numeracy;
- ensure a continuous curriculum from Key Stage 1 to Key Stage 2;
- develop a scheme of work for pupils' personal and social education;
- to improve the accommodation for the under-fives and key stage 1 pupils.
- to identify staff development needs.

The last inspection was in November 1998 and the school has made good progress in resolving the key issues raised in the report. Four of the key issues have been fully addressed and the fifth key issue, concerning the provision for the under-fives, is due to be resolved in the near future and was only delayed by the timing of the inspection.

Summary

Dolfor Primary School is a good school and is highly regarded by parents. The school is very effective in developing pupils' personal and social skills and pupils have a very good attitude to learning. The school exudes a calm, caring ethos and this leads to the good quality of life at the school.

The inspection team agreed with the overall judgements made by the school about areas of its work but were of the opinion that it had underestimated how well learners achieve, particularly since this key question incorporates the development of pupils' personal and social skills.

Table of grades awarded

The inspection team judged the schools' work as follows:

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

Standards

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

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	63%	37%	0%	0%

- This reflects a school where pupils' standards of achievement in the main are good with no important shortcomings. Standards of achievement in lessons seen are above the Welsh Assembly Government's all-Wales current targets of 95% of lessons being of a satisfactory standard (Grade 3) and 50% of lessons being good (Grade 2).
- The educational provision for the under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right. Plans are in place to provide these children with direct access to the school grounds.

7. In key stage 1 and key stage 2, in the subjects inspected the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 3	Grade 2
Art	Grade 2	Grade 2
Physical Education	Grade 3	Grade 3

8. Pupils' standards and progress in the key skills of communication, numeracy and information and communications technology (ICT) across the curriculum have good features that outweigh some shortcomings. This includes the achievement and progress of pupils identified as having special educational needs.
9. Pupils' speaking and listening skills are developing well across the age range and by the end of key stage 2 pupils are very good listeners and speak clearly in both English and Welsh. However, some pupils in key stage 1 are yet to acquire good listening skills and this adversely affects the progress they make. Pupils' reading and writing skills are also developing well in both languages. Initially, the progress of some of the younger pupils in subjects across the curriculum is adversely affected by their short concentration spans but by the end of key stage 2 pupils write fluently and can present their points of view clearly.
10. Pupils' bilingual skills are also well-developed. Pupils in Y6 read Welsh fluently and with understanding; their written work shows a developing vocabulary and good spelling. Pupils in Year 6 initiate conversations in Welsh.
11. Pupils have good numeracy and information and communications technology skills but the use made of them across the curriculum is variable. Whilst pupils use these skills in subjects such as mathematics their use is not consistent across the curriculum and pupils' key skills do not develop progressively.
12. The National Curriculum assessment results fluctuate year to year largely due to the small number of pupils in each year group. At the end of key stage 1 pupils' attainment in 2004 in the three core subjects of English, mathematics and science, based on teacher assessment, were slightly below local and National averages. Previous years' results have been better. It is recognised by the school that the 2004 cohort had a higher than usual number of pupils having special educational needs.
13. In key stage 2, the 2004 results in the three core subjects, were well above average in comparison with local and National results and similar schools in Wales and this reflects the trend in recent years. Overall there is no significant difference in the performance of boys and girls in either key stage.

14. Pupils, including those identified as having special educational needs, make good progress in acquiring new knowledge, skills and understanding. In discussion, pupils showed an understanding of what they are learning but are less sure of how they can improve further. All pupils make good progress towards achieving their potential and are well prepared for their next stage of learning.
15. Pupils have good attitudes to learning. Whilst some of the younger pupils show immature behaviour, a notable feature of the school is the way older pupils support and help the younger pupils. The school exhibits a calm atmosphere free from any tension where adults and children show mutual respect. Older pupils respect diversity of beliefs and different cultural traditions.

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	67%	33%	0%	0%

16. No lessons were seen where shortcomings outweighed good features and overall the number of lessons seen where there standards were good with no important shortcomings is above the Welsh Assembly Government all-Wales target of 50%.
17. Lessons are characterised by very good working relationships in the classroom and this successfully fosters pupils' learning. Lessons are well planned and proceed at a lively pace that helps to maintain pupils' interest and enthusiasm. In some lessons however, there is an over-reliance on worksheets and pupils are not always clear as to how they can improve.
18. The school has a good and efficient system for assessing and tracking pupils' academic progress. Assessment information is well used to guide teachers planning, resulting in tasks that are well matched to pupils' ability. Reports to parents, including those for pupils with special educational needs, fully meet statutory requirements.
19. The school responds well to pupils' learning needs and provides equality of access for all pupils to a broad and balanced curriculum, enhanced by a wide and diverse range of extra-curricular activities. However, the school does not have a well-structured programme to ensure the progressive development of pupils' key skills across the curriculum.
20. There is good provision with no important shortcomings for pupils' personal, social and health education, although no formal scheme of work is in place. Pupils with special educational needs are well supported both in class and in intensive withdrawal sessions. Teaching assistants and visiting staff make a valuable contribution to pupils' learning.
21. The provision for pupils' spiritual, social, moral and cultural development is good. Collective worship and daily prayers are an integral part of the school

day and as well as developing a sense of community contribute well to pupils' spiritual and moral understanding. Pupils have a clear sense of right and wrong and act accordingly.

22. Attendance is satisfactory. Pupils arrive at school punctually and in many instances are engaged in worthwhile learning activities before school officially begins. Links with parents are very good. Good links have been established with local businesses and with the community and pupils have a good awareness of community life.
23. The school makes best use of the limited space available. However, children under five share their classroom with pupils in Years 1 and 2. The limited space available and the lack of direct access to the attractive school grounds limits the range of learning activities that can be provided for the early years children. However, arrangements are in place to rectify this. The school does not have a hall suitable for physical education but makes adequate provision through the use of local facilities. This is admirable, but necessitates travelling away from the school and mitigates against more frequent use of the hall for physical education and other activities.

Leadership and management

24. The quality of leadership shown by the headteacher is very good. Her leadership is purposeful and gives the school a clear sense of direction. Aims and values which promote equality for all are shared with all staff, including non-teaching staff. Recent curricular reviews, good assessment of pupils' achievement and target setting are beginning to have a positive impact on standards.
25. The headteacher, governors and staff are committed to maintaining and raising standards where possible. The school has made good progress since the last inspection and has addressed the key issues in that report, apart from developing the facilities for the under-fives children. However this is due to be undertaken shortly.
26. The recently completed school self-evaluation assessment is detailed and realistic. Due to the recent appointment of the headteacher, it has not been fully incorporated into the current school development plan. Governors are very supportive of the school and proud of its achievement. Regular visits to the school help them to monitor the quality of provision and they are now well placed to become more involved in strategic planning and to evaluate the success of the school.
27. The provision of staffing and learning resources is good. The school manages its resources efficiently and spending decisions are well matched to the school's priorities. The school's computer facilities are a very worthwhile addition to its facilities. Overall the school gives good value for money.

Recommendations

In order to improve, the school needs to:

1. develop the school's self-evaluation targets into a detailed school development plan;
2. plan and implement a whole school approach developing pupils' key skills across the curriculum;
3. set individual targets for pupils and enable them to take greater responsibility for their own learning.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

28. Overall, the findings of the inspection team differ from the school in the self-evaluation in that the school judged this key question as Grade 3. In the opinion of the inspection team the school had underestimated how well learners achieve, particularly since this key question incorporates the development of pupils' personal and social skills.

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

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	63%	37%	0%	0%

30. This reflects a school where pupils' standards of achievement in the main are good with no important shortcomings. Standards of achievement in lessons seen are above the Welsh Assembly Government's all-Wales current targets of 95% of lessons being of a satisfactory standard (Grade 3) and 50% of lessons being good (Grade 2) . The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

31. In key stage 1 and key stage 2 in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 3	Grade 2
Art	Grade 2	Grade 2
Physical Education	Grade 3	Grade 3

32. Pupils with special educational needs make good progress and achieve the targets set for them. More able pupils are making good progress towards achieving their full potential.

33. Pupils' standards and progress in communication, numeracy and the key skills of information and communications technology (ICT) across the curriculum have good features that outweigh some shortcomings.

34. Pupils' speaking and listening skills are developing well across the age range and by the end of key stage 2 pupils are very good listeners and speak clearly in both English and Welsh. However, some pupils in key stage 1 are yet to

acquire good listening skills and this adversely affects the progress they make. Pupils' reading and writing skills are also developing well in both languages. Initially, progress of the younger pupils is adversely affected by their short concentration spans but by the end of key stage 2 pupils write fluently and present their points of view clearly.

35. Pupils' bilingual skills are also well-developed. Older pupils read Welsh fluently and with understanding, and their written work shows a developing vocabulary and good spelling. Pupils in Year 6 initiate interesting conversations in Welsh and sustain a simple dialogue.
36. Pupils have good numeracy and information and communications technology skills but the use made of them across the curriculum is inconsistent. Whilst pupils use these skills effectively in subjects such as mathematics, their use is not well planned across the whole curriculum and pupils' key skills do not develop progressively as they move through the school.
37. All pupils, whatever their background, make good progress in their learning and towards fulfilling their potential and by Year 6 are well prepared for their next stage of learning. Most pupils have a good understanding of what they are doing but are less sure of how they are progressing and what they need to do to improve. Pupils in key stage 2 have good opportunities to evaluate their work and to make decisions, such as when using their information and communication technology skills to produce community news leaflets. Overall, however, pupils have too few opportunities to develop their individual learning skills and to take responsibility for their own learning.
38. The National Curriculum assessment results fluctuate year to year largely due to the small number of pupils in each year group. At the end of key stage 1 pupils' attainment in 2004 in the three core subjects of English, mathematics and science, based on teacher assessment, were slightly below local and National averages. Previous years' results have been above average. The 2004 cohort had a higher than usual number of pupils as having special educational needs.
39. In key stage 2, the 2004 results in the three core subjects, were well above average in comparison with local and National results and similar schools in Wales and this reflects the trend in recent years. Overall there is no significant difference in the performance of boys and girls in either key stage.
40. The school successfully promotes pupils' good attitudes to learning. Whilst some of the younger pupils currently show immature behaviour, the older pupils show a high degree of self-discipline and very good attitudes to learning. These pupils are enthusiastic to take part in school activities and to take responsibility.
41. Older pupils are very good role models for younger pupils and a notable feature of the school is the way older pupils support and help the younger ones. They are courteous to visitors, and relate very well to each other and to adults in the school. The school exhibits a calm atmosphere free from any

tension where adults and children show mutual respect for each other. Pupils' very good behaviour and attitudes make a positive impact on their learning.

42. Pupils' understanding of equal opportunities issues is well developed throughout the school. The strong community links and studies of other societies ensure that they have respect for the diversity of beliefs, attitudes and cultural traditions within societies. Visits to places of interest and visitors to the school suitably enhance their understanding of their own community and the world of work. Pupils take an active part in the life and work of the school and, in discussion, see themselves as part of a community. This helps them to understand how their community functions, the parts different people play, and to develop personal values and learn to appreciate the views and values of others.
43. Pupils' attendance is satisfactory but is adversely affected by families taking holidays during term time. Pupils arrive at school punctually and in many instances are engaged in worthwhile learning activities before school officially begins. At such times older pupils listen to younger ones reading and this is beneficial to both. Unauthorised absences are virtually non-existent and the school is meticulous in following up any unexplained absences. This fully meets statutory requirements.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

45. No lessons were seen where shortcomings outweighed good features and overall the number of lessons seen where standards were good with no important shortcomings is above the Welsh Assembly Government all-Wales target of 50%.

46. Lessons are characterised by very good working relationships in the classroom and this successfully fosters learning. Lessons proceed at a lively pace and this helps to maintain pupils' interest and enthusiasm. The use of Welsh words and phrases contributes well towards developing their communication skills in Welsh.

47. Lessons are well planned to meet pupils' needs and teachers have a good knowledge and understanding of the subjects they teach. Teachers are aware of current developments and these are incorporated well into their teaching. In most lessons the teaching employs a good range of teaching strategies and resources that ensures the active engagement of learners. However, in some instances tasks lack sufficient challenge and there is an over reliance on worksheets.

48. Teachers use questioning well, both to consolidate previous learning and to actively involve pupils. Teachers value pupils' responses and this helps to develop their self-confidence and their willingness to take part. Teachers' medium and short-term planning is of a good quality. Planning for the under-fives is good.

49. In lessons judged to be good with no important shortcomings, tasks are well differentiated to match pupils' abilities and prior attainment. However, in lesson introductions teachers do not always make learning objectives explicit which means that pupils are not sufficiently clear as to how they are progressing as the lesson develops.

50. Teachers actively support pupils in class and this helps pupils to make progress. The teaching assistants also provide very good support for pupils, particularly those with special educational needs. This positive reinforcement helps pupils to understand what they have achieved. However, individual

targets for improvement are not set so pupils' understanding of how they can improve is limited.

51. Teachers promote equality of opportunity very well and all pupils in these mixed age classes participate willingly in classroom activities.
52. Teachers' marking of pupils' work is conscientious and in the best practice includes comments that explain how pupils can improve their work.
53. Since the appointment of the new headteacher, the school has developed a good and efficient system for assessing and tracking pupils' academic progress. Results from a wide range of tests and teacher assessments are analysed carefully. The resulting information is used well to guide teachers' planning. As a result, activities are well matched to pupils' age and ability.
54. The school has a well thought out system for recording and reporting pupils' achievements that fully complies with statutory requirements. Annual reports to parents are informative and provide detailed information about the next steps in their children's education. Parents of pupils with special educational needs are provided with additional good quality information about their children's progress and how they can support their learning. Regular meetings also provide an effective forum where parents can be involved in a dialogue with teachers about their children's progress.
55. There are satisfactory opportunities for pupils to be involved in evaluating their own learning. The school has begun to set individual pupil writing targets in key stage 2 and has well thought out plans to develop this further. In discussion, pupils report that these targets are helping them to understand what they need to do to improve. As a result, some older pupils are beginning to be more aware of the progress they are making, but this process is at the early stages of development and yet to have its full impact. Homework is set regularly and makes a good impact on pupils' learning.

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

Grade 2: Good features and no important shortcomings
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56. The school has recently revised its curriculum planning so that it meets the learning needs of pupils well and fully complies with statutory requirements. All pupils, including those with special educational needs, have equal access to a broad, well-balanced and interesting range of learning opportunities.
57. The school has adopted a thematic approach to curriculum planning. The curriculum has recently been reviewed and where necessary, such as in science, modified to ensure a good coverage of the National Curriculum programme of study. Monitoring of the curriculum is ongoing to ensure continuity in pupils' learning. This has highlighted some shortcomings, such

as in younger pupils' literacy development, and this is currently being addressed.

58. Additional teaching support is particularly effective in ensuring that the learning needs of those pupils who require additional support, because of their special educational needs, are well met. Consequently, they make the same progress as other pupils in lessons and make good progress towards their individual learning targets.
59. All groups of pupils have equal access to an interesting array of extra curricular activities. The good range owes much to the hard work of staff and members of the community. Pupils have many opportunities to participate in out of school clubs, such as a gardening club, and various sporting and musical activities. Residential trips and opportunities to join other small schools in many cultural and learning events, not only significantly enhance pupils' social, cultural and personal development, but also enrich their learning.
60. The provision for pupils' spiritual, social, moral and cultural development is good. The school effectively nurtures and continually promotes pupils' spirituality. Many worthwhile opportunities are provided for pupils to marvel at the world around them and their place in it. Collective worship and daily prayers form an important part in developing pupils' inner peace and understanding of moral issues. The school effectively instils in pupils the difference between right and wrong so that behaviour in the school is very good. Pupils are encouraged to help people less fortunate than themselves, for example, pupils in Y5 and Y6 initiated, organised and ran the Blue Peter Appeal Sales. Many visitors, visits and interesting multi-cultural resources enhance pupils' learning experiences. As a result, pupils have a good awareness of their own cultural heritage and are developing a satisfactory understanding of life in a multi-cultural society.
61. The school successfully promotes pupils' personal, social and health education although there is no formal curriculum in place. It places a strong emphasis on creating an environment where pupils can develop confidence and self-esteem. Pupils have regular opportunities to discuss issues and learn how best to deal with making difficult decisions and how to keep safe. Pupils have many opportunities to take responsibility. They know that their opinions count and thus pupils become sensible and responsible young citizens. Pupils look for opportunities to take responsibility and older pupils take very good care of younger ones.
62. The school is an integral part of a small rural community. Partnerships with parents, other schools and the community are strong and effectively add to the quality of learning opportunities. Parents run clubs and regularly help in class. Their fund raising has enabled the school to improve the quality of the information and communication technology provision. The school does not have a hall, so the generous offer for the school to use the hall in a local holiday centre is particularly beneficial to the development of pupils' physical education skills.

63. Given the school's rural location, it has good links with local business and the community. These are used well to develop pupils' understanding of the world of work. Pupils' curriculum experiences are broadened and their personal development enhanced by well-planned visits to local industry and commerce. All pupils have an equal opportunity to participate in these experiences. Currently, no teachers have undertaken relevant industrial placements.
64. Pupils' understanding of sustainable development and global citizenship is progressing well. This is covered well within geography topics and through speakers who come to visit the school. Several new initiatives are raising pupils' awareness of sustainable development, for example, recycling bins have been introduced and pupils use recycled materials as part of art and design and technology projects. A good start has been made and there are clear plans for pupils to be able to become involved in other activities to develop their entrepreneurial skills such as the environmental awareness (Eco-school) project.
65. The school successfully prepares pupils for the experience of lifelong learning and as a result pupils acquire a good range of skills. Good emphasis is placed on developing pupils' bilingual and personal and social skills. All pupils have the opportunity to take on responsibility by undertaking jobs such as monitors as well as through membership of the recently established school council.

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

Grade 2: Good features and no important shortcomings
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66. Pupils are well cared for and the school gives high priority to their welfare and guidance. In discussion pupils confirm this. They say they feel safe in school and well supported by staff. Parents also confirm that their children are happy at school. When required the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.
67. Induction arrangements to settle children into the reception year are very well organised. Parents are fully involved in the process. The phased entry ensures that children make a smooth transition to formal education. Arrangements to settle pupils into school life at a later stage are equally as good. Pupils say they are welcomed and soon make friends.
68. Pupils are very well known to all adults in the school. There are clear policies and procedures to ensure everyone's health, safety and welfare. The governing body plays an appropriate role in overseeing the school's health and safety arrangements. Child protection arrangements are well documented and known to all that work in the school, with the headteacher having overall responsibility. Good day-to-day systems are in place to deal with any pupils who may become unwell or who hurt themselves during the

school day. Attendance, punctuality and pupils' behaviour are monitored closely and swift action taken if there are any concerns.

69. The procedures for monitoring pupils with special educational needs are good with some outstanding features. The school has in place a good system for the early identification of pupils' learning difficulties. Additional computerised literacy assessments are undertaken to identify any pupil who may have specific learning difficulties. As a result, additional educational support is carefully targeted and effective.
70. Links with outside agencies are good and the school acts quickly on any advice that it receives. As a result, the school is well placed to provide support and guidance to any pupil who is identified as having special educational needs, including emotional, social or behavioural needs. Pupils' individual education targets are specific and clear, so that pupils' progress can be carefully monitored. Parents are fully informed and involved in an effective partnership with the school to ensure that they can support their children's learning at home.
71. A strength of the provision is the very effective manner that the school welcomes and supports pupils with more complex learning needs. Specialist part time staff, and very effective additional classroom support, ensures that these pupils are fully included in all that the school has to offer, and are valued members of the school community. Resources are used very effectively to support their learning and short withdrawal sessions are well planned so that the pupils are not made to feel different from other members of the class.
72. The qualities of fairness, openness and opportunity for all underpin all aspects of the school's work. Because of this, pupils get on very well with each other and have very secure relationships with teachers and other adults who work with them. The school ensures that all pupils, whatever their ability or background have equal access and opportunity to participate in school life. In discussion, pupils confirm this and state that they enjoy school life and taking part in the activities and clubs. Although no pupils with disabilities currently attend the school, there are effective arrangements to ensure that they would not be treated less favourably than other pupils.
73. Discussion with pupils indicates that bullying is extremely rare and that teachers quickly deal with any concerns brought to their attention. Pupils have a good understanding of what constitutes racial discrimination. The school works hard to promote pupils' understanding of diversity and tolerance and it prepares them well for life in a multi-ethnic society. As a result the school is a happy, friendly community. Detailed policies are in place which reflect the school's strong emphasis on equal opportunity, racial equality, and anti-bullying strategies. The implementation of such policies is monitored and the school reflects the success of such policies.

Leadership and management

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
75. The recently appointed headteacher provides the school with very good leadership. Her leadership is purposeful and gives the school a clear sense of direction. Aims and values which promote equality for all are shared with all staff and governors and are reflected in the work of the school.
76. The school takes good account of National priorities and works closely with local schools. Recent initiatives, such as the development of new information and communication technology resources are helping pupils achieve higher standards. The recently established school council enables pupils to contribute to school development and influence decisions that affect them directly. The school also works closely with other small schools in the cluster group and so widens pupils' experiences and opportunities to meet with other pupils locally.
77. Target setting is at an early stage of development. A very detailed self-evaluation was carried out prior to the inspection and priorities for school development identified. Overall, these targets are realistic and well designed to move the school forward.
78. Effective staff appraisal is established and incorporates a realistic programme of professional development. This includes both teaching and non-teaching staff. This is now beginning to impact on the quality of education provided by the school, as seen in information technology and the use of interactive whiteboards.
79. The governing body is very supportive of the school, is well informed and is becoming increasingly active in school affairs. Governors are aware of the major strengths of the school and are justly proud of its achievements. Recently they have been made more aware of the school's curriculum planning.
80. The Governing Body fully meets its legal and statutory duties and they are beginning to monitor the quality of provision through regular visits to the school. Through this and regular reports from the headteacher, they are becoming increasingly aware of the school's performance. The governing body is kept well informed but has not been sufficiently involved in strategic planning. The school's recent self-evaluation exercise is an ideal starting point for them to become more involved in developmental planning.

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

Grade 2: Good features and no important shortcomings

81. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
82. The headteacher, governors and staff are committed to maintaining and where possible improving standards. In this small school staff know their pupils well and keep detailed records of pupils' achievement. Teachers are aware of pupils' potential and effective strategies are in place to ensure that pupils achieve their full potential.
83. The recently produced self-evaluation report is detailed, comprehensive and realistic. It is based on firsthand evidence and is a very good basis for future school development planning. Some of the findings have been incorporated into school development but due to its recent completion it is yet to have its full impact. However the school has set clear priorities to bring about improvements. The school has also sought the views of both parents and pupils.
84. The inspection team agrees in most respects with school's identification of its strengths and areas for improvement in the self-evaluation report. In one instance, that is "How learners achieve" the team is of the opinion that the school has underestimated its standards, particularly since this aspect now includes pupils' personal and social development.
85. The school development plan (SDP) is a useful working document, identifying action to be taken, success criteria, resources, time scale and personnel involved in monitoring progress. It is, however, largely limited to the current academic year.
86. The school uses pupils' assessment test results, including the baseline test results in reception, well to improve teaching and learning. Pupils with special educational needs are identified at an early stage and well supported. Teaching assistants are increasingly involved in assessment and monitoring of individual pupils and understand their part in improving the educational provision provided by the school.
87. Since the recent review of the curriculum, the school has ensured that resources are adequate to meet curricular requirements. A notable recent addition is the acquisition of sufficient computers to support the teaching of information technology. Such initiatives have resulted in improved standards.

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

Grade 2: Good features and no important shortcomings
--

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
89. The pupils are taught in two classes by well-qualified and experienced teachers. Staff in this small school inevitably have many and varied responsibilities, but the skills of all the staff, including additional part time staff, the school secretary and specialist teachers are effectively harnessed to enhance pupils' learning, and ensure the smooth running of the school. This adds to the sense of a family atmosphere in the school and the good quality of learning opportunities available for all pupils.
90. The quality and range of learning resources are good and are readily accessible to all pupils. They have been recently improved through local fund-raising activities and the hard work of the staff. Pupils now have access to a good number of computers, while interactive whiteboards make teaching and learning more interesting and relevant. Improved reading resources have begun to raise standards in this area of learning and pupils say that they now enjoy reading.
91. The school is small, and the staff make sure that every available space is used to its full advantage. However despite this, children in the early years share a cramped classroom with pupils in Year 1 and 2. Although they use the large and attractive school grounds, this is not as yet directly accessible from the classroom. This can prevent staff from regularly adding a further interesting dimension to the children's learning experiences. In addition, the small size of the room means that older pupils can become distracted when younger children are playing and this can impact on the progress they make in this class.
92. Good use is made of all available resources. Resources are well matched to the demands of the curriculum and purchased to support changes in the curriculum. Whilst the school does not have suitable facilities for physical education, it has made effective arrangements to use halls in a local holiday centre and this provides pupils with good facilities.
93. There is a strong commitment to continuing professional development that includes professional training for teaching assistants. This is now beginning to influence the school's curriculum such as in the teaching of literacy skills and the development of pupils' information and communications technology skills.
94. Resources are regularly evaluated and well matched to the priorities for development. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1 - Grade 2: Good features outweigh some shortcomings

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

95. In key stage 1, pupils speak clearly and express themselves reasonably well in a range of situations. Most pupils eagerly share their ideas, and talk about their work and things of immediate interest using simple sentences and phrases.
96. In key stage 2, pupils make good progress in developing their speaking and listening skills. They express their opinions well and use an increasingly complex range of vocabulary. Most are confident enough to speak in a variety of situations and ask searching questions of their teacher. They listen attentively and show they have understood by the high quality of their responses.
97. Pupils of all ages enjoy reading because of the good quality resources that are available and which stimulate a desire to read. Most younger pupils in key stage 1 tackle new words confidently because of the newly introduced reading programme, and the effective way that they are taught letter sounds. More able pupils read with expression, and delight in their skill to read more difficult words.
98. In key stage 2, pupils continue to make good progress in reading. Most of Y6 pupils read with expression and scan the text to locate information. They discuss the characters in their books and the more able pupils are beginning to use inference and deduction to aid their understanding.
99. Those pupils with special educational needs who have specific reading difficulties are also making good progress. They receive good quality individual support so that they are increasingly able to use their knowledge of letter sounds to read unfamiliar words.
100. In key stage 1, most pupils form their letters neatly, with more able pupils using a neat joined up style. Most pupils write simple words and sentences using capital letters and full stops, and spell simple three letter words correctly.
101. In key stage 2, pupils' handwriting is well developed. Pupils increasingly write for different audiences and recognise that writing is used for different purposes. Older pupils write convincingly in a range of styles. The most able use paragraphs well to structure their writing. They have developed a mature and interesting style, and use a wide range of vocabulary to add interest to their work. Most pupils present sensible arguments, for example, to justify keeping animals in a zoo, and present their points of view clearly. All pupils use punctuation well and spelling is usually accurate. They plan, draft and

check their writing carefully, thus improving the quality of the content and style of their finished work.

Shortcomings

102. In key stage 1, younger pupils have limited listening skills. They only listen for a short period of time, and have a limited recall of what they have been told. This impacts on the progress they make in lessons.
103. More able pupils in Year 2 do not sustain their ideas when writing. Consequently, they tend to choose the same simple phrases repeatedly, and this limits the extent of their writing.

Information Technology

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

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

Good features

104. In both key stages pupils use information technology equipment, including the interactive whiteboards confidently and carefully.
105. Pupils in key stage 1 use text and symbols to effectively communicate their findings as when recording the types of house pupils in the class live in.
106. By the end of Y2 the more able pupils successfully present their ideas in different forms, enter and store information, retrieve and print what they have saved.
107. Pupils in key stage 2 have good presentation skills and display their work well in a range of different forms including text, graphs, pictures and sound, reflecting the needs of their audience.
108. Pupils in Year 6 use the Internet to support their learning and are well aware of the use of information technology in the world of work.
109. More able pupils in Year 6 have a good understanding of how computers are used to predict possible outcomes as when using spreadsheets.

Shortcomings

110. There are no significant shortcomings.

Design Technology

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

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

Good features

111. Pupils in both key stages have good opportunities to work with a range of materials and to investigate different methods of joining them.
112. Pupils in key stage 1 use pictures and words effectively to show details of their designs and talk about their likes and dislikes.
113. Pupils in key stage 2 successfully draw on a variety of sources to generate ideas, as for example when designing bridges. Pupils' drawings and text describe their designs well.
114. Pupils in key stage 2 learn to evaluate their products and the more able, in discussion, are well able to suggest how improvements could be made.

Shortcomings

115. There are no major shortcomings but pupils' mathematical skills, such as incorporating measurement in their designs and the use of their information and communication technology skills, need to be better used to support their learning.

Geography

Key Stage 1 - Grade 2: Good features outweigh some shortcomings

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

Good features

116. Pupils in key stage 1 have a good geographical vocabulary when describing their own locality and distinguish between natural and man-made features. They accurately describe their journey around their village, distinguishing between the different types of houses.
117. Pupils in key stage 1 use large scale maps and successfully follow their route to school. They recognise a good range of map symbols, such as on weather maps of the United Kingdom.
118. Pupils, by the end of Year 2, recognise some of the basic geographical features of a contrasting environment, such as a coastal environment.
119. By the end of key stage 2 pupils use atlases competently and successfully locate major geographical features in countries, including major world rivers

and mountain ranges. They use co-ordinates accurately to describe the location of different features.

120. Pupils in Year 6 have a good understanding of scale and symbols on Ordnance Survey maps and use their knowledge effectively when drawing their own maps.
121. Pupils in Year 6 compare and contrast living conditions in a developing country. These pupils are aware of the different climatic conditions and how such factors influence their life style. They are also aware of the interdependence of different world countries and are developing their ideas of world citizenship.
122. Pupils in key stage 2 have a good understanding of matters of environmental concern, such as wind farms. This local issue is one that enables pupils, at first hand, to become familiar with the differing points of view in the community. Pupils take an active part in the school's recycling activities and have a good grasp of the principles of sustainable development.

Shortcomings

123. Pupils in key stage 1 have too few opportunities to develop their enquiry skills and to compare contrasting localities.

Art

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

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

Good features

124. In key stage 1 pupils use shades of colours well in their work. They have a good eye for detail, and produce imaginative pictures and paintings of the seaside that have a good sense of colour and form. They are developing a good understanding of composition.
125. Pupils use textures and materials well to produce three dimensional flower pictures that are individual in their style. They manipulate clay well to make tile faces and houses, adding a wash of bright bold colours to add interest and detail.
126. In key stage 2, pupils continue to make good progress and develop their skills well. Through examining the work of famous artists such as Van Gough, Monet, and Turner they are increasingly aware of the different styles and techniques. They express an opinion about each artists work and style, and use these techniques successfully in their own work.
127. Pupils show an increasing understanding of the use of line and tone in their work. They effectively use contrasts of light and shade to add depth and a

sense of realism. Their sketching skills are well developed and pupils carefully pick out an area of detail and enlarge it. More able, older pupils depict perspective and movement well in their work. All pupils persevere in lessons, help each other, and evaluate their work. This has a positive influence on their enjoyment of learning and the standards they reach.

128. Pupils' use of sketchbooks to aid their design, test out their ideas and to record their observations from direct experience, for example to sketch buildings and features in their locality, is developing well.

Physical Education

Key Stage 1 - Grade 3: Good features Good features outweigh some shortcomings

Key Stage 2 - Grade 3: Good features Good features outweigh some shortcomings

Good features

129. In both key stages pupils are aware of the need to play safely and have a good understanding of the effective use of space and how to handle equipment. Pupils co-operate well in small group activities.
130. Pupils in key stage 1 respond enthusiastically in music and movement activities and are beginning to successfully remember sequences of movement. They practice purposefully in order to improve and refine their movements.
131. Pupils in key stage 2 demonstrate an increasing range of skills and find solutions to challenges, as when developing their ball skills. They respond to the challenge of working with others and in teams.
132. Pupils in key stage 2 appreciate fair play and act accordingly. In a small game situation they make simple judgements about their own performance and attempt to improve.
133. Pupils benefit from a wide range of extra-curricular sport activities which enhance pupils' skills as well as developing their social skills.

Shortcomings

134. Pupils do not understand the importance of exercise in establishing a healthy life style.
135. Pupils' knowledge of basic body changes during exercise is limited.

School's response to the inspection

We would like to thank the inspection team for their thoughtfulness throughout the period of the inspection. They did their best to minimise any disruption to the school's day to day working, and to allay anxieties about the inspection process.

The report is very thorough and reflects the range of evidence that was used to come to the final judgements. This evidence is clearly referred to throughout the report. During the inspection, if evidence was not clearly available, we were given every opportunity to bring this forward so that it could be taken into account.

I think that, overall, the report is very fair and is a good reflection of where the school is currently. This report celebrates the positive aspects of the school, and makes clear recommendations to support the way forward.

Appendix A

Basic information about the school

Name of School	Dolfor Community Primary
School type	Community
Age-range of pupils	4 – 11
Address of School	Dolfor Newtown Powys
Post-code	SY16 4BN
Telephone number	01686 626386
Headteacher	Mrs Janet Tinsley
Date of appointment	January 2004
Chair of governors/ Appropriate authority	Mrs Stephanie Foster Powys LEA
Registered inspector	E R Morgan
Dates of inspection	20 – 22 September

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	1	7	3	7	5	7	7	37

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.6

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	14.23 : 1
Pupil : adult (fte) ratio in nursery classes	-
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	18.5
Teacher (fte) : class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 04	93.4	92.65	94.48	93.5
Spring 04	93.5	92.63	93.54	93.2
Autumn 04	93.8	94.24	93.83	94.0

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

**National Curriculum Assessment Results
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	7
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	71%	In Wales	80%

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

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	100%	In the school	100%
In Wales	70%	In Wales	70%

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

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at school for six inspector days carried out inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 14 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff.
- School documentation and samples of pupils' work were examined.
- 21 lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr E R Morgan Registered Inspector	Context Summary & Recommendations Key Question 1 Key Question 2.1 – 2.8 Key Question 5 Key Question 6 Key Question 7.4 – 7.7 Information technology Design technology Geography Physical Education
Mrs Denise Shields Lay Inspector	Key Question 3.8 – 3.14 Key Question 4.1 – 4.9
Mrs Julia Coop Team Inspector	Key Question 2.9 – 2.12 Key Question 4.10 – 4.18 Key Question 7.1 – 7.3 English Art

The inspection contractor was:
 Evenlode Education Ltd
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Acknowledgement

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

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

**Dolfor Community Primary School
Dolfor
Newtown
Powys
SY16 4BN**

Summary for Parents

School Number: 6662016

Date of Inspection: 20 - 22 September 2004

**by
Eifion R. Morgan
WO87/16248**

Date: 2004

Under Estyn contract number: T/27/04P

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BASIC INFORMATION ABOUT THE SCHOOL

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Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.6

A SUMMARY REPORT FOR PARENTS

Dolfor Community Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Dolfor Community Primary School took place between 20 September and 22 September 2004. An independent team of three inspectors, led by Mr Eifion R Morgan, Rgl, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Summary

Dolfor Primary School is a good school and is highly regarded by parents. The school is very effective in developing pupils' personal and social skills and pupils have a very good attitude to learning. The school exudes a calm, caring ethos and this leads to the good quality of life at the school.

The inspection team agreed with the overall judgements made by the school about areas of its work but were of the opinion that it had underestimated how well learners achieve, particularly since this key question incorporates the development of pupils' personal and social skills.

Table of grades awarded

The inspection team judged the school's work as follows:

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

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

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	63%	37%	0%	0%

This reflects a school where pupils' standards of achievement in the main are good with no important shortcomings. Standards of achievement in lessons seen are above the Welsh Assembly Government's all-Wales current targets of 95% of lessons being of a satisfactory standard (Grade 3) and 50% of lessons being good (Grade 2).

The educational provision for the under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right. Plans are in place to provide these children with direct access to the school grounds.

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

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 3	Grade 2
Art	Grade 2	Grade 2
Physical Education	Grade 3	Grade 3

Pupils' standards and progress in the key skills of communication, numeracy and information and communications technology (ICT) across the curriculum have good features that outweigh some shortcomings. This includes the achievement and progress of pupils identified as having special educational needs.

Pupils' speaking and listening skills are developing well across the age range and by the end of key stage 2 pupils are very good listeners and speak clearly in both English and Welsh. However, some pupils in key stage 1 are yet to acquire good listening skills and this adversely affects the progress they make. Pupils' reading and writing skills are also developing well in both languages. Initially, the progress of some of the younger pupils in subjects across the curriculum is adversely affected by their short concentration spans but by the end of key stage 2 pupils write fluently and can present their points of view clearly.

Pupils' bilingual skills are also well-developed. Pupils in Y6 read Welsh fluently and with understanding; their written work shows a developing vocabulary and good spelling. Pupils in Year 6 initiate conversations in Welsh.

Pupils have good numeracy and information and communications technology skills but the use made of them across the curriculum is variable. Whilst pupils use these skills in subjects such as mathematics their use is not consistent across the curriculum and pupils' key skills do not develop progressively.

The National Curriculum assessment results fluctuate year to year largely due to the small number of pupils in each year group. At the end of key stage 1 pupils' attainment in 2004 in the three core subjects of English, mathematics and science, based on teacher assessment, were slightly below local and National averages. Previous years' results have been better. It is recognised by the school that the 2004 cohort had a higher than usual number of pupils having special educational needs.

In key stage 2, the 2004 results in the three core subjects, were well above average in comparison with local and National results and similar schools in Wales and this reflects the trend in recent years. Overall there is no significant difference in the performance of boys and girls in either key stage.

Pupils, including those identified as having special educational needs, make good progress in acquiring new knowledge, skills and understanding. In discussion, pupils showed an understanding of what they are learning but are less sure of how they can improve further.

All pupils make good progress towards achieving their potential and are well prepared for their next stage of learning.

Pupils have good attitudes to learning. Whilst some of the younger pupils show immature behaviour, a notable feature of the school is the way older pupils support and help the younger pupils. The school exhibits a calm atmosphere free from any tension where adults and children show mutual respect. Older pupils respect diversity of beliefs and different cultural traditions.

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	67%	33%	0%	0%

No lessons were seen where shortcomings outweighed good features and overall the number of lessons seen where there standards were good with no important shortcomings is above the Welsh Assembly Government all-Wales target of 50%.

Lessons are characterised by very good working relationships in the classroom and this successfully fosters pupils' learning. Lessons are well planned and proceed at a lively pace that helps to maintain pupils' interest and enthusiasm. In some lessons however, there is an over-reliance on worksheets and pupils are not always clear as to how they can improve.

The school has a good and efficient system for assessing and tracking pupils' academic progress. Assessment information is well used to guide teachers planning, resulting in tasks that are well matched to pupils' ability. Reports to parents, including those for pupils with special educational needs, fully meet statutory requirements.

The school responds well to pupils' learning needs and provides equality of access for all pupils to a broad and balanced curriculum, enhanced by a wide and diverse range of extra-curricular activities. However, the school does not have a well-structured programme to ensure the progressive development of pupils' key skills across the curriculum.

There is good provision with no important shortcomings for pupils' personal, social and health education, although no formal scheme of work is in place. Pupils with special educational needs are well supported both in class and in intensive withdrawal sessions. Teaching assistants and visiting staff make a valuable contribution to pupils' learning.

The provision for pupils' spiritual, social, moral and cultural development is good. Collective worship and daily prayers are an integral part of the school day and as well as developing a sense of community contribute well to pupils' spiritual and moral understanding. Pupils have a clear sense of right and wrong and act accordingly.

Attendance is satisfactory. Pupils arrive at school punctually and in many instances are engaged in worthwhile learning activities before school officially begins. Links with parents are very good. Good links have been established with local businesses and with the community and pupils have a good awareness of community life.

The school makes best use of the limited space available. However, children under five share their classroom with pupils in Years 1 and 2. The limited space available and the lack of direct access to the attractive school grounds limits the range of learning activities that can be provided for the early years children. However, arrangements are in place to rectify this. The school does not have a hall suitable for physical education but makes adequate provision through the use of local facilities. This is admirable, but necessitates travelling

away from the school and mitigates against more frequent use of the hall for physical education and other activities.

Leadership and management

The quality of leadership shown by the headteacher is very good. Her leadership is purposeful and gives the school a clear sense of direction. Aims and values which promote equality for all are shared with all staff, including non-teaching staff. Recent curricular reviews, good assessment of pupils' achievement and target setting are beginning to have a positive impact on standards.

The headteacher, governors and staff are committed to maintaining and raising standards where possible. The school has made good progress since the last inspection and has addressed the key issues in that report, apart from developing the facilities for the under-fives children. However this is due to be undertaken shortly.

The recently completed school self-evaluation assessment is detailed and realistic. Due to the recent appointment of the headteacher, it has not been fully incorporated into the current school development plan. Governors are very supportive of the school and proud of its achievement. Regular visits to the school help them to monitor the quality of provision and they are now well placed to become more involved in strategic planning and to evaluate the success of the school.

The provision of staffing and learning resources is good. The school manages its resources efficiently and spending decisions are well matched to the school's priorities. The school's computer facilities are a very worthwhile addition to its facilities. Overall the school gives good value for money.

Recommendations

In order to improve, the school needs to:

1. develop the school's self-evaluation targets into a detailed school development plan;
2. plan and implement a whole school approach to developing pupils' key skills across the curriculum;
3. set individual targets for pupils and enable them to take greater responsibility for their own learning.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

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