

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Franksbridge C.P. School
Llandrindod Wells, LD1 5SA**

School Number: 6662066

Date of Inspection: 23rd - 25th April 2007

by

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

The inspection of Franksbridge C.P. School took place between 23/04/07 and 25/04/07. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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. Franksbridge Primary School is a community school for pupils aged 4 to 11 years of age. It is situated in a rural area near to the towns of Built Wells and Llandrindod Wells and is set in a Victorian building in extensive grounds. There are currently 46 pupils on roll, including 7 who are in the reception class. Children are admitted to school the term after they attain their fourth birthday. There are 2 full-time teachers and 3 part-time teachers at the school. The headteacher and other permanent member of staff have been in post since the last inspection in July 2001.
2. Pupils come from homes where English is the first language and no pupils speak Welsh as their first language. Generally pupils come from families that are neither socially advantaged nor disadvantaged and around 9% of children are entitled to free school meals which is below the local authority (LA) and national averages. Thirteen percent of pupils are entered on the school's register of special educational needs (SEN). No pupil has a statement of special educational needs.

The school's priorities and targets

The school's priorities and targets are set out in the prospectus. The school's mission statement is, "A school is not a place for teachers to teach but for children to learn".

"We aim to promote each child's education by providing a stimulating happy, caring environment, the ideal learning atmosphere, one where each child will:

- feel encouraged and not inhibited;
- have many opportunities to experience success instead of failure;
- feel contented and not threatened;
- where differing views are valued and good behaviour is achieved in a spirit of co-operation, friendship and appreciation of others and not purely through teacher direction.

We aim to offer a broad and balanced curriculum where the subject matter is relevant to the children and differentiated to enable each child to work at their level of ability and to reach their full potential to:

- develop lively and enquiring minds, the ability to question and argue rationally and the ability to persevere when applying themselves to tasks and to work independently of the teacher when required;
- develop the ability to listen attentively, follow instructions and communicate through the spoken work in a variety of situations;
- read fluently, for pleasure and interest, a wide range of literature and develop research skills using non-fictional materials;

- develop legible handwriting and the ability to communicate to a variety of audiences through the written word;
- develop appreciation and skills in the use of Welsh as a language of communication;
- enjoy mathematics and develop the associated skills and knowledge and use them effectively;
- develop basic scientific ideas and skills through practical investigations and research;
- develop the imagination and creative skills and to use them appropriately;
- develop a sense of time and place;
- develop good physical co-ordination and to co-operate as a member of a team;
- develop knowledge and understanding of religions and develop moral values, and;
- develop respect for, and skills in the use of, tools, equipment and instruments.

In order for the above aims to be achieved all children will also need to develop habits of self-discipline, acceptable behaviour and sensitivity to the needs of others.”

Summary

3. Franksbridge is a good school with no important shortcomings. During their time at the school pupils make good progress and generally achieve good standards in their work.
4. The inspection team's findings match the school's judgements in its self evaluation report in all seven key questions.

Table of grades awarded

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

The following tables show the standards achieved at each grade observed in lessons in the areas of learning and subjects specified for inspection:

Areas of learning for under-fives

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	3
Physical development	2

Grades for standards in subjects inspected

Subject	Key Stage One	Key Stage Two
English	2	2
Information technology	2	2
Design technology	2	2
Music	2	2
Religious education	2	2

5. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

6. Standards of achievement in the lessons observed are above the Welsh Assembly Government (WAG) all-Wales targets, requiring that by 2007, 98% of standards should be grade 3 or better, and that 65% should be grade 2 or better.
7. Children's attainment on entry to the school is generally good. They make good progress and statutory baseline data indicates that children are scoring above the LEA and national averages. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
8. All pupils make good progress as they move through KS1 and KS2.
9. Pupils, including under-fives, achieve good standards in their use of the key and basic skills and the school has been awarded the Basic Skills Agency's award. They make good progress in their communication skills and by the end of KS2, pupils achieve above average standards in their listening, speaking, reading and writing skills. Pupils' bilingual, problem solving and numeracy skills are well developed and their creative skills are developing well. Overall, pupils make good progress in their use of information and communication technology.
10. In KS1 in the 2006 teacher assessments the percentage of pupils who attained level 2 or above was 100 per cent in the three core subjects of English, mathematics and science, which was above the LEA and national averages in each subject.
11. In statutory assessment at the end of KS2 in 2006, the percentage of pupils who attained level 4 or above was 50 per cent in English, 67 per cent in mathematics and 83 per cent in science, which was below the LEA and national averages in each core subject.

12. Year groups are generally very small and their pupil profiles are variable. Results over the last few years indicate that overall pupils' achievement and trends in performance are good in both key stages. Overall pupils make good progress in acquiring new knowledge, understanding and skills.
13. The development of pupils' personal, social and learning skills is good. Pupils have a good attitude to learning and show interest in their work. Pupils' ability to work with increasing independence is a feature of the school; they show good levels of involvement, interest and motivation.
14. Behaviour is good; the older pupils act as good role models and an ethos of self-discipline is developing. This contributes well to the standards being achieved.
15. Pupils achieve good levels of attendance. The average attendance for the three terms prior to the inspection was 95 per cent which is similar to the national and LEA averages.
16. Pupils' spiritual, moral, social and cultural development is good overall. They are aware of the need for mutual respect and are beginning to become more aware of the cultures faiths and traditions of others.
17. Pupils participate in, contribute to and are developing a good understanding of community life. Their awareness of the world of work and the workplace, although good with some shortcomings, is improving.

The quality of education and training

18. The quality of teaching was judged to be as follows.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	77%	23%	0%	0%

19. The quality of teaching in the lessons observed is similar to the averages for Wales as noted in Her Majesty's Chief Inspector's report for 2005 – 2006 which are that 79% of teaching is grade 2 or better. However, the number of outstanding lessons is below the average of 17%.
20. Where teaching is good, staff plan well, utilise a good range of resources and make learning objectives clear. They use well-considered questions to challenge thinking, have a positive working relationship with pupils and incorporate pupils' own experiences effectively into lessons. Lessons generally have a good pace and contain a range of strategies to maintain pupils' interest and involvement. However, in some instances not enough challenge is provided for more able pupils.
21. Teachers demonstrate a secure knowledge of the subjects they teach and use their specialist knowledge and the resources available to enhance the quality of lessons. Bilingual skills are taught well, staff taking advantage of incidental opportunities as they arise. Throughout the school, teachers treat all pupils equally, consistently and fairly. The integration of pupils with SEN is good.

22. All staff in the early years work closely together to ensure continuity in curriculum content and lesson planning, which is also helping them to prepare for the introduction of the Foundation Phase. In KS 1 and 2 teachers adopt a more individual approach to planning, but have identified the need to develop more consistency between phases. The planned review of the school's schemes of work is an essential element in this.
23. Overall, the school meets the statutory requirements for assessment and reporting. In the early years, staff collects information to prepare rich and meaningful experiences for all pupils. In KS1 and KS2, although there have been recent improvements in assessment and recording in the core subjects of English, mathematics and science, overall the processes are insufficiently rigorous. In most other subjects class teachers do not use agreed systems to assess pupils' progress and consequently procedures for assessing pupil's knowledge and understanding in the those subjects are limited. The school has also developed portfolios for some subjects. These contain graded samples of pupils' work and detailed comments to help achieve consistency.
24. The school has a marking policy which highlights the need for positive and encouraging comments on pupils' written work. Although inconsistently applied, where marking is critically constructive, it is done well. Individual targets in mathematics and English are shared with the pupils. However, these targets do not always involve pupils in planning their own progress and many are unsure of the real purpose of assessment.
25. Teachers keep parents informed about their children's progress at parents' evenings and through annual reports which are clear and informative. Although reports do not clearly indicate the next steps of learning, parents say they appreciate the personal style and helpful details of them.
26. The school is successful in providing a broad and balanced curriculum which is accessible to all pupils, which meets legal and course requirements. The overall quality of the educational provision for the under-fives is good. The involvement of younger pupils in the outdoor environment in meaningful learning experiences is preparing them well for the Foundation Phase. This imaginative and relevant use of the school grounds and the local environment is a strong feature throughout the school. Pupils in both key stages are presented with a wide range of well-differentiated activities and interesting learning experiences that within the mixed age groups meet the needs of the individual pupils, including those with additional learning needs.
27. The school generally makes good provision for developing pupils' basic and key skills, which are identified in individual lessons. However, through a lack of planning for their effective implementation opportunities for developing ICT skills and creativity across the full range of subjects are sometimes overlooked.
28. The school provides an appropriate range of out of school and residential activities for the pupils, including those of a sporting and musical nature, and these have a positive impact on pupils learning and personal and social skills.
29. Overall, learning experiences successfully promote pupils' spiritual, moral, social and cultural development. There are visits from local Baptist Students and Powys Environment and Development Education Centre (PEDEC), who

- share their experiences of other cultures with pupils. However, although whole school acts of collective worship are meaningful, shorter, class based assemblies are less of a spiritual experience.
30. There are strong links with parents, who are very supportive to the school. Parents' evenings and curriculum evenings are well attended. The Friends of the school are actively involved in fund raising and also provides a work force for environmental improvement projects.
 31. Pupils are developing a good understanding of their community. Links with other schools are good. There are good liaison and transition arrangements between them and the local high school, and the school has strong links with University of Wales, Aberystwyth.
 32. Pupils' awareness of the world of work and the workplace is improving through projects based on local socio-economic activities, such as horticulture and hedging. However opportunities to study work-related issues of a broader nature are irregular.
 33. The development of pupils' bilingual skills where it is a regular feature of daily activities is good. The school effectively promotes pupil's awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig*.
 34. The school is actively promoting Welsh Assembly Government's initiatives for lifelong learning through its commitment to basic skills. The school's involvement in environmental projects and recycling initiatives are raising pupils' awareness of education for sustainable development and global citizenship and opportunities to develop pupils' entrepreneurial skills are being provided. However, the development of the pupils' ability to take more responsibility for their own learning is less developed.
 35. A strength of the school is close links that exist between the pupils, staff, parents, carers and the community. This provides a happy, supportive, caring and safe environment for pupils and a strong and well-structured pastoral system. The school benefits from its links with all support agencies. Induction for children into school is good. Children from the Parent and Toddler Group quickly become integrated into school, as do pupils who join the school in KS1 and KS2.
 36. Provision for pupil with special educational needs is good, their needs are diagnosed at an early stage and they are well supported. There is effective liaison with relevant agencies and pupils make good progress
 37. The school has very effective measures in place through the PSE programme to recognise and respect diversity and cultural traditions and to address race equality and equal opportunities. Pupils' behaviour and attitudes reflect their understanding of the need to respect these differences. They have a good awareness and concern for others, raising money for more disadvantaged people at local, national and international level.
 38. Pupil's attendance, punctuality, behaviour and performance are good and carefully monitored. The head teacher is the designated Child Protection Officer and staff have received training in first aid and child protection. The school operates a Healthy Eating policy and there are good procedures in place to ensure the healthy development, safety and well being of pupils.

Leadership and management

39. The overall aims of the school are well addressed. It is well led by the headteacher who promotes and sustains on going improvements to the provision within the school. Staff have high expectations of the children and put the needs of pupils at the centre of the curriculum. The curriculum coordinators have a good overview of the development of all subjects within their key stage although liaison between key stages is at an informal level.
40. The school takes good account of local and national priorities including basic skills, sustainability, healthy life styles and developing partnerships with other schools.
41. The quality of support and direction given by the governing body is good. They are well acquainted with the school and co-operate effectively to set a strategic direction for the development of the school. They are well informed about standards within the school and play a supportive role in the development of the school. The governing body fully meet its statutory responsibilities.
42. The headteacher has a good overview of the school and has gathered evidence of its performance. Initiatives resulting from the areas identified for development are creating a very positive school ethos and this is beginning to have a measurable effect on raising standards.
43. The school development plan is clear and concise. The targets set are challenging but achievable. However, arrangements to monitor progress and evaluate success criteria are not always clear. Nonetheless, the school has made good progress in six of the key issues highlighted in the last inspection.
44. The overall provision for staffing and resources is good. Staff have a good knowledge of the curriculum and the ways in which children learn.
45. The provision and quality of resources for learning have improved since the last inspection. The school has invested heavily, for example, in improving its reading resources and has an adequate range of IT software and hardware, including two interactive whiteboards.
46. Administrative, caretaking and catering staff are valued members of the school team and make an effective contribution to its smooth running. The school and the grounds are generally well maintained and there was little evidence of litter around the school.
47. The head teacher has worked closely with the governors to establish effective procedures to monitor and manage the budget. The school provides good value for money overall. Expenditure is increasingly being linked to the priorities identified in its school development plan.

Recommendations

- R1 Ensure the good standards of handwriting and presentation being achieved are transferred to all areas of written work throughout the school.
- R2 To build on the good standards achieved in Information Technology to further develop pupils problem solving and research skills.
- R3 Bring together the whole school overview of medium and long term planning so learning objectives can be easily identified.
- R4 Refine the current arrangements for assessment and use the collated data to inform short term planning.
- R5 Improve the process of target setting with pupils and their understanding of how well they are progressing and planning their own progress and improvement.
- R6 Ensure that all statutory and relevant policy documents are reviewed regularly and brought before the governing body for approval

The recommendations 4 and 5 have already been identified as areas for development by the school.

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

48. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
49. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

50. Standards of achievement in the lessons observed are above the Welsh Assembly Government (WAG) all-Wales targets, requiring that by 2007, 98 per cent of standards should be grade 3 or better, and that 65 per cent should be grade 2 or better.
51. Standards of achievement are good. Pupils make good progress and succeed regardless of their social, ethnic, or linguistic background.
52. Children's attainment is measured within four weeks of entry and is generally good. Children quickly settle into school and readily engage in a wide range of activities. They make good progress and statutory baseline data indicates that children are scoring above the LEA and national averages. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
53. The standards of achievement in the areas of learning for the under-fives are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	3
Physical development	2

54. In KS1 and KS2, standards in the subjects inspected are as follows:

	Key Stage One	Key Stage Two
English	2	2
Information technology	2	2
Design technology	2	2
Music	2	2
Religious education	2	2

55. All pupils make good progress as they move through KS1 and KS2. Pupils, including under-fives, achieve good standards overall in their use of the key and basic skills and the school has been awarded the Basic Skills Agency's award. They make good progress in their communication skills and by the end of KS2, pupils achieve above average standards in their listening, speaking, reading and writing skills.
56. Pupils' bilingual and numeracy skills are well developed. They use Welsh words and phrases regularly when carrying out their normal routines and apply their numerical understanding well in subjects such as science and personal and social education. Throughout the school pupils make good progress in their use of information and communication technology. The older pupils are confident in their use of computers for a variety of purposes in different subjects and aspects. However, younger pupils in KS2 do not sufficiently enhance their knowledge of other subjects through the skills they have developed in information technology. Pupils' problem-solving skills are good in all key stages and their creative skills are developing well.
57. In KS1 in the 2006 teacher assessments the percentage of pupils who attained level 2 or above was 100 per cent in the three core subjects of English, mathematics and science, which was above the LEA and national averages in each subject.
58. In statutory assessment at the end of KS2 in 2006, the percentage of pupils who attained level 4 or above was 50 per cent in English, 67 per cent in mathematics and 83 per cent in science, which was below the LEA and national averages in each core subject.
59. Compared to similar schools in terms of the percentage of pupils eligible for free school meals, KS1 results for 2006 were in the top 25 per cent in all core subjects. The results in those three subjects in KS2 placed the school in the bottom 25 per cent.
60. Year groups are generally very small and because their pupil profiles are variable, analyses of end of key stage data is difficult and trends in attainment less discernable. However, results over the last few years indicate that overall pupils' achievement and trends in performance are good in both key stages.
61. Even though there are some minor shortcomings in certain subjects, overall pupils make good progress. They acquire new knowledge, understanding and skills, both within their individual lessons and over time throughout each term and year.
62. All pupils, including those with SEN and the more able, make good progress overall and there is no significant difference between girls' and boys' performance at either key stage.
63. The development of pupils' personal, social and learning skills is good. Pupils have a good attitude to learning and show interest in their work and sustain good levels of concentration.
64. Pupils' ability to work with increasing independence is a feature of the school especially amongst the older pupils in KS2, they show good levels of involvement, interest and motivation, whether working individually, in pairs or as part of a larger group.

65. The behaviour of the older pupils also acts as good role models for the younger pupils. Behaviour in lessons, around the school and in the playground is good; pupils are developing a self-discipline which contributes well to the standards being achieved.
66. Pupils achieve good levels of attendance. The average attendance for the three terms prior to the inspection was 95 per cent and unauthorised absences were less than one per cent Pupils generally arrive punctually for school and for lessons.
67. Pupils' spiritual, moral, social and cultural development is good overall. They are aware of the need for mutual respect and are beginning to become more aware of the cultures faiths and traditions of others.
68. Pupils participate in, contribute to and are developing a greater understanding of community life. Their awareness of the world of work and the workplace is improving through well established links forged with a local wind farm.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

69. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
70. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	77%	23%	0%	0%

71. The quality of teaching in the lessons observed is similar to the averages for Wales as noted in Her Majesty's Chief Inspector's report for 2005 – 2006 which are that 79% of teaching is grade 2 or better. However, the number of outstanding lessons is below the average of 17%.
72. Where teaching is good, staff:
 - plan well and utilise a good range of resources which are appropriate to pupils age and ability;
 - make learning objectives clear at the outset and consolidate them during the lesson;
 - use well-considered questions to challenge thinking;
 - give clear instructions and explanations and provide positive feedback;
 - deliver effective, well structured lessons with good pace to maintain interest and involvement;
 - deploy support staff well to keep pupils focused and on task;
 - have established a positive working relationship with pupils;
 - incorporate pupils' own experiences and contributions effectively into the lesson; and
 - use support from other professionals to good effect.

73. In these lessons teachers generate a high level of pupil interest and involvement. Lessons are well-planned and delivered with pace and imagination through the use of stimulating resources and challenging questions. Pupils are encouraged to demonstrate and explain and work through practical work.
74. In lessons judged to have good features which outweigh shortcomings, the range and flexibility of strategies used does not always maintain pupil's interest and involvement. In some instances, not enough challenge is provided for more able pupils.
75. Teachers demonstrate a secure knowledge of the subjects they teach. Teachers effectively use both their specialist knowledge and the resources available to enhance the quality of lessons. Bilingual skills are taught well through staff taking advantage of incidental opportunities as they arise. Throughout the school, teachers treat all pupils equally, consistently and fairly and ensure that everyone has access to all the opportunities and experiences offered. The integration of pupils with SEN is good.
76. All staff in the early years work closely together to ensure continuity in curriculum content and lesson planning. This collaboration is also helping them prepare for the introduction of the Foundation Phase. However, the school has correctly identified the need to develop consistency in Key Stage 1 and 2 where teachers adopt a more individual approach to planning. The planned review of the school's schemes of work is an essential element in this.
77. Overall, the school meets the statutory requirements for assessment and reporting but, as it recognises, current systems have shortcomings. In the early years, staff collect information to prepare rich and meaningful experiences for all pupils. There has been recent improvements in assessment and recording in the core subjects of English, mathematics and science where teachers appropriately include the results of standardised testing and observations in lessons. Overall, however, the processes are insufficiently rigorous. In most other subjects class teachers do not use agreed systems to assess pupils' progress and, consequently, procedures for assessing pupil's knowledge and understanding in the non-core subjects are limited.
78. The school has developed some subject portfolios, which include assessed and graded samples of pupils work with detailed comments to help teachers achieve consistency. Consequently, judgements about pupil's standards of achievements are agreed. This is a priority the school has identified in its school development plan.
79. The school has a marking policy which highlights the need for positive and encouraging comments on pupil's written work. However, this is inconsistently applied and in some instances does not help pupils to understand how to improve their work. Where marking is critically constructive, it is done well, giving pupils clear guidance on how to progress. Staff make good use of daily discussions with pupils.
80. The school's target setting process is not yet effectively applied. Individual targets in mathematics and English are shared with the pupils and these are reviewed each term. However, these targets do not sufficiently or consistently involve pupils in planning their own progress and improvement and many

pupils are unsure of the real purpose of assessment. This is a priority the school has identified in its improvement plan.

81. Teachers keep parents informed about their children's progress at parents' evenings and through annual reports. The end of year reports are clear and informative. Parents say they appreciate the personal style and helpful details of the reports. The school provides pupils and parents with the opportunity to comment on the reports but do not clearly indicate the next steps of learning.

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
83. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The involvement of younger pupils in the outdoor environment in meaningful learning experiences is preparing them well for the Foundation Phase.
84. The school is successful in providing a broad and balanced curriculum which is accessible to all pupils and meets legal and course requirements. It is well differentiated within the mixed age groups and meets the needs of the individual pupils within the school. Although certain aspects of the planning system need refining, the school has appropriate policies and schemes of work in all subject areas which are implemented to ensure that there is appropriate continuity and progression in all subjects throughout the school.
85. Imaginative and relevant use of the school grounds and the local environment is a strong feature throughout the school. Pupils in both key stages are presented with a wide range of activities and interesting learning experiences within their classrooms, in the immediate environment and through visits to places of interest further afield.
86. The school generally makes good provision for developing pupils' basic and key skills, which are identified in individual lessons. However, there is no comprehensive up-to-date policy document to guide teachers in developing these and other skills, such as creativity, across the full range of subjects. Opportunities for developing ICT skills are also missed through a lack of planning for their effective implementation.
87. The school provides an appropriate range of out of school activities for the pupils, including those of a sporting and musical nature and these have a positive impact on pupils' learning and personal and social skills. Pupils also have the opportunity to take part in a residential visit to Ty Gwyn Outdoor Education Centre and the Urdd Centre in Llangranog. Social skills are developed further through visits from the Dyfed Powys community police officer and the school nurse.
88. Overall, learning experiences successfully promote pupils' spiritual, moral, social and cultural development. There are visits from Baptist students and

PEDEC, who share their experiences of other cultures with pupils. However, although whole school acts of collective worship are meaningful and well-planned experiences, shorter, class-based assemblies are less of a spiritual experience.

89. There are strong links with parents who are very supportive to the school through a range of activities and events. Parents' evenings provide them with the opportunity of discussing their child's progress and curriculum evenings such as those arranged for Literacy and Numeracy are well attended. The Friends of the school are actively involved in fund raising and parents also provide a work force for environmental improvement projects, such as the recently completed pavilion.
90. Pupils are developing a good understanding of their community. They have the opportunity to participate in and contribute to, community life through contributions to The Bridge magazine and activities such as the summer barbeque.
91. Links with other schools are good. As part of the Llandrindod Wells cluster of schools they have taken part in a General Teaching Council for Wales (GTCW), funded English project and there are good liaison and transition arrangements between them and the local high school.
92. Although currently there are no students from teacher training establishments in school, the school has strong links with University of Wales, Aberystwyth.
93. Pupils' awareness of the world of work and the workplace, although good with some shortcomings, is improving through well established links with the Bryn Titli wind farm. Through this, they carry out projects linked to the curriculum based on local socio-economic activities, such as horticulture and hedging. However, opportunities to study work-related issues of a broader nature are irregular.
94. The development of pupils' bilingual skills where it is a regular feature of daily activities is good. Pupils naturally and effortlessly develop their skills. The school effectively promotes pupil's awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig*.
95. Ongoing work linked to the development of the school grounds, recycling initiatives, such as the 'Yellow Pages' initiative and the school's involvement in projects such as the Gilfach drama day, are raising pupils' awareness of education for sustainable development and global citizenship.
96. Opportunities to develop pupils' entrepreneurial skills are being provided. Older pupils in KS2 promote, market and sell recently made school mugs, recording costs, income and profits. Similar experiences are provided through the Autumn Fayre and Summer Barbeque.
97. Although the school is actively promoting Welsh Assembly Government's initiatives for lifelong learning through its commitment to basic skills, healthy eating and its Eco-schools project, development of the pupils' ability to take more responsibility for their own learning is less developed.

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
99. The school has very strong, well-established links between the pupils, staff, parents, carers and the wider community. This is strength of the school. An open door policy operates at the school where parents are encouraged to meet with the headteacher and teachers to discuss any concerns and to act jointly upon them.
100. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.
101. The school benefits from its established links with visiting health workers, community support workers and staff from other support agencies.
102. Induction for children into school is good. There is close liaison with the Franksbridge Parent and Toddler Group, which meets regularly at the school. These children are used to attending at the school and quickly become integrated. Similarly, there is good support for pupils who join the school in KS1 and KS2.
103. Transition arrangements for year 6 pupils transferring to both Llandrindod Wells High School and Builth Wells High School are established and effective, and include transition topics.
104. The school has very effective measures in place through the PSE programme to recognise and respect diversity and address race equality and equal opportunities. Effective support programmes are implemented within all classes, as well as in extra curricular activities, to ensure the promotion of gender equality and equal opportunities for all pupils. The school has an Equal Opportunities and Race Relations Policy.
105. Pupil's attendance, punctuality, behaviour and performance are carefully monitored. Good procedures and links exist with the Education Welfare Officer (EWO) should the non-attendance, punctuality or behaviour of an individual pupil give cause for concern. Attendance and punctuality are reviewed termly with the EWO. Attendance is logged on a daily basis although the register is not called in the afternoons. At the time of the inspection, the school considered that, with it being a small school, with no pupils going home for lunch, that staff knew all of the pupils and are aware of any who are not present. In all other respects the school complies with the NAW Circular 3/99, and works hard to encourage good attendance.
106. There are good policies and procedures in place to ensure the healthy development, safety and well being of pupils. Regular health and safety checks are undertaken and subsequent action plans produced. Risk assessments are undertaken for excursions away from school. The school operates a Healthy Eating policy, both at mealtimes and from the tuck shop.

107. The head teacher is the designated Child Protection Officer and school staff has received training in first aid and child protection. There is also a dedicated Child Protection Governor. Close liaison is maintained between the school, carers, parents, Social Services, the school nurse and other agencies. There is a Child Protection Policy and, although its day-to-day implementation in the school is good, this policy, together with a number of other school policies, should be reviewed and brought before the Governing Body for approval.
108. Provision for pupil with additional learning needs is good. Procedures fully comply with the SEN Code of Practice. Pupils with special educational needs are diagnosed at an early stage and their needs are identified. Those pupils on the SEN register are well supported by the class teacher and the learning support teacher. Pupils with additional learning needs have detailed Individual Education Plans with specific targets appropriate to their needs. These are reviewed and discussed with parents on a regular basis.
109. The nominated governor with responsibility for SEN is well-informed and interested in the provision. There is good effective liaison between the school and relevant agencies who may be involved.
110. Pupils with additional learning needs are well integrated into the school; work in lessons is well differentiated to meet their needs and pupils make good progress relative to their ability.
111. There is a very strong community ethos within the school with an extensive range of links with the local community and this enhances pupils' educational experiences. This is a strength of the school. Pupils are mainly drawn from the immediate area surrounding the school and therefore the school is aware of the pupils' social educational, ethnic and linguistic backgrounds. With this knowledge, the school is able to give high quality support to the pupils.
112. The school successfully implements policies with regard to equal opportunities. Careful planning and actions ensure that full equality of opportunity and access to all aspects of school life is provided for all pupils.
113. The school promotes positive attitudes in order to overcome any prejudices or presuppositions based on gender, race, language or social background. Pupils' behaviour and attitudes reflect their understanding of the need to respect these differences.
114. The school rightly considers bullying and bad behaviour serious matters and any instances are dealt with quickly and effectively. The school's behaviour policy is based on respect and consideration for others. Staff diligently remind pupils of the general expectation of tolerance towards all members of the school community. The School Council is becoming more established and effective in a variety of initiatives, such as acting as mediators in any potential problems in the playground.
115. The school has drawn up an accessibility plan and has recently provided a disabled access via the front of the building with disabled access to the rear playground being an intended future provision.
116. Pupils show respect for the diversity of beliefs, attitudes and cultural traditions within society and a good awareness and concern for others as evidenced by

the raising of money for more disadvantaged people in society at local, national and international level.

Leadership and management

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
118. The school is well led by the headteacher who, through a process of consensus and discussion with the staff, promotes and sustains ongoing improvements to the provision within the school.
119. The headteacher and staff have high expectations of the children and have shared values as to the behaviour, learning environment and educational values they promote. They put the needs of pupils at the centre of the curriculum and the overall aims of the school are well addressed.
120. The curriculum coordinators have a good overview of the development of all subjects within their key stage although liaison between key stages is at an informal level.
121. The school takes account of local and national priorities. The school has gained the Basic Skills Quality Mark, acknowledging its well-established promotion of good standards in literacy and numeracy. It is also working towards Eco-schools status and is committed to broadening pupils' understanding of healthy lifestyles. The Welsh Assembly Government's initiatives for the development of good transitional arrangements between KS2 and KS3 and working in partnership with other primary schools have also been addressed.
122. Target setting is identified as an area of development by the school. Although statutory targets are set in the core subjects for the end of each key stage, the process of target setting with individual pupils, in specific areas of the core subjects and in aspects of the foundation subjects, is currently underdeveloped and too informal.
123. Under the school's arrangements for performance management, the teaching staff is regularly monitored, areas for improvement are identified and targets set. Classroom monitoring also takes place throughout the year, in both key stages although the impact of these on standards and school improvement is less evident.
124. The headteacher and staff work together to identify their training needs for their continuing professional development and appropriate training is provided. However, sometimes induction arrangements for new members of staff, are too informal and opportunities are missed to reinforce school policy and practices.

125. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the headteacher and staff in order to set a strategic direction for its development. They undertake their monitoring responsibilities effectively through purposeful visits and through various committees. They are well informed about standards within the school and play a supportive role in the development of the school. The governing body fully meet its statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
127. The headteacher is making a good contribution to the life and work of the school. He has a good overview of the school and has established a culture of critical self-evaluation. A good feature of the school's self evaluation process is the way he has analysed the key questions and gathered evidence of its performance. He recognises that the resulting report does not fully incorporate the views of all interested parties. And although it provides much detailed information, it is not presented in a way, which makes clear where evidence is to be found. The head teacher however is looking for ways to refine this process and to extend it to seek views of other external agencies.
128. Since the report was produced, initiatives resulting from the areas identified for development are creating a very positive school ethos in which pupils, staff and parents have a more focused and real sense of direction and this is beginning to have a measurable effect on raising standards.
129. The school development plan is clear and concise with clear aims to drive up standards. The targets set are challenging but achievable. Success criteria are focused, time scales realistic and funding identified. However, arrangements to monitor progress and evaluate success criteria are not always clear. By setting out its priorities over a three-year period, the school has successfully addressed a good mix of major and minor issues for the cycle. There is a good balance between key priorities and maintenance items.
130. The school's self evaluation and plans for improvement are effective in bringing about measurable improvement in provision and standards. For example, all pupils have made considerable progress in their reading and handwriting skills have improved.
131. There is a Child Protection Policy and, although its day-to-day implementation in the school is good, this policy, together with a number of other school policies, should be reviewed and brought before the Governing Body for approval.

132. Bilingual skills of the pupils have also improved and pupils now achieve good standards across the school. The school has made good progress in the six of key issues highlighted in the last inspection.

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
134. The overall provision for staffing and resources is good. The school is well staffed by sufficient and suitably qualified and experienced teachers and support staff. Staff have a good knowledge of the curriculum and the ways in which children learn. Support staff work well with teachers in supporting children and in recording pupil's progress in the early years.
135. Careful consideration is given to using planning, preparation and assessment time efficiently and productively and the headteacher monitors this carefully. Pupils are provided with appropriate, well planned activities and there is good liaison between the Classteachers and their replacements.
136. Administrative, caretaking and catering staff are valued members of the school team and make an effective contribution to its smooth running. All members have job descriptions, which are reviewed annually. Professional development activities for teaching staff are directly linked to the school's priorities and the budget.
137. The provision and quality of resources for learning have improved. This has been a priority for the headteacher. For example, the school has invested heavily in improving its reading resources in the attractive library. This is helping promote the development of pupils' independent learning and research skills. The school has an adequate range of software and hardware, including two interactive whiteboards, to meet pupils' needs.
138. The school is set in a Victorian building in extensive grounds and provides adequate accommodation for the number of pupils on roll, although the split-levels within the building would present a difficulty should the school take on a physically disabled pupil. The governors have recently provided a ramp for disabled people at the front entrance to the school.
139. The Parents and Friends of the School have erected a large out door pavilion on the site of the former swimming pool. Whilst this does not compensate for the school not having a hall, it does give the school extra flexibility for outdoor games and social events. The school uses the local village hall for its concerts and shows.
140. The school and the grounds are generally well maintained and there was little evidence of litter around the school.
141. The school provides good value for money. The headteacher has worked closely with the governors to establish effective procedures to monitor and manage the budget. A recent audit indicates that the school's finances are managed efficiently and effectively. In the current financial period, the available budget contingency is within the level recommended nationally.

Expenditure is increasingly being linked to planning as the school refines and costs the priorities identified in its school development plan.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

142. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils currently all of Reception class age are making good progress towards the Desirable Outcomes for Children's learning.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

Good features

143. Children's speaking skills develop well; they speak thoughtfully and clearly. In imaginative role-play areas, children readily engage in speaking activities using language that is appropriate to the various scenarios such as the garage and home area. They quickly improve their speaking skills and use a developing range of vocabulary correctly in different contexts. Most of them answer questions clearly when in a group with other children. All respond appropriately to simple instructions in Welsh.
144. Under-fives enjoy handling books and listening to stories. They quickly appreciate the difference between print and pictures. They participate with growing confidence when joining in with action rhymes. The majority of pupils develop a good awareness of the sounds that different letters make and they use these skills effectively when understanding reading activities. By the end of their reception year, nearly all the children read familiar words with understanding.
145. The majority of pupils under five are confident when undertaking independent writing skills. They develop their emergent writing as they paint, draw and write. They majority successfully develop their pencil control, correct grip and letter formation. They all understand the purpose of writing and are willing to "have a go" themselves and develop confidence as writers through a variety of well planned writing activities.

Shortcomings

146. Some of the younger children do not make any recognisable shapes when attempting to write.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

147. All children settle very quickly into daily routines and are friendly and welcoming to visitors and readily talk to them about what they are doing. They work and play very well together, are willing to share equipment and co-operate very well during activities such as role-play and when sharing construction toys. They have a good understanding of the need to take turns and wait patiently while others take the lead. Even the youngest children show genuine care and concern for others when they are experiencing a problem
148. The majority of children tidy away at the end of an activity without any fuss. All take full responsibility for their own personal hygiene.
149. The majority of children are developing a clear understanding of the difference between right and wrong and they follow the class rules with confidence.

Shortcomings

150. The younger children do not always make independent choices when selecting materials for their activities.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

151. All children quickly identify different colours. They sort and match objects correctly using various criteria and identify exceptions that do not fit into given sets.
152. As a large group, children can count accurately beyond 20 and, as individuals they count objects up to 10 correctly. Children recognise written numerals and count on quickly to given numbers.
153. All demonstrate a good understanding of size and mathematical vocabulary such as big and small as they use chalk to make circles and different lines on the schoolyard.
154. Working with sand and water, they develop a good understanding of simple measures and they often make accurate predictions.
155. They all successfully understand the purpose and use of money as they sell and buy petrol at the garage.

Shortcomings

156. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

157. All children develop a good understanding of the world around them through discussions, role-play and visits into the local community. They quickly develop an idea about the passage of time and are familiar with the order of routines of the school day. Visitors to school help children develop an appropriate understanding of the different jobs people have. They show a proper respect for the environment and living things.

Shortcomings

158. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

159. All children move sensibly in different directions and are aware of space and of each other. From the time they start school they quickly recognise the importance of health and hygiene. They show due awareness of safety issues, particularly when they are playing in the outdoor environment.

160. They quickly develop the skills to manipulate equipment effectively such as when they use bee-bots, jigsaws or crayons and pencils. They use construction kits with increasing confidence and dexterity.

161. They use the outdoor areas including the pavilion very well to refine and improve their skills of running, jumping, climbing and pedalling for example. They understand the instructions such as *stop*, *start*, *faster* and *slower* and follow them correctly.

Shortcomings

162. There are no important shortcomings.

Creative development

Grade 3; Good features outweigh shortcomings

Good features

163. Children effectively develop appropriate standards as they explore their creativity through being given opportunities to experiment with a vast range of materials.

164. They all enthusiastically engage in singing familiar songs and rhymes and use simple untuned instruments in response to music.
165. They use colours to create images such as drawing a house or making shapes in their mathematic lessons.
166. They work collaboratively when making a garage out of cardboard and discuss effectively their choices of colours and materials.
167. They speak very confidently and take on role very effectively when in role-play situations.

Shortcomings

168. Children do not create products that are always well-finished. Their work when using paint often lacks originality creativity and independence.

English

Key stage 1: Grade 2 Good features and no important shortcomings

Key stage 2: Grade 2 Good features and no important shortcomings

Good features

169. Standards of oracy are good by the end of KS1. Pupils listen attentively and settle down to work quickly. They show good speaking skills, they talk freely expressing themselves with increasing confidence. Standards of reading are of a very high standard. Pupils read with confidence, their ability to decode words using letters and phonics is good. They have good comprehension skills, and understand what they read, either in groups, in pairs or individually. They use appropriate intonation when reading passages and plays to an audience.
170. Pupils' writing skills are developing well in KS1. They sort words into families, the younger pupils write simple sentences, whilst the older ones produce well-written accounts and stories, well-presented in a cursive writing style, and read them back understanding what they have recorded. Most use dictionaries to help them and are able to correct punctuation and check for corrections.
171. The younger pupils in KS2 show good levels of involvement as they continue to develop their speaking and listening skills. They listen well and generally respond fully to questions. Standards of reading continue to be a very good feature of literacy.
172. Pupils' writing skills are being well developed through a wide range of writing genre and good use is made of the local environment as a stimulus. They understand and use connectives appropriately. Their use of basic grammar is good; they use punctuation to good effect, and identify and correct their

mistakes. Pupils use dictionaries and a thesaurus to locate words and assist them with their spelling.

173. The speaking and listening skills of the older pupils in KS2 are of a good standard. They generally express themselves with increasing maturity in a range of settings, formally and informally, factually and emotionally, and are given the time to respond to good, thought-provoking questions.
174. Pupils read a wide variety of literature with increasing confidence and understanding. They exhibit good intonation and recitation skills reading an expansive range of texts, passages, poetry and prose.
175. Pupils produce a wide range of writing both fiction and non-fiction. They show good levels of imagination and generate interesting word banks of descriptive words, similes and metaphors and use them to good effect in their poetry and creative writing. Their writing and other literacy skills are enhanced further through their language development work carried out across the curriculum in subjects such as geography and religious education.

Shortcomings

176. Although there are no important shortcomings, the good standards of work pupils produce in handwriting lessons are not always transferred to other activities.

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

177. Standards of IT are good in KS1. Pupils use a wide range of programmes and activities across most areas of the curriculum. They use and program roamers in a variety of locations, linking the activities to a good range of relevant and purposeful activities both in the classroom and in the immediate environment outside. Most pupils are becoming proficient in basic IT skills and procedures. They can log on and open programs with increasing independence.
178. Younger children in KS2 develop their IT skills further and are becoming more independent. They utilise basic mathematical games to good effect. They make use of the internet to retrieve information when researching their projects and continue to improve their word processing skills.
179. Older pupils in KS2 achieve well within their lessons. They pick up procedures well for control work, programming activities, changing variables and editing programs for example, to incorporate delays. They are becoming proficient in modelling carrying out work through a range of programs. They make good progress in their word processing, data handling and research skills, using IT and the internet to good effect to enhance their work in most areas of the

curriculum. Pupils use 'Power Point' and have successfully made a multi-media presentation to market and sell school mugs.

Shortcomings

180. The use of computers to solve problems and research information is underdeveloped with the younger pupils in KS2.

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

181. Pupils' standards of achievement are good in both key stages. All pupils are making good progress, as they move through the school, in developing their knowledge and understanding of the subject and acquiring the skills of designing and making.
182. As part of a well structured project to build a lighthouse, pupils in KS1 ask relevant questions and make appropriate suggestions as they investigate and review a range of torches for their effectiveness. They are aware of how the torches generate their beam from different power sources and make their own 'beams' with circuits and bulbs. They evaluate the suitability of these to be part of their model and begin to plan for the making of the lighthouse and discuss the materials they will be using.
183. In KS2, the younger pupils are learning the process needed for designing and making a picture frame for digital photographs they have taken. They review a range of materials that may be suitable and choose those appropriate to the frame they design. They have a good knowledge of pneumatics and use this to good effect as they plan research, investigate and make an imaginative range of models. The finished products are generally of a good quality and show care and attention to detail.
184. By the end of Y6 pupils have a good understanding of the processes involved in designing and making, and link these to suitable uses of ICT when appropriate. They evaluate their work and the features and appropriateness of the materials used and identify ways in which they could be improved.

Shortcomings

185. There are no important short comings.

Music

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

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

Good Features

186. Standards in music are good throughout the school. Pupils learn well: they enjoy all their musical experiences and gain pleasure from them.
187. Standards of singing are good. Pupils sing enthusiastically with good control of their breathing, pitch and dynamics.
188. In KS1, pupils listen intently to slow and fast music. They describe accurately what and where changes happen. They tap and clap a steady beat using a variety of body parts accurately. They respond well and enjoy experimenting with different pitch and rhythms.
189. In KS 1, all pupils name simple percussion instruments and use them correctly. Some of the more able pupils name the familiar instruments of the orchestra, and group them into wind and string families.
190. Younger pupils in KS 2 use a variety of percussion instruments to create music. They listen to instructions and rhythm carefully before enthusiastically suggesting ideas for their own music for the recorder. They work well in groups investigating and reflecting on how they might perform for other groups.
191. In years 5 and 6, pupils learn and sing different styles of songs. They work to capacity throughout their lessons and proceed well in their learning. They develop their performing skills well. They precisely consider different features of musical performance. All pupils confidently experiment with sounds and rhythms to produce good compositions using a variety of instruments. They write down their compositions using appropriate graphic notation. Pupils' appraising skills are good. They listen attentively to their own and other's compositions.

Shortcomings

192. In both key stages, pupils' knowledge of the music of Wales and of Welsh composers is limited.
193. In KS 2 a significant minority of pupils lack confidence in discussing the elements such as duration, texture structure and dynamics.

Religious education

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

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

Good Features

194. In both key stages, pupils develop a sound knowledge and understanding of the beliefs and practices of Christianity and other world faiths, such as the Moslem and Jewish faiths as required by the locally agreed syllabus.

195. In KS 1, pupils recall knowledge by the celebrations of the Christian calendar and the important events in people's lives that take place in church such as baptism and christenings. Pupils are familiar with stories from the Old and New Testament. They know many stories about Jesus such as the story of Christmas and Easter. They understand and have good recall of why symbols are used and their meaning in festivals such as the Passover.
196. In KS 2, the younger pupils are developing a good knowledge of Judaism and Islamic faiths. They make good progress in understanding concepts such as 'new life'. Generally they have a good understanding of places of worship and use appropriate vocabulary to describe features and in particular artefacts such as Bible, Qur'an, Kippur, and Torah.
197. Older pupils in particular demonstrate positive attitudes to the subject, often discussing aspects of their work with high levels of interest both in other world faiths and their life experiences. They describe the significance of light and give examples from Christian and Jewish festivals.
198. Older pupils of all abilities show a mature depth of understanding for the need for firm rules in all situations, and discuss these ideas with interest and thoughtfully relate these to them. They discuss feelings of isolation and rejection expressing their ideas with increased understanding

Shortcomings

199. Pupils in KS 2 do not always reflect and develop the skill with which to analyse their own beliefs.

School's response to the inspection

We are generally very pleased with the outcome of the inspection. We feel that the report accurately describes and assesses the important aspects of our school community and identifies the key characteristics which make our school what it is. It is pleasing that in addition to recognising the quality of teaching and learning, attention is drawn to the close links which exist between children, staff, parents and the community; the strong support we receive from parents; and, the quality of support and guidance given by the governing body, all of which have a positive impact on the success of the school.

The recognition that Franksbridge is a good school where children make good progress and generally achieve good standards in their work is encouraging and gives us a very positive basis on which to develop as we address the recommendations for improvement identified in the report.

It is encouraging to note that the inspectors' findings match the judgements made by us in our school self-evaluation report. The inspection findings recognise that two of the areas for improvement have already been formally identified by us. Of the remaining four recommendations three have been informally considered in the recent past and so come as no surprise.

The procedures for implementing the recommendations for improvement will be incorporated into our school development plan. They will be clearly identified and summary copies of the plan will be circulated to parents. The governing body will also report on our progress in their annual report to parents.

We do not foresee any major difficulties with addressing the recommendations. Teaching staff are already building on the good standards achieved in handwriting and IT including improving the access to IT hardware for the lower KS2 children. An improved process of target setting with the children will be implemented from September onwards. A programme of regular review of school policies will be discussed and adopted at the next meeting of the school governing body. The improvements to planning and assessment will need some more consideration before any changes to our current processes are implemented. It is our intention to fund some INSET in order to consider different models and seek guidance from colleagues and others with relevant expertise. The adoption of new agreed formats will be a priority and will take place as soon as possible in the next academic year so that a programme of implementation can be instigated which is both realistic and manageable.

We recognise that successfully addressing the recommendations identified in the inspection report will allow us to maintain and build upon our good standards and to raise achievement in identified areas.

Appendix 1

Basic information about the school

Name of school	Franksbridge C.P. School
School type	Nursery and Primary
Age-range of pupils	4 to 11 years
Address of school	Franksbridge, Llandrindod Wells, Powys.
Postcode	LD1 5SA
Telephone number	01982 570275

Headteacher	Mr. Nick Tuffnell
Date of appointment	1 st September 1988
Chair of governors/ Appropriate authority	Mrs. Maureen Mackenzie
Registered inspector	Stuart Wormleighton
Dates of inspection	23.4.07 – 25.4.07

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	7	2	7	7	10	2	11	46

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	3.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	18.4
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007		93.0	92.2
Autumn 2006		95.4	96.6
Summer 2006		97.4	95.3

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2006	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	100	In Wales	81

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	50	In the school	-
In Wales	74	In Wales	-

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of six inspector days in the school. The headteacher acted as nominee and provided additional information as required.

- A team meeting was held prior to the inspection.

Inspectors visited and observed:

- 22 lessons
- all classes
- acts of collective worship
- lunch times and break times
- extra-curricular activities

Members of the inspection team had meetings with;

- staff, governors and parents before the inspection began;
- senior managers, teachers, support and administrative staff, the school council and groups of children during the inspection:

The team also considered:

- the school's self evaluation report;
- 31 responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stuart Wormleighton Registered Inspector	Key Questions 1, 3 and 5 English, Design Technology, Information Technology
Mr Reg.Cawthorne Lay Inspector	Key Question 4
Mrs Carolyn Thomas Team Inspector	Key Questions 2, 6 and 7 Under-Fives, Music, Religious Education.
Mr Nick Tuffnell (Nominee)	Contribution to team meetings

Acknowledgement

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

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