

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

**Gungrog Church in Wales Infant and Nursery School  
Gungrog Road  
Welshpool  
Powys  
SY21 7EJ**

**School Number: 666 3005**

**Date of Inspection: 23 – 25 February 2005**

**by**

**Mrs S. M. Barnes  
78732**

**Date: 14 April 2005**

**Under Estyn contract number: T/130/04P**

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

The inspection of Gungrog Church in Wales Infant and Nursery School took place between 23 and 25 February 2005. An independent team of inspectors, led by Mrs S. M. Barnes undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	6
<b>Summary</b>	8
<b>Recommendations</b>	12
<b>Standards</b>	13
Key question 1: How well do learners achieve?	13
<b>The quality of education and training</b>	16
Key question 2: How effective are teaching, training and assessment?	16
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	18
Key question 4: How well are learners cared for, guided and supported?	19
<b>Leadership and management</b>	22
Key question 5: How effective are leadership and strategic management?	22
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key question 7: How efficient are leaders and managers in using resources?	23
<b>Standards achieved in subjects and areas of learning</b>	25
Subject 1: English	25
Subject 2: Welsh second language	25
Subject 3: Science	26
Subject 4: Information technology	27
Subject 5: Geography	27
Subject 6: Religious education	28
<b>Appendices</b>	29
A School's response to the inspection	29
B Basic information about the school	30
C School data and indicators	31
D National Curriculum assessments results	32
E Evidence base of the inspection	33
F Composition and responsibilities of the inspection team	34

## Context

### The nature of the provider

1. This small Church in Wales school is located in Welshpool in Powys.
2. In the main, pupils attending the school come from the area around the school. Currently there are 71 pupils on roll in reception and year 1 and 2, and 15 children who attend the nursery for four mornings a week. Numbers have remained reasonably static over the last few years. Virtually all pupils come from English speaking homes and none speak Welsh as their first language.
3. Children enter the school in the term following their fourth birthday and about half of them have attended pre-school education. The school reports that about 27 per cent of pupils are entitled to receive free school meals and 37 per cent have been identified as having special educational needs. None has a statement of educational needs. Pupils come from a wide range of social backgrounds and represent the full range of ability. A very small proportion (4 per cent) are from minority ethnic backgrounds.
4. The school has twice been awarded the Skills Mark and has also attained Investors in People status.
5. The school's motto is:
  - "Living and Learning Together".
6. The school's mission statements are:
  - To uphold Christian and moral values in a caring, supportive, happy environment.
  - To create a school that fosters an environment of co-operation, sharing and caring that encourages respect for each other.
  - To develop a love of learning.
  - To give each child the opportunity of developing their full potential.
  - To develop self-esteem and self discipline and encourage independence and confidence.
  - To develop an awareness of their own safety in and out of school.
  - To encourage parental involvement and co-operation.
  - To help pupils acquire the knowledge and skills necessary for life in an ever changing world.

<b>The school's priorities and targets</b>
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7. The school's targets in its school development plan are:
- To continue with guided reading in year 2 and introduce it in year 1.
  - To review the effectiveness of the mathematics scheme.
  - To look at further enhancing staff and children's information technology (IT) skills.
  - To further develop provision for three year olds in line with the requirements of the Foundation Phase.
  - To improve the teaching of dance throughout the school.
  - To review the use of incidental Welsh throughout the school.
  - To streamline resources and make sure they are kept tidily and used to best advantage.
  - To review the art policy and scheme of work.
  - To implement the recommendations of the 1998 inspection and persuade the authority to refurbish the year 1 toilets.
  - To further develop the family atmosphere, particularly during lunchtime.
  - To produce a levelled portfolio of work for religious education.

## Summary

8. Gungrog Church in Wales Infant and Nursery School is a good school and is well regarded both by parents and the community. Pupils achieve good standards academically and in their personal development. The head teacher provides the school with good leadership and she is well supported in this both by the staff and school governors.
9. The school was last inspected in November 1998. It has made good progress since then in addressing the key issues for action highlighted in that report and maintaining the high standards noted at that time. This inspection focussed in particular on the subjects of English, science, Welsh second language, information technology (IT), geography and religious education (RE).
10. The inspection team agrees with the judgements made by the school in its self-evaluation report on five of the seven key questions for this inspection. The inspection team judged the school to have underestimated pupils' achievement in key question 1. This is judged to be good with no significant shortcomings and so is a grade 2. In key question 4 the inspection team judge the quality of care, support and guidance for learners to have some shortcomings, and so to be a grade 3.

### Table of grades awarded

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

### Standards

11. Standards of achievement are, in the main, good with no important shortcomings.
12. The overall quality of the educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

13. While attainment on entry covers the full spectrum, early assessments by the school indicate that for many children, attainment on entry is below average. For a significant proportion it is well below average, particularly in speech and language skills.
14. Children in the nursery and reception class make overall good progress in developing their key skills. They listen well and make good progress in developing their vocabulary and speaking skills. They enjoy looking at books and having stories read to them. They recognise simple, familiar words and are beginning to write. Most pupils recognise number and many count reliably. Children have good keyboard skills and control a mouse well. They are well prepared for the next stage of their education. Children make overall good progress in their personal and social development. However, the needs of some children in reception with special educational needs (SEN) of a behavioural nature are not always managed effectively in line with the school's policy and so these children do not always make the progress they should in their learning in some lessons.

## Subjects

Subject	Key Stage 1
English	Grade 2
Welsh second language	Grade 2
Science	Grade 2
Information technology	Grade 2
Geography	Grade 2
Religious education	Grade 2

15. Pupils of all abilities, including those with SEN, make good progress throughout key stage 1. They listen very well and pay attention to what they are told. This is because they are interested in the lessons their teachers provide for them. Pupils' speaking skills in both English and Welsh are good and are developed effectively. Pupils' reading and writing skills are good and well developed across the curriculum.
16. Pupils' numeracy skills are good and pupils' work shows their capacity to cope with the mathematical demands of the National Curriculum. Pupils' well-developed information and communication technology skills enable them to use computer programs and word processing to present information competently in written form and in graphs and tables.
17. Pupils' bilingual competence is good. Pupils' good knowledge and understanding of the Welsh language is apparent in Welsh lessons and also effectively developed at other times.
18. At the end of key stage 1, pupils' attainment in the 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment (SATs) was in line with those of similar schools in Wales, based on the number of pupils entitled to receive free school meals. When

compared to the whole Wales average, results of pupils attaining level 2 and above were broadly in line in English and science, but below the average in mathematics. A far higher proportion of pupils than nationally attained the higher level 3, particularly in mathematics and science. However there was a significant proportion of pupils with SEN of a profound nature in this cohort and when these pupils are excluded from the figures, the results of pupils attaining at least level 2 are well above average in English and in line in mathematics. Overall, this constitutes good achievement.

19. Pupils, whatever their background, make good progress towards achieving their full potential. As they mature, pupils develop a good knowledge and understanding of English, Welsh, science, IT, geography and RE.
20. Pupils have good personal, social and learning skills. Pupils show very good attitudes to lessons. They are very well motivated and enthusiastic. They sustain concentration for extended periods of time in relation to their age and ability. Pupils' behaviour is good and they respect each other and adults in the school. They are aware of what is expected of them and conform to these expectations happily. The ethos of the school is friendly and calm and relationships are overall good.
21. The attendance and levels of punctuality of the pupils are good.

### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	66%	33%	0%	0%

23. Pupils' standards of achievement are well above the Welsh Assembly Government's all-Wales targets for 95 per cent of lessons where good features outweigh shortcomings and 50 per cent of lessons that are good with no significant shortcomings.
24. The quality of teaching is good. It is always at least good, although there are shortcomings in some lessons. It is usually good with no shortcomings. The best teaching is characterised by good subject knowledge, good lesson planning, appropriately high expectations of behaviour and response and the effective use of a good range of teaching methods. The quality of pupils' learning is good overall. It is never less than satisfactory and it is usually good. Pupils of all age groups are attentive and keen to learn.
25. Arrangements for assessment and recording are good. The results of assessment are used effectively to guide the planning of teaching to meet the needs of the individual pupils.

26. The curriculum is good. It is well balanced and relevant. Statutory requirements are met in all subjects. Provision for pupils with SEN is good and they make good progress towards their learning targets.
27. Provision for pupils' spiritual, moral, social and cultural development is good overall. Lessons and assemblies make a positive contribution to pupils' learning and pupils' response is good.
28. Partnership with parents and the community is good. This is a significant strength of the school and pupils' experiences are effectively enriched by these partnerships. The school makes good use of the environment and links with the community and local business to extend pupils' learning experiences.
29. Support and guidance arrangements and the arrangements for pupils' personal and social education are good. Health and safety arrangements are good with some shortcomings. Although toilets in year Reception have been improved since the previous inspection, those opposite the main entrance are still inadequate and unhygienic. Cleaners do a thorough job but the nature and age of the wooden seats means inevitably that they are a health and safety hazard. They are also very small for larger key stage 1 children. Those in use by nursery children are similarly inadequate. The second important shortcoming is that all pupils from Nursery age upward have to sit on adult size chairs when they eat in the dinner hall, which is a health and safety risk, as they cannot balance themselves securely by placing their feet on the floor.

### **Leadership and management**

30. The leadership and strategic management of the school are good. The head teacher has good leadership skills and a clear vision of how the school can continue to improve. The quality of evaluation of standards is good. As a result, the efficiency of the school is good. The school has made a good level of improvement following the previous inspection. Time, accommodation, and staff are all deployed well. The school acknowledges improvements are required in the storage and use of some resources. The school gives good value for money.

## Recommendations

- R1 Resolve the health and safety issues of the toilets and overlarge dining chairs and tables.
- R2 Review resources so that they are stored effectively and used to maximum effect to raise standards further.
- R3 Resolve the weaknesses in behaviour management of children in the reception class with special educational needs of a behavioural nature.
- R4 Work to resolve any parts of aspects of the school that while good overall, have shortcomings.

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

**Standards**

**Key question 1: How well do learners achieve?**

**Grade 2: Good features and no important shortcomings**

31. The findings of the inspection team are higher than the judgement made by the school in the self-evaluation report, which graded this as grade 3.

<b>Pupils' standards of achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	0%	66%	33%	0%	0%

32. Standards of achievement are, in the main, good with no important shortcomings.

33. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. While attainment on entry covers the full spectrum, early assessments by the school indicate that for many children, attainment on entry is below average. For a significant proportion it is well below average, particularly in speech and language skills. Generally children under five in the nursery and reception make good progress in acquiring the key skills. However there are shortcomings in the personal and social development of children in reception with special educational needs of a behavioural nature.

34. Standards of achievement in the six subjects inspected are as follows:

<b>Subject</b>	<b>Key Stage 1</b>
English	Grade 2
Welsh second language	Grade 2
Science	Grade 2
Information technology	Grade 2
Geography	Grade 2
Religious education	Grade 2

35. Pupils achieve the agreed learning targets set by the school. By the end of year 2, pupils' standards of achievement, including those pupils with SEN are good with no important shortcomings. Pupils of all ages and abilities, whatever their background, make good progress and are well prepared for the next stage of learning.

36. Children under five make good progress in the development of their key skills. They listen carefully to their teacher and other adults and are developing their vocabulary well. They enjoy looking at books and having stories read to them. They recognise simple, familiar words and many are beginning to write. Most children recognise number and are learning to count reliably. They have good keyboard skills and are well prepared for the next stage of education.

37. Standards and progress of pupils in key skills at key stage 1 are good. Pupils listen well and their speaking skills in both English and Welsh are good and make a significant contribution to the very good classroom ethos and pupils' learning. Pupils' reading and writing skills are good in both languages. Pupils write for a range of purposes and overall writing is well presented and generally free of spelling errors. Pupils read well both for pleasure and to find information.
38. Pupils' numerical skills are good and scrutiny of pupils' work shows that good use is made of these skills. Pupils count reliably and record their results graphically. Pupils' well-developed information technology skills enable them to use information communications technology (ICT) tools and information sources effectively to find, process and present information and ideas competently. Pupils' standards in bilingual competence show good progress. By the end of year 2, pupils are well prepared for the next stage in their education.
39. The school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is effectively enhanced during collective worship. Pupils have a very positive attitude to themselves and others that is enhanced in a caring and inclusive school ethos.
40. Irrespective of their academic, social, ethnic or linguistic background, pupils receive good support in the school and make good progress.
41. Scrutiny of pupils' work and discussions indicate that pupils are acquiring new knowledge, understanding and skills at a good rate and have a good understanding of what they have achieved. Pupils achieve well in all subjects and areas of learning and there is no evidence of underachievement by any individual or groups of pupils. Pupils make good progress towards fulfilling their potential.
42. At the end of key stage 1, pupils' attainment in the 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment was broadly in line with those of similar schools in Wales, based on the number of pupils entitled to receive free school meals. When compared to the whole Wales average, results were broadly in line in English and science, but below the average in mathematics. However, there was a significant proportion of pupils with SEN of a profound nature in this cohort and when these pupils are excluded from the figures, the results are well above average in English and in line in mathematics. A far higher proportion of pupils than nationally attained the higher level 3, particularly in mathematics and science. Overall, this constitutes good achievement.
43. Pupils throughout the school are well motivated and have good attitudes to their work. They are interested in the work their teachers set them, settle to their tasks quickly and waste no time in getting down to their learning, maintaining good levels of concentration.

44. Behaviour is good. Pupils make good progress in learning to take responsibility and work independently. They organise themselves well and are making good progress in learning good study and research skills. Pupils make good progress in learning to work together in pairs or as part of a larger team. Relationships are good and pupils pay good attention to the views of fellow pupils. Respect for the views of others is well established and pupils treat each other with care and concern in the playground and classroom alike.
45. Pupils' social skills and awareness are developed effectively in lessons and in assemblies. Pupils have good awareness of the need for equality of opportunity. They show respect for others and are sensitive to the fact that some people need support in areas of learning or physical need that others may not.
46. Rates of attendance are consistently good. Pupils are keen to attend every day and are rarely late. Procedures for recording attendance fully meet statutory regulations. The education welfare service effectively supports the small number of pupils who have less than good levels of attendance and over time they show improved rates.
47. Many planned out of school visits enrich learning experiences for all pupils who visit shops very regularly and they also enjoy visits to farms, parks and museums nearby. Pupils are developing a good awareness of their own community when they get involved in local competitions, and all age groups benefit greatly from a range of opportunities and activities provided for them.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	66%	33%	0%	0%

49. No lesson was observed where shortcomings outweigh good features and the majority of lessons had no important shortcomings.
50. Teachers and support staff have a good knowledge and understanding of the subjects they teach and have a good awareness of the needs of young children and recent developments in primary education. They plan lessons effectively and learning intentions are clear. Lessons follow on well from previous learning. Teachers use good questioning to check understanding, reinforce previous learning and to challenge pupils. There is a suitably strong emphasis on developing pupils' vocabulary and speaking skills. Work is generally well matched to pupils' ability and prior attainment and lessons proceed with good pace. Teachers use appropriate strategies to help pupils maintain concentration, based on their knowledge of different learning styles.
51. Teachers make good use of an appropriate range of teaching techniques and teaching arrangements to ensure that pupils make good progress and achieve as well as they can. Pupils are effectively supported by individual attention when required. Good use is made of classroom assistants to enhance pupils' learning.
52. Teachers make good use of information technology to support pupils' learning. This is particularly the case for literacy, science and numeracy. Resources are used effectively and ensure pupils' interest and enjoyment. As a result, boys and girls from all groups, including those with SEN, stay on task and show good levels of concentration. The work that teachers set is often effectively based on pupils' own experiences, such as their knowledge of the roads and houses around the school in a geography lesson, and this brings the subjects alive to the pupils.
53. Lessons generally engage all pupils and successfully promote equality of opportunity irrespective of age or ability. A major feature of most lessons is in the good relationship that exists between pupils, teachers and other adults in the classroom and this creates a good working environment that fosters learning effectively. Occasionally however, the good systems the school has for behavioural management are not fully implemented. As a result, children with special needs of a behavioural nature in reception do not settle fully to their tasks. This is a shortcoming in the good quality of teaching in the school,

which the leadership has identified and plans to address in the forthcoming term.

54. Teachers and other adults are supportive in helping and encouraging pupils engaged in individual or small group work. Teachers and classroom support staff monitor and review pupils' progress effectively.
55. All pupils, regardless of age, gender, ability or ethnicity make sound progress and achieve the targets set for them due to the good quality of teaching they receive.
56. Due attention is paid to the promotion of bilingual competence with regular incidental use of Welsh in all classes. All classrooms have Welsh words and phrases prominently displayed and teachers use everyday Welsh, for example, to ascertain what lunchtime arrangements are for each pupil. Each class also has a designated pupil as "Helpwr Heddiw" who undertakes basic classroom duties. These are good features and good emphasis is given in the teaching to develop pupils' bilingual skills. This is an area which the school intends to develop still further, as highlighted in this year's development plan.
57. Statutory requirements for testing and assessment are fully met. Assessment of the progress of children in the nursery and reception class is good. It tracks their progress effectively in the six areas of learning for the under fives. A detailed profile is made of each child on entry to the school, which covers all six areas of the curriculum for young children. This is then used well in monitoring the progress children make and in planning lessons that match their needs effectively. In the rest of the school, there is good quality assessment in all subjects, which is updated at the end of each year. As a result, co-ordinators can monitor work and progress easily. Assessment information is used well when planning lessons. The school has developed portfolios, which are levelled and annotated with National Curriculum levels of attainment, which provide a useful tool for teachers to ensure the accuracy and consistency of their assessments. Overall learning objectives are set for each lesson based on teachers' assessments of how well they have done in previous lessons and these are shared with the pupils. Work is marked regularly and generally helpful comments are added so that they understand what it is they need to do next to improve.
58. Parents are kept well informed about the progress their children are making. Aims for individual pupils are shared with parents at parents evening. Targets are set for literacy, numeracy and personal and social development. Written reports are clearly presented and give a good picture of what has been studied and how well pupils are doing in each area of the curriculum. In addition, targets are shared with parents and reports really celebrate each pupil's many achievements. This is particularly noteworthy in the way important social and personal aspects are being developed, such as the ability to work together and to listen attentively. The school web site is kept up to date and also portrays the achievements of pupils imaginatively.

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

**Grade 2: Good features and no important shortcomings**

59. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
60. All statutory requirements are met.
61. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Generally children under five in the nursery and reception make good progress in acquiring the key skills. However, there are shortcomings in the management of personal and social development of children in reception with special educational needs of a behavioural nature.
62. The school provides pupils with a broad, varied and balanced curriculum, which meets the needs and aspirations of all pupils including those with special educational needs and is planned coherently and progressively. Consequently, pupils extend their knowledge and skills well as they move through the school.
63. There is good provision for the development of pupils' basic and key skills. Children become proficient learners, working together very effectively and tackling problem solving and creative activities confidently.
64. Good provision is made for pupils' spiritual, moral, social and cultural development. Pupils develop a positive awareness of self within the caring and inclusive ethos of the school.
65. Cwricwlwm Cymreig features prominently throughout the school. Suitable opportunities are provided in subjects across the curriculum to raise pupils' awareness of the language and the culture of Wales. This aspect is good. Pupils take part in events such as the Eisteddfod which develops their understanding of the heritage of Wales. Teachers are good role models for the development of pupils' bilingual skills, which are consolidated throughout the day. A scheme of work for Welsh has been produced by the co-ordinator, which has had a positive effect on standards.
66. Appropriate provision is made to ensure equality of access and opportunity for all learners throughout the school. The children become increasingly aware of the different beliefs, attitudes and social and cultural tradition as they progress through the school. Diversity is valued and celebrated when appropriate, however global citizenship is an area that the school plans to develop further. A good race equality policy is in place.
67. Parents are supportive of the school and recognise its good features. The Parent Teacher Friends Association raises significant sums of money in a variety of ways and their events are well supported by friends within the

community. A few parents help within school or when escorting pupils swimming and get involved as willing governors.

68. Using government funding an After School Club has been established in recent years. This is open to pupils from year 1 and year 2 and many choose to get involved. Parents and staff supervise and lead sessions in, for example, aerobics, science, football, dance, art and craft. The children also join in Urdd Eistedfodd activities. Overall, there is good provision for out of hours learning.
69. There are good and effective partnerships with other providers in Welshpool. For example, a pre-school group is established in two rooms adjacent to the hall. The school is fully involved in a transition project with its colleagues in the Junior School. Year 3 pupils visit their old friends in Year 2 after a few months to chat about their new school. This helps allay any fears. There are also good links with The Forest School. Older students from colleges nearby are welcomed into the school for work experience placements and speak positively of the support they are given.
70. When pupils visit a nearby farm they are getting a good insight into a local industry. Displays and photo albums demonstrate the very positive hands on experience for pupils. When they fund-raise, pupils sometimes make things to sell. The community supports the school, and parents, as well as friends, raise significant sums of money when events such as a nearly new sale are held in the hall.
71. The school is giving increasing attention to promoting education for sustainable development and is committed to becoming an Eco Friendly School. Although it does not yet have a written policy, staff have been busy in planning for this area of learning. Pupils and staff recycle as a matter of routine. "Insecto-robots" have been sculpted out of "junk" which the pupils themselves collected from the nearby recycling centre. These stand proudly in the school grounds and have been awarded prizes in a local competition. Pupils are learning and acquiring several basic skills needed to support economic development in this way.
72. The school is involved in a number of local and national initiatives, including links with the Farming Community, Powys Recycling, Kerbcraft, Forest Schools, The Yellow Woods Challenge and the development of sport within the cluster group. It is giving good attention in preparing for The New Foundation Phase. In the recent past it has been very successful in Investors in People award and Basic Skills award.

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

<b>Grade 3:</b> Good features outweigh shortcomings
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73. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, which graded this as grade 2.

74. The school is a close community with a welcoming and friendly ethos. Several members of staff have worked at the school for many years and know pupils and their families very well. The head teacher is well respected and parents told inspectors that they appreciate the attention given to all children. They see it as a caring school, which looks after children fairly and which takes appropriate account of the views of others.
75. The head teacher plays a key role in planning and managing care arrangements for those who need extra support. Routines are well understood and policies, which guide this important area are updated and reviewed as expected. Governors are involved at an appropriate level. Advice and help from multi agencies is always sought and generally effective. Training in child protection is fully covered including all staff and governors. School policy for child protection follows local advice and guidance.
76. Two shortcomings, which adversely impact on the quality of care, exist, one of which remains an issue for improvement, which Governors need to address. Although toilets in reception have been improved, those opposite the main entrance are still inadequate and unhygienic. Cleaners do a thorough job but the nature and age of the integral wooden seats means inevitably that they are a health and safety hazard. They are also very small for larger key stage 1 children. Those in use by nursery children are similarly inadequate. The second important shortcoming is that all pupils from Nursery age upward have to sit on adult size chairs when they eat in the dinner hall, which is a health and safety risk as they cannot balance themselves by placing their feet on the floor.
77. There is good and thorough monitoring of attendance. There is also careful tracking of behaviour and for the minority of pupils who are still learning to adjust and conform while in school there is usually an adult around to guide and encourage them to behave well. The one exclusion last year was properly documented and parents are always involved and informed when difficulties arise.
78. Supervision during playtime is appropriate and pupils turn readily to adults throughout the day if in need of help and guidance. Teaching assistants and students are very supportive towards all pupils equally. Pupils say they very much like their teachers and other adults who help them in school.
79. The school has a suitable policy to address racism and other forms of discrimination. The entire building is accessible for disabled pupils and adults because many ramps have been provided. The school has effective systems to diagnose pupils' individual learning needs, including those pupils who are potentially higher attaining as well as those with SEN. There are effective systems in place to provide individual support to meet the needs of all pupils, including those who may have physical disabilities. The school has good links with a range of outside agencies to provide specialist support, including the educational psychologist, speech and language support and the physiotherapist. Good links with the junior school ensure effective sharing of information when pupils move to the next stage in their education. There are

effective behaviour management systems in place to support learners whose behavioural needs impedes that of others, but these systems are not always consistently applied in reception.

80. The school ensures that all pupils, whatever their ability, background or gender have equal access and opportunity to participate in all school activities. Great care is taken by the teachers when choosing materials which, when presented, challenge stereotype. There is a range of clear, pertinent policies to support pupils' learning needs including a policy for the promotion of race equality. The school recognises and respects diversity and encourages pupils to treat others fairly.
81. The school, through its caring nature, creates a climate of good behaviour. Procedures are in place to deal with harassment and discrimination. The good behaviour guide and adult parenting classes have had a positive effect on the attitude of the children. During the inspection period there were no incidents of bullying witnessed or reported.
82. There has been a very good focus in recent terms on healthy living including healthy eating. Pupils are developing a sound understanding of how to keep safe and healthy and through regular circle times are always encouraged to share their thoughts and opinions. The school council is very much a part of school life and pupils' views as expressed to the council are displayed around school. Older school council members talk very sensibly and articulately about school including what they like most and why and what changes they have made.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

83. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
84. The leadership of the head teacher is good. She is well supported by the deputy, senior team and governing body. The values aims and targets are reviewed regularly and known to all. They provide a clear direction for sustained high standards and improvement. Effective structures have been developed to ensure quality and standards. The school is committed to the principles of equality for all and as a result, boys and girls all achieve well, irrespective of their ability or background.
85. Management and administration is efficient and gives a clear sense of direction to the school's work. The senior management team work closely together in moving the school forward and make a significant contribution to the overall quality of leadership and management.
86. The school takes account of national priorities and recent initiatives such as literacy, numeracy, and education for sustainable development and these are helping pupils to achieve higher standards.
87. Subject leadership is good overall. Subject leaders monitor the quality of provision in their subjects. Schemes of work and policies are reviewed and updated in a planned cycle of improvement. Realistic and challenging targets are set and monitored effectively.
88. Shared aims and values, which promote equality of opportunity for all, are reflected well in the life and work of the school.
89. Self-evaluation is developing steadily and the head teacher has taken great care in involving all staff in this process in line with the Investors in People principles. Clear target-setting is in place to sustain and promote quality and standards linked efficiently to performance management and professional development.
90. The governing body meets all regulatory and legal requirements. They regularly monitor the quality of provision and act as a critical friend to the school. However, they do not always involve themselves fully in setting the school's strategic direction and this is a shortcoming.

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

**Grade 2: Good features and no important shortcomings**

91. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
92. The quality of self-evaluation and planning for improvement within the school is good. Through careful monitoring and evaluation, the leadership of the school has a good understanding of the standards achieved and the quality of provision. This information is effectively used to formulate the development plan, which identifies appropriate areas for improvement and sensible timescales for their completion. It sets clear priorities for improvement, based upon monitoring, and highlights the actions necessary to bring about that improvement. The plan is implemented well and is backed up by a good allocation of resources in all areas of the curriculum. Monitoring of teaching and learning has been undertaken appropriately by the head teacher and co-ordinators. Teachers and support staff in service training is appropriately linked both to individual needs and the needs of the school.
93. The head teacher and staff have worked effectively to continue to review and improve schemes of work and planning. Subjects have clear and relevant documentation to guide teachers effectively and provide continuity and progression in pupils' work. Appropriate assessment procedures have been developed for all areas of the curriculum. Information gained is used effectively when planning future work.
94. The school has taken a sensible and hard working approach to the review of target setting and improving systems. Careful evaluation of the areas for development demonstrates the measurable improvements and maintenance of high standards throughout the school.
95. The school works closely with parents and their views have been sought and taken on board when staff and governors plan for the future. Pupils' views are also being effectively sought including through the school council and incorporated into development planning. For example, the extensive school grounds have been changed in response to their views, as have some routines during the day. This aspect of school is a good feature.

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

**Grade 2: Good features and no important shortcomings**

96. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
97. There is a sufficient number of well qualified teachers to provide for the educational needs of all pupils, including those with special educational needs

and the under fives. Learning support assistants are well deployed and make a positive contribution to pupils' progress in their schoolwork. The school secretary carries out the daily routines efficiently and effectively. The lunchtime support team make an important contribution to the school's caring and supportive ethos.

98. The school is well provided for in terms of resources. Due to the nature of the school there is no central library area. However, class libraries, which are well stocked, provide for the needs of pupils of different ages and ability. A relatively new resource, the small ICT suite, is used well, but ICT work in classrooms is underdeveloped, especially work done using the interactive whiteboard.
99. Accommodation is good overall, with significant improvements having been made to the school grounds. Outdoor areas, suitably marked, provide a stimulating and well-maintained learning environment. The recent addition of a willow arch has been well received by the children. Classrooms are bright and cheerful and have a positive effect upon learning. Suitable use is made of display to stimulate pupils and to enhance the environment. The hall provides a good facility for physical education, however the working space is hindered by the clutter of tables, chairs and the lack of storage facilities. Safe access to gymnastic equipment is restricted by the current arrangements. The school has identified the need to review storage and use of resources in its development plan.
100. A good range of materials and resources is effectively utilised by staff to support teaching and learning and provide pupils with purposeful experiences. Resources and their use are reviewed regularly. All areas of the school buildings have been checked and an agreed plan of work has been produced. The most recent audit of financial control states that financial procedures are good. However the role and the expertise of the governors finance sub committee is underdeveloped.

## Standards achieved in subjects and areas of learning

### Subject 1: ENGLISH

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

#### Good and outstanding features

101. Pupils of all levels of attainment achieve good standards in relation to their age and ability. Achievement of pupils in key stage 1 is good. Individual targets are set which take appropriate regard for individual potential and, as a result, pupils make good progress.
102. Pupils throughout the school make good progress in developing speaking and listening skills. They respond confidently in class discussion about rhyming words. They ask and answer questions thoughtfully and they listen carefully to their teachers and each other.
103. Pupils make good progress in developing skills in reading. They learn to handle books confidently and enjoy reading, as well as using it to research information in other subjects.
104. Pupils write regularly for a range of purposes and learn to effectively adapt their writing to suit different contexts. Written work is generally well organised and neatly presented.
105. Pupils in year 1 and year 2 use ICT effectively as a medium to write and present their work in a range of subjects, such as work linked to science and to mathematics.
106. Pupils make good progress in learning to spell. They are confident in their knowledge of phonics and readily “have a go” at trying to spell words that are new. Their attempts are often correct or at least phonetically justifiable.

#### Shortcomings

107. There are no significant shortcomings.

### Subject 2: WELSH SECOND LANGUAGE

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

#### Good and outstanding features

108. Pupils respond well to incidental spoken Welsh regularly during the day. In all classes prominence is given to bilingual notices which aides vocabulary.

109. Pupils can count to 10, name colours, comment on how they feel and describe the weather.
110. The younger children develop good vocabulary through role-play with simple questions and answers with a glove puppet named Tilsli.
111. Older children are able to read simple Magi Ann stories, write simple phrases and make extended contributions during conversations using the target language.
112. The support of the Athrawes Bro is valued and recognised by the school. This in turn has aided teacher confidence which has resulted in raising standards.

### **Shortcomings**

113. There are no important shortcomings.

<b>Subject 3: SCIENCE</b>
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**Key Stage 1 – Grade 2:** Good features with no important shortcomings

### **Good and outstanding features**

114. Pupils have a good knowledge and understanding of life processes and living things. They develop good observational skills and show a growing understanding of what constitutes a fair test. It was suggested by year 1 pupils that in order to ensure fairness, everyone should throw with the same hand either the right or left. They have an enthusiasm for science and work well with partners and in small groups.
115. The majority of pupils communicate their findings effectively using a variety of means appropriate to their age. Year 2 pupils produced colourful displays using ICT. There were opportunities for systematic observations and measurements using text, diagrams, graphs and tables.
116. They are aware and can discuss the importance of a healthy diet and the effect of exercise on the body.
117. Older pupils can sort and classify medicines into safe and unsafe. They understand that medicines are dangerous and know that some children need to take medicines in order to keep them alive.
118. A recent visit to Techniquet in Wrexham, has had a positive effect in developing the children's understanding of scientific principles.

### **Shortcomings**

119. There are no important shortcomings.

## **Subject 4: INFORMATION TECHNOLOGY**

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

### **Good and outstanding features**

120. Pupils have a good understanding of the use of IT to enhance their work. Children in reception and year 1 use a mouse efficiently to drag and drop icons. They use brush and in-fill facilities to colour their designs confidently. They type words, for example, to make labels or to name their drawings and recognise that the computer can change the colour of their words.
121. Pupils in year 2 build upon their developing skills effectively. They confidently use such tools as backspace, space bar, shift, return and new line in their work. They use simple punctuation automatically and develop skills in drawing to use brush, pen, flood-fill, spray and undo. They are confident to open and close programs with only minimal support and print their work easily.
122. Pupils learn to use a range of programs to support work in other subjects effectively. They know how to research on a CDROM and to look up information using an index. They program a floor moving turtle to go backwards and forwards in work linked to geography and type information into tables to create graphs and bar charts in work linked to mathematics and science.

### **Shortcomings**

123. There are no significant shortcomings.

## **Subject 5: GEOGRAPHY**

**Key Stage 1 – Grade 2:** Good features with no important shortcomings

### **Good and outstanding features**

124. Pupils have a good knowledge of their local area. They are able to plan journeys to school, Welshpool and to the local sports centre using the correct terminology to describe certain features such as junctions.
125. Understanding of simple maps and plans are developing well and the older children are able to identify where the school is situated on a large-scale map of Welshpool.
126. Younger pupils are introduced to mapping skills by going on a bear hunt through the school grounds. This brings the subject to life for them and they make good gains in their learning as a result.

127. As they progress through the school, children extend their abilities by comparing their locality with Aberdovey. Pupils were keen to express their views on the attractive and unattractive features of both places.
128. The school is keen to promote the concept of an eco-friendly school by taking every opportunity to recycle waste material.

### **Shortcomings**

129. A minor shortcoming is in the pupils' understanding of Global Citizenship which is at an early stage of development.

<b>Subject 6: RELIGIOUS EDUCATION</b>
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**Key Stage 1 – Grade 2:** Good features with no important shortcomings

### **Good and outstanding features**

130. The children have a good understanding of Bible stories and are able to distinguish between the New and Old Testaments.
131. Pupils are well aware of the importance of rules in society and, as they progress through the school, they become increasingly aware of different beliefs, attitudes and social and cultural tradition. They learn that other religions have special times such as Diwali.
132. Children are given every opportunity to discuss their feelings. On the topic of jobs and journeys they are able to talk with enthusiasm of where they are going to go, what they are going to take and whether the journey is happy or sad.

### **Shortcomings**

133. There are no important shortcomings.

## Appendix A

### **School's response to the inspection**

As Chair of Governors of Gungrog Church in Wales Nursery and Infant School I am extremely delighted with the report.

The Head and staff have maintained the usual high standard of Education, which is the birthright of every child, despite the fact that half the teaching staff were on Maternity Leave. It is a very happy school and a happy child will always learn and realise their true potential in such an establishment. As you have written we are 'good value for money'. Hopefully, we will address and win the main issue of the toilets – we have certainly tried hard enough.

My sincere thanks to the Head and staff for such a good report and my obvious congratulations. I am proud and privileged to be the Chair of such a school.

## Appendix B

### Basic information about the school

Name of School	Gungrog Church in Wales Infant and Nursery School
School type	Community
Age-range of pupils	3 – 7
Address of School	Gungrog Road Welshpool Powys
Post-code	SY21 7EJ
Telephone number	01938 553223
Head teacher	Mrs M. Evitts
Date of appointment	September 1991
Chair of governors/ Appropriate authority	A Holloway
Registered inspector	Mrs S. M. Barnes
Dates of inspection	23 – 25 February 2005

## Appendix C

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	19	22	32					78

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

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	1 : 24
Pupil : adult (fte) ratio in nursery classes	1 : 5
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	93%	94%		94%
Spring 2004	97%	96%		97%
Autumn 2004	97%	96%		97%

Percentage of pupils entitled to free school meals	26%
Number of pupils excluded during 12 months prior to inspection	1

<b>Appendix D</b>
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**National Curriculum Assessment Results  
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	3	14	66	17	0
		National	0	5	16	62	16	0
En: reading	Teacher Assessment	School	0	3	21	52	24	0
		National	0	5	17	55	22	0
En: writing	Teacher Assessment	School	0	3	21	66	10	0
		National	1	7	17	67	8	0
En: speaking and listening	Teacher Assessment	School	0	3	10	48	38	0
		National	1	3	14	63	19	0
Mathematics	Teacher Assessment	School	0	0	17	48	34	0
		National	1	3	12	61	23	0
Science	Teacher Assessment	School	0	0	19	38	44	0
		National	1	2	12	63	23	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	76%	In Wales	82%

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

## Appendix E

### Evidence base of the inspection

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

## Appendix F

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mrs S. M. Barnes Registered Inspector	SEN, Early Years, English, IT, How well do learners achieve? How effective are teaching, training and assessment? How effective are leadership and strategic management? How well do leaders and managers evaluate and improve quality and standards?
Mrs C. Roberson Lay Inspector	How well are learners cared for, guided and supported?
Mr P. Roach Team Inspector	Welsh second language, science, geography, RE, How well do learners experiences meet the needs and interests of learners and the wider community? How efficient are leaders and managers in using resources?

The contractor was:

Evenlode Education Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

### Acknowledgement

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

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

**Gungrog Church in Wales Infant and Nursery School  
Gungrog Road  
Welshpool  
Powys  
SY21 7EJ**

**Summary for Parents**

**School Number: 666 3005**

**Date of Inspection: 23 – 25 February 2005**

**by**

**Mrs S. M. Barnes  
78732**

**Date: 14 April 2005**

**Under Estyn contract number: T/130/04P**

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	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3		3

### A SUMMARY REPORT FOR PARENTS

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

The inspection of Gungrog Church in Wales Infant and Nursery School took place between 23 and 25 February 2005. An independent team of inspectors, led by Mrs S. M. Barnes undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

## Summary

Gungrog Church in Wales Infant and Nursery School is a good school and is well regarded both by parents and the community. Pupils achieve good standards academically and in their personal development. The head teacher provides the school with good leadership and she is well supported in this both by the staff and school governors.

The school was last inspected in November 1998. It has made good progress since then in addressing the key issues for action highlighted in that report and maintaining the high standards noted at that time. This inspection focussed in particular on the subjects of English, science, Welsh second language, information technology (IT), geography and religious education (RE).

The inspection team agrees with the judgements made by the school in its self-evaluation report on five of the seven key questions for this inspection. The inspection team judged the school to have underestimated pupils' achievement in key question 1. This is judged to be good with no significant shortcomings and so is a grade 2. In key question 4 the inspection team judge the quality of care, support and guidance for learners to have some shortcomings, and so to be a grade 3.

### Table of grades awarded

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

### Standards

Standards of achievement are, in the main, good with no important shortcomings.

The overall quality of the educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

While attainment on entry covers the full spectrum, early assessments by the school indicate that for many children, attainment on entry is below average. For a significant proportion it is well below average, particularly in speech and language skills.

Children in the nursery and reception class make overall good progress in developing their key skills. They listen well and make good progress in developing their vocabulary and speaking skills. They enjoy looking at books and having stories read to them. They recognise simple, familiar words and are beginning to write. Most pupils recognise number and many count reliably. Children have good keyboard skills and control a mouse well. They are well prepared for the next stage of their education. Children make overall good progress in their personal and social development. However, the needs of some children in reception with special educational needs (SEN) of a behavioural nature are not always managed effectively in line with the school's policy and so these children do not always make the progress they should in their learning in some lessons.

### Subjects

Subject	Key Stage 1
English	Grade 2
Welsh second language	Grade 2
Science	Grade 2
Information technology	Grade 2
Geography	Grade 2
Religious education	Grade 2

Pupils of all abilities, including those with SEN, make good progress throughout key stage 1. They listen very well and pay attention to what they are told. This is because they are interested in the lessons their teachers provide for them. Pupils' speaking skills in both English and Welsh are good and are developed effectively. Pupils' reading and writing skills are good and well developed across the curriculum.

Pupils' numeracy skills are good and pupils' work shows their capacity to cope with the mathematical demands of the National Curriculum. Pupils' well-developed information and communication technology skills enable them to use computer programs and word processing to present information competently in written form and in graphs and tables.

Pupils' bilingual competence is good. Pupils' good knowledge and understanding of the Welsh language is apparent in Welsh lessons and also effectively developed at other times.

At the end of key stage 1, pupils' attainment in the 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment (SATs) was in line with those of similar schools in Wales, based on the number of pupils entitled to receive free school meals. When compared to the whole Wales average, results of pupils attaining level 2 and above were broadly in line in English and science, but below the average in mathematics. A far higher proportion of pupils than nationally attained the higher level 3, particularly in mathematics and science. However there was a significant proportion of pupils with SEN of a profound nature in this cohort and when these pupils are excluded from the figures, the results of pupils attaining at least level 2 are well above average in English and in line in mathematics. Overall, this constitutes good achievement.

Pupils, whatever their background, make good progress towards achieving their full potential. As they mature, pupils develop a good knowledge and understanding of English, Welsh, science, IT, geography and RE.

Pupils have good personal, social and learning skills. Pupils show very good attitudes to lessons. They are very well motivated and enthusiastic. They sustain concentration for extended periods of time in relation to their age and ability. Pupils' behaviour is good and they respect each other and adults in the school. They are aware of what is expected of them and conform to these expectations happily. The ethos of the school is friendly and calm and relationships are overall good.

The attendance and levels of punctuality of the pupils are good.

### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	66%	33%	0%	0%

## **Leadership and management**

The leadership and strategic management of the school are good. The head teacher has good leadership skills and a clear vision of how the school can continue to improve. The quality of evaluation of standards is good. As a result, the efficiency of the school is good. The school has made a good level of improvement following the previous inspection. Time, accommodation, and staff are all deployed well. The school acknowledges improvements are required in the storage and use of some resources. The school gives good value for money.

## **Recommendations**

- R1 Resolve the health and safety issues of the toilets and overlarge dining chairs and tables.
- R2 Review resources so that they are stored effectively and used to maximum effect to raise standards further.
- R3 Resolve the weaknesses in behaviour management of children in the reception class with special educational needs of a behavioural nature.
- R4 Work to resolve any parts of aspects of the school that while good overall, have shortcomings.

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

## **Acknowledgement**

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