

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

A Report on the Quality of Education in

**Howey C.I.W. School
Howey
Llandrindod Wells
LD1 5RE**

School Number: 6663028

Date of Inspection: 19/03/07

by

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

The inspection of Howey C.I.W. School took place between 19/03/07 and 21/03/07. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. The school is situated in the small village of Howey, about two miles to the south of the town of Llandrindod Wells. The original part of the building was opened in 1865 with additional accommodation being added during the last sixty years. The premises now contain two teaching areas, a dining area, a small hall and computer suite and an office.
2. The large majority of the pupils come from the village and its immediate vicinity with a few pupils being transported from further afield by parents who have chosen to send their children to the school.
3. There are currently 30 pupils in the school aged between four and eleven, taught in two mixed age classes, one for the early years and key stage 1 [KS1] and the other for key stage 2 [KS2]. They are taught by two full time teachers. No pupils speak Welsh as a first language or have English as an additional language.
4. The school describes the area which it serves as mainly economically disadvantaged. During the inspection, 38% of pupils were registered as being entitled to free school meals, a figure which is significantly higher than the national and county averages.
5. Around 33% of pupils are identified as having additional learning needs which is above the national and local averages. Currently there are no pupils who have a statutory statement of additional learning needs.
6. Since the last inspection in the spring term of 2001, the number of pupils on roll has decreased significantly. During the inspection, the school's future was under consideration by the LEA. The present head was appointed in April 2004.
7. Religious education and collective worship were inspected separately by a Church In Wales Section 50 inspector.

The school's priorities and targets

8. The school's main priorities for the current year as identified in the School Development Plan [SDP] are to:
 - continue to address under-achievement in literacy;
 - develop pupils' problem solving and thinking skills in mathematics;
 - continue delivery of the information and communication technology scheme;
 - identify the resources required for implementing all the schemes of work.

Summary

9. The school is well-led by an enthusiastic and industrious head teacher who has during a relatively short period of time, made a significant impact both on the standards that pupils achieve and also on the overall quality of the educational provision.
10. Good progress has been made in addressing the Key Issues noted in the 2001 inspection report. Standards have risen in six subjects that were deemed to be satisfactory or lower, shortcomings in the under-fives provision have been addressed, schemes of work have been completed and the management of resources and additional learning needs are now good. The quality of teaching has improved significantly since the last inspection with the percentage of good teaching (Grade 2) having risen by 73 %.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 3
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 3
4 How well are learners cared for, guided and supported?	Grade 2
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

11. The school's judgement in its self-evaluation report differs from the inspection team's findings in four of the seven key questions. Where the judgements did not match, the inspection team grades are higher than those made by the school.

Standards

12. In the lessons inspected, standards of achievement are as follows:

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

13. Standards of achievement in lessons observed are comparable to the Welsh Assembly Government [WAG] targets stating that by 2007 98 % of standards should be satisfactory or better (Grade 3) with 65 % good or better (Grade 2).

14. They are also similar to the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-06, where overall standards in primary schools was Grade 2 in 65% of lessons, although a further 12% was Grade 1.
15. The majority of pupils achieve good standards and reach the targets set for them. Pupils with additional learning needs make good progress within their ability and age.
16. Standards of achievements for children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

17. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
18. Standards of achievement in the area of learning and the subjects inspected are as follows:

Area of learning	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

19. Pupils of all ages achieve good standards in the key skills of language and communication, mathematics and information and communication technology [ICT]. Although the bilingual competence of the pupils shows some good progress their ability to follow aspects of the curriculum through the medium of Welsh, is limited.
20. The number of pupils assessed at the end of KS1 during the last three years has been consistently less than five. With the exception of English and mathematics in 2004 where pupil performance was low, the school out-performed the county and Wales in science in 2004 and in all three core subjects in 2005. Only one pupil was assessed in 2006.
21. KS2 results in 2006 were on average 8% lower than the national performance in English, mathematics and science. The number of pupils who achieved Level 5 was comparable to the national percentage in mathematics but was lower in English and science.

22. During the period 2004 - 2006, KS1 results have tended to be in the best performing 25% of schools which have a similar percentage of pupils eligible to receive school meals. KS2 results have fluctuated from one year to the next without any definite trend emerging.
23. There are no significant differences between the performance of girls and boys in either key stage.
24. Most pupils have positive attitudes to learning and work productively and respond readily to challenges. Their ability to evaluate their own work is developing well. A small group of pupils in both key stages lose concentration too quickly and do not persevere with their tasks.
25. Pupils make good progress in their personal and social development. They behave well and are respectful and courteous towards each other and adults. They demonstrate a good understanding of issues relating to equal opportunities and learn to respect the differing views, beliefs and lifestyles of others.
26. Pupils' capacity to work independently is generally good. Most are able to make their own decisions about their learning, but a small number are too dependent on adults for guidance.
27. Attendance for the last three full terms was over 95 %. This is higher than the Wales and local average. Pupils arrive at school punctually for the morning session.

The quality of education and training

28. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

29. The quality of teaching compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was Grade 1 or 2 in 79% of lessons.
30. In all lessons there is good working relationship between teachers and pupils. Lessons have clear learning objectives and proceed at a lively pace. Teachers have a sound knowledge of subjects they teach and work well in partnership with classroom assistants. Lessons are well planned and structured and pupils are given tasks that match their needs and abilities.
31. Where there are shortcomings, the pace of lessons is slow, activities lack challenge and there are not enough opportunities for pupils to ask questions or make comments.
32. The quality of assessment is good. Pupils are assessed on a regular basis using an appropriate range of approaches. The progress of individuals is tracked effectively over time and detailed records are kept. Pupils' work is marked carefully, but teachers' comments do not always note the areas for improvement.
33. Annual reports to parents give a clear picture of pupils' achievements in all subjects, and provide useful guidelines for future improvement. The curriculum is broad and balanced and provides equal access to all pupils. It incorporates all the statutory requirements and builds systematically on pupils' previous learning. The good range

of extra-curricular activities provided broadens pupils' learning experience and develop educational and sustainable life skills.

34. Provision for the Cwricwlwm Cymreig is good ensuring that pupils have a sound knowledge of their Welsh heritage and its traditions. Not enough opportunities are provided for pupils however, to develop their bilingual skills.
35. Provision for pupils' spiritual, social, moral and cultural development is good and is developed particularly through specific lessons and collective worship.
36. Daily acts of worship are normally Christian in nature and comply with statutory requirements.
37. Parents are kept well informed about what is happening in the school and how their children are being taught. A group of parents provide valuable classroom support and there is an active Friends of the School Association.
38. Strong links have been established with the church and the wider community and there are good relationships with local primary schools and the secondary school. These links benefit pupils' learning and promote the development of their social skills.
39. The school has very few links with the business world and little attention is given to developing pupils' entrepreneurial skills.
40. Provision for promoting pupils' awareness of sustainable and global citizenship is good. The school has enrolled in the Eco-School scheme and there are systems for recycling paper and reducing waste.
41. The school is a happy, caring community that emphasises the promotion of values such as respect and kindness. Staff are sensitive to the academic and emotional needs of pupils.
42. Good arrangements are in place to ensure the healthy development and well-being of pupils. There are appropriate child protection procedures.
43. Provision for pupils with additional learning needs is good. Pupils' needs are identified at an early stage and effective action is taken to provide the necessary support. This helps pupils to make good progress relative to their ability.
44. Pupils have equal opportunities to participate in all activities and the school actively promotes gender equality and good race relations.
45. Should the need arise, there is a suitable accessibility plan for providing access for the disabled.

Leadership and management

46. The positive leadership provided by the head teacher co-ordinates the efforts of the teaching staff and the governors effectively, giving the school's work a clear sense of direction.
47. Staff undertake their curricular responsibilities diligently, but do not play an active part in monitoring teaching and learning.
48. Staff and governors are fully involved in the decision-making process and opportunities are provided through the School Council for pupils to air their views about aspects of school life.
49. The head teacher keeps governors well-informed about the school's developmental needs and ensures their involvement in all strategic decisions. They have recently

undertaken subject responsibilities and have monitored teaching, but there is room to develop these aspects of their work further.

50. Governors fulfil their statutory duties effectively and have a good range of policies and practices to direct their work.
51. Self-evaluation procedures are thorough and used effectively to identify the school's strengths and which areas require further attention. Good opportunities are provided for both pupils and parents to express their views on specific aspects of school life.
52. The SDP gives a clear direction for the school's development for the next three years. It identifies the priorities to be addressed, details the tasks to be completed and describes the monitoring methods to be employed. Sufficient human and financial resources are earmarked for implementing priorities.
53. Teachers have the necessary knowledge and experience to teach the full requirements of the curriculum and support staff work effectively and make a valuable contribution to the quality of learning.
54. The quality and range of learning resources is generally good and pupils have sufficient opportunities to access materials and equipment.
55. Accommodation is used effectively and provides a welcoming environment which has a positive effect on pupils' learning experiences.
56. The school's spending decisions are closely linked to the priorities and objectives in the SDP. The head teacher and governing body [GB] regularly review and evaluate spending decisions, ensuring that the school gives value for money.

Recommendations

The school needs to:

- R1 raise standards in history in key stage 2, and in English, geography, art and music in both key stages;
- R2 improve provision for developing pupils' bilingual competency;
- R3 develop strategies for improving the learning skills of the few pupils in both key stages that lose concentration in lessons and do not persevere with their tasks;
- R4 ensure that governors are more actively engaged in strategic management and further develop their monitoring and evaluation role;
- R5 strengthen the school's links with business and provide more opportunities to develop pupils' entrepreneurial skills.

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 3: Good features outweigh shortcomings

57. The inspection team's findings match the school's judgement in its self-evaluation report.
58. In the lessons inspected, standards of achievement are as follows:

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

59. Standards of achievement in lessons observed are comparable to the WAG targets stating that by 2007 98 % of standards should be satisfactory or better (Grade 3) with 65 % good or better (Grade 2).
60. They are also similar to the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-06, where overall standards in primary schools was Grade 2 in 65% of lessons, although a further 12% was Grade 1.
61. The majority of pupils achieve good standards and reach the targets set for them. Pupils with additional learning needs make good progress within their ability and age.
62. Standards of achievements for children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

63. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
64. Standards of achievement in the area of learning and the subjects inspected are as follows:

Area of learning	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 3	Grade 3

Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

65. Children under five achieve good standards in the key skills of language and communication, mathematics and ICT.
66. Key stages 1 and 2 pupils make good progress in the key skills of language and communication across the curriculum. They discuss their work eagerly and make constructive contributions to class discussions using appropriate subject vocabulary. They use their reading and writing skills appropriately to gather information and to record their work.
67. In both key stages, pupils make good progress when using and applying their mathematical skills, especially when undertaking practical tasks.
68. KS1 and 2 pupils' ICT skills are consistently good. They use a range of software confidently in many different curricular contexts.
69. The bilingual competence of pupils of all ages shows some good progress, but there are shortcomings. Although pupils speak, read and write Welsh with increasing confidence, the ability of KS1 and 2 pupils to follow aspects of the curriculum through the medium of Welsh is limited.
70. The number of pupils assessed at the end of KS1 during the last three years has been consistently less than five. With the exception of English and mathematics in 2004 where pupil performance was low, the school out-performed the county and Wales in science in 2004 and in all three core subjects in 2005. Only one pupil was assessed in 2006.
71. KS2 results in 2006 were on average 8% lower than the national performance in English, mathematics and science. The number of pupils who achieved Level 5 was comparable to the national percentage in mathematics but was lower in English and science.
72. During the period 2004 - 2006, KS1 results have tended to be in the best performing 25% of schools which have a similar percentage of pupils eligible to receive school meals. KS2 results have fluctuated from one year to the next without any definite trend emerging.
73. There are no significant differences between the performance of girls and boys in either key stage.
74. Most pupils make good progress in their learning. They have positive attitudes to learning and work productively on their tasks for extended periods. They respond readily to challenges, organise the resources they need effectively and sustain work with a sense of commitment and enjoyment.
75. A few pupils in both key stages lose concentration in lessons and do not persevere sufficiently with their tasks. This has an adverse effect on their learning and their ability to use their time effectively.
76. Pupils' ability to evaluate their own work is developing well. KS2 pupils come to realistic judgements about their performance during lessons identifying what they need to do to improve.
77. Pupils make good progress in their personal and social development. They behave well and are respectful and courteous towards each other and adults. They have a

good understanding of moral values and demonstrate honesty and fairness in their work and play. Their tolerance of one another is particularly evident in the playground where all ages and both genders play happily together.

78. Pupils demonstrate a good understanding of issues relating to equal opportunities. They learn to respect the differing views, beliefs and lifestyles of others through their lessons and in collective acts of worship.
79. Pupils' social skills are promoted through a range of educational trips and from interaction with visitors to the school. Opportunities to find out about the world of work however, are very limited.
80. Pupils' capacity to work independently is generally good. Most are able to make their own decisions about their learning, but a small number are too dependent on adults for guidance.
81. Pupils' creative skills across the age range are developing appropriately. They produce interesting pieces of art work and take part imaginatively in role play.
82. Attendance for the last three full terms was over 95 %. This is higher than the Wales and local average. Pupils arrive at school punctually for the morning session.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

83. The findings of the inspection team differ from the school's self-evaluation, as the school awarded itself a Grade 3 for this key question. With 82% of lessons judged as having good features and no important shortcomings, the key question merited a higher grade than that awarded by the school.
84. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

85. The quality of teaching compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was Grade 1 or 2 in 79% of lessons.
86. There is a good working relationship between teachers and pupils; equal opportunity for all is promoted and pupils are treated fairly irrespective of their backgrounds, gender or ability.
87. The teaching of children under five is consistently good.
88. Lessons have clear learning objectives which are shared with pupils and there are effective plenary sessions. Lessons proceed at a lively pace and there is purposeful use of various teaching techniques and strategies.
89. Teachers have a sound knowledge of subjects they teach. They work well in partnership with classroom assistants and make effective use of resources. Lessons are well planned and structured and pupils are given tasks that match their needs and abilities.

90. Where there are shortcomings, the pace of lessons is slow, activities lack challenge and there are not enough opportunities for pupils to ask questions or make comments. Teachers meet the English language needs of pupils well, but do not use incidental Welsh sufficiently in order to reinforce skills in the language.
91. The quality of assessment is good. Procedures are clear and meet statutory requirements. Pupil progress is assessed on a regular basis and an appropriate range of approaches is used when making judgements about attainment. Detailed methods of recording in English, reading and mathematics ensure that the progress of individuals is tracked effectively over time.
92. The quality of assessment for the under-fives is good and children are appropriately assessed according to baseline indicators. In key stages 1 and 2, detailed records are kept in individual folios of pupils' academic progress. Effective use is made of this information to inform future planning of pupils' work.
93. Portfolios of work produced in conjunction with other schools in the cluster are used effectively to moderate teachers' judgements.
94. Pupils have good understanding of the purpose of assessment and play an active part in setting their own targets. Self-assessment reports are used effectively by pupils to grade their achievements, effort and behaviour, and are a strong feature of assessment procedures in the school.
95. Feedback by teachers when marking pupils' work is positive, but in some cases comments do not give sufficient guidance to pupils about how to improve future work.
96. Annual reports to parents give a clear picture of pupils' achievements in all subjects, and provide specific guidelines for future improvement. They meet statutory requirements.

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

Grade 3: Good features outweigh shortcomings

97. The inspection team's findings match the school's judgement made in its self-evaluation report.
98. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The curriculum incorporates all the statutory requirements and builds systematically on pupils' previous learning.
99. There are appropriate schemes of work for all curriculum subjects and the under-fives. The most well-established schemes are of good quality and have been structured carefully to ensure progression and continuity in pupils' learning. Not all the most recently produced schemes have been implemented fully and as a result, there are gaps in pupils' knowledge and understanding. This is especially true in history and geography.
100. Provision for the Cwricwlwm Cymreig is good ensuring that pupils have a sound knowledge of their Welsh heritage and its traditions. Not enough opportunities are provided however, to develop pupils' bilingual skills in different curricular contexts.

101. A good range of extra-curricular activities is provided which broadens pupils' learning experience and develop educational and sustainable life skills. Older pupils benefit substantially from residential visits.
102. Provision for pupils' spiritual, social, moral and cultural development is good and is developed particularly through specific lessons and collective worship. Pupils support for overseas charities creates an awareness of the life situations of others and the close relationship with the parish church and its Rector provides them with experiences of a spiritual nature.
103. Daily acts of worship are normally Christian in nature and comply with statutory requirements.
104. Personal and social education is included through a range of curriculum activities and through the structured periods of circle time. This aspect contributes significantly to improving pupils' motivation for learning and their achievements.
105. Parents are kept well informed on what is happening in the school through regular newsletters. A group of parents provides valuable classroom support and assists on educational visits. There is an active Friends of the School Association, which arranges fund-raising activities for parents.
106. Strong links are established with the church and the wider community. Local clergy make a valuable contribution to collective acts of worship.
107. Good relationships with other local primary schools and their main receiving secondary school benefit pupils' learning and promote the development of their social skills through sporting events and joint cultural activities.
108. The school has very few links with the business world and consequently, its pupils have little opportunity to appreciate what the world of work is like. Projects intended to help develop entrepreneurial skills are still in their infancy.
109. The importance of sustainable development is promoted effectively. The school has enrolled in the Eco-School scheme and promotes Fairtrade initiatives. Pupils are keen in their support for in-school recycling schemes. KS2 pupils show a good understanding of the likely effects of global warming and how these may be minimised.
110. There are effective arrangements for promoting access and equal opportunity to the curriculum and promoting high achievements for all pupils.

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

Grade 2: Good features and no important shortcomings

111. The inspection team's findings match the school's judgement made in its self-evaluation report.
112. The quality of care, support and guidance is good, and pupils feel safe and secure in the school. A positive ethos for learning is created and staff are sensitive to the academic and emotional needs of pupils.
113. The pastoral care of pupils is a high priority and the majority of parents report that their children are happy in school. The school monitors and supports pupils and makes effective use of external services.

114. Parents are fully informed about the care of their children. There is a strong partnership with parents, and the school takes active steps to involve them in school life, through initiatives such as the family learning programme.
115. The school has well organised induction arrangements for pupils entering school and pupils who join the school at a later stage are warmly welcomed.
116. The school is a happy, caring community that emphasises the promotion of values such as respect and kindness. The ethos of helping others is apparent in the way older pupils help younger pupils and in the courtesy shown to adults. Health education is carefully woven into personal education sessions and in circle time pupils have opportunities to discuss issues, such as bullying and substance misuse.
117. The school has effective procedures for the monitoring of attendance and punctuality. Attendance registers are kept in accordance with statutory requirements.
118. Good arrangements are in place to ensure the healthy development and well-being of pupils. Health and safety audits and risk assessments are carried out at appropriate times.
119. Appropriate procedures are in place for child protection and all staff are aware of the arrangements.
120. Provision for pupils with additional learning needs is good. The arrangements for assessing their needs and for producing and reviewing individual education plans are implemented effectively. There is good co-operation between the school and the designated member of the GB with responsibility for additional learning needs. Pupils are included fully in school life.
121. The school deals effectively with pupils whose behaviour impedes their own progress and that of others.
122. Pupils have equal opportunities to participate in all school activities appropriate to their age, and the school actively promotes gender equality and good race relations. It recognises the diversity of pupils' backgrounds and is effective in challenging stereotypes in pupils' choices and expectations.
123. Good arrangements are in place to eliminate bullying should it occur. Pupils feel that this is not a problem at the school.
124. The school does not have a disabled access or appropriate toilet facilities. However, it does have a suitable accessibility plan, taking account of the school's site and buildings, should there be anyone with physical disabilities in the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team differ from the school's self-evaluation as the school awarded a grade 3 for this key question. There are many good features in the quality of leadership and strategic management provided by the head which have led to substantial improvements in both standards and provision. Public debate

concerning the school's future has not deterred the head from continuing her endeavours to provide the best possible education for the pupils under her charge.

126. The positive leadership provided by the head teacher coordinates the efforts of the teaching staff and the governors effectively giving the school's work a clear sense of direction. Common values are shared about learning, behaviour and relationships and appropriate aims and policies concentrate on the needs of the learners.
127. Staff undertake their curricular and leadership responsibilities diligently and make a significant contribution to improving standards. However, not all members of staff play an active part in monitoring teaching and learning.
128. There is a wide range of policies which promote equality of access and provision across all of the school's activities. Staff and governors are fully involved in the decision-making process and opportunities are provided through the School Council for pupils to air their views about aspects of school life.
129. National and local priorities are given appropriate attention. The school has gained the Basic Skills Agency's Quality Mark and is working towards achieving the bronze award in the Eco Schools Initiative. The school's participation in the Healthy Schools scheme has been postponed to a later date, due to other more pressing priorities.
130. The school has responded fully to the requirements of workforce remodelling and has formulated an action plan which will be implemented in the near future.
131. There are effective strategies for setting whole school targets at the end of key stages 1 and 2. School targets are appropriate in terms of challenge and are based on the probable performance of individual pupils. Effective strategies have been established to help pupils reach their individual targets.
132. There are effective performance management arrangements for identifying the professional needs of staff and improving their teaching competence and skills. Staff's continuous professional development needs are closely linked to the priorities identified in the SDP.
133. The head teacher keeps governors well informed about the school's activities and its developmental needs and ensures their involvement in all strategic decisions. Individual members have recently undertaken subject responsibilities and have monitored teaching and learning in a small number of lessons. There is room to further develop this aspect of the governors' work.
134. Governors fulfil their statutory duties effectively and have a good range of policies and practices to direct their work.

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

Grade 2: Good features and no important shortcomings

135. The inspection team's findings differ from the school's self-evaluation, as the school awarded a grade 3 for this key question.
136. There are many good features in the school's self-evaluation procedures. They are thorough and used effectively by the head teacher and staff to identify the school's strengths and also the areas that require attention.
137. Although the school's judgement in its self-evaluation report differs from the inspection team's findings in four of the seven key questions, there are no important shortcomings in its procedures. Where the judgements did not match, the inspection team grades are higher than those made by the school.
138. Self-evaluation procedures draw on direct evidence from a number of sources that include pupils' work, internal standardised tests and lesson observation. Effective use is made of benchmark data to compare the school's performance with that of similar schools.
139. Opportunities are provided for pupils to contribute to the school's self-evaluation through the School Council. Parents also have opportunities to express their views on specific aspects, such as changing the school uniform, through questionnaires. The school takes account of the views expressed and takes positive action where necessary.
140. The self-evaluation report prepared for the inspection team has many good features. The judgements made are clear, honest and evidence-based with both the strengths and the shortcomings of the school identified.
141. The SDP gives a clear direction for the school's development for the next three years. It identifies the priorities to be addressed, details the tasks to be completed and describes the monitoring methods to be employed. Sufficient human and financial resources are earmarked for implementing the priorities.
142. Detailed evaluations of English, science and design technology have led to measurable improvements in standards and planning in all three subjects.
143. Good progress has been made in addressing the seven Key Issues identified in the 2001 Estyn report. Standards have improved in six subjects that were deemed to be satisfactory or lower, shortcomings in the under-fives provision have been addressed, all schemes of work have been completed and the management of resources and additional learning needs are now good. The quality of teaching has improved significantly since the last inspection with the percentage of good teaching (Grade 3) having risen by 73%.

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

Grade 2: Good features and no important shortcomings

144. The inspection team's findings differ from the school's self-evaluation, as the school awarded a Grade 3 for this key question. The school had been over cautious as no important shortcomings for the key question were identified in its self-evaluation report.
145. Staffing is adequate for the number of pupils on roll. Teachers have the necessary knowledge and experience to teach the full requirements of the National Curriculum and the Desirable Outcomes.
146. Teaching and support staff are deployed effectively with some exchange of classes for specialist teaching. Teachers update their teaching skills and knowledge by attending training sessions which are matched to the needs and priorities of the school and to the personal development of individual members of staff. All staff have clear job descriptions.
147. Teachers' preparation, planning and assessment time is used effectively with the valuable cover for colleagues during these sessions ensuring progression and continuity in pupils' learning.
148. Support staff make a valuable contribution to the quality of learning and work effectively with teachers to plan and record pupils' progress. The provision is further enhanced by the effective work of the athrowes fro and the teacher who provides cover for preparation, planning and assessment time. They have a positive impact on pupils' experiences, as do volunteers who help in the school.
149. The clerk, cleaner-in-charge and lunch-time staff make an important contribution to implementing the values and caring ethos of the school.
150. Accommodation is adequate and is used effectively. It provides a welcoming environment, which has a positive effect on pupils' learning experiences. Space is well-used and the playground and activity area are stimulating for pupils' play. However, there is a lack of an outdoor play area for the under-fives.
151. The quality and range of learning resources is generally good and pupils have sufficient opportunities to access materials and equipment. The use of new information technology resources is having a positive impact on standards throughout the school.
152. The school's spending decisions are closely linked to the priorities and objectives in the SDP. The head teacher and GB body regularly review and evaluate spending decisions. The school gives value for money.

Standards achieved in subjects and areas of learning

Under 5s

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

Language, literacy and communication skills

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

154. Nursery children make good progress in their language skills. They listen well and respond appropriately to questions. They use a developing vocabulary purposefully in their role play. They recognise various letters and handle books well and write their names correctly.
155. Reception children listen attentively and speak clearly when answering questions or making comments. They have good phonic knowledge and sequence events correctly when retelling stories. They underwrite sentences correctly and create simple sentences independently.

Shortcomings

156. There are no important shortcomings.

Personal and social development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

157. Nursery children work well together and are willing to wait their turn when playing games inside the classroom and outdoors. They are aware of the need for good hygiene and display a good measure of independence, especially when dressing and undressing.
158. Reception children display confidence and independence, and concentrate well on their tasks. They have a good understanding of the structure of the school day. Their relationships with other children and adults are good.

Shortcomings

159. There are no important shortcomings.

Mathematical development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

160. Nursery children count successfully to ten and beyond, and recognise numbers well. They match colours and shapes effectively, and have good recognition of two dimensional shapes. They copy and create patterns confidently.
161. Reception children recognise a good range of numbers and count successfully to twenty or more. They recognise two and three dimensional shapes, and measure and weigh effectively using non-standard measures. Their use of mathematical language is good.

Shortcomings

162. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

163. Nursery children have good knowledge about differences between day and night and can identify day and night sounds well. They are aware of several differences between springtime and other seasons and know that plants need water and light to grow. They are able to name differences between today and long ago and have good knowledge about train journeys.
164. Reception children have a good understanding of the life cycle of a frog and talk extensively about shadows they observe on a walk around the school grounds. They enthusiastically discuss their exciting experiences of making flower biscuits and their investigation into dripping water and they have good knowledge about objects which sink and float in water. Through their role play they develop a good understanding of the work of the ticket collector on a train.

Shortcomings

165. There are no important shortcomings.

Physical development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2- Good features and no important shortcomings

Good features

166. Nursery children handle pencils, paint brushes and crayons with increasing control. In physical education lessons they show good hand/eye co-ordination when catching the ball. When playing outdoors they use space sensibly and have a good awareness of safety factors when handling large toys.
167. Reception children use small equipment, such as scissors, gluing equipment and writing materials, well. In physical education lessons they demonstrate a good awareness of body parts and handle balls and other equipment with a good measure of control.

Shortcomings

168. There are no important shortcomings.

Creative development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

169. Nursery children mix paints confidently and produce bold paintings, such as flower paintings and starry night pictures. They work effectively with clay to make small flower pots and use art straws imaginatively to design playground equipment. They clap rhythms enthusiastically and sing weather songs in tune.
170. Reception children decorate plants pots in an exciting way. They design interesting paper plate clocks and use plastic bottles to make effective sand-timers. They mix paints effectively to produce shades of the sun's rays and the shades of night. Their clay models of night creatures show good observational skills. They role play well using creature masks and sing in a lively fashion, with good recall of words.

Shortcomings

171. There are no important shortcomings.

English

Key stage 1: Grade 3 - good features outweigh shortcomings

Key stage 2: Grade 3 - good features outweigh shortcomings

Good features

172. The majority of pupils across KS1 display good listening skills, and respond positively to teachers' and other pupils' contributions. They have a good recall of events in stories and sequence events correctly. They make good progress in speaking for different purposes and audiences.
173. Reading standards in KS1 are good. Pupils display good understanding of the characters, setting and structure of stories. Many pupils recognise full stops, capital letters, exclamation marks and question marks in text. Their phonic knowledge is good and this helps them gain good understanding of the text. Year 2 pupils can distinguish effectively between fiction and factual books.
174. KS1 pupils make appropriate progress in writing. They write in various forms and their work displays good letter formation and accurate spelling of frequently used words. Their sentences about sounds they hear in the night are good examples of independent writing.
175. In general, KS2 pupils listen carefully and speak clearly and confidently when giving oral answers to questions, using good quality English. They contribute thoughtfully in discussions and express their points of view effectively.
176. Standards in reading in KS2 are good. Pupils display positive attitudes towards reading and the majority read correctly and with good understanding. They discuss what they read confidently and can predict events sensibly. A few more able ones display good advanced reading skills when searching for information in books.
177. KS2 pupils write appropriately in various forms and for a range of purposes. They plan their work effectively, using appropriate punctuation, spelling and vocabulary. Their knowledge of grammatical terms is good and they make effective use of adjectives, similes and metaphors in their creative work. They have a good understanding of how to edit their work and they evaluate their own written work and that of their partner effectively. A minority of pupils produce exciting and extended pieces of work of a high standard.
178. Pupils' handwriting, in general, is neat and legible and standards of presentation are good.

Shortcomings

179. Throughout the school the majority of pupils write slowly and laboriously, taking a long time to complete pieces of work.
180. Pupils do not produce sufficiently extended pieces of work.

Welsh second language

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

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

Good features

181. In KS1 pupils listen well, speak confidently and have a good understanding of simple phrases and greetings. They respond appropriately to questions about themselves and the weather. They enunciate clearly and correctly and have good understanding of a wide range of vocabulary. They count effectively to ten, name colours correctly and participate enthusiastically in language games, which focus on particular language patterns.
182. KS1 pupils make good progress with their reading skills showing appropriate understanding of text. They read their own work well with good expression.
183. KS1 pupils write simple sentences about the weather and label parts of the body accurately. They demonstrate good knowledge of adjectives when describing their feelings.
184. In general, pupils in KS2 listen attentively and respond with enthusiasm. They use the language confidently to answer a variety of questions and display good progression in language patterns learnt at an earlier stage. They enunciate well when reciting Welsh prayers.
185. KS2 pupils use a variety of reading materials effectively, including books. They read their own work with appropriate intonation and have a good understanding of words on flash cards and worksheets. They make effective use of dictionaries to check spellings and meaning of words.
186. KS2 pupils reinforce their oral work successfully in a range of writing activities. They write about themselves and their accounts of holiday activities show good use of connectives to extend sentences. Year 5 and Year 6 pupils make effective use of the past tense of the verb in their writing.

Shortcomings

187. Although there are no important shortcomings, pupils do not often make extended observations in their oral and written work.

Mathematics

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

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

Good features

188. KS1 pupils read, write and order numbers with increasing accuracy demonstrating a good understanding of the place value of two digit numbers. They recall key number facts accurately and apply them to their work. They have a good grasp of addition and subtraction and appreciate that one is the reverse of the other. By Y2, they explain their work logically, count orally in steps of different size and recognise

simple numerical patterns. They have sound understanding of money and use simple fractions such as halves.

189. Pupils in KS1 have a sound understanding of the features of two and three dimensional shapes. They identify shapes according to their mathematical names and describe their main characteristics. Their understanding of time develops appropriately.
190. KS2 pupils have a sound understanding of place value in five-digit numbers or above and recall multiplication and division facts with appropriate speed. They use the four operations of addition, subtraction, multiplication and division with increasing assurance and suggest reasonable estimates of answers to number problems. By Year 5, they handle decimals confidently and have a sound understanding of fractions and percentages.
191. KS2 pupils use diagrams, graphs and mathematical notation effectively to convey their findings and ideas clearly to others.
192. In KS2 pupils measure and identify angles correctly and note the symmetries in two dimensional shapes. They measure accurately and select the most appropriate equipment and measuring unit to find the length, perimeter, area and mass of objects. They have appropriate understanding of capacity and volume.

Shortcomings

193. There are no important shortcomings, but KS1 pupils lack confidence when using standardised measures for length and mass.

Science

Key stage 1: Good features and no important shortcomings

Key stage 2: Good features and no important shortcomings

Good features

194. With teacher support KS1 pupils carry out a number of investigations. They understand the requirements of a fair test and make sensible predictions about the likely outcome of their investigations. They discuss their work confidently, record their results and offer simple explanations of what they have discovered.
195. KS1 pupils use the appropriate scientific terms when discussing parts of the human body. They describe how to keep healthy and identify the foods that are a crucial part of a healthy diet. They classify materials according to their properties and know that materials can be changed through various processes.
196. Pupils in KS1 have a good understanding of physical processes. They are very confident wiring an electrical circuit and know that metals tend to conduct electricity.
197. KS2 pupils plan scientific enquiries systematically and carry out experimental work purposefully and safely. They identify the main variables in an investigation; they

make systematic observations and measurements and communicate their findings effectively using text, diagrams, graphs, tables and labelled drawings. By Year 6 they are able to plan, perform and record their investigations with a good degree of independence.

198. KS2 pupils have a sound understanding of the changes that occur to materials when burned. They use their knowledge of basic scientific principles effectively to make sensible predictions of the likely outcome of their investigations.
199. KS2 pupils demonstrate a sound knowledge about aspects of the natural world and an understanding of the behaviour of plants and animals at levels that are appropriate to their stage of development.

Shortcomings

200. There are no important shortcomings, but KS2 pupils do not show enough initiative and independence when planning and conducting their investigations.

Design technology

Key stage 1: Grade 2 - good features and no important shortcomings

Key stage 2: Grade 2 - good features and no important shortcomings

Good features

201. KS1 pupils make detailed observations of finished products before proceeding to make their own designs. The information gathered on features, such as structures and ways of joining materials is applied effectively in their own designs. The requirements of the tasks are defined carefully and the steps to be taken, equipment to be used and materials required are all identified clearly. Their designs are of good quality with all components labelled.
202. KS1 pupils choose suitable materials for the task in hand which include card, food, paper, textiles and wood. When required, they measure, mark out, cut and shape a range of materials and join them by using different techniques, such as gluing and stitching. They use simple mechanisms, structures and axles effectively in their products and apply good finishing techniques. They can note the main strengths of their work, as well as identify how to make improvements.
203. KS2 pupils investigate the construction and purpose of their product in detail before making their own plans. They have a clear understanding of the requirements of a task and they make a number of rough sketches before selecting the one most appropriate for the job.
204. When measuring, marking, cutting and shaping, KS2 pupils use a wide range of materials effectively, including electrical circuits. When making a moving vehicle, they show a good understanding of axles and ways of reinforcing a structure. They use pneumatics very skilfully to create a series of imaginative movements.

205. KS2 pupils use ICT software appropriately when creating simple procedures for controlling the sequence of changes in traffic lights.

Shortcomings

206. There are no important shortcomings.

Information technology

Key stage 1: Grade 2 - good features and no important shortcomings

Key stage 2: Grade 2 - good features and no important shortcomings

Good features

207. KS1 pupils use an appropriate range of equipment and software with increasing skill in a variety of contexts. They generate and communicate their ideas in different forms confidently using text, tables and pictures.

208. The ability of KS1 pupils to enter and store information on the computer independently is good. They use a word processor with only a minimal amount of help, adapting the text as required, for example changing the type, size and colour of the font before saving and printing it. Year 2 pupils are able to add information to an existing data file before saving it for future use.

209. KS1 pupils move images on the screen with confidence and use art packages effectively to create pictures and colourful patterns. With support, they can draw simple graphs and use the internet.

210. KS1 pupils are very adept at exploring aspects of real life and imaginary situations, especially when playing adventure games.

211. KS2 pupils are confident users of equipment and information technology software. They communicate and exchange information effectively in different forms including text, graphs and pictures. They use word processors very skilfully when experimenting with different page layouts and when preparing a presentation for the class.

212. The ability of KS2 pupils to collect and store information in a simple database is well developed. For instance, information gathered about famous Tudors is stored in a data program and later interrogated and reorganised to produce graphs and to reveal different patterns of behaviour.

213. KS2 pupils use the internet independently when searching for information from different websites and sending e-mails.

Shortcomings

214. There are no important shortcomings.

History

Key stage 1: Grade 2 - good features and no important shortcomings

Key stage 2: Grade 3 - good features outweigh shortcomings

Good features

215. Pupils across the school have a good understanding of the concept of today and long ago. They make purposeful use of timelines to promote their understanding of the passage of time. Educational visits to historical sites enhance their knowledge of the subject and provide them with a better understanding of the living conditions of people in the past.
216. KS1 pupils know many facts about life in a Victorian home and can describe washday and bath-time in those times well. They have a good recall of numerous facts about the way of life of the Celts. They also describe aspects of school life long ago, through looking carefully at photographs, and listening to former pupils who attended Howey School many years ago. They compare school life then and now effectively.
217. Pupils in KS1 have good knowledge of a few famous characters, for example Florence Nightingale, and Welsh characters, such as Mary Jones.
218. KS2 pupils have good knowledge and understanding of Tudor times, and discuss sailing ships of that period effectively. Their written work about aspects of Tudor life, including a newspaper report about the Spanish Armada, is good.
219. KS2 pupils know of some of the effects of World War 2 on ordinary people and have good recall of a visit to the school by someone who was evacuated to Mid-Wales. They empathise effectively with children living in troubled times.
220. In KS2, pupils have appropriate knowledge of some aspects of local history, particularly the part played by the drovers. Their sense of chronology is advanced through looking at developments in their own and families' lives through topics, such as changes in toys, games and houses.

Shortcomings

221. KS2 pupils' knowledge of historical eras other than the Tudors is insufficient.
222. KS2 pupils' independent research skills are underdeveloped and they do not raise questions and interpret historical facts in sufficient depth.

Geography

Key stage 1: Grade 3 - good features outweigh shortcomings

Key stage 2: Grade 3 - good features outweigh shortcomings

Good features

223. The geographical enquiry skills of KS1 pupils are generally good. They use geographical terms such as hill, river and road correctly when describing their locality and collect information in the field, for example conducting a traffic survey, in a systematic way. They draw a map of their journey to school and can place Howey on a map of Wales. They make detailed plans of their classroom and the local park labelling their prominent features. They use simple co-ordinates and a key accurately to note the locations of objects on a map.
224. As part of their studies on making the local area safer, KS1 pupils gain a good understanding of where their locality is and how it compares with other places in terms of its geography and weather.
225. Pupils in KS2 describe in appropriate detail the geographical features that give their village its character, using the relevant geographical terms. They know that weather and climate affect an area and that this influences people's way of life and livelihood.
226. As part of their study of a locality in a less developed country, KS2 pupils develop good geographical enquiry skills. They are able to follow directions, calculate distances with appropriate accuracy and locate places using maps and four-figure references.

Shortcomings

227. KS1 pupils have little understanding of how their village compares with a locality that contrasts with their own.
228. KS2 pupils' understanding of how people affect the environment and how there are different views about changes made in their environment is superficial.
229. KS1 and 2 pupils make very little use of different maps and aerial photographs as secondary sources for information.

Art

Key stage 1: Grade 3 - good features outweigh shortcomings

Key stage 2: Grade 3 - good features outweigh shortcomings

Good features

230. In KS1 pupils talk about their own pictures enthusiastically describing the techniques they use and the effects they hope to achieve. They explore and experiment with an appropriate range of media showing some awareness of colour, shape and form. They make objects and artefacts in two and three dimensions using a range of tools and techniques, for example rolling and shaping clay. They work carefully.

231. KS1 pupils have a good understanding of the effect which mixing paints has on colours and shades and they produce water colours of good quality.
232. The observational skills of KS1 pupils are developing well as they study in detail the shape, texture and general appearance of the school building. When creating their own pictures, they emulate closely the style of Cefin Burgess, attempting to reproduce the same techniques and effects themselves.
233. Key stages 2 pupils make effective use of sketch books to experiment, investigate and plan before undertaking their own work. Some of the sketches produced show fine attention to detail and good drawing technique.
234. In KS2, pupils discuss the work of Welsh artists with understanding, referring to style and effect. They evaluate their own work and the work of other artists and give reasons for what they consider to be good, referring to shading in sketching.
235. KS2 pupils experiment imaginatively with texture, colour and pattern to produce headwear designs in the style of other traditions. Their observational skills are developing appropriately as they arrange and create their own still life painting.

Shortcomings

236. Throughout the school, the quality of the art work is inconsistent and, as a result very little imaginative and stimulating work is produced.
237. The range of techniques used by pupils in both key stages tends to be narrow and very little attention is paid to line and tone in their work.

Music

Key stage 1: Grade 3 - good features outweigh shortcomings

Key stage 2: Grade 3 - good features outweigh shortcomings

Good features

238. Pupils across both key stages sing a variety of songs with enthusiasm, and the vast majority sing in tune. They pay due attention to dynamics and pronounce words clearly. They sing successfully in two parts during some assemblies.
239. Throughout the school, pupils use music terminology, such as tempo and dynamics, appropriately.
240. KS1 pupils sustain a steady beat fairly accurately when clapping and when playing percussion instruments. They handle them competently, and use appropriate actions, such as tapping and shaking, to produce sounds. They can follow a simple graphic score when performing their compositions.
241. In key stage1 pupils listen well to various types of music, and differentiate correctly between loud and quiet and high and low sounds. They discuss their likes and dislikes effectively.

242. KS1 pupils recognise instruments when listening to music and have some understanding of how different instruments can change the texture of pieces of music. They listen well to their own compositions and to the work of others and make a few sensible suggestions for improvement.
243. Composition work by KS2 pupils includes a limited amount of effective instrumental work, based on creating different moods to portray the seashore. Simple compositions, based on a variety of stimuli, include sounds of varying duration, pitch and dynamics with a good awareness of rhythmic patterns.
244. Pupils, especially those in KS2, benefit from participating in community events and concerts. For example, the recorder group performs regularly in assemblies and in services in the local church. Musical skills of pupils across the school and their knowledge of Welsh instruments are extended through workshops run by professional musicians.
245. KS2 pupils discuss and appraise their compositions simply and are able to refine and improve their performances to a small degree.

Shortcomings

246. Because the scheme being followed is new to the school, there is a lack of continuity and progression and pupils do not compose or evaluate sufficiently in both key stages.

Physical education

Key stage 1: Grade 2 - good features and no important shortcomings

Key stage 2: Grade 2 - good features and no important shortcomings

Good features

247. Throughout the school, pupils make good progress in understanding the health benefits of exercise. KS1 pupils know that exercise is good for the heart and KS2 pupils have a good understanding of the importance of warming up before taking exercise.
248. In swimming lessons for KS1 and KS2 that take place at a nearby pool the majority of pupils make appropriate progress and succeed in swimming 25 metres by the end of KS2.
249. KS1 pupils display throwing and catching skills appropriate for their age and a large majority have good hand/eye co-ordination. They work well with a partner and, by observing and evaluating one another's performance, succeed in improving their techniques.
250. KS2 pupils use space effectively in their dance lessons. They move sensitively and imaginatively to music and show considerable control and awareness of different parts of the body as they dance. They evaluate their own performance and that of others effectively, resulting in improved techniques.

251. When playing games outdoors KS2 pupils display effective ball-handling skills and good basic co-ordination. They play well together and display good sporting behaviour.
252. Pupils extend their sports skills effectively in the range of clubs and competitive games arranged by the school. In addition, close links with Powys Dance and a focus on Welsh folk dancing leading to St.David's Day, have a good impact on their standards of achievement.

Shortcomings

253. There are no important shortcomings.

School's response to the inspection

The Governors and Staff of the school would like to thank the Inspection Team for their sensitive, courteous and approachable manner throughout the Inspection Process. The teaching staff found the inspection process to be a very positive experience and is very pleased that the Inspection Team recognised the significant progress that had been made since the last report.

As a school we have carefully read the findings of the inspection report and acknowledge and agree with its judgements. It is detailed and clearly reflects the strengths of the school.

The Governors and Staff are pleased to see that the inspection findings were similar to the school's self-evaluation and most of the areas for development had been identified by the school as an area for improvement in its development plan.

An action plan within the School Development Plan will be put in place to address the recommendations in the report. Governors will report to parents their progress made by the school towards these recommendations.

Appendix 1

Basic information about the school

Name of school	Howey Church In Wales School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Howey, Llandrindod Wells. Powys
Postcode	LD1 5RE
Telephone number	01597 822448
Headteacher	Miss Linda Jones
Date of appointment	April 2004
Chair of governors	Councillor Leslie Davies
Registered inspector	Wil Williams
Dates of inspection	19 – 21 March, 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	3	2	5	1	5	5	4	27.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.75:1
Average class size, excluding nursery and special classes	13.75
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	92.6	92.6	94.3
Summer 2006	90	97	95
Autumn 2006	96	87	96

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	1
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006 (compared with 2005 national results)							Number of pupils in Y6	10				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English:	Teacher assessment	School	0	0	0	0	0	0	30	50	20	
		National	0	0	1	0	1	4	15	47	32	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	20	50	30	
		National	0	0	1	0	1	3	15	47	32	
Science	Teacher assessment	School	0	0	0	0	0	0	20	70	10	
		National	0	0	1	0	0	2	11	51	35	

Percentage of pupils attaining at least level 4 in mathematics, science and English by Teacher Assessment			
In the school	70%	In Wales	70.6%

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of seven inspector days in the school and met as a team before the inspection. The head teacher undertook the role of nominee.

These inspectors visited:

- 22 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- five responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams	Context, Summary, Recommendations, Annexes, Key Questions 1, 3, 5 and 6. Mathematics, science, information technology, design and technology, geography, art
Mrs Zhorah Evans	Key questions 2, 4 and 7. Under fives, English, Welsh second language, history, music, physical education
Mr Ted Tipper	Contributions to key questions 1, 3, 4 and 7
Miss Linda Jones Nominee	Provision of information and contributions to all Key Questions

Acknowledgement

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

Contractor

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