

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

***GUILSFIELD COMMUNITY PRIMARY SCHOOL
GUILSFIELD
WELSHPOOL***

School Number: 666-2049

Date of Inspection: 11-13 March 2003

by

Registered Inspector

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Guilsfield Community Primary School caters for boys and girls aged from four to 11 in a village setting to the north of Welshpool. Currently there are 143 pupils attending full-time as well as 12 children attending the full-time nursery class. There are generally about equal numbers of boys and girls, although this can vary between year groups. At present, year groups range from 10 to 28, so that some pupils are taught in mixed-age classes. Pupils come from a full range of backgrounds, with a similarly wide range of attainment on entry, but, overall, pupils come from favourable circumstances. No pupils are entitled to free school meals.

No pupils come from Welsh-speaking homes, and there are no pupils for whom English is an additional language. Although the number of pupils with special educational needs (SEN) is not high, there are an above average number of pupils (2.4 per cent) with statements of SEN.

The school's documentation is generally practical in content and does not dwell on vision, aims or objectives, which are assumed and implicit rather than explicit. However the prospectus lists a range of aims including: developing each child to his/her full potential; ensuring equal opportunities; providing an atmosphere in which children are happy and self-confident; developing a thinking, questioning attitude; fostering a caring, thoughtful nature leading them to become mature responsible members of society and equipping children to be able to take pride in and look after their surroundings.

The current school development plan (SDP) has been put together very quickly by the acting headteacher and largely consists of elements of subject development, but includes specific building and resource improvements. It also picks up the issue of assessment and identifies the development of aspects of community links.

2. MAIN FINDINGS

The main findings of the report

This school has serious weaknesses which stem from a history of unsatisfactory leadership and management at all levels and which have been exacerbated by a recent traumatic period during which there has been a significant turnover of staff, including the sudden retirement of the headteacher. There has been unsatisfactory progress since the previous inspection, with a number of issues identified then remaining to be addressed. The school has suffered from a lack of clear planning based on evaluation of the standards it achieves and the quality of its work and has, as a result, failed to demonstrate a commitment to improvement and the raising of achievement. Standards have declined in a number of subjects and in only one, physical education, have they risen. However, for under-fives, the good standards previously found have been maintained. The governing body has recently initiated a range of reforms designed to address the weaknesses, including the appointment of a new headteacher, but there is still much to do and it is too early to judge the effectiveness of their actions.

- Children in both areas of the early years' provision (nursery and reception) are given a good start and achieve well across all areas of the Desirable Learning Outcomes appropriate to their age. Standards in the six areas of learning are as follows:

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

- Further up the school, pupils have not built securely on this good foundation and standards of achievement are unsatisfactory in a number of subjects. In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) are as follows:

Subject	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Welsh	Satisfactory	Satisfactory
Design and technology	Unsatisfactory	Unsatisfactory
Information technology	Unsatisfactory	Unsatisfactory
History	Satisfactory	Satisfactory
Geography	Unsatisfactory	Unsatisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Good
Religious education	Unsatisfactory	Unsatisfactory

- The favourable home circumstances of the majority of the pupils and the support for their learning provided by parents means that the pupils should be expected to achieve high standards and in some cases they do. However, overall, the school does not do as well as it should for its pupils and standards are not as high as they should be, particularly for more able pupils.
- Although standards observed in the core subjects are satisfactory overall, there are significant weaknesses in some areas. For example in English, pupils have limited opportunities for extended speaking and younger pupils do not make the progress they should in reading and writing. Both the quantity and presentation of writing are limited in both key stages. In mathematics, there are shortcomings in pupils grasp of shape and measures and younger pupils are reluctant to engage in mental calculation. Older pupils are insecure about the language of mathematics and interpretation of data.
- In the non-core (foundation) subjects, the standards achieved are often depressed by a lack of consistent teaching and curriculum time for some subjects, resulting in pupils having limited confidence and skills.
- The standards reported as a result of teacher assessment at the end of KS1 in 2002 were well above the national average, which reflects very high achievement. However, these standards were not reflected in those demonstrated by those pupils now in Year (Y) 3, and there was

insufficient evidence available in the school to confirm the accuracy of those assessments or explain the apparent discrepancy with current levels of achievement.

- The percentage of pupils attaining at the expected standard (NC level 4) or higher in national tests at the end of KS2 in 2002 was slightly below the national average overall, mainly as a result of low attainment in mathematics. In science and English, the percentage was higher than the national average. However, when the proportion achieving level 5 is considered, although this was comfortably above average in English, it was well below average in mathematics and science. In all subjects, girls did markedly less well than boys.
- When these results are compared with those for schools drawing pupils from similar socio-economic backgrounds, this results in the school being among the lowest achieving 25 per cent of such schools for overall results and only in science, does it reach the halfway point.
- Although planning for the development and use of the key skills of literacy, numeracy and information and communications technology (ICT) is insufficiently embedded in curriculum planning, pupils achieve satisfactory standards in the use of these skills.
- Behaviour in the school is good overall. However, this is more a reflection of the fact that these pupils are disposed to behave well and respond well to expectations than through effective or consistent behaviour management structures. Pupils relate well to their teachers and each other and work harmoniously together. They concentrate well and persevere with set tasks while they are receiving close supervision and encouragement, but do not yet show the ability to be self-motivating and independent learners. Attendance is satisfactory and punctuality is good. However, the school does not set targets for improving attendance and does not analyse patterns of absence to see what it could do to improve it.
- Arrangements for the promotion of spiritual, moral, social and cultural development are satisfactory overall, but with particular shortcomings in provision for spiritual and cultural development, which are both unsatisfactory. Although the school complies with statutory requirements for worship, this makes insufficient contribution to spiritual development. The school does not sufficiently promote *Y Cwricwlwm Cymreig*, and awareness and understanding of and respect for other cultures is insufficiently fostered.
- Although teachers are all too frequently working against a background of insufficient management and support structures and frequently with inadequate resources, teaching is good overall. Good relationships and high expectations create a good climate for learning and pupils respond well to what is offered. Teaching is particularly good for under-fives.
- Assessment is unsatisfactory overall, although it is satisfactory in the core subjects and the school meets statutory requirements for end of key stage assessment. Assessment in foundation subjects and of pupils' personal and social development is insufficiently regularly or consistently used to inform curriculum planning and target setting. There are shortcomings in both the marking of work and the reports to parents. The school plans to offer a generally broad and balanced curriculum, although there is no monitoring to ensure this. Extra-curricular activities, including residential visits are a significant strength, but homework is inconsistently promoted.
- There are satisfactory overall arrangements for promoting pupils' health, safety and well-being. However, concerns about security and safety practices were reported to the school during the inspection and arrangements for child protection are not fully secure.
- The school makes good provision for pupils with SEN. Pupils make good progress and achieve good standards. Arrangements to meet the needs of gifted and talented pupils are good in terms of musical and physical skills, but are otherwise underdeveloped.
- The school is very well supported by parents, who provide support for learning and extra-curricular activities. They also raise significant funds to enhance the quality of resources

within the school. However, information supplied to them is insufficient and poorly presented and the school does not have processes for consulting them or taking their views into account in self-evaluation. The school has good sporting links and these enable pupils to perform well in a range of sports. In many of these, school teams are area champions and boys and girls perform equally well.

- Links with the community are good and effectively used, but the school has few links with industry and does not systematically pursue new links. In consequence, links are unsatisfactory.
- Arrangements for development planning based on school self-evaluation are unsatisfactory and poor in some aspects. Shortcomings identified at the previous inspection have not been addressed. Overall management and efficiency have been weak, there is limited documentation to inform and systematise the work of the school. This has led to insufficient support for staff, including that for their induction, appraisal and professional development, and inefficient spending patterns. The school is appropriately staffed and accommodation is generally sufficient and of good quality. Resources, however, are still insufficient for many subjects.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards achieved are good for under-fives and broadly satisfactory in most subjects of the curriculum at KS1 and KS2. However, too few pupils achieve at higher levels and when attainment is compared with that in schools serving similar communities, the school's results are less good than those in three-quarters of such schools.

- Children under five achieve consistently well across all aspects of the foundation curriculum, so that they reach school age well prepared for the requirements of the NC.
- The standards achieved in English are satisfactory and in reading in KS2 they are good. In both key stages, pupils are articulate and make effective oral contributions to lessons when given the opportunity. Skills in extended speaking are, however, under-developed. Pupils listen satisfactorily, but have a tendency to listen passively rather than actively assimilating and evaluating what they are hearing. By the time they reach Y6, pupils read well and access a good range of texts with accuracy and understanding. Writing skills develop satisfactorily but in both key stages, they demonstrate limited amounts of extended writing and, particularly in KS1, they produce too little factual or interpretive writing. Standards of presentation, including handwriting in KS1 are unsatisfactory
- The standards of achievement are satisfactory in mathematics in both key stages. Pupils develop a satisfactory understanding of number in KS1 and use it effectively in mental and written calculations in KS2. They demonstrate appropriate understanding of shape and measurement. Data-handling skills are established in KS1 and developed satisfactorily in KS2, when pupils construct and interpret different types of graphs and distinguish between discrete and continuous variables. However, in both key stages, pupils show limited ability to interpret data or select the appropriate mathematical techniques to solve problems.
- In science, standards of achievement are satisfactory in both key stages. Pupils acquire substantial factual knowledge and have a sound, if at times, superficial understanding of physical processes and the characteristics and uses of materials. They increasingly develop their investigative skills and use these to extend their learning across all aspects of science,

although a smaller number show the ability to independently identify appropriate variables and construct an experiment for themselves.

- In the non-core (foundation) subjects, the standards achieved in both key stages are satisfactory in Welsh art, music and history. In physical education, they are satisfactory at KS1 and good at KS2. However, in design and technology, ICT, geography and religious education they are unsatisfactory throughout the school.
- The school has set appropriate targets for NC assessments at the end of KS2, based on knowledge of individual pupils. The targets for 2002 were not achieved in mathematics, but in English and science, the variation was not significant. The targets for 2003 are substantially lower, especially in English and mathematics, reflecting a higher than usual number of pupils with SEN.
- In 2002, teacher assessments placed all Y2 pupils at the expected standard (NC level 2) or higher in the core subjects of English, mathematics and science, which was well above the national average. In terms of those attaining level 3, the school was well above the national average in mathematics, slightly above it in English and in line with the average in science.
- In consequence, overall attainment in core subjects at KS1 in 2001, that is the proportion of pupils achieving the national standard in all core subjects, was also 100 per cent, which is significantly above the average for Wales as a whole.
- When compared with schools judged to be similar, overall standards in the core subjects indicated that the school had done better than at least three-quarters of those schools, and better than a higher percentage in English and mathematics. This shows very high achievement. However, these standards were not reflected in the current attainment of the pupils concerned and there was insufficient corroborative evidence for the inspection team to verify the accuracy of these assessments.
- In national tests at KS2 in 2002, the percentage of pupils attaining at the expected level (level 4) or higher, in all three subjects was slightly below the national average. This reflected results in mathematics that were below the national average, as in English and science, the school had more than the national average of pupils attaining at least level 4. However, although in English, the proportion of pupils attaining level 5 was comfortably above the national average, in mathematics and science, the proportion was well below average.
- In these tests, girls, who formed a significant majority of the cohort, achieved less well than boys, especially in mathematics, where they also achieved less well than in English and science. Boys achieved particularly well with results well above the national average.
- When ranked against all English-medium schools, the school is within the highest 25 per cent for English and above halfway for science. However, it was in the bottom half for mathematics. When ranked against schools serving similar communities (that is English medium schools with fewer than eight per cent of pupils entitled to free school meals), the overall results place the school in the lowest 25 per cent. In English, the school is just below halfway and close to halfway in science. In mathematics, it is in the lowest achieving 25 per cent.

3.2 Standards Achieved in Key Skills across the Curriculum

Although planning for the development and use of the key skills of literacy, numeracy and ICT is insufficiently embedded in curriculum planning, pupils achieve satisfactory standards in the use of these skills.

- Pupils listen sufficiently well in lessons and other settings to be able to recall what they have heard and carry out instructions accurately. When listening to music, they differentiate

between different melodic strands in a complex piece. However, the tendency that pupils display for passive rather than active listening is reflected in work across the curriculum

- Many pupils develop good speaking skills and explain clearly and with good articulation when giving an account of what they have been doing. They construct an argument and review it, taking into account facts and views presented by others. They do not, however, develop extended speaking skills for debate and dramatic presentation.
- Pupils deploy their reading skills effectively in pursuit of information and ideas, using a range of sources, including encyclopaedias and the Internet. Higher-attaining pupils make effective use of indexes and contents pages, while those with special needs find words and their definitions in a dictionary, with considerable success. They use their knowledge of palindromes to enhance musical understanding.
- Writing skills are employed satisfactorily across other subjects and pupils demonstrate that they have the skills required for the work presented. However, the limited evidence of writing available for inspection in many subjects and, in particular, the limited range of this writing, limits the extent to which pupils demonstrate what they can actually do.
- Although, in a number of subjects, pupils' mathematical skills are insufficiently deployed, for example in use of co-ordinates in geography, standards of numeracy across the curriculum are satisfactory. Pupils count and measure, use their knowledge of shape and assess the significance of numerical or quantitative changes when testing scientific hypotheses. They handle data effectively and represent the results of investigations in a variety of subjects in graphs and charts, selecting the appropriate format, although weaknesses in interpretation skills limit the usefulness of some of this work. When graphically showing the movement of sunrise and sunset, they identify trend lines in a graph and explain anomalies. They use their knowledge of reflective symmetry to understand palindromic structures in English and music.
- The standards seen in the use of ICT across the curriculum are satisfactory, in spite of the limitations of pupils' actual skills and the fact that ICT is not the customary first-choice medium in the school, pupils make effective and increasing use of word-processing and data-handling programmes. Younger pupils instruct a programmable robot to carry out their instructions.
- Older pupils have supported work in geography through the use of e-mail and use the Internet successfully to access information and develop research skills in history. In Y6, pupils use the Internet to access sites that provide them with revision and practice for national tests during the after-school club.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Arrangements for the moral and social development of pupils are satisfactory but serious weaknesses are evident in the provision of spiritual and cultural development.

- Relationships between staff and pupils are friendly. Pupils have a clear understanding of the difference between right and wrong, which they demonstrate in their social interaction throughout the school day.
- Participation in class activities and inter-school sporting events fosters the sense of pride and community. Celebration of pupils' efforts and achievement reinforces this motivation to work collaboratively. The school 'golden hour' promotes this by rewarding children, who

keep to the school rules, with a special time at the end of the week. Social awareness is further enhanced when pupils take responsibility during the school day and when they are required to use their initiative while performing tasks, taking a leading role amongst their peers.

- Religious education lessons do not provide adequate opportunities for pupils to learn about the beliefs that underpin different religions, or to understand the values and beliefs of other cultures and religions in a way that develops their spiritual awareness and self-knowledge.
- Daily collective worship meets requirements: it is arranged for pupils either by means of whole-school assembly, departmental assembly or class assembly. The majority of these occasions include a sound moral lesson, with Christian emphasis. However, they do not include an appropriate balance of praise, reading and prayer, and very little opportunity is provided for pupils to reflect in ways that develop their awareness of the spiritual element in life.
- Pupils have a limited knowledge of their own culture and the culture of others. The opportunities for pupils to learn about racial equality and diversity are also few. Pupils fail to recognise the need to avoid stereotyping and prejudice.
- Pupil's response to the provision is satisfactory.

4.2 Behaviour and Attitudes

The behaviour of the pupils, in the classroom and at playtimes or when moving around in the school, is good. Pupils' attitude to learning is satisfactory overall, but deteriorates at times.

- There is a comprehensive pupil management policy in place, though its effectiveness is hard to quantify, most pupils coming from homes where good behaviour is the norm.
- A house points system is in existence aiming to improve the behaviour of the pupils; the majority of the pupils take this as a spur to better behaviour.
- There have been no exclusions in the last 12 months.
- Relationships between the staff and pupils are good and are based on mutual respect and the thorough knowledge teachers have of their pupils.
- Pupils were seen to be tolerant of each other and there was no evidence of any bullying.
- Gender stereotyping was noted during the inspection, boys and girls tended not to mix freely and this tendency was reinforced by staff at times.
- Most pupils work hard to gain their teacher's commendation, concentrating well when being directly addressed. However, when working on their own, some pupils appear to lose interest in their work; concentration and application fall off and the pace of learning slows. This is particularly evident in mixed-year classes where teachers are attempting to work with separate groups without in-class support.
- Many pupils seemed to lack motivation at play times, despite the provision of well-designed play areas and equipment.

4.3 Attendance

Attendance overall is satisfactory, the overall attendance figure, excluding nursery children, for this school year to date is 92.8 per cent

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- Registers are well maintained and correct, All absences are recorded correctly and letters explaining the absences are archived correctly.
 - There are no recorded unauthorised absences and most recorded absences are due to sickness or medical treatment. Parents appear to be cooperating by avoiding taking their children on holiday during the school term.
 - Attendance in KS1 is marginally better than in KS2 due mainly to sickness, which seems to have affected mainly the older children.
 - There is an effective first day response in place, initially by telephoning the parent or guardian, this course of action is rarely needed as parents on the whole do communicate with the school satisfactorily.
 - However, the school does not set targets for improving attendance and does not analyse patterns of absence to see what it could do to improve it.
 - Pupils are punctual on arriving at the start of the school day, and all observed lessons started on time.
 - The school fully complies with the requirements of the National Assembly circulars 45/91 and 53/94.

5. QUALITY OF EDUCATION

5.1 Teaching

Although teachers are all too frequently working against a background of insufficient management and support structures and frequently with inadequate resources, teaching is good overall. The majority of teachers have been in the school for less than two terms and some for less than one, but they have quickly gelled as an effective team and show a common determination to set and achieve high standards in spite of having arrived at a school in difficulties.

- During the inspection, teaching was good in about two-thirds of the lessons seen and very good at times. While there was some unsatisfactory teaching in both key stages, this largely arose from the inexperience of a teacher working with an unfamiliar age-group or inappropriate activities being undertaken as a response to atypical circumstances.
- Teaching for under-fives is good overall and very good at times; it takes good account of the range of ability and stages of development of the children.
- Teachers display a good knowledge of the subjects they are teaching and, where they feel they need more information, they seek one another's help and guidance so that they are always well prepared for the lesson they are undertaking. Effective use is made of specialist skills and the school benefits from the services of peripatetic teachers for Welsh and music.
- Lesson planning is variable and frequently lacks reference to key skills and assessment. However, planning shows good awareness of the need to have clear objectives and to ensure that pupils build successfully on prior learning without undue repetition of work. This is particularly the case where schemes of work, although formally adopted are either not supported by appropriate resources or are being used for the first time in the school. Shortage of appropriate resources in some subjects leads to overuse of photocopied materials.

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- Teachers organise the learning environment well and most lessons have a clear shape with an appropriate mix of whole-class teaching and individual group work. Lesson objectives are shared with pupils at the outset and effectively addressed although reviewing these objectives at the end is inconsistent. Where teachers are teaching directly, lesson pace is satisfactory and often good, but when pupils set the pace at which they feel comfortable as they sometimes do in group or individual work, there is a loss of the sense of urgency and the pace slackens.
 - In the main, teachers' expectations of pupils achievement and behaviour are appropriately high. On occasions when teachers carefully prepare the ground and then present pupils with tasks that are particularly difficult, they respond by achieving more than was originally expected. Within lessons, teachers are effective in identifying gaps in pupils' knowledge and skills and addressing these in order to be able to move on. In many settings, pupils display an ability to quickly grasp concepts or skills that they had not previously been taught.
 - Within individual classes, teachers plan work at different levels to meet differing levels of knowledge and ability and this often results in all pupils learning well. However, this is an area which is not well developed within the school. Whole-school planning structures give insufficient support, particularly where teachers are working with mixed age-groups. While there is usually good support for pupils with identified special needs, the range of differentiation of work is not always sufficient, particularly in terms of maximising the learning of more able pupils. At times, where a teacher is working with a mixed age group with no in-class support, whole-class activities do not fully meet the needs of both age-groups.
 - The quality of teaching and its impact is significantly enhanced for pupils who are supported in class by the extent to which that support enables them to have good access to the lesson material. Class teachers and support staff work very effectively together.
 - Teachers manage pupils well in classes. The very high quality relationships promoted by staff through their own behaviour and attitudes and their treatment of pupils have a significant effect on pupils' own attitudes; they support learning well and contribute very well to the quality of life in classrooms.

5.2 Assessment, Recording and Reporting

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

- The quality of assessment is inconsistent. In some classes, assessment is used effectively to provide tasks that are well suited to pupils' needs and abilities. In other classes assessment is inaccurate, with the result that some pupils are insufficiently challenged by the tasks they are offered while others have difficulty in understanding and completing the work that is presented to them.
- A recent development has been the introduction of the setting of personal targets for pupils in consultation with their teachers. In some classes the targets are placed in the front of the pupils' books and teachers' marking is related to their targets for improvement. However, this practice is not consistently implemented at present.
- Procedures are now in place for assessment in the core subjects but there is little regular and thorough assessment in the foundation subjects. There are gaps in pupils' knowledge and understanding in the core subjects, as well as foundation subjects, which have not previously been identified and addressed.

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- The quality of marking is inconsistent. In some classes, teachers' comments are diagnostic and give clear suggestions about how the work can be improved. In others, teachers' responses do not adhere to the school's policy for marking and do not identify areas for improvement. Marking does not take account of the school's policy for presentation of work, which is largely ignored.
 - Every pupil has an individual portfolio containing samples of their work in most subjects. These are sent to the secondary school for their information when the pupil transfers there at the age of 11.
 - Written reports to parents on pupils' achievements in the core subjects are generally informative. Reports on pupils' achievements in foundation subjects often describe work covered rather than progress made and areas for improvement are not always identified.
 - National Curriculum assessment data is analysed to identify areas of weakness and to direct teaching to those areas. For example, pupils' weakness in problem solving in KS2 mathematics tests was identified and greater focus on problem solving in the teaching of mathematics was planned. However, this has not been regularly and consistently implemented in practice in order to raise standards.
 - Pupils' progress is not tracked from baseline assessment through KS1 and KS2 in order to identify trends in performance or to monitor the school's equal opportunities policy.

5.3 Curriculum

The overall quality of the curriculum is satisfactory.

- The curriculum provision for children under five is broad and balanced and promotes the Desirable Outcomes for Children's Learning. The experiences they are offered are appropriate and well organised.
- The planned curriculum for pupils in KS1 and KS2 is satisfactory, including appropriate policies and schemes of work that are regularly updated, but it is not consistently implemented in the classroom. As a result, there is insufficient coverage of the curriculum in some subjects, such as design and technology, ICT, geography and religious education, so that the school cannot demonstrate that they meet statutory requirements.
- The school does not effectively monitor its curricular provision to ensure continuity and progression in pupils' learning. There are instances, on the one hand, of repetition in pupils' work whilst on the other, there are important gaps in their learning.
- Time allocations for some foundation subjects, such as art and design and technology, do not enable pupils progressively to build on their knowledge, skills and understanding.
- Teachers' lesson plans incorporate the teaching of key skills, but they are not embedded in practice because there is no whole-school plan to ensure their progressive development across the curriculum.
- Pupils receive homework, particularly in KS2, and the great majority of parents are satisfied with the amount that is given. However, the provision of homework is inconsistent. Homework diaries are effective, where they are used.
- Personal and social education is delivered through a combination of dedicated time and through subjects such as science. The school is involved in the healthy schools network and pupils have participated in a number of interesting projects to improve their school environment.

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- A good programme of extra-curricular activities extends and complements the curriculum. There are opportunities for pupils to participate in a writers' club, a Welsh course, and Nature Watch as well as a number of music and sports activities.
 - Pupils' understanding of the Welsh culture and heritage is developed satisfactorily through their study of some of the literature of Wales, of historical characters and of one or two Welsh artists. However, the provision for *Y Cwricwlwm Cymreig* is not planned as a whole and therefore does not ensure progression and continuity in pupils' knowledge and understanding.
 - The school has not yet developed a policy for social inclusion, but pupils with SEN are fully included in the life of the class and of the school.

5.4 Support, Guidance and Pupils' Welfare

The support and guidance given to pupils, and the concern for their welfare, is satisfactory overall.

- All pupils are given equal opportunities with regard to support and welfare; the pupils trust their teachers and speak freely with them about a variety of issues and concerns, when they arise.
- The under-fives feel safe and the provision for the care and welfare of these children is good from their first day at school. Sufficient attention is given to their development.
- Staff care for sick pupils and their needs are monitored and fulfilled effectively at all times.
- Generally, parents are happy with the arrangements and fully support the staff of the school, noting that their children are happy and developing in confidence.
- The pupils' health and well-being are promoted through the school's effective "Healthy Schools Project".
- The school has clear procedures for pupils' welfare, health and safety. However, not all doors are locked and supervised effectively during school lesson time. There are also a few health and safety issues, which require attention at the earliest opportunity.
- The guidance for facilitating pupils' achievement and progress has not been fully developed in the foundation subjects or in the key skills. Marking has limited impact, and reports do not provide a clear picture of what the individual child can do. Targets for improvement are not recorded on the annual report.
- There is a home-school agreement in place but parents had considerable doubts about its value and impact.
- Staff are familiar with Child Protection issues due to adequate training, but the school has no strategy in place which is familiar to all. There is no clear knowledge of who is the coordinator, what this area of responsibility involves and how it affects daily routine.

5.5 Provision for Pupils with SEN

The school makes good provision for pupils with SEN. The requirements of the Code of Practice are met and all pupils have equal access to the curriculum.

- The school has experienced a number of changes in structure and personnel recently, but SEN provision is now well established. As a result of the carefully planned provision, pupils make good progress and achieve good standards.

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- There is a special needs policy in line with requirements that is detailed and appropriate. The SEN policy is described in the prospectus and some of its outcomes are recorded in the governors' annual report to parents.
 - The school uses baseline assessment to identify pupils who need additional support in KS1. Pupils with SEN are identified early and appropriate work is provided for them.
 - The acting headteacher is the SEN co-ordinator (SENCO) and she is well supported by the part-time SEN support teacher (SENST) who is in school for two half-days each week. A good working relationship between SENST and the acting headteacher ensures coherent practice.
 - The SENST also works very closely and effectively with learning support staff, and ensures that they and the class teacher have good information about the programmes for the pupils with SEN, in order that targets in the individual education plans (IEPs) are properly addressed.
 - Governors have appropriate arrangements for the oversight of SEN. One governor has responsibility for special needs, meets from time to time with SENST and keeps the governing body informed but all governors take an active interest. As a result, they have a clear understanding of how priorities in SEN are determined.
 - Some basic skills work is done in small groups withdrawn from class and, when this happens, care is taken to ensure that pupils do not miss work in other subjects. However, most support is provided for pupils in their own classes, which is the way the school prefers to work.
 - In line with the Code of Practice, all pupils requiring support at school level and above have IEPs. These are updated and reviewed termly. Parents and teachers are involved in the review procedures.
 - The IEPs are of good quality and match the needs of the pupils well. Parents and staff are fully involved in drawing up and implementing them. Appropriate targets are set and pupils are aware of what is expected of them.
 - The governors recognise that there has been insufficient attention to the needs of gifted and talented pupils, but this is now being addressed, mainly through informal structures as there is no actual policy in place. Additional opportunities are provided, for example, in physical skills through the gymnastics club and in writing through membership of the Powys Writing Squad.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Links with parents and the village community are good and contribute well to pupils' educational opportunities. However, the information parents receive is unsatisfactory. Links with other primary schools and with the secondary schools that receive children from this school are satisfactory and developing. Sporting links are very strong

- Parents support the school well. A number help in school and particularly support visits and activities outside the school. The Parent Teacher Association raises substantial sums each year and contributes to decisions on spending these. However, there is no process for involving parents in school self-review.

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- Information for the parents is of doubtful quality and is inconsistent. The school prospectus covers the required areas but is often vague and poorly presented. The annual governors report meets requirements but is hard to understand, containing many statistics, which are poorly reproduced and offered entirely without explanation.
 - Parents receive inconsistent information about school activities and pupils' progress. Many do not recall receiving the prospectus. Reports have improved but still lack sufficient detail on pupils' progress
 - The community share many of the facilities on the school site and children, parents and staff enjoy a good working relationship with the community centre and hold several major joint events each year. The school makes effective use of expertise from other areas of the community.
 - Links with the local education authority (LEA) are now being effectively used to support the management of the budget and curriculum development. However, until recently, too little use was made of the services available to support the school.
 - There is a strong link with local churches and chapels, with pupils attending concerts and services at times during the year. Members of the clergy also attend the school for a weekly 'visitors' assembly.
 - There are satisfactory links with other junior schools in the area, although there is limited joint curriculum planning.
 - The school has a good sporting reputation and is involved in many aspects of sport including hockey, football and swimming and has many recorded successes in both county and Welsh events. Pupils from a local rural school are invited to participate in extra-curricular activities.
 - Good links with the local secondary schools are mainly used to facilitate the smooth transfer of pupils to secondary education.

5.7 Partnership with Industry

The school historically had some links with industry; these have diminished and the present links with industry are unsatisfactory. The recently drafted policy is not embedded in practice and the school makes limited efforts to develop new links

- HSBC have entertained the children in their local branch, giving insight into security and their daily work.
- Two local wood and joinery companies have either visited the school to carry out work on site or had children visit their workplaces. Health and safety considerations have limited this experience for the pupils.
- Other visits including those to Jaguar and Massey's have taken place but are not documented or recorded, other than by a few photographs, and little follow up of these visits has been seen at the school.
- There are no links with farming or the holiday businesses in the area.
- Staff do not appear to have been encouraged to take up outside training or placements.
- There has been no matched funding from the industrial sector this year

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The school has no history of successful self-evaluation and, although there have been significant improvements very recently, over time this aspect of the school's work has been unsatisfactory. At the last inspection, the school had not developed planning processes that directly addressed standards in teaching and learning, improving the curriculum or the NC test results. Priorities for spending were not linked to educational decisions, there was no systematic evaluation of the use of resources, governors' evaluation of the curriculum was underdeveloped and there was insufficient evaluation of pupils' standards of work. These shortcomings have not been effectively addressed

- Governors report that they are aware of the philosophy and aims of the school and are in sympathy with them. They stress the school's commitment to the individual child and personal development. They feel that the aims are set out in a range of documents that are constantly reviewed by staff and varied from time to time as a result of external developments. However, the only identifiable aims of the school are those of a general nature to be found in the prospectus.
- The lack of school-specific aims makes it difficult to evaluate the work of the school against any objective criteria. The prospectus stresses the role of parents and community in achieving the general aims of the school. However, there is no indication how these aims will be addressed, evaluated or monitored.
- Action planning following the previous inspection was not effectively carried through so that significant key issues were not addressed.
- The SDP for 2001/2 was a poor document that could have played little part in school improvement. The current SDP was put together at short notice by the acting headteacher halfway through the current year as a response to the need for emergency planning in the absence of a plan for the year. This, however, consists largely of planning within subjects and is not able to address the major needs of the school.
- School development plans are not based on evaluation of performance and do not relate directly to the raising of standards. The absence of monitoring of teaching and learning ensures that the school is ill-equipped to improve performance through identifying shortcomings in knowledge, methods or organisation and is therefore unable to plan to address them. Objectives for improvement are vague and success criteria tend to restate the objective. There is no evidence from past SDPs that anyone outside the staff was involved or that any form of moderated self-review was used.
- The school has made insufficient use of available data to evaluate its performance and to compare outcomes with those of schools in similar circumstances. As a result, there has been no awareness that, while the school performs in line with the national average, it does not achieve the results that most schools with similar pupil populations do. At the same time, there is no analysis of the performance of different groups, including by gender. This lack of evaluation is reflected in the fact that while the school reports results to parents, albeit in a form which is difficult to interpret, it offers no commentary or explanation as to what they mean in terms of school effectiveness.

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- Although the 2002/3 SDP has identified mathematics as an area for concern, subject planning contains no evaluation of areas of strength and weakness and there are therefore no strategies identified to specifically address shortcomings.
 - The school undertakes some monitoring and evaluation of pupils' achievements through staff meetings. However, there is more emphasis on monitoring than evaluation and systems for evidence gathering are clearly at an early stage of development.
 - Until very recently, governors have had little input into or impact on school development planning. They are aware that there is no established self-review process and the SDP is not based on any coherent evaluation of performance. They recognise that it is not an effective tool, and are not content with their role but feel they have, until recently, been actively discouraged from fuller participation.
 - Governors emphasise the extent to which identification and pursuit of aims have been inhibited by recent difficulties. Their limited involvement in school development planning has made it difficult for them to evaluate outcomes against aims. However, they are now more actively involved in planning for improvement.

6.2 Leadership and Efficiency

Overall, this is a school where management and efficiency have been weak and there has been a period in which internal difficulties have impeded the limited management systems that existed. There is little in the way of coherent documentation other than that governing the curriculum to inform and systematise the work of the school. It is too early to judge the effectiveness of the current arrangements, but overall, the quality of leadership has been unsatisfactory leading to inefficient use of resources.

- Events of the past year indicate that there was a significant loss of confidence in the leadership of the school by a number of staff, which resulted in divisions that have significantly impeded the smooth running of the school. This has, in turn, been followed by a change in headteacher, which was not prepared for in an orderly way and which has led to some discontinuity in the running of the school.
- The governing body meets regularly and has set up appropriate committees to manage its work. However, as a result of recent difficulties, the staffing and finance committee, which is the senior structure, has been unable to function effectively.
- The school has been experiencing financial difficulties over some years as a result of budget cuts following a fall in pupil numbers. This led to a significant overspend that was agreed originally with the LEA and has been gradually reduced by planned underspending. As a result, the school is now within budget and there is a small but prudent surplus planned for.
- The overall lack of input by the governing body into the school's finances has meant that the school has not developed structures for ensuring the cost-effectiveness of spending decisions. Governors recognise that financial management has been weak in the past and this is now being seriously addressed. The school has been hampered by what it feels are out of date systems, but is establishing an information technology-based system to monitor expenditure.
- Spending has not been effectively controlled and governors have not had access to up-to-date information on the budget so that they have not exercised sufficient oversight. On occasion, significant liabilities have been incurred without prior budgetary or governor approval. There is no coherent or efficient system for resource acquisition, and this has led to shortages in a number of subjects.

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- The recommendations of the most recent audit report have been largely met in terms of daily practice but the arrangements for checking the inventory have not been carried out for the last two years, nor is the school able to produce an audit of software licences. There are still no effective structures for financial management and no systems to govern the extent to which moneys may be moved from one budget heading to another. There is, for example, no agreed limit to the amount that the headteacher can spend without formal approval, which has led to conflicts over spending last year that are still not resolved.
 - Although the school has a number of policies in place, a significant number of those required to support efficient management are missing, including some that are statutorily required. The acting headteacher has sought to produce a number of policies this term but many of these are generic and do not relate sufficiently to the school. In other cases, while the policy is appropriate, it does not yet inform practice in the school.
 - Plans to move to what is seen as a more open, consultative model of leadership and management have been introduced but have yet to have a full effect. Management of staff and the deployment of teachers have caused concern in the recent past.
 - There is no formal system for induction of new teachers or strategies to enable supply teachers to feel supported or secure. The school does not have a staff handbook to provide advice to teachers or describe and co-ordinate procedures. The acting headteacher and another teacher are training as performance management leaders, but there is, as yet, no effective school policy to manage this.
 - There are appropriate arrangements in place for co-ordination of subjects with responsibilities fairly and sensibly shared, taking account of any teacher's particular expertise. Teachers, most of whom are recently arrived, have approached the task of co-ordinating subjects with enthusiasm and are developing school-wide responses to shortcomings they have identified. Subject policies have been updated and appropriate schemes of work are being adapted to the needs of the school.
 - Teachers' planning is examined each term and compared to the underlying scheme of work in each subject, but there are no secure arrangements for the overall co-ordination of the curriculum to ensure all subjects receive an appropriate allocation of time and coverage.
 - Day-to-day management and administration is efficient and the school office is well run. Tasks that are delegated are carried out conscientiously. However, lack of clear guidance has resulted in shortcomings in practice; in addition to the inventory, there is unsatisfactory practice in relation to the admissions register in that not all pupils leaving the school have the date or destination recorded.

6.3 Staffing, Accommodation and Learning Resources

The school is appropriately staffed and accommodation is good. Resources, however are still insufficient for many subjects.

- There are a sufficient number of teachers for the number of pupils. There is a good balance of experience and recent qualification, but a limited range of subject backgrounds. In particular, subject skills in Welsh are weak. However, the school makes effective use of the *athro bro* for the direct teaching of Welsh across the school. Music is taught by a part-time peripatetic specialist and the school makes good use of additional teachers and volunteers for supporting physical education. .
- The great majority of teachers have been teaching in the school for less than two terms and three teachers are newly appointed this term. They work together effectively and informally

support each other well, particularly in light of the absence of induction procedures or any form of staff handbook to guide them.

- While most current teachers have not been in the school long enough for training needs to have been identified, there is, in any case, no established effective structure for identifying professional development needs either to increase their knowledge and skills or to support the efficient running of the school.
- There is a sufficient number of support staff, who are very effective in supporting younger children and those with SEN. All support staff including lunchtime supervisors, the caretaker and school secretary, relate well to pupils and make a positive contribution to the life and work of the school.
- The accommodation is sufficient for the needs of the pupils and of good quality. Access to joint-use rooms, including a good hall and stage extends learning opportunities. The division of the school into three separate buildings gives rise to some security concerns and, in inclement weather, movement between buildings can be a problem. On the whole, however, these issues are satisfactorily managed and there is planning (although not in the SDP) to provide a covered walkway.
- Provision for under-fives is very good and supports all areas of learning. Outdoor provision for this age group is also very good.
- There are sufficient classrooms of appropriate size and the current arrangements enable the staff to have an appropriate working and rest area while the former staff room is used for learning support. However, if numbers rise and the current staff room is required for teaching, the room available for the staff will again be unsatisfactory. The school makes good use of corridor and linking areas for a library and working spaces for art and ICT, but these are too small to be fully effective and are, in any case thoroughfares.
- The play space available to pupils is very good with extensive hard and grassed play areas. A great deal of trouble has been taken to lay these out well and pupils are provided with a range of settings and facilities so that they can choose how to spend their break times. The outdoor environment has been substantially upgraded with a gazebo, benches and tables in the Millennium corner. Large-scale chess and draughts pieces are used on painted boards.
- The school has a strong commitment to environmental improvement and is developing areas of the school well in promoting this, including the shade copse currently being developed with the aid of external grant funding. The school enters and regularly wins the 'Wales in Bloom' competition as well as the Dyfed-Powys Police environmental competition
- Although there has been some improvement in resources since the previous inspection, these are still insufficient in many subjects and do not reflect coherent planning in their acquisition and improvement. As a result, shortage of resources contributes directly to unsatisfactory standards in some subjects and reduces the effectiveness of others. There are still too few 'Big Books' for English, resources for numeracy, although recently improved are still limited, ICT software does not match the requirements of the scheme of work being followed, there are still very limited artefacts to support history and religious education and resources for design and technology seriously limit the range of activities open to pupils. Teachers feel obliged as a result, to make extensive use of photocopied materials. Although there are sufficient good quality resources to meet the requirements of the present scheme of work in music, the range of instruments representing a variety of cultural traditions is poor.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives was good at the time of the previous inspection and has remained so. Children in both areas of the early years' provision (nursery and reception) are given a good start and achieve well across all areas of the Desirable Learning Outcomes appropriate to their age. Good use is made of visits to places of interest and visitors to the school to widen the range of experiences given to children.

- Children of four years of age attend the school full-time and are taught in the reception class. A nursery nurse, and volunteer parents, work part-time within the class, assisting the teacher by supervising small groups of children.
- Children move around the classroom making choices regarding activities and selecting materials for their use. They are, at all times, orderly and co-operate well with adults and with each other.

Language, literacy and communicative skills

Good features

- Early reading and writing skills are well developed. Children see and read books and other forms of the printed word often. They are given good guidance in early skills of reading and writing.
- The youngest four-year old children can recognise sounds and letters, name objects and arrange them according to the initial sounds of their names. They sit quietly and listen attentively, responding confidently to questions about a story. They know that words and pictures have certain meanings. They hold conversations and discuss the main characters of a book in simple terms. They begin to make marks and learn to write words and sentences through overwriting and underwriting activities. They enjoy basic writing experiences to include emergent writing.
- Older pupils in the reception class recall work previously done and recognise sounds well. They form letters correctly and enjoy handling books, which they do carefully. They respond to stories and rhymes, and choose sentences to respond with a subject. They begin to build sentences and strive to write words and sentences independently.
- They make predictions based on illustrations.
- They remember a main story line and sequence events correctly. Most have started to recognise familiar words and to read starter books.

Personal and social development

Good features

- Children in reception class play together and enjoy role-play; they develop effective relationships with their peers and adults. They display an eagerness to participate in new learning experiences, and begin to formulate ideas and solve problems. They move around the classroom with confidence and interact well in mixed grouping.
- Four-year-old children work well as members of a group and independently. They are able to concentrate and to persist with their learning, and they ask for help when necessary. They are sensitive to the needs of others and respond positively to a range of experiences. They express feelings and behave well, taking their turns and sharing fairly.
- They share equipment and work purposefully. They follow instructions sensibly, demonstrating increasing rate of independence, appropriate to age and development.

Mathematical development

Good features

- Nursery children arrange objects according to their size, colour and shape. They count up to five and ten confidently and say how many objects they can see. They recall rhymes and songs and enjoy working on simple counting games. They are aware of shapes and begin to learn their names. They also develop a good vocabulary when comparing the different sizes and shapes of objects and finding them in their surroundings.
- Four-year-old children count up to and down from 10 and by the end of the reception year they continue up to 20 at least. They count forward from a specified number.
- They describe 2-D and 3-D shapes and name them, identifying simple features, arranging and pairing shapes. They connect shapes with objects in their everyday lives and in their environment.

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- The older children understand concepts such as bigger/smaller, more/less, fewer/more numerous, lighter/heavier. They employ ICT skills to develop their skills in number, and to draw simple pictograms and graphs, displaying good control of the mouse and practical ability.
 - They begin to count in 10s to 100. They recognise written number and symbols and are beginning to work on simple number operations.

Knowledge and understanding of the world

Good features

- All of the children have well-developed skills in basic investigation.
- Reception pupils name young animals, discuss pictures in large books showing that they understand that different materials are of different strength and have different uses. They are familiar with day-to-day objects and places. They participate in role-play about the care for animals, plants and humans. They talk about household equipment and about how they have changed over time.
- Four-year-old children talk about work they have done. They take part in practical activities, displaying increasing care and control. They come to simple conclusions and ask pertinent questions. Their ability to make observations in the reception class is good.
- They recognise the importance of places and of the assistance provided by the ambulance service and the postman.
- They develop an understanding of technology, through the use of the computer, using basic programs to support their work in all six areas.

Physical development

Good features

- Nursery children develop their fine physical skills using a range of construction kits and play dough. They enjoy running, climbing, jumping and crawling through tunnels.
- Reception children can move confidently and very imaginatively, displaying increasing control and co-ordination. They use a range of equipment, large and small, and demonstrate developing control and balance. The children are given the experience of climbing apparatus, both indoors and out. They cope well with steps and propel tricycles confidently, using pedals.
- Four-year-old children demonstrate good control when tracing and cutting out shapes, using small and large equipment, and when climbing and maintaining their balance. They begin to respond to suggestions for dance, emulating movements, and they enjoy role-play and drama.

Creative development

Good features

- Pupils make good progress in their creative work, and learn a good range of techniques and skills.
- Reception children produce pictures, displaying effective control of brush and pencil. They use paint carefully and express their ideas and feelings in their artwork. They work with flexible materials and create simple shapes on paper, in sand and in clay.

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- The four-year-old children express their ideas in their paintings, drawings, models, movements and role-play. Some of their work is of a very good quality, especially their pictures of houses, their finger paintings and brushwork paintings of flowers.
 - All children make choices about how to use materials and colour.
 - They join in enthusiastically during singing lessons and maintain Simple rhythms on different percussion instruments.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement in English are satisfactory in both key stages.

Good features

- Pupils in KS1 usually listen attentively during class discussions and respond appropriately to questions. They speak with a good degree of confidence about their activities and about the content of their reading.
- During KS1 pupils make satisfactory progress in the development of their reading skills. By Y2 standards are satisfactory; most pupils confidently read a range of fiction texts and apply their knowledge of letters and sounds to help them tackle unfamiliar words.
- Pupils in Y1 write short sentences to accompany their illustrations for a class book about a bear. When given the opportunity, for example in response to some intriguing abstract pictures, pupils in Y2 produce imaginative pieces of descriptive writing which include some effective choices of adjectives.
- The standard of punctuation, spelling and handwriting in KS1 is variable. By Y2, most pupils understand the main purposes of capital letters and full stops and some use them correctly in their writing. Most pupils' handwriting is clear but not always consistent in size.
- Pupils in KS2 listen attentively, if rather passively, during whole-class discussions. When they answer teachers' questions they do so confidently and articulate their ideas clearly, using a good vocabulary. When given the opportunity to engage in group discussions, for example, about the content of their reading, they listen carefully and are keen to share ideas.
- Pupils make good progress in their reading during KS2 and, by Y6, standards are good. In Y5, they are aware of the role of onomatopoeia, alliteration and metaphor in enlivening a piece of writing and can identify words and phrases in the text that give clues about the characters. Pupils in Y6 enjoy reading in small groups. More able pupils give evidence to support their opinions and less able pupils also read fairly fluently. Most pupils know how to find a book on a particular subject in the library.
- In Y3/Y4 the writing of some pupils contains striking images and the style is well adapted to the purpose. Some of their "electricity" poems reached a very good standard. Pupils in Y5 effectively apply their knowledge of the role of action, description and dialogue gained from their reading of the Welsh legend of "The Devil's Bridge" to their own imaginative writing. Pupils in Y6 write in a good range of forms on the theme of "Murder at Oakham Hall".
- By the end of KS2 most pupils use a range of punctuation and their spelling of common, regularly spelt words is generally correct. Handwriting is legible and they sometimes word process their work to present a neat final copy.

Shortcomings

- Throughout the school, pupils talk and listen in a limited range of contexts and for a limited range of purposes. Extended speaking skills are not well developed.
- In their reading, pupils in KS1 do not sufficiently use their grammatical knowledge and contextual understanding, as well as their knowledge of letters and sounds, to help them understand the text.
- Pupils in KS1 make unsatisfactory progress in the development of their writing skills because they write infrequently, within a limited range, and their work is often poorly presented.
- Pupils in KS2 make inconsistent progress in their writing skills because they do not write regularly, at length in every class and the range of their factual writing is limited. Some younger pupils in KS2 are over-reliant on worksheets and their work is poorly presented.

Mathematics

Standards of achievement in mathematics are satisfactory in both key stages.

Good features

- In KS1, most pupils have satisfactory understanding of conventional signs. They have a satisfactory grasp of the language of number and are beginning to make simple mental calculations. They understand and use symbols in number sentences. They double and halve numbers up to 20, with apparatus.
- They understand the concepts “more than”, “less than”, “first”, “second” and “third” et cetera. and can place numbers in order. They choose coins when dealing with money, count and make totals up to 20p. They count forwards and backwards, with visual aids.
- Many represent data successfully using charts and graphs. A few are confident in identifying common 2-D and 3-D shapes.
- Pupils can tell the time on the hour and some can read the half and quarter hour.
- In KS2, pupils have a good awareness of number patterns. Across the key stage they develop an understanding of place value and handle numbers up to 10,000 and beyond.
- Pupils at the beginning of KS2 display an understanding of fractions, calculating them with increasing accuracy, using shapes and numbers.
- At the end of KS2 they are now developing a satisfactory understanding of fractions, decimals and percentages, and are beginning to grasp methods of converting one to another.
- Across the key stage they develop their knowledge of 2-D and 3-D shapes and correlate the features of a good range of regular shapes successfully.
- They measure fairly effectively and a few able pupils estimate measurements with increasing accuracy.
- They handle data fairly well and are familiar with mode, median, mean and range.
- In some classes, pupils are sufficiently confident to revise their own results, making reasoned statements about the method and means of checking results.

Shortcomings

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- Many pupils in KS1 are unsure of standard measures and find difficulty recalling properties of 2-D and 3-D shapes. They are insecure when sorting numbers and objects into sets. They fail to apply number skills in context without constant support.
 - Many are reluctant to attempt mental calculations and need a great deal of encouragement before they become attentive and enthusiastically engaged in class activities.
 - In KS2, some pupils are unsure of mathematical terminology and rely on a class display to recall facts and mathematical processes related to number, shape, space, angles and data-handling.
 - Pupils work well on daily/weekly tasks but their ability to recall concepts and methods is limited, thus making multistage problem solving difficult.
 - More able pupils have a tendency to respond passively to tasks and rarely take the opportunity to move voluntarily on to extension activities.
 - Interrogation skills are underdeveloped within data-handling, and interpretations of results are not fully explored.
 - Pupils' knowledge of shape, measure and rotational symmetry is insecure and requires further revision.

Science

Standards of achievement in science are satisfactory in both key stages.

Good features

- Key Stage 1 pupils continue to develop their sorting skills when they sort foods into nutritional groups and classify objects according to the materials used. They begin to ask scientific questions and make simple predictions. They test their ideas and record their results in a clear but simple form.
- They learn about some of the conditions necessary for plant growth when they plant broad beans and compare the effect of watering with that of not watering them.
- They learn about the basic properties of magnets and know that they attract or repel each other according to which poles are presented.
- They explore the basic effects of forces, considering the results of pulling, pushing, stretching and squeezing a selection of materials. They know that some surfaces are slippery while others resist and they explain how the water wheel works- applying this in reverse to a paddle steamer.
- Younger KS2 pupils conduct an investigation into the effects of forces and friction on moving bodies. They determine the effect of the degree of slope of a ramp on how far a toy car travels on leaving it and test the resistance of surfaces by measuring the force needed to drag objects across them.
- They work in groups to examine a problem posed by the teacher, drawing on their knowledge of friction to investigate the optimum combination of materials for slippers and floor coverings to ensure that Granny is safe from slipping over.
- They decide what evidence to collect, make a prediction, planning and carrying out a fair test showing awareness of the difference between constants and variables and choosing which factor to vary. They use appropriate measuring instruments and record and interpret their measurements.

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- They examine the phenomena of heating and cooling and the effects of different environmental elements on these. They test and compare different materials for thermal insulation properties. They construct a basic electrical circuit and devise a test for electrical conductors and insulators. They examine the effects of varying the number of batteries or bulbs in a given circuit. They learn that matter exists in different states and can define the basis for differentiating between solids, liquids and gases on the basis of how each behaves. When examining solutions and mixtures, they recognise the difference and understand the principles of filtration.
 - Older KS2 pupils understand that water evaporates into the air and this happens more quickly in warm conditions. They demonstrate that air has weight by weighing a balloon inflated and deflated and comparing the results. They begin to make predictions based on their scientific knowledge as when they conduct an investigation into sound insulation.
 - They demonstrate understanding of how the hours of daylight vary according to the relative position of the Sun and Earth. They understand the importance of healthy eating and apply this to planning for a school tuck shop.
 - In Y6, pupils consolidate and revise much of what they have previously learned. They extend their understanding of states of matter by learning about molecular structure and movement. They examine some phenomena connected with air as they release it under water and consider the movement of bubbles. They learn that items with the same mass fall at different rates if they offer a wider surface area to air resistance and discover that when a longer column of air vibrates, it gives a lower note than a shorter column.

Shortcomings

- Pupils at the end of KS2 show insufficient ability to construct investigations independently.
- Although pupils in both key stages have a broad knowledge of scientific facts, they show limited in-depth understanding, especially in terms of life processes and living organisms.

Welsh as a second language

Standards of achievement in Welsh are satisfactory in both key stages

Good features

- In KS1, pupils use target words quite confidently during Welsh lessons. They respond to the simple questioning of the teacher.
- They respond with enjoyment to stories and recognise familiar words quickly. They use their phonic skills to read along with the teacher.
- In KS2, pupils become active participants in language games, role-play activities and group/class reading exercises.
- They are familiar with the shorter version of the past tense, and they cope well with positive and negative statements.
- Pupils in KS2 question each other regarding what they like and dislike, with satisfactory expression and pronunciation. In Y5 and Y6, pupils attempt to express opinions simply.
- Pupils in KS2 complete set written tasks satisfactorily.

Shortcomings

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- In KS1, pupils lack confidence when responding to new phrases and vocabulary, due to lack of regular use. They prefer to respond using one-word answers. They need constant encouragement from the teacher before they attempt phrases. They do not have a firm knowledge of vocabulary and phrases, sufficient for them to express their own ideas confidently.
 - In both key stages pupils spend insufficient time being immersed in incidental use of Welsh language throughout the day. This hampers their development as a great deal of lesson time is spent revisiting past work and limits the extent of their awareness of Welsh as a living language within their daily lives.
 - Pupils do not have access to Welsh books, which are appropriate to their age and level of development. As a result, reading skills are not sufficiently developed.
 - Pupils are not confident when completing written tasks and are unable to complete simple free writing exercises.

Design and technology

No lessons were seen during the inspection. On the basis of the limited evidence available, including discussions with pupils and the co-ordinator, standards of achievement in design and technology are unsatisfactory in both key stages

Good features

- Key Stage 1 pupils follow a plan to construct wheeled vehicles from margarine tubs, card and dowel. They power these using inflated balloons from which the air is released to provide jet propulsion. They record the activity in a simple design brief.
- Younger KS2 pupils begin to consider simple mechanisms as they consider input and output relationships with levers.
- Older KS2 pupils extend their knowledge of mechanisms when they use card structures to demonstrate the effect of cams. They work to a brief, working from sketches to a final design and identifying the materials to be used. They design shapes for biscuits, using a given set of materials.
- Year 6 pupils are beginning to make containers following an examination of a range of proprietary containers.

Shortcomings

- Pupils show insufficient initiative in designing and are too reliant on teacher direction so that they frequently produce virtually identical artefacts. They do not address a design problem but generally produce a model to given specifications.
- Pupils do not learn to use a wide enough range of materials and techniques when executing designs.
- Pupils' knowledge of design concepts is limited as they only learn about some aspects of the subject; in particular, there is little evidence of work on structures.
- Pupils do not consistently build on previous skills as their opportunities for design and technology are too few and far between.

Information and communications technology

Very little direct teaching of ICT was available to be observed and there was little use of incidental ICT during the period of the inspection. On the basis of the limited evidence available and from discussion with pupils and the co-ordinator, standards of achievement in ICT are unsatisfactory in both key stages

Good features

- Key Stage 1 pupils use 'Story Weaver' to begin the development of writing skills. They develop a basic familiarity with the computer, practising use of the keyboard and mouse.
- Younger KS2 pupils use a graphics program to make flower patterns. They demonstrate ability to select and change fonts, in terms of size and colours. They create repeating patterns, including and aligning text to make title pages for their topic books. They understand how to use e-mail and communicate with a contact adult who is travelling the world.
- Older KS2 pupils use a range of search engines when using the Internet to research for a history topic. They understand how these engines work and are careful in selecting the key words to be used. They access and navigate specific websites where they know they are likely to find information identifying and downloading suitable material.
- They use simple graphical modelling to represent classroom furniture and have a basic understanding of a simple spreadsheet programme. They use a graphics program to make symmetrical designs.
- Year 6 pupils show that they learn very quickly when they master the basic principles of presentation using 'Powerpoint' within a single lesson and begin to apply their skills to individual presentations on aspects of local history. They follow instructions well and higher-attaining pupils show good keyboard skills. They import and blend text, pictures and sound, selecting, moving and resizing objects on screen to achieve a satisfying balance.
- They show a successful grasp of basic processes in word-processing when they produce the 'Guilsfield Gazette'. They illustrate this with graphics and the use of programs that construct word search puzzles.
- A group of Y6 pupils performed well in a national competition in Port Talbot, where they used a control program to participate in a simulated motor race.

Shortcomings

- Pupils have not achieved the standards expected as they have had insufficient sustained experience in the use of ICT. This is demonstrated by the speed at which they learn when given the opportunity.
- Pupils in both key stages are confident in only a limited range of applications and only a few features within those applications. Their progress is insecure because they have had insufficient encouragement to develop in-depth skills. As a result, they do not explore the possibilities of the applications to which they have access.

History

Standards of achievement in history are satisfactory in both key stages and are continuing to improve.

Good features

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- In KS1, pupils are learning to extract information from photographs. They handle primary sources such as census, letters and family records with care, and with developing understanding.
 - Pupils know about the past and have a developing awareness of chronology.
 - They can explain how and why they think things have changed.
 - They enjoy dressing up in historical costumes and act out the role of Victorians, showing an awareness of the period and its effect in people's lifestyles.
 - They express likes and dislikes about past traditions, tools, homes, shops, toys et cetera.
 - They talk to senior citizens about life in the past and make simple judgments.
 - In KS2 pupils are now developing an ability to ask pertinent questions and make informed judgments. They work collaboratively to find information on a given historical topic and to order events chronologically.
 - They use a variety of primary and secondary sources, CD-ROM and the Internet to seek information. They understand the need to clarify which sources they have used and they are now developing a good range of historical vocabulary.
 - They are beginning to understand that opinions can differ and that some sources contain bias.

Shortcomings

- In KS1, pupils do not consistently record findings, using historical words, pictures and data. They do not explain simple advantages and disadvantages of life and traditions in the past.
- Pupils are reluctant to make simple judgments independently. They need to further develop their ability to make observations and comparisons.
- In KS2, pupils do not study history consistently throughout the year and as a result many pupils forget what they have learned.
- Pupils do not complete written tasks without constant encouragement. They lack independence and their skills do not progress in line with their ability.

Geography

Geography was not being taught during the period of the inspection and there was little direct evidence on which to base judgements. On the basis of a scrutiny of work, interviewing pupils and monitoring schemes of work, the standards of achievement are unsatisfactory in both key stages, with some satisfactory features in upper KS2.

Good features

- Pupils in KS1 describe the view they see through the window, noting differences between what they see in the country as opposed to a town.
- They use basic vocabulary such as river, hill, trees, fields, and park, and are beginning to understand the local physical features.
- Pupils in KS2 have some knowledge of geographical terminology.
- They identify places on aerial photographs, within the local area.

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- Pupils understand that developments within the locality can have an affect on the physical and environmental features of the area.
 - In upper KS2 pupils have an awareness of physical, environmental and economic features of a locality. They talk about trade and industry, population, weather and climate, with a satisfactory level of understanding.
 - Pupils know how to find information from a variety of sources.

Shortcomings

- Pupils in KS1 and KS2 find difficulty recalling information from past learning.
- Many lack concentration and do not respond to questioning. They are reluctant to join in group discussions.
- The analytical skills of pupils in KS2 are underdeveloped. Their knowledge and understanding of geographical terminology is limited.
- Older pupils do not extend their data-handling skills effectively, using geographical knowledge and understanding.
- Pupils do not have appropriate map reading skills to include grid referencing, knowledge of symbols and the ability to discuss physical features from maps and plans.

Art

Standards of achievement in art are satisfactory in both key stages.

Good features

- Pupils in Y1 successfully explore a variety of ways of using paper to create sculptures of trees. They also respond practically and imaginatively to photographs of the natural environment by mixing colours to paint the colours and textures they observe in a river, forest, grass and mud.
- Pupils in Y2 demonstrate good understanding of the purpose of a viewfinder and experiment eagerly with it. They used it effectively to help them record their observations using colour pencils and some of them incorporate key features of the view they have selected in their drawings.
- The work of the Welsh artist, Ceri Richards, inspired some work of good quality by Y3/Y4 pupils. They can discuss his use of line and colour with some insight and use a variety of media and techniques in their own experiments with these elements of the visual language of art.
- Year 5 pupils show developing observational drawing skills as they produce careful and realistic representations of sea, shells, fir cones and other still life, using chalk and wax crayon. They build up texture and use light and dark colours effectively to give depth to their drawings.
- Pupils in Y6 mix colours and experiment successfully with dabbing techniques in response to their investigation of a number of Monet's paintings. They observe closely the composition evident in his work and recreate effectively the colours in his palette.
- The arts week project in 2002 was very successful in giving pupils in both key stages an exciting range of experiences with a huge variety of materials and methods. Very good standards were achieved where pupils worked with artists in the community to create pieces

such as clay tiles for Millennium Corner, a stained glass window of Guilsfield church and textile flags on a range of themes.

Shortcomings

- In both key stages, pupils do not regularly and progressively build on their skills of observation, drawing and painting.
- The range of materials, tools and techniques that they regularly use is limited.
- In both key stages, pupils have limited knowledge and understanding of famous artists and of the art, craft and design of different periods and cultures.

Music

No lessons were seen in KS1 in music, and there was limited opportunity to observe their performance in assemblies. There is no written or taped evidence of pupils' past performance. On the basis of what was seen in KS2 and other, limited, evidence, standards of achievement in music are satisfactory in both key stages. In some aspects of performance in KS2, they are good.

Good features

- All pupils sing with enthusiasm and enjoyment. In assembly, they accompany songs with actions and clap the rhythm.
- Younger KS2 pupils listen to a range of music, identifying the instruments being used and commenting thoughtfully on the structure. They show developing skills on the recorder, exercising good breath control and sustaining a simple rhythm to accompany a melody on tape. They sing both in unison and in simple round form.
- Older KS2 pupils have an awareness of different styles and periods in classical music, differentiating 'Baroque' from 'Romantic' and naming composers from each period. They listen carefully to 'Festina Lente' by Arvo Pärt and distinguish the strands of melody. They recognise that each strand consists of the same figure played at different speeds.
- They understand simple chord structure and employ this knowledge in working in groups to compose using a three-chord structure with a melodic overlay. They know which notes can be emphasised as relating to the chords and which are passing notes.
- Pupils who learn to play individual musical instruments perform to a good standard both individually and as an ensemble. Up to 10 pupils play in the orchestra using strings, brass and woodwind, performing in harmony a range of tunes in different styles, including 'Johnny Todd', 'Ballad in Blue', 'Blowing a Warm Breeze' and 'Eye Level'. Higher attaining pupils improvise within a given key against a chord sequence.

Shortcomings

- Pupils do not develop a secure understanding of the musical elements through an orderly progression through the programmes of study of the NC.
- Pupils do not demonstrate the ability to record their compositions in a permanent form to enable them to refer back to them and gauge their own progress.
- Pupils develop a limited awareness of music from a range of cultural traditions and there is very limited evidence of Welsh music in their repertoire.

Physical education

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

Good features

- Key Stage 1 pupils move freely about the hall changing direction and speed, showing awareness of their own and others' spatial needs. They travel with balls and hoops, rolling and bouncing them and keeping control.
- Younger KS2 pupils are developing creative dance skills, showing awareness of body shapes and moving with appropriate reference to each other when combining in a group dance. Higher attaining pupils produce well thoughtout dance sequences where they use a series of linked actions, relating appropriately to the music.
- All pupils learn to swim and by the end of KS2, they achieve well, not only at the expected 25-metre level but in many cases at higher levels, including life-saving awards.
- Pupils develop their skills in outdoor pursuits well as a result of visits to the Tŷ Gwyn outdoor pursuits centre.
- Pupils from across the school make good use of the gymnastics club to develop and extend the skills they are taught in lessons. They make good progress through the progressive award scheme of the British Gymnastics Association, working independently to develop and practice their skills using the published charts as a guide.
- They demonstrate a good range of body shapes in high, medium and low positions, using large and small apparatus competently and safely. Younger pupils demonstrate good co-ordination when skipping using one or two feet and older pupils show good balance, agility and skill as they perform with a 'Hula' hoop.
- Older pupils perform forward and backward rolls using a ramp and travel along the bench using a range of shapes. They demonstrate a variety of balance positions, resting on different body parts, holding each position and transforming it smoothly into the next in a sequence.
- The school has a strong tradition of sporting excellence and pupils achieve good levels of skills in structured games. Pupils representing the school achieve well in a variety of sporting competitions. They win competitions in gymnastics at County level and achieve finalist status in hockey at North-East Wales level. In netball and cricket, they are North Powys champions and there are currently two pupils selected for the mid-Wales cricket squad.

Shortcomings

- Key Stage 1 pupils are insufficiently focused on tasks in lessons to develop secure skills and do not make the progress they should.
- Younger KS2 pupils are very dependent on teacher direction and a limited number show imagination and initiative.

Religious education

Standards of achievement in religious education are unsatisfactory in both key stages. The school has adopted the Powys Agreed Syllabus and the subject is being reviewed this academic year. At present it does not meet statutory requirements.

Good features

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- Pupils in KS1 have satisfactory recall of a few stories from the Bible, including Noah’s Ark and the story of Moses.
 - They understand that Shabbat is a special day for Jews and that they celebrate this day at home with their family and friends and in the synagogue. They can identify some of the special objects associated with worship such as candles, wine and bread and special actions and words such as “Shalom”.
 - Pupils in Y3/Y4 know that Christians believe in Jesus and that Palm Sunday was the day on which He rode into Jerusalem. They are aware of some of the traditions associated with Easter.
 - After listening to the story of Joseph’s dream, pupils in Y6 can explain some of the meanings contained in the story and show good recall of details from an earlier part of it.

Shortcomings

- Pupils in both key stages have a superficial knowledge and understanding of the key beliefs, figures, texts and traditions of Christianity, relative to their age and ability.
- Pupils in both key stages have very limited knowledge and understanding of the central beliefs and practices of other major faiths represented in Great Britain.
- Some pupils in KS1 lack respect, tolerance and understanding of religious practices that are unfamiliar to them.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in the spring term 1997 and the inspection report identified key issues for action, covering the need to:

- provide clear objectives for teaching and learning including setting appropriate challenges to secure improvement in pupils’ standard of achievement and to ensure pupils work at an appropriate pace;
- improve the quality and quantity of resources in reading books, information technology, geography and artefacts in history and religious education;
- simplify assessment and record-keeping to improve curriculum planning and the quality of teaching and learning in aspects of the core subjects and in the foundation subjects especially in KS2;
- extend the role and enhance the professional expertise of subject co-ordinators through in-service training (INSET);
- improve the quality of some schemes of work by referring to teaching approaches, class planning and use of resources;
- improve the quality of the SDP by including priorities specifically related to the educational needs of pupils;
- provide more detail in the IEPs for SEN pupils to ensure teachers offer purposeful in-class support;

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- improve opportunities for the headteacher to display firmer leadership and direction to curriculum development and planning and to regular evaluation of the teaching and learning in both key stages.

Since then the school has addressed some of these issues, especially those relating to SEN and has had some success in formalising and improving the curriculum. Arrangements for co-ordination are in place and are, at least recently, increasingly effective, although the contribution of INSET has been limited. Assessment in core subjects has been improved, but there are still significant weaknesses in assessment in foundation subjects. In addition to the key issues, a range of changes have been identified by the school as leading to improvement:

- The library has been resited.
- A computer suite has been developed and is timetabled for all KS1/KS2 classes.
- Refurbishment of the office has enabled more efficient day-to-day management.
- The outdoor environment has been substantially upgraded.

However, leadership and management, monitoring and evaluation, self-review and planning for improvement, including the SDP have remained weak and there has been limited improvement in resources for learning. As a result, there has been unsatisfactory improvement overall.

8.2 Key Issues for Action

In order to address the serious weaknesses in the school to improve the quality of education and to raise the educational standards achieved there is a need to:

- improve standards in those subjects where they are unsatisfactory and address shortcomings identified in subjects where standards are satisfactory;
- establish an effective framework for the management and direction of the school including:
 - clear and proactive leadership in pursuit of identified and measurable aims;
 - coherent and efficient management by governors and headteacher with clearly set out responsibilities and expectations;
 - effective systems for financial management, including financial regulations and defined limits to delegation;
 - a system for determining major and minor expenditure based on identified needs, ensuring that cost-effective criteria are built in at the outset;
 - a structure for self-review that is based on monitoring and evaluation of the school's work, including the analysis of available assessment data, using this to develop effective school development planning;
 - appropriate and relevant policies necessary to underpin and inform the work of the school, ensuring that these are developed and embedded through staff and governor participation in drawing them up and agreeing them;
 - improved management of and support for teachers and other staff through induction and appraisal with secure links to a planned programme of continuing professional development;
 - structured oversight and monitoring of the curriculum, including the use of homework, taking action to ensure that it is sufficiently broad, balanced and, crucially, effective;
- improve provision for pupils' spiritual and cultural development, in particular through active planning to promote these and other aspects of pupils' personal development;
- improve the quality of assessment in foundation subjects and ensure that assessment information is used effectively in curriculum planning, target setting and reporting to parents;
- ensure that there is school-wide, consistent planning for the promotion of key skills and that all schemes of work reflect this;
- improve the quality of information provided for parents, in particular by supplying information that enables them to know how effective the school is;
- ensure that all statutory requirements are met and all required procedures are in place and followed.

APPENDIX

A. Basic Information About the School

Name of School	Guilsfield Community Primary School
School type	Community Primary
Age-range of pupils	4-11
Address of school	Guilsfield Nr Welshpool Powys
Post-Code	SY21 9ND
Telephone Number	01938 553979

Headteacher (acting)	Mrs J Andrews
Date of appointment	November 2002
Chair of Governors	Mr N Bardsley
Registered Inspector	Dr Eric Peagam
Dates of inspection	11-13 March 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	12	28	26	20	16	10	22	20	154

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	6.9

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding Nursery)	22:1
Average teaching group size	26
Teacher (fte): class ratio	1.2:1
Pupil : adult ratio in Nursery	14:1

<i>Percentage attendance for three complete terms prior to the inspection</i>					
Term	Nursery	Reception	KS1	KS2	Whole School*
Spring 2002	93	93	95	93	93
Summer 2002	90	90	94	95	93
Autumn 2002	93	93	95	93	93

*by calculation. Whole-school figures not supplied

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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C. Results Of National Curriculum Assessments And Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002 (Wales 2001)			Number of pupils in Y2: 15						
Percentage of pupils at each level									
			D	A	W	1	2	3	4+
ENGLISH	Teacher Assessment	School	0	0	0	0	73	27	0
		National	0	0	4	13	62	21	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	47	53	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	0	80	20	0
		National	0	0	2	10	67	21	0

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 (2001)	81

- D Pupils who have been disapplied from the statutory arrangements
 A Pupils who have failed to register a level because of absence
 W Pupils who are working towards level 1

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002 (Wales 2001)								Number of pupils in Y6: 31					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0		0	0	0	10	61	29	0
		National	0	0	1		0	1	6	19	48	25	0
	Test/Task	School	0	3	0	0			0	10	45	45	
		National	0	2	2	0			4	14	47	31	
Mathematics	Teacher Assessment	School	0	0	0		0	0	0	28	59	13	0
		National	0	0	1		0	1	4	19	47	28	0
	Test/Task	School	0	3	0	0			0	32	58	10	
		National	0	2	1	1			4	18	42	32	
Science	Teacher Assessment	School	0	0	0		0	0	0	10	71	19	0
		National	0	0	1		0	1	3	15	52	29	0
	Test/Task	School	0	3	0	0			0	6	81	10	
		National	0	2	0	1			2	13	51	31	

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	70	In the school	65
In Wales	68	In Wales	68

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 N Pupils who have failed to register a level for reasons other than absence
 B Pupils not entered for the tests because they are working outside the set levels of the tests

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors over a period of three days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 52 returned parents' questionnaires and a meeting with 19 parents;
- the observation of 37 lessons or part-lessons, including individual and group instruction in music, with work in each class being observed by at least two inspectors;
- a scrutiny of pupils' work and hearing pupils read;
- an examination of assessment records and reports to parents;
- observation of a range of extra-curricular activities and clubs;
- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- attendance at assemblies;
- discussions with the acting headteacher and other staff;
- post-inspection meetings with senior management and governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Dr E Peagam	RgI	Standards of achievement Key Skills Quality of teaching Special educational needs Self-evaluation, Leadership and efficiency Resources	science design and technology information technology physical education music
Mr B Haynes	Lay	Attendance Behaviour Partnership with parents and community, schools and other institutions Partnership with industry	
Ms S Clough	Team	Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare	under-fives mathematics Welsh geography history
Ms S James	Team	Assessment, recording and reporting Curriculum	English art religious education

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

