

**REPORT**

**on the**

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

**GLADESTRY CHURCH IN WALES VC  
PRIMARY SCHOOL  
GLADESTRY  
KINGTON  
HEREFORDSHIRE  
HR5 3NR**

School Number: 666/3026

Date of Inspection: 24<sup>th</sup> – 26<sup>th</sup> February 2003

**By**

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Under Estyn contract number: T/159/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## **1. CONTEXT**

### **The school and its priorities**

Gladestry V C Primary School is situated on the English border in a very rural area. The school serves the communities of Gladestry Colva, Newchurch, Michaelchurch, Brilley mountain, Burlingjob and Dolyhir. A few pupils come from Huntington and Kington. As a voluntary controlled school, it is eligible for a Section 23 inspection and is being separately inspected in terms of its Acts of Collective Worship and Christian ethos.

The present school was built in 1877 and the original part is now the junior classroom and school office. A new block was added in 1960 to accommodate an infant classroom, kitchen, cloakroom and toilet. The available space is very limited and space for storage is at a premium.

The number on roll is 38 pupils (full time equivalent) arranged into two classes; one class covering Reception and Year 1 and 2 and the other Years 3, 4, 5 and 6.

The rural area from which the pupils are drawn, as well as the nature of the pupil intake, is described as neither prosperous nor economically disadvantaged. Pupils are admitted to school during the term in which they are four years of age. Ten per cent of pupils are said to be eligible for free school meals. All pupils come from homes where English is the main spoken language and all pupils are from an entirely white ethnic group. Five pupils have special educational needs, none has a statement of special educational needs and five pupils are on the Action Plan including three who are on the Action Plan Plus.

The school has identified its educational priorities for this academic year to improve the quality of assessment, mathematics, literacy, Welsh, history and geography. Other initiatives include, introducing circle time as an aspect of personal and social education, discussing issues related to policies for racial equality and cultural diversity and, attending to a range of improvements to the internal and external environment of the school.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Gladestry VC Primary School is a small, two-teacher school where the standards are very good in many aspects of its life and work. The new head has been very successful in raising the perceptions of everyone who is involved in the school's life and work. It is a happy community with everyone supporting one another and sharing the same vision.

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

- Children under-five achieve good standards in five of the Desirable Outcomes and satisfactory standards in their physical development. Standards are good in children's language, literacy and communication skills, mathematical skills, knowledge and understanding of the world and in their creative, personal and social skills. In their physical development, children do not undertake structured play activities on a regular basis and their fine motor skills are underdeveloped.
- In Key Stage(KS)1 and KS2, pupils achieve the following standards in the national Curriculum subject areas:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Very good	Very good
Mathematics	Good	Good
Science	Good	Very good
Welsh second language	Good	Good
Design and technology	Good	Very Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Very good
Physical education	Good	Good
Religious education	Good	Good

- The development of basic skills within the six Desirable Outcomes for children under-five is good. Children make good progress in developing key linguistic skills including speaking, listening, reading and writing. In KS1 and KS2, pupils make good progress and achieve good standards in developing the key skills of speaking, listening and reading and achieve satisfactory standards in writing. The use of a broad range of reading material and the development of extended writing across the curriculum is limited. The use of the key skill of information and communication technology (ICT) is good across the curriculum as are the development of pupil's numeracy, investigative and problem solving skills.
- The three pupils entered for the National Curriculum Assessment (NCA) tests for KS2 in 2002 is too small to make any national or Local Education Authority comparisons. Nevertheless, in the three core subjects the pupils achieved above the national and LEA averages.
- Pupils' spiritual, moral, social and cultural development is very good. Pupils question and reflect on their own and other's experiences. They discuss various religious beliefs and traditions and they appreciate how they contribute to individual and community identity. Pupils develop morally, within a clear framework of values. The social development of pupils is fostered in a happy and positive school climate. Pupils are very aware of the wider community and eagerly participate in social events. They understand and appreciate different cultures. “Y Cwricwlwm Cymreig” features prominently, for instance, in history when pupils study the life and times of W. Morgan and in art when looking at the work of Welsh artists.
- Attendance is good. Registration is effectively undertaken and any absence is promptly followed up. Punctuality is good and is positively promoted.

- Pupils' behaviour and attitude to work are very good. Staff and pupils have high expectations and pupils try hard to live up to them. Pupils' behaviour has a positive impact on their learning. Very good systems are in place to promote appropriate behaviour and to reward effort and achievement. Pupils' attitude to work is very good and they enjoy lessons and are enthusiastic; they listen very well and persevere and are proud of their achievements. Pupils are keen to show and discuss their work.
- The school's policies for bullying, racial equality, equal opportunities, induction and sexism are an integral part of school life and are reflected, in practice, across the curriculum and in the programme of physical, social and health education.
- The quality of the support and guidance given to pupils is very good. A distinctive family atmosphere prevails. Staff establish close and considerate relationships with pupils. Pupils feel very secure and everyone helps one another. Considerable attention is given to health and safety in lessons. Pupils are well supervised. The introduction of circle time helps to develop a better awareness of their emotions and feelings. The school has, in place, policies for equal opportunity, racial equality and diversity.
- The quality of the teaching for children under-five is good. In KS1 and KS2, the quality is good or better in 96 per cent of the 22 lessons seen, including 32 per cent that is very good and the remainder of the lessons seen is satisfactory. In the good teaching seen some of the main characteristics are: effective use of questioning, high expectations, lessons delivered at a good pace and clear objectives. Minor shortcomings are when pupils work at too slow a pace and teachers rush the end of lessons with pupils not having enough time to consider what they have learnt.
- Assessment, recording and reporting procedures are good. The information obtained is a valuable guide to identifying areas for pupils' further development and provides a good base for informing parents. Subject schemes of work provide clear objectives. Annotated examples of pupils' work helps to record the NC levels achieved. Pupil portfolios are also of good quality. The quality of the marking is good and the best practice helps pupils to make improvements. Annual reports to parents are of good quality and pupils and parents are aware of the targets to be achieved.
- The quality of the curriculum for children under-five and in KS1 and KS2 is good. The whole curriculum has been considered afresh and a programme for improvement is in place to review and improve all subject schemes of work and the organisation and planning of the curriculum. The developments so far have been very effective. Specialist teaching in Welsh and music and the support offered is effective and of good quality. The use of homework is relevant to pupils' needs and is valuable in helping them to make progress in their learning. Extra-curricular activities enhance pupils' learning experiences.
- Procedures for supporting pupils with special educational needs are good. All pupils are making good progress and have access to the NC as well as being fully integrated into the life and work of the school, including extra-curricular activities. The Individual Education Plans (IEPs) provide good learning objectives that are relevant to the pupils' needs. The support work in and out of class is of good quality. Parents are kept regularly informed and are fully involved in the review process.

- Partnership arrangements with the community are very good and a strong feature in the school. Partnership with parents, other schools and institutions are also good. Parents help with class activities and in other ways and this is a growing feature. School functions are well supported by parents and grandparents, especially during manufacturing week. Friends (FROGS) of the school raise considerable sums of money. The Home-School agreement is appropriate and the school readily listens to parental suggestions. Parents receive informative newsletters but information on teaching literacy and numeracy, other NC topics or on homework arrangements is, as yet, unavailable.
- Partnership with industry is good given the very rural location of the school. Staff have successfully undertaken industrial placements and as a result, have developed their expertise in, for instance, design and technology.
- The quality of staffing and learning resources is good. The quality of the accommodation is satisfactory. All staff are suitably qualified and update their knowledge and expertise by attending relevant in-service training courses. The support and specialist teachers work very effectively with the class teachers. The accommodation has been improved but shortcomings remain including, cramped classroom conditions for all pupils and especially for the children under-five. Improvements in the accommodation for children under-five are to be addressed shortly. Storage space is still very limited. Class displays are of good quality and help to enhance the class and corridor environment.
- The procedures for self-evaluation and planning for improvement are good. The School Development Plan (SDP) provides a clear focus and contain detailed plans and reviews. The reviews, however, do not always indicate sufficiently clearly how initiatives have impacted on standards. Nonetheless, a self-critical culture engendered by the head helps to secure high standards and to identify strengths and weaknesses. The governing body is closely involved in monitoring improvements and a termly report by the head keeps them up to date.
- There is no school playing field or a grassed area for pupils to play. The route to the village hall is also hazardous where pupils have to cross the road and walk along a section without pavement. The pavement from the lay-by above the school is very narrow for parents and pupils to use.
- The quality of leadership is very good and the efficiency by which the school is led is very good. The head has, in a short space of time, overhauled policies and schemes of work, supported by the second teacher and governing body. All are committed to improving standards and share a clear vision of what is needed to raise standards. Both teachers are clear about their respective role as subject co-ordinators and have been monitoring the teaching and the learning in the core subjects but have not, as yet, done so in the foundation subjects.
- The head is energetic and has helped the governors to know much more about their roles and responsibilities. The school budget is in surplus and is very well managed. Expenditure relates directly to pupils' educational and learning needs and the resources purchased are of good quality. The school offers very good value for money. Daily routines are carried out effectively and efficiently.

- The school's response to the previous report has been considerable and the improvements made notable and meet statutory requirements.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards of pupils' achievement is good or better in 96 per cent of the 22 lessons seen, including 23 per cent that is very good. The remaining four per cent of lessons are satisfactory.

Standards of achievement for children under-five are good in five of the Desirable Learning Outcomes and satisfactory in their physical development.

In KS1, standards of achievement are very good in English and good in mathematics, science, Welsh as a second language, design and technology, information technology, history, geography, music, art, physical and religious education.

In KS2, pupils achieve very good standards in English, science, design and technology, music and, in writing in Welsh as a second language. Standard of pupils' achievement are also good in mathematics, Welsh as a second language, information technology, history, geography, art and physical and religious education.

In the NCA tests for KS2 in 2002 only three pupils sat the tests and any comparison with national and Local Education Authority averages is inappropriate. Nevertheless, in all three-core subjects the pupils achieved above the LEA and national averages.

#### **3.2 Standards achieved in key skills across the curriculum**

In KS1 and KS2, the standards achieved in pupils' language, literacy and numeracy skills are good and very good in information and communications technology (ICT). Children who are under-five make good progress in applying and improving their skills in literacy, numeracy and in ICT in the six areas of learning.

- In the early years, there is particular emphasis on the acquisition of language and numeracy skills and this is reflected in the good standards achieved. Children make good progress with their ICT skills by using a purposeful range of software that is well matched to their needs.
- Standards of speaking and listening are very good across the whole school. Pupils are very attentive and they develop into confident and articulate speakers. Pupils are always audible and from a young age express themselves confidently and maturely.
- Pupils read well and the standard is good. Their skills enable them to extend their learning across the curriculum. Older pupils access books efficiently for information on class projects or for their own interest. The range of books read across the curriculum is limited.

- Standards of writing across the curriculum are satisfactory. Pupils write for a variety of purposes and audiences. They write articles to the parish magazine and letters expressing, for instance, their concern over environmental issues. In the foundation subjects, however, pupils do not always consistently write at length.
- Numeracy skills are well developed across the curriculum. In KS1, children use standard and non-standard measures successfully and illustrate their findings with a range of graphs and tables. In KS2, pupils measure accurately in design and technology, and in science they record their pulse rates before and after exercises and use graphs to show the different times for sunset.
- Standards in the use of ICT are very good overall. Pupils create their own folders for their work and they make good progress with their word -processing skills. In KS2, pupils use ICT to improve the layout and presentation of their written work. Pupils access the Internet for information and send e-mails to the local newspaper to communicate their opinions on local issues.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The provision for pupils' spiritual, moral and cultural development is very good.

- Pupils' spiritual development is very good. Pupils are encouraged to question and reflect on their own experiences and those of others. They recognise and value the worth of each individual and develop an ability to build positive relationships with others. Pupils discuss their own and other people's beliefs and understand how they contribute to individual and group identity.
- School assemblies take place daily either as whole school assemblies or as separate KS1 and KS2 assemblies. They follow broadly Christian themes and pupils reflect on their own beliefs and also develop an understanding and a respect for the beliefs, attitudes and diverse traditions of other faiths.
- Pupils' moral development is promoted within a clear framework of values. The staff provide good role models and are consistent and fair in their approach. Pupils know the rules and the expectations set by the school and they know the difference between right and wrong.
- Pupils' social development is very good. Relationships throughout the school are very good and promote a happy and positive climate for learning, based on mutual respect. Pupils listen to and value each other's ideas and contributions. They are very polite, well behaved and show due respect to each other, the staff and visitors.
- Pupils are aware of being part of the wider community and take part in services in local churches, visit local businesses and organisations and express concern for local environmental issues.

- Pupils’ cultural development is very good. The curriculum provides pupils with a good understanding of their own culture and traditions as well as that of other countries and societies. They celebrate and understand different cultures and recognise their values through discussion, study and role-play. Their awareness and appreciation of “Y Cwricwlwm Cymreig” is well developed across the curriculum.
- The Welsh dimension is a prominent feature in stories read in English and Welsh. In history, pupils discuss the life and times of William Morgan and in geography they consider the landscape and various types of buildings in Wales. In music, pupils learn an extensive range of Welsh songs and in art, visiting Welsh artists talk to pupils about their work. Older pupils visit Llangranog and are involved in a number of Urdd activities.

## **4.2 Behaviour and attitudes**

Pupils’ behaviour and attitudes to their work are very good. These strengths have a positive impact on pupils’ progress and the standards they achieve. This is in line with the findings of the previous inspection.

- The school has high expectations of good behaviour and all pupils try very hard to live up to them. In lessons the very good behaviour of pupils has a positive impact on the progress they make.
- When moving around the classrooms and from assemblies, behaviour is also very good. During lunchtime, pupils show a high degree of self-discipline, they eat their lunches sensibly and they play very well together.
- Pupils’ relationships with their peers and with adults who work in the school are very good. All pupils are polite, friendly and courteous towards adults in the school and towards visitors.
- There are very good, but unobtrusive systems in place, to promote appropriate behaviour and to recognise and reward effort and achievement. Any need to reprimand a pupil is done discreetly; a quiet word or look is usually sufficient to address any concerns.
- Parents are happy with the standards of behaviour achieved.
- Pupils’ attitudes to their work and to school are very good. Older pupils in particular demonstrate a very mature approach to school life and their work. Pupils enjoy lessons and enthusiastically take part in all that the school has to offer. They are well motivated, keen to learn and try very hard with their work. They listen very well to their teachers and persevere with tasks. They are very proud of their achievements and keen to show and discuss their work with visitors.
- There are very good arrangements to prevent any form of bullying, racism or sexism. Assemblies, religious education and personal and social education lessons are all used very effectively to raise pupil's awareness. Older pupils confirm that they are confident that should any incidents of bullying occur, they are dealt with quickly.

### **4.3 Attendance**

Attendance is good. This is in line with the findings of the previous inspection.

- The vast majority of pupils attend school regularly. Absence from school is usually because pupils are ill although, occasionally, it is due to a family holiday taken during term time.
- The monitoring of absence and follow up procedures are effective. The school is quick to discuss with parents any concerns regarding attendance.
- Registration periods are efficient and registers are completed on time. Lessons and school sessions start and finish on time.
- Unless the school bus is late arriving pupils, arrive at school on time.
- Although no formal school attendance targets have been set, the importance of regular and punctual attendance is promoted with particular families.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of the teaching is good for the children under-five and the children make good progress. In KS1 and KS2, the quality of the teaching in the 22 lessons seen is good or better in 96 per cent, including 32 per cent that is very good and satisfactory in the remaining 4 per cent. This represents an improvement on the quality of the teaching in the last inspection where 74 per cent of the teaching was good and sometimes very good.

In the teaching that is good and very good, the main features are:

- the very good relationship existing between the teachers and pupils;
- effective use of questioning techniques by teachers to develop pupils' appreciation of language and to extend their vocabulary;
- high expectations of pupils with the work set being well geared to the pupils' varying levels of ability and at the right level of challenge;
- lessons delivered at a good pace and with extension materials ready prepared for pupils, including the more and less able pupils;
- clear objectives and careful planning to ensure that pupils are clear about what they have to do and what they have learnt as a result;
- teachers expect the older pupils to take responsibility for their learning and to work independently.

Where, in a minority of the teaching, it is satisfactory, minor shortcomings include:

- the pace of working by the younger pupils in particular is sometimes too slow;
- the end of the lesson is rushed and pupils are not able to express what they learnt or did not have time to reflect on the nature of the work done.

## **5.2 Assessment, recording and reporting**

The procedures for assessment, recording and reporting are good.

- The school's procedures for assessment, recording and reporting are manageable and enable pupils' progress to be tracked in English, mathematics and science and to a lesser degree, in the foundation subjects. This information acts as a valuable guide to identify individual pupils' areas for development and provides a basis for discussion with parents.
- A baseline assessment is undertaken when children enter the nursery and reception classes. Progress and early achievements are recorded and this helps to build up an informative profile of the progress of individual children.
- National curriculum tests and assessments are carefully analysed and these are used to identify areas for development. This exercise has a very positive effect on standards throughout the school.
- Schemes of work give identifiable lesson objectives that enable teachers to plan work and measure pupils' progress. In the best practice, learning objectives are shared with pupils at the beginning of the lesson and this helps pupils to evaluate their own learning and to consider areas where they might improve.
- Annotated samples of work are regularly updated and provide a basis for accurate recording of NC levels. Pupil profile folders contain samples of work that are used to assess the standards pupils achieve and to identify areas for development.
- Pupils are involved with their own learning and teachers set both class and individual targets for the core subjects.
- The quality of marking is generally good and the best practice helps pupils to reflect positively on improving the quality of work. All pupils have a golden book to record what they have learnt during the week, the progress they have made and what they can do in the future to improve.
- Parents receive written reports in the summer term that are of good quality and they comply with statutory requirements. They contain targets for pupil development and these provide an agenda for home-school discussion.
- Pupils with SEN are regularly assessed and their IEPs are reviewed and modified accordingly. Pupils and parents are aware of targets and the sharing of targets contribute to the good progress made by pupils.

- Parent consultation evenings are held three times a year to discuss pupils' progress and the school operates an open door policy, whereby parents can contact the head teacher or class teacher at mutually convenient times.

### 5.3 Curriculum

The quality of the curriculum for the under-fives and in KS1 and KS2 is good. A reasonable amount of time is given to all the NC subjects. In the previous inspection report, the planning of the curriculum was good but its organisation was less satisfactory.

- The planning of the curriculum for the under-fives and in both key stages, is detailed and includes references to specific activities for the different ability groups, with clearly expressed daily as well as weekly teaching targets and learning objectives.
- Within the last five terms, the curriculum has been considered afresh and a three-year rolling programme implemented to allow for the introduction of new schemes of work for the under-fives and for all the NC subjects and religious education.
- Schemes of work for the core subjects are in place but are still subject to review and amendments. Schemes of work for other subjects are, at this stage, working documents and are an essential part of the SDP. All schemes are of good quality and are very much geared to the teaching not only the mixed age groups but for the under-fives and for KS1 and KS2.
- The quality of specialist teaching in Welsh and in music and occasionally, in a team teaching situation with support colleagues, is very good and effective.
- The development of key skills across the curriculum is covered by including them within subject schemes of work, as are the references to Y Cwricwlwm Cymreig as a cross-curricular provision. The quality of both is good and pupils are making good progress in their use of writing and in their understanding and awareness of the Welsh dimension.
- The introduction of personal, social and health education is effectively implemented in English in “circle time”, in science, history, geography, physical and religious education and whenever pupils are encouraged to take responsibility for their learning or when working in pairs and other groupings. It is particularly evident when pupils undertake workshop sessions with other adults, who work alongside the pupils on various projects, such as global citizenship.
- Pupils' work is marked regularly and written and oral comments encourage and support pupils' learning and help them to appreciate their strengths and weaknesses. Homework is also given regularly and is invariably relevant and enhances pupils' learning. Parents appreciate the importance of homework and its value in maintaining their children's progress.
- Extra-curricular activities are available most days and are very well attended by pupils. These activities support pupils' learning in positive ways and they help to enhance pupils' academic and personal development.

- The staff encourage pupils to join in all events and functions and ensure there is always support available for all pupils as part of their equal opportunities and inclusion policies.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support and guidance offered to all pupils is very good. In the last inspection report it was good. Pupils' welfare is of paramount importance to all who are involved in the life and work of the school.

- A strong feature in the school is the distinctly family atmosphere that exists, both in and out of the classrooms. Pupils are happy and feel very secure in their surroundings.
- The staff establish close and considerate relationships with the pupils who, in turn, are very open and honest with the staff. There is a very good rapport between the older pupils and their younger peers. Everyone is very willing to help one another. There is a distinctive caring ethos of wanting to help and support anyone who needs it.
- In many of the lessons seen and especially in science, considerable emphasis is given to health and safety. The standards of safety throughout the school are very good. Pupils are well supervised and staff give due consideration to individual pupils' needs.
- All who work in the school are very aware of the school's child protection policy and, importantly, know how to implement the appropriate procedures.
- The parents expressed their satisfaction with the school's support and guidance arrangements, describing them as extremely good.
- There are good quality policies and procedures in place to promote pupils' personal and social education, sex education and racial equality. The policy for sex education is being reviewed as part of the SDP to ensure it conforms to current practice.
- The school is also very aware of the need to consider in more depth the newly introduced inclusion policy. The school places significant emphasis on equal opportunity within aspects of its life and work.
- The introduction of "circle time" provides pupils with opportunities to develop a better awareness of their emotions and feelings and allows them time to reflect on relevant personal and social issues.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The school's provision for pupils with special educational needs (SEN) is good. Pupils are achieving good standards and are making good progress.

- Two pupils are identified as requiring school action and three pupils are identified for School Action Plus. There are no pupils in the school with statements of SEN. All the pupils identified are making good progress.

- The head is the SEN co-ordinator (SENCO) and together with the class teacher and support teacher, ensures that the planning of the provision for pupils is effective and provide continuity and progression in pupils' learning. The named governor with responsibility for SEN liaises closely with the head teacher to support pupils' progress.
- Special educational needs are identified at an early age and all pupils on the SEN register have Individual Education Plans (IEPs) that provide good learning objectives and programmes of work that are well-matched to pupils' needs.
- The support teacher teaches the SEN pupils in the morning in literacy and numeracy skills. Good liaison with the class teacher determines whether this support is given in class or on a withdrawal basis.
- The support teacher plans the work with care and keeps detailed assessment notes to inform future work and helps monitor pupils' progress. The tuition received is of good quality and enhances pupils' progress.
- The IEPs are of good quality; they include realistic and achievable learning objectives that enable pupils to achieve success. Teachers know their pupils well and the work is matched to their needs.
- Parents are given information about SEN procedures in the school prospectus. Pupils and parents are fully involved in the twice-yearly IEP reviews.
- Good liaison takes place between the school and the various external agencies that support the progress of SEN pupils. These include the educational psychology service, speech and language therapist and school nurse.
- Pupils with SEN have access to a broad and balanced curriculum and are fully integrated into the life of the school.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with the community is very good and is a strength in the school. Partnership and liaison with parents, schools and other institutions are good. This is an improvement on the findings of the previous inspection.

- In response to the questionnaires and at the pre-inspection meeting, parents expressed very positive views and support for the school.
- Several parents help with class-based activities and the help and support is growing. Teachers value receiving additional help and it has a positive impact on the standards achieved by the pupils. Parents also help in other ways, for instance, to fix new whiteboards in the classrooms and by accompanying pupils on school trips or to sporting events.
- Events such as concerts, the harvest services and celebration assemblies are very well supported by parents and grandparents. The schools "Manufacturing" week is also very

well supported by parents. The evaluation forms show how parents enjoy designing and making items as much as the children. Parents evenings to discuss pupil' progress also receive very good support. Parents offer positive support to the work their children do at home.

- The friends of the school (FROGS) raise considerable sums of money. Recent purchases include mathematical resources and an out of door climbing frame for pupils.
- There is an appropriate home/school agreement which clearly sets out the school's aims and expectations. The school promotes an open door policy and staff readily see parents to discuss suggestions or concerns.
- The information provided for parents is satisfactory. There are frequent informal opportunities both before and after the school day for parents to talk with the staff. Parent's evenings are held regularly where more formal discussions take place.
- Parents receive good general information about school life, supplemented by an informative newsletter. Written information about what their children learn, such as topics for the term, is as yet, not available. Each KS2 child has a homework diary, detailing every piece of homework and which the parents sign. Parents also have a copy of the homework timetable. The school brochure and governors' annual report to parents, though well presented, do not contain written information about the Early Years curriculum.
- The school enjoys a very good relationship with the local community, including the bringing together of all members of the school as well as parents and the local church community. The regular community coffee mornings are very well attended and provide opportunities for pupils to socialise with a wide range of adults to help develop their personal skills. Members of the local community also regularly help in school by hearing pupils' read or by attending school concerts and events.
- Despite the wide geographical spread of the local playgroup and other primary and secondary schools, the school has developed good links. Children from the playgroup are invited to the school for events such as the Christmas party. Regular sporting events and quiz nights take place with other primary schools. There are well-planned transition arrangements with both secondary schools. The school regularly accepts pupils on work experience placements from several of the local secondary schools.
- The school regularly accepts students who are training to become teachers. Correspondence from them indicates they think highly of the support and guidance they receive during their placements. Beneficial support is received from the education welfare office, curriculum support teams and other relevant agencies.

## **5.7 Partnership with industry**

Given the very rural location of the school, partnership with industry and commerce is good and has improved significantly since the previous inspection. .

- A number of industrial placements for staff have taken place. The placements have led to the development of curriculum areas such as design and technology.

- Pupils visit local commerce and effectively raise their awareness of the world of work.
- National retailers' vouchers are collected to supplement resources, such as reading books.
- The annual manufacturing week involves pupils, parents and the community in designing and making items ready to sell at the FROGS table-top sale at Christmas. There are many benefits for pupils stemming from this enterprise, including the development of pupils' design and technology skills, business awareness and personal development.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

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

- The SDP provides a clear direction for the work of the school. It sets out the school's priorities for development in a three-year programme until 2005. The action plans are detailed and list the process to be undertaken to achieve intended actions. Some of the annual reviews do not, however, always itemise how initiatives impact on standards.
- The school is developing an appropriate self-critical culture that successfully contributes to the monitoring of its high standards of academic achievement. A recent audit identified the areas of the school's strengths and weaknesses. The school has successfully responded by citing opportunities for development and identifying areas that inhibit school improvement.
- The governing body and staff are closely involved in the self- evaluation process, The head teacher issues termly reports giving details of the interim progress of the SDP for discussion at governors' meetings.
- The school has good procedures for assessing and tracking pupils' attainment in the core subjects. The school analyses the NC assessments and identifies areas where improvement can be made to the curriculum in order to assist pupils' learning. This process informs the whole class and provides individual pupils' targets.

### **6.2 Leadership and efficiency**

The quality of leadership in the school is very good, as is the efficiency by which the school is led. In the last inspection report, the head at that time also provided effective leadership.

- The head has in a short space of time virtually introduced and overhauled all policies and schemes of work with the positive support of the second teacher and in full co-operation with the governing body.
- The head is energetic and enthusiastic and has a clear perception of what is required to improve and raise standards in a small two-teacher school.

- The basis of her success lies in the careful and thoughtful planning and organisation of the curriculum and in the way she has accurately identified other areas for further development and refinement.
- Job descriptions are of good quality and staff are clear about their roles. The two teachers are clear about their role as subject co-ordinators and they carry out their responsibilities conscientiously. They have monitored the teaching and learning in the core subjects but have yet to do so in the foundation subject areas.
- The governing body is fully supportive as are the parents and are equally committed to improving the educational provision for the pupils. Governors have developed a keen insight into the work and life of the school. They are more aware of their duties and responsibilities. The governing body is kept fully informed of where the school has reached in meeting its targets.
- The introduction of a three-year rolling programme is already resulting in the review of subject schemes of work. Last term, new schemes were produced for science and physical education. This term, it is the turn of IT and music to be reviewed, followed by mathematics, religious education, history and geography. Later, the school is to review assessment and continue to monitor the standards in teaching and learning.
- The SDP is constantly being updated; it is well designed and is carefully annotated to plot progress. The plan has realistic targets and regular audits are made of what has been achieved and regular reports submitted to the governing body.
- The staff development plan is comprehensive and itemises all the in-service training courses and they now relate directly to the targets in the SDP with references given to planned outcomes, costings and final evaluations.
- The school budget is in surplus and is well controlled by the head in consultation with the governing body. The programme of expenditure relates directly to the needs of the pupils who benefit from the use of good quality resources. The school offers very good value for money.
- Daily routines and administration are carried out effectively by the head and staff, school secretary, cook, supervisors, caretaker and cleaning staff. Everyone contributes very positively to the smooth running of the school.

### **6.3 Staffing, accommodation and learning resources**

The quality of the staffing and learning resources is good. The quality of the accommodation is satisfactory. In the previous inspection report there were shortcomings in the accommodation and shortages of resources.

- The two full time staff are suitably qualified and are constantly updating their expertise by attending a range of in-service training courses. The choices are very much geared to the needs of a small school. Staff have attended courses, such as, teaching science in a mixed age class; desirable outcomes in mixed settings; the Welsh dimension in history

and geography and, Welsh for classroom assistants. As a result staff have enhanced their expertise and become more effective teachers.

- Both teachers take each other's classes on a regular basis and also regularly monitor one another teaching various NC subjects.
- A support teacher works very effectively mainly with the KS1 class but also offers very good support for the pupils with special educational needs in the KS2 class.
- There are no formal procedures for the induction of new staff members or for newly qualified teachers.
- Minutes of staff meetings are kept and a termly programme provide the main agenda items. The roles and responsibilities of the staff and governors are given in the SDP.
- The accommodation has shortcomings mainly in terms of cramped conditions, though improvements have been made in locating the office in part of the foyer and corridor. Other accommodation priorities are listed in the SDP and include converting the kitchen into a classroom. Storage space remains very limited and pupils still have to use the classrooms for school assemblies.
- The accommodation imposes severe limitations, in particular, for the under-fives and the intention is to provide for their needs when there is an additional classroom.
- Security arrangements are good. Access to the school, however, is limited and the footpath from the lay-by above the school is unduly narrow and hazardous.
- The village hall has recently been refurbished and the school makes good use of it, especially for physical education and at other special times of the year.
- School and class displays are of good quality. Resources are well utilised and are also of good quality. Pupils use the various displays and other resources in positive ways and this helps them to make good progress in their learning.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the six Desirable Learning Outcomes. Standards are good in five of the six areas of learning and satisfactory in physical development. In the previous inspection report, standards were appropriate and adequate. This represents an improvement in standards.

There are two children of nursery age (3-4 years) and five children of reception age (4-5 years) at the school. They are taught as one group and share a classroom with KS1 pupils.

There is one full time teacher for the whole class and a part-time NTA teacher who spends four mornings a week in the classroom.

**Standards achieved in their language, literacy and communication skills are good.**

- They speak clearly and audibly with confidence and control and show awareness of the listener. They listen and respond appropriately to stories, songs, poems and nursery rhymes.
- Children take part in role-play with confidence. They are developing a growing understanding of phonics, for example, they know the sounds “c”, “s” and “e” and give examples of words that contain these initial letter sounds.
- Children handle books with care and older children are making a good start with their reading. All children are developing good pencil control and form many letters and simple words correctly. They all write their name accurately.
- Children possess a good basic vocabulary of simple Welsh greetings and instructions and respond confidently when incidental Welsh is used at registration time.

**Children’s personal and social development is good.**

- Children are confident in trying things out and willingly speak up if asked a question by an adult in a group. They take turns to share equipment and play co-operatively together.
- They maintain attention and concentrate well at appropriate times and are eager and interested to respond to their teacher. Children openly say how they feel and why they like or dislike things.
- They form good relationships with the teacher and other pupils in the class. They understand what is right and wrong and how their actions might upset their peers.
- Children show care and concern for others and treat living things, property and their environment, with respect.

**Children’s mathematical development is good.**

- Children are familiar with number rhyme songs, stories, counting games and activities. They compare, sort, match, sequence and count everyday objects up to twenty through practical activities.
- In structured play in the café, younger children know that if you add a 1p coin to 4p you have 5p and that five 1p coins is equal to one 5p coin. Children know the names and properties of the common 2 dimensional and 3 dimensional shapes and successfully use mathematical language such as ‘bigger than’ to describe size.
- Children complete a simple program on the computer independently.

### **Children's knowledge and understanding of the world is good.**

- Children talk confidently about their home, where they live and how they travel to school. They notice differences between features in the local environment and express their views clearly.
- Children understand the sequence of the seasons through visits to local places. During a walk in the autumn they collect leaves to study their shape and colour and create good quality leaf patterns.
- Children talk confidently about the numbers of seeds they plant, how they care for them and what they think will happen when they grow. They remember and talk about significant things that have happened to them.

### **Children's physical development is satisfactory.**

- Children move confidently with increasing control and confidence. They show a good awareness of their own bodies.
- They handle equipment and tools effectively and safely and demonstrate control and precision when they occasionally engage in structured play, using sand and water.
- Children develop their fine motor skills well through creative activities using glue, paint, crayons and scissors.

### **Children's creative development is good.**

- Children enjoy a good range of musical activities including, counting rhymes and alphabet songs. They clap and play percussion instruments accurately in a simple regular beat and learn how to control the sounds they make.
- Children enjoy role-play and take part in imaginative drama. They have a good understanding of colour and enjoy mixing paint to experiment with colour and texture.

### **Shortcomings**

- Children's physical development is limited. Pupils do not undertake structured play activities sufficiently regularly to develop their fine motor skills.

## **English**

Standards of achievement are very good in KS1 and KS2. This represents an improvement on the previous inspection report where standards were good.

### **Good features**

- Pupils in both key stages develop very good language skills. Pupils speak clearly with confidence and fluency and express their ideas in a variety of forms. By the end of the

KS2, all pupils have an extensive vocabulary and their communication skills are enhanced by the curriculum on offer.

- Pupils speak and listen well in assemblies, lessons and in social situations and take part in a broad range of activities that encourages their language development, for example, at school and village concerts and when participating in church services.
- Listening skills in both key stages are very good. Pupils listen attentively to their teachers and one another for sustained periods. They follow instructions well and generally have a good understanding of what is required of them.
- In KS1, pupils develop a very good knowledge of phonics and by the end of the key stage they read fluently with expression, understanding and enjoyment. Pupils respond positively to stories and poems. They talk meaningfully about the plot and characters and predict what might happen next in a story.
- By the end of KS2, pupils effectively access both the Internet and reference books to gain information. They read for different purposes and use inference, deduction and prediction to evaluate the texts they read. When discussing the "Space Race" pupils respond imaginatively to the plot, characters and ideas of the text.
- Pupils' higher order reading skills are developed positively throughout the school. Pupils extract information from texts and older pupils scan text for relevant facts, make deductions and give reasons for their choice.
- The majority of younger pupils in KS2 write in sentences that are demarcated with a capital letter and with a full stop. By the end of the key stage, pupils effectively extend their sentences by the use of connectives. They write successfully for a variety of purposes including letters, stories, poems and factual writing, for example, recipes and lists. They begin to use tenses consistently and often use adjectives to make their writing more interesting.
- The quality of the written work by older pupils demonstrates progressive development. They record their work in different styles that are appropriate to a variety of purposes and for a range of audiences.
- Pupils plan, draft their work and use ICT to develop their writing skills. They write from different points of view and their persuasive writing is well focused with well- developed arguments. Pupils write conclusions with a clear overview, covering a range of topics, for example, on the closure of the Pennydown Centre, on the issue of wind farms and on the impact of cuts in local government budgets.
- Older pupils write with good presentation in the cursive style using accurate spelling and punctuation.

### **Shortcomings**

There are no significant shortcomings.

## Mathematics

Standards of achievement are good in KS1 and KS2 with very good standards achieved in mental mathematics. In the last report, standards were good.

### Good features

- In KS1, younger pupils count confidently up to ten and back again and older pupils count accurately up to and beyond 100 in various multiples and identify even and odd numbers quickly and correctly.
- Pupils handle money confidently and are used to making calculations using money, for instance, when playing shop-keepers. They practice using various coins to make up 10s, using addition and subtraction and by finding the missing unit in a sequence.
- Pupils are making good progress in using the five and 10 multiplication tables in the form of various practical activities. They solve simple algebraic problems by identifying accurately the missing numbers.
- By using the idea of rotation, pupils identify simple fractions such as one half or three-quarters by moving an arrow clockwise or anticlockwise around a circle.
- Pupils have a good understanding of solid shapes and describe accurately the properties of two-dimensional shapes and how shapes can possess the qualities of symmetry.
- Pupils use centimetre measures in a range of contexts and to confirm the accuracy of their estimations. They correctly describe the properties of simple angles such as the right angle.
- Pupils' understanding of place value is good and their ability to estimate the correct answer is well developed.
- Pupils' understanding of mathematical concepts is strengthened when they are required to "think about" their calculations.
- In KS2, pupils have a very good understanding of number and identify an increasingly complex range of number patterns and they use the four rules of number effectively in their calculations. In doing so, pupils' ability to calculate mentally is very good and they are very quick to identify the mathematical rules associated with number.
- Pupils calculate the square roots of different numbers mentally with accuracy and at speed. They describe the various properties of numbers competently.
- Pupils identify prime numbers accurately and have no difficulty in identifying algebraic factors.
- Pupils enjoy working out equivalences mentally and are adept at translating percentages into decimals and fractions.

- Able pupils successfully identify the highest common factor using two or more numbers.
- Pupils have a good understanding of shapes, weights and measures and complex fractions. Many of the practical activities associated with them involve pupils in making fairly accurate predictions and estimations.
- Pupils have mastered the 12 and 24 hour-clock and produce accurate calculations of, for instance, train timetables and the time taken to travel various distances.
- Pupils have a good grasp of mathematical language. Good use is made of their investigative skills in looking, for instance, at different possible answers to problems. They regularly read out problems written in words and sentences.

### **Shortcomings**

- Pupils' presentation of work is occasionally untidy.

### **Science**

Standards of achievement are good in KS1 and very good in KS2. Standards in the previous report were satisfactory and this represents a significant improvement.

### **Good features**

- In KS1, pupils are acquiring a working vocabulary when describing the ingredients required to make chocolate cakes. They use their skills of observation effectively when investigating materials that melt when heated. Careful attention is paid at all times to aspects related to health and safety.
- When undertaking experiments, pupils are very aware of what constitutes a fair test and the sort of apparatus needed when conducting investigations.
- Older pupils explain what they are investigating, what they need and what they found out.
- Pupils understand how everyday objects in the home use electricity and how other things work with batteries. They look at simple circuits and how they can be switched on and off. Pupils are also very aware of the dangers associated with electricity.
- Pupils understand how some materials can change their form. They use correct language to describe plastic, rubber and metals, such as squash, bend, stretch, twist and tear.
- Pupils have a good understanding of the human body and of how a tongue can taste, a nose can smell and the skin can feel. They are developing a good understanding of what is meant by a healthy body and the importance of hygiene.
- Pupils learn about forces when investigating objects they can push and pull or how a parachute works.

- In KS2, pupils carry out a fair test investigation on solids that dissolve and also how variables affect the rate of evaporation. They have a good understanding of how to test a hypothesis using the principles of fair testing.
- Pupils' ability to think scientifically is very well developed and they have a good grasp of terms such as prediction, estimation, fair test, variables and scientific process.
- Pupils devise their own code of conduct when undertaking investigations to cover all aspects of health and safety.
- When dealing with the human body they know about the effects of smoking and alcohol and other dangerous drugs; they know the meaning of protein, fat, carbon fibre and vitamins in relation to a balanced diet. Pupils measure pulse rates before and after exercises. They are aware of the dangers of sunbathing.
- Pupils have carried out extensive investigations on insulators and conductors and on electrical circuits and resistors. They have undertaken effective experiments on liquids, solids and filtration. Pupils have a good understanding of plants and appreciate how some like sunshine and others shade.
- Pupils are competent in identifying and describing the range of materials used in producing a modern vehicle and they observe, measure and record accurately the various properties of different materials.

### **Shortcomings**

There are no significant shortcomings in the work seen.

### **Welsh second language**

Standards of achievement are good in KS1 and KS2 with very good features in pupils' written work in KS2. Standards are in line with the previous report in but there has been a real improvement in writing in KS2.

### **Good features**

- Pupils successfully copy simple words correctly in Welsh and spell them accurately.
- Pupils use familiar language patterns effectively. They competently use short basic sentences to express personal news and simple facts, for instance, about the weather.
- When describing, pupils use correct spelling and punctuation. They have a good grasp of the organisation and sequencing of sentences, and they use sentences to develop their own ideas sensibly.
- Pupils sing Welsh songs regularly and this helps them to develop their diction and intonation.

- When sequencing pictures, older pupils in KS1 successfully write captions in Welsh and complete a simple paragraph to describe the story. They also write short letters effectively.
- Pupils learn a number of verbs and produce simple dialogues. They fill in questionnaires and correctly respond to a range of questions beginning with when, where, how and what.
- In KS2, pupils enjoy engaging in simple dialogue and they understand a range of questions and commands and respond positively.
- Pupils have acquired an extensive vocabulary that enables them to understand much of what is being said to them even if their own responses are limited.
- Pupils have a good understanding of the structure of the language and successfully recall a significant number of words and phrases.
- Pupils write simple dialogues to express their shopping activities. They produce good accounts of what they did on holiday and on past events such as the 2000 Olympics.
- Pupils write about their favourite foods and about their families and produce good quality paragraphs offering good descriptions and using accurate punctuation and spelling.
- Older pupils produce good quality mini-booklets on what they like and what they enjoy. They also respond positively to the question, "Beth sy'n bod?"

### **Shortcomings**

There are no significant shortcomings.

### **Design and technology**

Standards of achievement are good in KS1 and very good in KS2. In the last report standards were satisfactory and this report represents a significant improvement. All pupils, including SEN pupils, make good progress.

#### **Good features**

- Pupils make good progress in designing and making skills and older pupils have good knowledge and understanding of a range of materials, components and techniques.
- In KS1, pupils enjoy designing and making a variety of products. They produce good quality puppets, sun hats, pencil holders, picture frames and desk tidies. They talk effectively about their products and how they can improve them.
- Pupils plan their ideas, describe the materials they use and evaluate the usefulness of the finished product well.

- Younger pupils in KS2 produce designs and plans that list the stages involved in making a product and accurately identify the tools and materials used.
- When making their pencil holders, pupils competently measure, mark, cut, join material and work safely. They evaluate their work as it develops and modify their designs accordingly.
- Older pupils understand how to use electrical and mechanical systems in a variety of complex forms. They make toys for younger children, using electrical circuits with switches. They draw mature designs to show how the circuits work. They design, make and evaluate toy vehicles powered by battery and wind power. They consider the strength and purpose of the vehicles, noting the loads carried and strengthening the chassis as necessary.
- Pupils design, make and evaluate a range of hydraulic and pneumatic-powered toys and evaluate the most efficient means of power. Pupils confidently discuss the advantages and disadvantages of the chosen power sources.
- All children make a wide range of products and foodstuffs during the annual manufacturing week. They demonstrate their skills by producing arts and crafts, Christmas decorations and a variety of cakes.

### **Shortcomings**

- In KS1, pupils have only a limited knowledge of designing and do not produce a variety of simple mechanisms to allow for movement.

### **Information technology**

No lessons were seen in information technology. From the evidence seen in the use of ICT within the NC subjects, the standard in pupils' achievement is good in both key stages. Standards were satisfactory in the previous report.

### **Good features**

- In KS1, pupils use the computer competently to create simple sentences and brief paragraphs. They understand that information is presented in different forms and know how information is conveyed on the computer in texts, pictures and sounds.
- Pupils successfully access the computer to play games and to follow literacy and language programs.
- Pupils recognise and understand the link between collected, classified and sorted data. They know that data can be presented as pictograms.
- They use the roamer to negotiate obstacles, create sounds, calculate distance and direction and predict the outcome of certain instructions and check them.

- Older pupils edit texts, create different lines and textures and choose colours to add to various patterns. They use menus, key words and an index appropriately when searching for information.
- In KS2, younger pupils enter texts using different fonts, different sizes, bold and italic, including the use of the underlining facility.
- Pupils make good progress in their ability to word process and produce illustrated texts and acrostic poems that are of good quality. They also re-draft work using their word processing skills. Pupils also create questionnaires on the computer.
- Pupils know how to effectively store information and how to structure it in a way that helps them to find answers. They possess good search and sort skills.
- Pupils use texts and graphics to communicate certain types of information and create patterns using a symmetry tool.
- Pupils use a range of games as a way into Logo and they learn how to use the screen turtle to use repeat instruction and predict the outcome.
- Older pupils successfully use the scanner and use the Internet and e-mail facility to good effect. They effectively receive, annotate and reply to e-mails.
- Pupils create, modify and store sequences of information and use them to control and simulate various events. They use spreadsheets in mathematics and other projects.
- Pupils create their own records of their work in computer books and store other records in computer files. They can offset print and produce photographs using the digital camera.

### **Shortcomings**

There are no significant shortcomings.

### **History**

No lessons were seen in history. From the evidence in pupils' books of past work, from class displays and talking with pupils, standards of achievement are good in KS1 and KS2. In the last report standards were satisfactory.

### **Good features**

- Younger pupils devise their own family tree as a preamble to looking at a Tudor family tree and this helps them to reinforce their understanding of chronology. This emphasis on developing relevant time-lines ensures that pupils have a sound appreciation of “then and now” and of the past and present.
- In studying Tudor times, pupils look at lifestyles and everyday items such as kitchen utensils and other implements as well as the types of houses and homes people lived in.

They also write descriptions of a Welsh cottage in Tudor times. In this way pupils make comparisons with today and come to understand how the past differs from the present.

- The work on coal mining during the Victorian era help pupils to appreciate the Welsh dimension and to look at the human conditions lived in by children in the past.
- All pupils in KS2 study the life and times of William Morgan and the translation of the Bible into Welsh. Good use is made of local places to reinforce pupils' understanding and provide pupils with insights into the distinctive nature of Wales and the Welsh heritage and traditions. A time-line depicting various stages in W. Morgan's life consolidates pupils' sense of chronology.
- Cross-curricular links with art allows pupils, when drawing their impression of Gwydyr castle, to express their artistic imaginations.

### **Shortcomings**

- The amount of extended writing produced by pupils is limited.

### **Geography**

Standards of achievement in KS1 and KS2 are good. Standards in KS1 in the last report were good and satisfactory in KS2 and this means that there has been an improvement.

### **Good features**

- In KS1, pupils' knowledge of place and of the distinctive features of Welsh places in particular, is well reinforced through stories linked to Wales and to Cardiff. They accurately locate places in Wales and in the United Kingdom. In using simple maps and the points of the compass, pupils locate places correctly. They know how to read plans and create routes from home to school and to other places in the locality.
- Pupils compare and contrast their village park with a park in Cardiff. They correctly locate rivers, roads, bridges and parks from plans. Pupils successfully locate places in the village from photographs and from a plan drawn on a large wooden board.
- Pupils appreciate how places look different when viewed from above and understand what is meant by an aerial view.
- The local study involves pupils looking at Kington, Ludlow and Leominster and they accurately plot the co-ordinates for a museum, surgery and old and new Kington. They calculate the distances from Gladestry to these places, effectively.
- In KS2, pupils are familiar with and understand many common geographical terms such as population, pollution and settlements and can explain the meaning of rural and urban.
- Pupils successfully investigate how places relate to each other and offer good comparisons between cities, towns and rural districts.

- Older pupils offer detailed descriptions of the land features in Aberystwyth compared with Gladestry. They locate places accurately using grid and six figure references. Pupils understand how estuaries are formed and the meaning of plain and flood areas.
- Pupils interpret atlases and OS maps correctly and work out from contour lines heights above sea level. They also appreciate the relevance of scale when interpreting maps.
- Good use is made of ICT when using the Internet and Google images of Aberystwyth to interpret the land and particular situations. They use CD ROMS to gather information confidently.
- Pupils' fieldwork skills are developed well by creating field sketches facing different directions and undertaking a land survey of Aberystwyth.

### **Shortcomings**

- Pupils' written accounts, especially of aspects of human geography are limited.

### **Art**

Standards of achievement are good for all pupils in KS1 and KS2. This is in line with the findings of the previous report.

### **Good features**

- Pupils in KS1 carefully and confidently cut, draw, stick, paint, paste and handle equipment. They create paintings, collages and drawings with good imagination.
- Pupils make good use of their immediate environment to collect examples of autumnal hues. They explore colour and texture and mix paint to match the natural colours of leaves.
- In KS1, pupils work in a variety of mediums, showing good line, tone and shape to produce a variety of paintings, drawings and 3 dimensional work. They produce good quality prints based on natural and man-made patterns and state what they think and feel about their own and other's work.
- In KS1, pupils work in the style of Welsh artists and when discussing the Slate Quarry by Peter Prendigast they talk knowledgeably about the physical features portrayed and express clearly how they are to interpret these for their own work.
- Pupils in KS2, study a range of artists including Augustus John, Holbein, Daniel Jones and Tim Pugh. They compare and comment on the ideas, methods and approaches used in their works and how to adapt them for their own ideas.

- When drawing jewellery, pupils record well from observation and demonstrate good skills in line, tone and form. They work well independently, evaluate their work and show good perseverance in their task.
- Pupils use ICT effectively to create colour and tone in their pictures to show the differing forms and textures of water.
- Pupil's skills in 2 dimensional and 3 dimensional work are enhanced when they listen to professional artists who visit the school. They have good extra-curricular learning experiences in the after school art club and by taking part, extend their interest. They produce some intricate appliqué work and use a wide range of material to produce good quality prints.

### **Shortcomings**

- Pupils' use of investigative and research skills when using sketchbooks to gather visual reference material, is limited.

### **Music**

Standards of achievement are good in KS1 and very good in KS2. There has been a slight improvement since the last inspection.

### **Good features**

- Pupils in KS1 use their voices expressively when singing songs. They sing enthusiastically and in tune and vary the pitch and rhythm appropriately.
- Pupils explore how they make different sounds using parts of their bodies. They clap rhythmic patterns and control the dynamics and pace confidently.
- In KS1, pupils understand simple musical notation. The majority of pupils interpret and respond to the notation using their bodies and simple percussion instruments and they demonstrate good physical control.
- Older pupils in KS1 make up their own musical notation and competently explore different ways to represent sound.
- In KS2, pupils sing with good pitch and tone and have a good understanding of tempo. Their diction is crisp and clear when singing sea shanties and other songs in two and three part harmony. Pupils evaluate their performance critically and ably discuss how they can improve it.
- Pupils explore different ways of expressing sound and they successfully compare their own tunes using simple musical notation. When composing Tudor songs pupils use different instruments competently to represent moods, for example, chime bars and bells to represent happiness, the violin and recorder to express sadness and the piano and drum to represent calmness.

- Pupils have a good knowledge of the pentatonic scale. They explore sounds with their bodies by accurately using a variety of percussion instruments and sing songs from other cultures, for example, Negro spirituals, Chinese, North American and West Indian songs.
- They experiment with various combinations of sounds to create, for example, a train effect using untuned sounds to accompany the spiritual song 'This Train'. They experiment with different instruments and compare and evaluate their own performances.
- Many pupils learn to play a wide range of musical instruments. The school choir offers choral experiences for many pupils and they enjoy taking part in community performances, local church services and in concerts in school.

### **Shortcomings**

There are no significant shortcomings in the work seen.

### **Physical education**

Standards of achievement are good; in dance they are very good. The standards are generally similar to those during the last inspection.

### **Good features**

In KS1, pupils demonstrate good control and co-ordination with their body actions. They show good awareness of space and of other movements and actions taking place around them.

- In games, pupils throw, hit and kick a ball in a variety of ways accurately, depending on the needs of the game. They show awareness of opponents and team mates when playing games.
- There is good coverage of the different strands of the NC. Pupils in KS1 develop the appropriate skills when involved in games, dance and gymnastics each term. In KS2, pupils also make good progress when engaged in swimming, athletics and outdoor and adventure activities.
- Pupils recognise the need for warming up and cooling down activities. They enter the village hall sensibly and immediately demonstrate good spatial awareness. All pupils and staff dress appropriately. Pupils are aware of the part physical exercise plays in contributing to a healthy lifestyle.
- In dance, pupils interpret different stimuli with imagination and flair. They work creatively and imaginatively on their own and with their partners to compare dance movements for their topic.
- Pupils move well around the hall and know the importance of starting and finishing their dance movement using balance and control.

- They evaluate their own and other's performances and make clear suggestions on how to improve sequences. They create, refine and structure movement appropriate to their age.
- In KS2, pupils design games for younger age groups for playtimes, and in their own reference book on playground games they show initiative, concern and care for their peers.
- Some extra-curricular sports are provided, including hockey, football and netball. Matches against other schools are played regularly and there is an annual traditional sports day.

### **Shortcomings**

There are no significant shortcomings in the lesson seen.

### **Religious education**

Standards of achievement are good for all pupils in both KS1 and KS2. At the last inspection, religious education was inspected under Section 23 of the Education Act.

### **Good features**

- In both key stages, pupils understand the importance of caring and respecting others. They realise the significance of rules and how these can help to promote a happy and caring community.
- In KS1, pupils write about how people help them and how they can be kind to other people. They are introduced to the life and teachings of Jesus and people from the Old Testament. Pupils have a good recall of Biblical stories and they develop empathy and awareness of moral issues through role-play and discussion.
- When discussing the story of Moses, pupils know why he was found in a basket and how he grew up to lead the Israelites out of Egypt. They reflect and think carefully about the Israelites' lives in captivity in Egypt.
- Pupils write sensitively about special occasions in the church calendar and in their own lives. They recall the Christmas story well and discuss how they would feel if they were Mary or Joseph. Older pupils in KS1 reflect thoughtfully on why they are special and discuss why Jesus was sent to tell us how to leads our lives and relate to others. They know that Jesus is associated with right and wrong.
- In KS2, pupils have a good knowledge of the festivals of the Christian church and of the important stories from the Bible. They write and talk about Jesus' parable of the five loaves and two fishes and reflect on others who have little to eat. They compose their own prayer to thank God for the food provided for us. Pupils recognise that stories from religious books have special meanings.

- Pupils confidently express their opinion and reflect upon the meaning of prayer. In one lesson, pupils lit a candle, composed a prayer and by being given time for reflection are able to develop empathy with others suffering from problems in different parts of the world.
- Pupils have a good understanding of the customs of other religions. They discuss and write about the Jewish festival of Hanukah and the importance of Rama and Sita for the Hindus.
- Pupils understand why it is important for followers of different religions to undertake pilgrimages. They know why Christians visit Lourdes and why the Hajj is an important part in the life of a Muslim.
- By the end of KS2, pupils have a good awareness of the major faiths in Britain and understand their major ceremonies, celebrations and places of worship.

### Shortcomings

- In KS2, pupils do not write at sufficient length on the topics they have studied.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress since the last inspection

The last inspection report in January 1997 identified eleven key issues of which five were asterisked as those that had previously been identified in the school development plan. The key issues were:

- maintain the good standards achieved in the reception class and in the majority of subjects in KS1 and KS2;**
- secure higher standards in DT and IT in both key stages, and in science, history and geography in KS2, building upon existing achievements in those subjects;**
- improve the standard of spelling, particularly in KS2;**
- improve pupils' problem-solving and information technology skills across the curriculum;**
- develop whole school schemes of work which will further promote coherence, continuity and progression in pupils' learning;\***
- enhance the cultural development of pupils;**
- complete the new school prospectus and distribute it to all parents, so that they have clear and up-to-date information about the school;\***

- viii. **continue the efforts with the cluster group of schools to enhance links with industry and commerce;**
- ix. **ensure that curriculum co-ordinators develop an active role in monitoring standards throughout the school;\***
- x. **develop an effective and manageable system for recording assessments in KS2;\***
- xi. **increase the supply of artefacts and resources for the teaching of history and geography, and IT software packages for all aspects of the curriculum.\***

The action plan was submitted in May 1997 and for each of the key issues, the action to be taken was expressed clearly and by whom and to be completed by a specific date. The resources required were listed and success criteria and evaluation identified.

- The school's response to the first key issue was to improve the excellent provision for reception children by purchasing more large play equipment and introducing the baseline profiling.
- To maintain the good provision identified in both key stages, teacher assessments were developed with baseline profiling in KS1 and annual levelling and moderating activities undertaken for all subject areas in both key stages.
- The school's response to the second key issue was to introduce whole school planning of the DT scheme of work along with staff development. Similarly in IT, staff underwent training, new resources were purchased including more computers to develop work across the curriculum.
- More emphasis was placed on investigative work in science to help increase pupils' confidence in understanding the scientific principles of prediction and a fair test.
- In history, the school undertook more detailed planning to allow the pupils to pursue historical enquiries in more depth. In geography, the inclusion of field-work in the scheme of work was aimed at enhancing pupils' learning experiences.
- The third key issue related to improving spelling and the school undertook weekly tests as well as bi-annual commercial tests. Staff also ensured that all written work by KS2 pupils was corrected for spelling errors.
- The next issue was to plan more carefully, problem-solving activities not only in mathematics and science but also across the curriculum.
- The response to the fifth key issue was to develop a timetable for creating new schemes of work that would promote better continuity and progression and to subject them to annual reviews.
- To develop cultural awareness further, all schemes of work now have references to this dimension and more resources were purchased to support this initiative.

- The school prospectus was revised and the new prospectus was distributed to all parents. Cluster meetings between schools, with shared joint visits between schools, aimed at improving links with industry and commerce.
- The ninth key issue regarding improving the role of co-ordinators was linked to the school's long term planning and by the co-ordinators beginning to moderate pupils' work.
- To improve the school's assessment, recording and reporting procedures, a new assessment policy was produced and pupil portfolios were made more manageable and more informative to parents.

## **8.2 Key issues for action**

In celebrating the very good standards achieved in many areas of the school's life and work, the governing body and head need to:

- continue to maintain the high standards achieved in English in both key stages and in science, design and technology, music and dance in KS2 and to improve on the good standards in the other NC subjects in KS1 and KS2;
- introduce a broader range of reading activities and develop the use of extended writing across the curriculum;
- provide more regular, structured play activities for the children under-five;
- establish monitoring procedures for the teaching and the learning in the foundation subjects;
- produce a formal procedure for the induction of newly qualified teachers and for new staff members.

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

## APPENDIX

### A. Basic information about the school

Name of School	Gladestry Primary School
School type	Voluntary controlled
Age -range of pupils	3-11
Address of school	Gladestry Kington Hereford
Post-Code	HR5 3NR
Telephone Number	01544 370207

Headteacher	Mrs H Southcoat
Date of appointment	1 September 2001
Chair of Governors	Mr V Lloyd
Registered Inspector	Mr B Wigley
Dates of inspection	24-26 February 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1.5	4.5	9	4	4	4	4	7	38

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	19.25:1
Average class size, excluding nursery and special classes	19.25
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	KS1	KS2	Whole School
Term 1	94.4	93.6	94
Term 2	93.2	96	94.7
Term 3	93.7	96.3	95

Percentage of pupils entitled to free school meals	10
Number of pupils excluded during 12 months prior to inspection	0

## **C. Results of National Curriculum assessments and public examinations**

Only three pupils were entered for the NCA tests in 2002.

## **D. Evidence base of the inspection**

- Three inspectors spent a total of six days at the school, with one inspector spending a day and the other two inspectors spending two and a half days respectively.
- Pre-inspection meetings were held with the head, staff, governing body and parents.
- Twenty-two lessons were inspected.
- Pupils' work from the previous and the present term were scrutinised.
- Interviews were held with the staff and pupils.
- The school's documents including policies and schemes of work, were analysed.
- Twenty-two parents questionnaires were analysed.
- Inspectors attended school assemblies.

## E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr B Wigley Registered Inspector	Welsh Mathematics Science Information technology History Geography	Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Support, guidance and pupils' welfare Leadership and efficiency Staffing, accommodation and learning resources Progress since the last inspection Key issues for action
Mrs D A Shields Lay Inspector		Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mr C A Brace Team Inspector	Early years English Design and technology Music Art Physical education Religious education	Standards achieved in key skills across the curriculum Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Provision for pupils with SEN Quality of self-evaluation and planning for improvement