

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

A Report on the Quality of Education in

**Irfon Valley C.P. School,
Garth,
Llangammarch Wells,
Powys,
LD4 4AT**

School Number: 6662122

Date of Inspection: 15/10/07

by

**Dr David G Evans
78706**

Date of Publication: 17th December 2007

Under Estyn contract number: 1103107

© Queen's Printer and Controller of HMSO 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

The inspection of Irfon Valley C.P. School took place between 15/10/07 and 17/10/07. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	15
Leadership and management	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key Question 7: How efficient are leaders and managers in using resources?	19
Standards achieved in subjects and areas of learning	20
Under 5s	20
English	23
Welsh second language	24
Design technology	25
Geography	26
Physical education	27
School's response to the inspection	28
Appendices	29
1 Basic information about the school	29
2 School data and indicators	29
3 National Curriculum assessments results	30
4 Evidence base of the inspection	31
5 Composition and responsibilities of the inspection team	32

Context

The nature of the provider

1. Irfon Valley Primary School is situated in the village of Garth, about six miles west of Builth Wells. It was opened in 1980 as a result of the closure of four small village schools, including one in Garth; it accommodated pupils from a fifth local school a short time later. The school now serves a large rural area of approximately 100 square miles and a few pupils attend from outside the catchment area.
2. The school caters for 48 pupils aged from 4-11 in three mixed-age classes. There is an independent pre-school unit on site, which caters for children aged two and three. The number on roll has declined steadily since the last inspection. There are currently no nursery children on roll, but 10 children are expected to join the nursery group later in the school year.
3. Pupils come from homes that are described as being neither prosperous nor disadvantaged. Around 10 per cent are registered as being entitled to free school meals, a figure which is below the national and slightly above the local average. English is the first language of all the pupils. Twenty-five per cent are identified as requiring support for special educational needs (SEN), and this is above the national average. One pupil has a statement of SEN.
4. The deployment of teaching staff has changed since September 2007 to maximise the use of available resources. The current head teacher has been in post for a little over a year and one teacher had been on maternity leave for two terms prior to the inspection.
5. The school achieved the Basic Skills Quality Mark for the third time in 2007. The school was last inspected in October 2001.

The school's aims, priorities and targets

6. The school's major priorities in the current school development plan (SDP) are to:
- continue to raise standards in basic and key skills;
 - continue to develop procedures to monitor and evaluate the curriculum;
 - work towards the Foundation Phase; and
 - work towards the Welsh Assembly Government (WAG) initiatives, such as Eco and Healthy schools.

Summary

7. Irfon Valley Primary is a good school. The quality of teaching and leadership and management is good with no important shortcomings. The school has made good progress since the last inspection.

Table of grades awarded

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

8. The findings of the inspection team match the judgements of the school in six of the seven key questions. In key question three, the inspection team judged that the school had overestimated the number of outstanding features and the team awarded a lower grade.
9. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

10. These figures compare well with the Welsh Assembly Government (WAG) 2007 targets for Wales which are that 98 per cent of standards of achievement should be at least Grade 3 and 65 per cent should be Grade 2 or better. They also compare well with the national findings reported by Her Majesty's Chief Inspector in her Annual Report for 2005-6 which are that 77 per cent of standards of achievement are Grades 1 and 2 overall. However, they do not match the national findings that 12 per cent of standards of achievement are Grade 1.

Areas of Learning for the Under-Fives

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

11. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
12. Baseline assessment indicates that children enter school with attainment and skills that are about average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 3
Physical Education	Grade 2	Grade 2

13. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well over time.
14. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, mathematical

skills, information and communications technology (ICT), personal and social education, problem solving and creative skills.

15. In key stages (KS) 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, ICT, personal and social education, problem solving and creative skills. Their progress in mathematical skills is good with no important shortcomings in KS1 and has good features that outweigh shortcomings in KS2.
16. Statistical analysis of the school's results in national tests is applied with caution because the number of pupils entered for assessment is often small and fluctuates from year to year. This means that one pupil's attainment is often a far higher percentage of the total than is the case normally.
17. As the number of pupils eligible for teacher assessment at the end of KS1 was less than 10 in 2007, only the overall performance indicator is included. The core subject indicator (CSI), which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was above both national and local averages. When the 2007 results are compared with similar schools, using the free school meals' indicator, results in English were marginally below average, those in mathematics were below average while those in science were well above average. The CSI was also above the national average. There is no clear trend in performance because of the fluctuating number of pupils assessed each year. In 2007, boys outperformed girls in English and mathematics.
18. In KS2 in 2007, results in English were below national and local averages, while those in mathematics and science were above both averages. The CSI was also marginally above the national average. When the 2007 results are compared with similar schools, using the free school meals' indicator, results in English and in the CSI were below average, while those in mathematics and science were above average. Although the same caution has to be applied to the analysis of KS2 results, because of fluctuating numbers from year to year, the trend in performance over the last three years has been well above average. In 2007, boys outperformed girls in mathematics and science and girls performed better than boys in English. The 2007 results in English were adversely affected by the higher than average number of pupils with SEN in the year 6 group.
19. Pupils' personal, social and learning skills are good. The progress that they make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
20. Pupils are generally well behaved and invariably courteous and polite to each other and to visitors. Their awareness of equal opportunities is good with no important shortcomings.

21. Attendance and punctuality are good. Whole-school attendance for the last three terms prior to the inspection averages 94.4 per cent and exceeds the national average for primary schools in Wales.

The quality of education and training

22. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	76%	5%	0%	0%

23. These percentages compare well with the national picture reported by Her Majesty's Chief Inspector in her Annual Report 2005-2006 where nationally the quality of teaching is reported to be good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent having outstanding features (Grade 1).

24. Examples of outstanding teaching include:

- teachers establishing very effective, mature working relationships with pupils; and
- teachers deploying a wide range of stimulating strategies to capture pupils' interest and attention.

25. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:

- a clear presentation of aims and objectives at the beginning of the lesson;
- detailed knowledge and understanding of the subjects being taught;
- firm behaviour management which enables teachers to ensure that there is no inappropriate behaviour in lessons; and
- purposeful use of good questioning techniques to promote active learning.

26. In the very small percentage of lessons where teaching was judged to have some shortcomings, these include:

- inadequate behaviour management to sustain pupils' interest.

27. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Its use of assessment information in KS1 and KS2 has good features that outweigh shortcomings. The school acknowledges that the use of assessment to impact on teaching and learning is not yet fully developed and the assessment of pupils' progress in the foundation subjects is less well developed than in the core subjects. Pupils are not yet fully involved in planning their own progress and most are unsure of the real purpose of assessment and of what they need to do to improve their work.

28. Reports to parents meet requirements. They provide useful information about pupils' progress in English, but they are less detailed on other subjects. They do not consistently provide information about pupils' targets and there is no clear indication of how parents can help their children or what the next stages of learning might be. The school has good arrangements to meet the needs and abilities of the range of pupils. The school effectively provides pupils with equal access to a broad, balanced and relevant curriculum. Good features outweigh shortcomings in relation to the planning of key skills. The school has successfully integrated key skills into several schemes of work to ensure progression and continuity in pupils' learning. However, some schemes are being revised to incorporate the key skills in a more systematic way. The school acknowledges that planning for the development of numeracy across a range of subjects is also inconsistent.
29. The school provides an outstanding range of opportunities for out-of-school learning that enrich the curriculum. Overall the school makes good provision for pupils' spiritual, moral, social and cultural development and the provision for Personal and Social Education (PSE) is a well-established part of the curriculum. Effective links are promoted with parents and the community.
30. There are good efforts to ensure that pupils develop an appreciation of Welsh culture and heritage through the Cwricwlwm Cymreig. The school promotes education for sustainable development exceptionally well; this is an outstanding feature of the school's work. The school's promotion of entrepreneurial skills is also an outstanding feature.
31. The quality of care, support and guidance for pupils is good and pastoral care is a notable feature of the school. Pupils are cared for, guided and supported well in a school which has a family atmosphere. Good attention is given to issues, such as health and safety, and education for the development of healthy lifestyles is a priority. Members of staff are alert to issues relating to the well-being of pupils.
32. Overall, the provision for pupils with additional learning needs, including those with SEN, has good features that outweigh shortcomings. The school recognises that more needs to be done to ensure that parents and pupils are more involved in preparing and reviewing pupils' individual education plans (IEPs). Members of staff play a significant role in providing support and guidance for a very small number of pupils who display emotional and behavioural difficulties. However, the school accepts that staff require further assistance in this area.
33. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities.

Leadership and management

34. The head teacher's effective leadership and management are at the heart of the school's development and improvement. He has introduced significant changes

since his appointment a year ago. Members of staff with leadership and management roles have a good understanding of their responsibilities for improving standards and the quality of provision. Staff work well together as a team.

35. The governing body (GB) is strongly supportive of the school and has high regard for the school's well-established profile within the local community. Governors meet regularly and are supplied with information about the life and work of the school by the head teacher. The school has identified accurately the need to develop further the role of governors in monitoring standards and provision. The GB meets statutory and regulatory requirements.
36. The school displays a positive self-critical culture, in which all members of staff are committed to school improvement. The process of self-evaluation and planning for improvement is well established. The self-evaluation report produced by the school before the inspection is of good quality.
37. The school is working hard to involve all stakeholders in school self-evaluation and acknowledges that more can be done to involve governors and parents in the process. Good features outweigh shortcomings in relation to this aspect of school self-evaluation.
38. The school has responded well to the key issues identified in the previous inspection report and made good progress overall.
39. The school is adequately staffed for the number of pupils on roll. All permanent members of staff are suitably qualified and experienced. Learning support staff make a good contribution to the school.
40. The part-time secretary, kitchen staff, cleaners and mid-day supervisors are all valued members of the school community.
41. Overall, the school has a good range of learning resources to meet the needs of the curriculum; they are well organised and easily accessible for members of staff and pupils.
42. The school buildings and extensive grounds are well maintained and suitable for the number of pupils on roll. Classrooms are of a good size and provide appropriate spaces for teaching and learning. However, in order to access one KS2 classroom pupils and staff have to walk through another classroom and this creates some inconvenience.
43. The school makes efficient, effective and economic use of its resources. Resources are well matched to the priorities identified in the SDP and spending priorities are kept under regular review. The school has been successful in attracting several sources of additional funding. It provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 raise standards of achievement in geography at KS2; *
- R2 continue to improve the provision for the development of pupils' key skills and raise standards in numeracy at KS2;
- R3 further develop procedures and systems for assessment , recording and reporting; *
- R4 further improve the quality of the provision for pupils with additional learning needs; and *
- R5 continue to develop the role of the GB and ensure that governors become more pro-active in matters of monitoring standards and the quality of provision. *

* Aspects of these are already identified in the school's SDP

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.

44. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
45. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

46. These figures compare well with the WAG 2007 targets for Wales which are that 98 per cent of standards of achievement should be at least Grade 3 and 65 per cent should be Grade 2 or better. They also compare well with the national findings reported by Her Majesty's Chief Inspector in her Annual Report for 2005-6 which are that 77 per cent of standards of achievement are Grades 1 and 2 overall. However, they do not match the national findings that 12 per cent of standards of achievement are Grade 1.

Areas of Learning for the Under-Fives

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

47. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
48. Baseline assessment indicates that children enter school with attainment and skills that are about average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2

Geography	Grade 2	Grade 3
Physical Education	Grade 2	Grade 2

49. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well over time.
50. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, mathematical skills, ICT, personal and social education, problem solving and creative skills.
51. In KS1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, ICT, personal and social education, problem solving and creative skills. Their progress in mathematical skills is good with no important shortcomings in KS1 and has good features that outweigh shortcomings in KS2.
52. Statistical analysis of the school's results in national tests is applied with caution, because the number of pupils entered for assessment is often small and fluctuates from year to year. This means that one pupil's attainment is often a far higher percentage of the total than is the case normally.
53. As the number of pupils eligible for teacher assessment at the end of KS1 was less than 10 in 2007, only the overall performance indicator is included. The CSI, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was above both national and local averages. When the 2007 results are compared with similar schools, using the free school meals' indicator, results in English were marginally below average, those in mathematics were below average while those in science were well above average. The CSI was also above the national average. There is no clear trend in performance because of the fluctuating number of pupils assessed each year. In 2007, boys outperformed girls in English and mathematics.
54. In KS2 in 2007, results in English were below national and local averages, while those in mathematics and science were above both averages. The CSI was marginally above the national average. When the 2007 results are compared with similar schools, using the free school meals' indicator, results in English and in the CSI were below average, while those in mathematics and science were above average. Although the same caution has to be applied to the analysis of KS2 results, because of fluctuating numbers from year to year, the trend in performance over the last three years has been well above average. In 2007, boys outperformed girls in mathematics and science and girls performed better than boys in English. The 2007 results in English were adversely affected by the higher than average number of pupils with SEN in the year 6 group.

55. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
56. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others.
57. Pupils are generally well behaved and invariably courteous and polite to each other and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
58. Pupils' awareness of equal opportunities is good with no important shortcomings. They take an active part in the life and work of the school through the School Council and involvement in Eco and extra-curricular activities. They develop effective skills to work as part of a team and as members of the school community.
59. Learners prepare well for participation in the workplace and the community. They raise funds for local and national causes and they visit many different places, such as agricultural and local businesses: this ensures that they have a good understanding of community related and global issues.
60. Attendance and punctuality are good. Whole-school attendance for the last three terms prior to the inspection averages 94.4 per cent and exceeds the national average for primary schools in Wales. Although a number of pupils travel from outside the catchment area, almost all arrive on time at the start of the school day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

61. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
62. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	76%	5%	0%	0%

63. These percentages compare well with the national picture reported by Her Majesty's Chief Inspector in her Annual Report for 2005-2006 where nationally the quality of teaching is reported to be good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent having outstanding features (Grade 1).
64. Examples of outstanding teaching include:
- teachers establishing very effective, mature working relationships with pupils;
 - teachers deploying a wide range of stimulating strategies to capture pupils' interest and attention; and
 - very effective use of the interactive whiteboard.
65. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:
- a clear presentation of aims and objectives at the beginning of the lesson;
 - detailed knowledge and understanding of the subjects being taught;
 - firm behaviour management which enables teachers to ensure that there is no inappropriate behaviour in lessons;
 - well planned and organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps;
 - purposeful use of good questioning techniques to promote active learning; and
 - a good pace of teaching, which stimulates pupils' learning well.
66. In the very small percentage of lessons where teaching was judged to have some shortcomings, these include:
- a lack of challenge in the tasks provided; and
 - inadequate behaviour management to sustain pupils' interest.
67. Teachers' planning is detailed, thorough and clearly focused on learning objectives and activities, but it does not always cater well enough for the needs of different pupils. Across the key stages there are good examples of providing work at different levels of challenge for pupils of differing abilities, but this is not consistently applied.
68. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. The school's systems and overall use of assessment information in KS1 and KS2 have good features that outweigh shortcomings. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects. The school also tracks pupils' progress over time and retains

information and data on each year group. However, it acknowledges that the use of assessment information to impact on teaching and learning is not yet fully developed.

69. The school acknowledges that the assessment of pupils' progress in the foundation subjects is less well developed than in the core subjects. Teachers' evaluations and records in the foundation subjects do not sufficiently identify strengths and weaknesses in pupils' knowledge and understanding. A notable exception is the assessment of work in Welsh second language.
70. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work. They set learning targets in English, but the practice is less well developed in the other core subjects.
71. Pupils are not yet involved in planning their own progress and most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work. However, the school has clear plans and is now actively developing ways to improve assessment for learning strategies.
72. Reports to parents meet requirements. They provide useful information about pupils' progress in English, but they are less detailed on the other core and foundation subjects. They do not consistently provide information about pupils' targets and there is no clear indication of how parents can help their children or what the next stages of learning might be.

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

73. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report. Although the team judged that there were some outstanding features in the provision, these were insufficient to award a Grade 1 and there were shortcomings in relation to planning for the development of key skills.
74. In the Early Years, effective planning draws together the areas of learning in a curriculum that is increasingly skill based and provides successful opportunities to learn through practical experiences. The school is making good progress towards implementing the Foundation Phase, with an increasing emphasis on direct experience and learning through play.
75. The school effectively provides pupils with equal access to a broad, balanced and relevant curriculum. It is carefully planned, building on existing knowledge and understanding with a good balance between topic work and subject teaching. Detailed schemes of work and their implementation are kept under regular review; for example, the English and design and technology schemes are currently being reviewed in order to provide stronger links with other curricular areas.

76. Good features outweigh shortcomings in relation to the planning of key skills. The school has successfully integrated key skills into several schemes of work to ensure progression and continuity in pupils' learning. However, some schemes are being revised to incorporate the key skills in a more systematic way. The school acknowledges that planning for the development of numeracy across a range of subjects is also inconsistent.
77. The school provides an outstanding range of opportunities for out-of-school learning that enrich the curriculum. Pupils benefit from an excellent range of extra-curricular clubs and activities, which make a very positive contribution to pupils' knowledge and understanding and to their personal and social development. After-school activities, such as sporting, language and Eco clubs, are of very good quality and well attended.
78. A number of visitors, including the community police officer, local clergy, the health visitor and fire service, come to school regularly to share their experiences with the pupils. Educational visits to museums, heritage sites, places of worship, Theatr Powys and contrasting geographical areas also enrich the pupils' curricular experiences well. Pupils benefit greatly from residential visits to the Urdd camp at Llangrannog and Staylitttle Outward Bound centre. Learning experiences have been further enhanced by visits from NASA representatives and local artists.
79. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. The curriculum effectively contributes to pupils' understanding of self-esteem and to the strong sense of community that is well developed in the school. Whole-school acts of collective worship appropriately promote pupils' spiritual development. However, opportunities to reflect on spiritual matters in collective worship and in lessons are inconsistent.
80. Pupils' moral development is well developed; members of staff provide good role models and ensure that pupils have a good sense of right and wrong. There is also good provision for social development. Pupils relate to each other and to teachers well and the quality of relationships is good. The school provides many opportunities for pupils to take responsibility and to work together co-operatively; for example, the School Council and Eco committee encourage pupils to take personal responsibility seriously and to take an active role in the school community.
81. The school actively promotes pupils' cultural development and their understanding of, and respect for, other faiths and cultural traditions. Pupils are encouraged to take part in fund-raising activities and to talk to visitors about their knowledge of other cultures. Their awareness of diversity within society is positively promoted through collective worship and in such subjects as geography and religious education.
82. The provision for PSE is a well established part of the curriculum. Personal and social issues are discussed effectively in discrete lessons and specific sessions, such as class 'circle time'. Class rules are displayed in every classroom and have been agreed by pupils.

83. Effective links are promoted with parents and the community. A significant number of adults, including parents and governors, provide invaluable support, for example with the 'Catch Up' reading scheme and in such subjects as art and design and technology. The school benefits from a 'Friends of the School Association', which provides generous financial support and organises many social events. The Pre-School Rainbow Tots group meet for three mornings a week and the Cylch group meet on a Tuesday morning; and the school regularly visits local churches.
84. The school has established successful partnerships with various interested parties. There are good links with initial teacher training colleges and other training establishments; student teachers and students on placements are welcomed to the school for practical experience and training.
85. There are good efforts to promote pupils' bilingual skills and to ensure that they develop an appreciation of Welsh culture and heritage through the Cwricwlwm Cymreig. Experiences in subjects such as geography, history and religious education, in particular, ensure that pupils develop a good awareness of Wales in current times and in the past.
86. The curriculum is inclusive and the school makes effective provision for tackling social disadvantage and stereotyping and for ensuring equality of access.
87. The school promotes education for sustainable development and global citizenship exceptionally well; this is an outstanding feature of the school's work. There is an active Eco council and an after-school Eco club, which actively promote a variety of recycling initiatives. In addition, the school recently received the Eco silver award.
88. The school's promotion of entrepreneurial skills is an outstanding feature. The 'Dynamo' project, for example, provides pupils with a range of practical, economic and social skills, which they apply well in their commercial and trading schemes.
89. At present, there is no formal system to encourage staff training through industrial placements or to develop systematic work-related education for pupils. However, the school does much to lay the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic to the needs of others.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
91. The quality of care, support and guidance for pupils is good and pastoral care is a notable feature of the school. Pupils are cared for, guided and supported well

in a school which has a family atmosphere. The head teacher and all members of staff make effective contributions to this aspect of the school's work. There is a warm, caring ethos in which members of staff speak respectfully to each other and to pupils.

92. All adults in the school know pupils and their families well and the resulting, secure relationships underpin the school's values. Pupils say that teachers are friendly and approachable and they are confident that they can approach any member of staff for help if they need it. Parents feel that the school provides well for their children.
93. The school enjoys a positive partnership with parents and carers, who are kept well informed of school events. Formal parent/teacher consultations occur each term and at other times by arrangement. Parents and carers feel valued and they are confident that their views are carefully considered.
94. The school works closely with the education welfare officer (EWO) to monitor attendance and punctuality and any unexplained absences are quickly pursued. The school regularly reminds parents of the need for punctual attendance.
95. Induction arrangements for the under-fives are carefully planned and help the children settle into school life. Parents are given good information to help them understand the curriculum and daily routines for the under-fives. Pupils moving from one class to another visit their new teachers to get to know them better.
96. The provision for personal guidance and support is good with no important shortcomings. It is well planned to ensure that good attention is given to issues such as health and safety. Education for the development of healthy lifestyles is a priority and outside agencies make regular contributions to this aspect of pupils' learning.
97. Policies and arrangements relating to the health, safety, security and welfare of pupils are appropriate and pupils understand the importance of healthy eating and a balanced diet. The school's focus on healthy eating is effective; for example, older pupils sell fruit at play time and school meals provide a good range of healthy foods. The school is also developing 'Brain Gym' and other initiatives to encourage healthy development and enhance pupils' self-esteem. Members of staff are trained in emergency first aid. Risk assessments are conducted regularly and members of staff are alert to issues relating to the well-being of pupils.
98. The school has effective child protection procedures, which ensure that vulnerable pupils are closely monitored so that they are safe and happy in school. The head teacher is the nominated person and regular audits are used to check that staff training is updated.
99. The School Council is well established and effective. Pupil councillors are encouraged to communicate their ideas and findings to the school community. The ethos of the school is one in which children and young people are valued, listened to and taken seriously.

100. Overall, the provision for pupils with additional learning needs, including those with SEN, has good features that outweigh shortcomings. The provision is improving and recent actions by the head teacher are beginning to have a positive effect. Arrangements are in place throughout the school for the early identification and diagnosis of the needs of individual pupils and, for the most part, teachers and support staff are well focused on meeting their needs. The school works appropriately with outside agencies and seeks expert advice where necessary.
101. Pupils' IEPs are appropriately developed. However, the school recognises that more needs to be done to ensure that parents and pupils are fully involved in preparing and reviewing them. Members of staff play a significant role in providing support and guidance for a very small number of pupils who display emotional and behavioural difficulties. However, the school acknowledges that staff still lack confidence in dealing consistently with these pupils and that further training is required.
102. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities.
103. The school promotes pupils' understanding of diversity and race relations well. There are appropriate measures to eliminate oppressive behaviour and suitable race equality and multi-cultural policies and action plans are in place. Values, such as mutual respect and tolerance, are sensitively and consistently promoted.
104. The school's disability schemes and action plan are well implemented and every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. All pupils have full access to the school buildings.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

105. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
106. The head teacher's effective leadership and management are at the heart of the school's development and improvement. He has introduced significant changes since his appointment a year ago and his influence has impacted on all aspects of school life.
107. Members of staff with subject leadership and management roles have a good understanding of their responsibilities for improving standards and the quality of

provision. Staff work well together as a team. Co-ordinators are in place for all subjects, including the early years and other major aspects of learning, and they take a coherent and consistent approach to the management of their areas of responsibility.

108. Appropriate performance management procedures are well established; targets are linked to the SDP and school improvement, as well as to staff development.
109. The school takes good account of national and local priorities and works closely with the partner providers. In the last year or so, for example, leaders and managers have focused well on creating strategies for sustainable development and promoting a healthy school. The school has also further developed the provision for information technology.
110. Leaders and managers successfully set and meet challenging, but realistic targets and goals. Based firmly on the school's self-evaluation of its performance, they reflect the priorities in improvement planning. The leadership structure is clear and lines of accountability are robust.
111. The GB is strongly supportive of the school and has high regard for the school's well established profile within the local community. Governors are supportive of the head teacher, members of staff, pupils and the aims and objectives of the school. They meet regularly and are supplied with information about the life and work of the school by the head teacher. The school has identified accurately the need to develop further the role of governors in monitoring standards and provision. The GB meets statutory and regulatory requirements.

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

Grade 2: Good features and no important shortcomings

112. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
113. The school displays a positive self-critical culture, in which all members of staff are committed to school improvement. The process of self-evaluation and planning for improvement is well established. The head teacher has developed clear processes and routines, which are well implemented in the school by all members of staff. The school's progress in achieving its targets is regularly evaluated by the head teacher and subject leaders.
114. The self-evaluation report produced by the school before the inspection is of good quality. It is detailed and provides a thorough analysis of the school's strengths and areas for development. It is supported by a wide range of documentary evidence. The findings of the inspection team match the judgements of the school in six of the seven key questions. In key question three, the inspection team judged that the school had overestimated the number of outstanding features and awarded a lower grade.

115. The school is working hard to involve all stakeholders in the self-evaluation process. The school acknowledges that more can be done to involve governors and parents in the self-evaluation process. Good features outweigh shortcomings in relation to this aspect of the self-evaluation process.
116. The school has developed an effective monitoring cycle and outcomes are discussed regularly. Although class observations are not yet fully developed, subject leaders carefully evaluate teaching and learning through various methods and produce effective subject evaluations, which feed into the SDP.
117. The SDP is based on a thorough audit of the current situation and priorities identified are linked directly to the issues raised in the self-evaluation report. The SDP is accessible to a wide audience and the targets are challenging, but achievable. Success criteria are tightly focused, time-scales realistic and funding identified.
118. The school successfully demonstrates that its actions have resulted in measurable improvements in the standards achieved by pupils and in its provision for teaching and learning.
119. The school has responded well to the key issues identified in the previous inspection report and made good progress overall.

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
121. The school is adequately staffed for the number of pupils on roll. All permanent members of staff are suitably qualified and experienced. Learning support staff make a good contribution to the school. They support teachers and pupils well and are valued members of the school community.
122. The school has created an appropriate new staffing structure and it uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this.
123. The school makes good use of members of staff with specialist skills; this is particularly effective in physical education.
124. Staff development is well organised, focused and evaluated. There is good commitment and enthusiasm from members of staff to undertake continuing professional development.
125. The part-time school secretary, kitchen staff, cleaners and mid-day supervisors are all valued members of the school community.

126. Overall, the school has a good range of learning resources to meet the needs of the curriculum; they are well organised and easily accessible for members of staff and pupils.
127. The school buildings and extensive grounds are well maintained and suitable for the number of pupils on roll. Classrooms are of a good size and provide appropriate spaces for teaching and learning. However, in order to access one KS2 classroom pupils have to walk through another classroom and this creates some inconvenience. The multi-purpose hall is used for a variety of activities, including physical education lessons, collective worship, meal times and by pre-school groups. Good use is made of the school library in the KS2 teaching space.
128. Displays of pupils' work are attractive and of a good standard. They are useful teaching resources and make significant contributions to pupils' learning and to the welcoming ethos of the school.
129. The school makes efficient, effective and economic use of its resources. It ensures fair competition in its tendering and consistently applies the principles of 'best value'. Resources are well matched to the priorities identified in the SDP and spending priorities are kept under regular review. The school has been successful in attracting several sources of additional funding. It provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings:

Language, literacy and communication

Grade 2: Good features and no important shortcomings

Good features

130. Reception children make good progress in listening and speaking skills. They listen well to instructions on how to decorate their 'Elmer' pictures and they have a good, developing knowledge of a range of sounds and the letters that represent them. They listen well to stories and answer questions with interest and enthusiasm. They can effectively match pictures of objects with the initial letters of their names. They make good progress in writing skills and their marks on paper quickly become recognisable. They can over write and under write well, and some children can write a sentence independently. Reception children ask and answer a range of questions in Welsh, such as 'Pwy wyt ti?', 'Ble mae....?', 'Pwy sy' 'na?'.

Shortcomings

131. There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

132. Reception children develop the ability to concentrate successfully on a variety of tasks. They play well together and realise the importance of sharing and taking turns. They respond well to adults in the class and they work effectively with them and with each other. They show care for their classroom and resources and they tidy up quickly and effectively. They are proud to show their work to adults and are pleased to be praised and rewarded for their efforts. They understand the class routines well and work effectively in different learning spaces, both inside and outside the classroom. They know that washing hands is necessary after some tasks and they can do this independently.

Shortcomings

133. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

134. Reception children sequence number cards well and count out sets of objects to match the number. They count forwards and backwards successfully, using a song about speckled frogs; they identify each number well and perform simple additions. They build lego towers, using an appropriate number of blocks, and match cups and plates to the required number of people invited to a tea party. Most children show a good understanding of two-dimensional shapes; they compare longer and shorter, longest and shortest well, using sticks, cardboard snakes and socks of different lengths. They sort long and short snakes into sets and they thread cotton reels on to laces to make long and short snakes.

Shortcomings

135. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

136. Children in reception understand that weather changes from day to day and from season to season. They know that changes in the seasons bring about changes in the environment, such as leaves changing colour and falling. They use the light box with confidence to look carefully at different shaped leaves. They talk effectively about themselves and their families and they are increasingly aware of where in Wales they live. They appreciate that a village like Garth is different from a town like Builth Wells and they clearly identify certain features in the immediate vicinity on a journey through the village. They know that Christians celebrate harvest thanksgiving and they become confident in using the computer to draw and fill in shapes, such as Elmer's quilt.

Shortcomings

137. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

138. Reception children use a variety of pens and pencils effectively to draw pictures. They mix colours well and they know how to make a colour lighter or darker. They understand that colours are warm or cold. They develop good printing skills in using cauliflower florets and their own finger tips to print the autumn leaves on the tree, and use their bark rubbings to cut out tree shapes. They make decorative pictures of Elmer the elephant by sticking a variety of coloured shapes, and then cut out the main shape. They sing songs and rhymes well.

Shortcomings

139. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

140. Children move well within a given space and they take turns in games. They hold a given pathway with wheeled toys and turn and go backwards easily. They throw and catch with considerable accuracy. They understand the need for warm up and cool down and the effect that exercise has on the body. They respond to music with enjoyment and they move spontaneously within a given space. They combine and repeat movements well.

Shortcomings

141. There are no important shortcomings.

English

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

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

Good features

142. In both key stages, pupils develop good listening skills. They listen attentively to their teachers, to their peers in class and during other formal situations, such as in assemblies. In KS1 they listen with attention to stories, showing good recall of the plot and characters. In KS2 they listen effectively with sustained concentration in both whole-class and collaborative group occasions.
143. Pupils make good progress with their speaking skills. In KS1 they take turns and eagerly answer their teacher's questions. By the end of KS2 they are able to express themselves with clear diction and effective intonation, adapting their speech to different circumstances and demands.
144. Pupils in KS1 make good progress with their reading. They make good use of both phonic and contextual strategies to decode unfamiliar words when reading. They begin to develop good techniques to express themselves when reading aloud and they are able to talk sensibly about their reading books.
145. Pupils continue to develop their reading throughout KS2. They are able to consider in detail what they have read and they respond well to the plot and characters. They find information quickly from reference books, using the contents and index sections confidently.
146. By the end of KS1 pupils make good progress in their writing, with the majority writing independently. They understand the importance of basic sentence structure and the use of capital letters and full stops. They begin to use adjectives well to make their writing more interesting. Most can organise their ideas well and have a good awareness of basic punctuation.
147. As pupils progress through KS2 their writing develops well; they write in different forms and for different purposes. By the end of the key stage, they are able to write in a wide range of styles, organising their writing well for the intended purpose. Their vocabulary is more adventurous, verbs and tenses are generally consistent and grammar is usually correct. The standard of pupils' spelling and handwriting is good throughout the key stage.

Shortcomings

148. There are no important shortcomings.

Welsh second language

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

Key Stage 2: Grade2: Good features and no important shortcomings

Good features

149. In KS1 pupils respond effectively when given opportunities to use the language. They build well on what they have learned in the early years, particularly with regard to the sounds of the language and the grasp of basic vocabulary.
150. Pupils in KS1 make good progress in speaking and listening. They respond well to instructions and ask and answer questions effectively. They develop a good range of simple sentence patterns and vocabulary relating to colours, personal information and the weather.
151. Pupils in KS1 make good progress in reading in relation to their age and abilities. They read individual words confidently, and they make good progress in their ability to apply reading skills to simple, but appropriately extended texts. They make good use of pictorial clues to aid them in making sense of the written word.
152. Pupils in KS1 write simple phrases and sentences based on acquired vocabulary in relation to such topics as clothing and likes and dislikes.
153. Pupils in KS2 listen well to all forms of spoken Welsh and respond clearly to simple instructions and greetings. In Years 3 and 4, in particular, they make good progress in their knowledge and understanding of spoken Welsh.
154. In KS2 the majority of pupils count successfully; they know many of the colours in Welsh and they apply these well when playing games or in discussions.
155. Pupils in KS2 read words, phrases and sentences which are used in their oral work, and they extend their vocabulary well with language patterns from simple texts in Welsh. More able pupils in Years 5 and 6 translate texts and sentences well and they read confidently from the interactive whiteboard or the computer screen, with a good measure of understanding.
156. In KS2 most pupils write simple phrases and sentences regularly and complete tasks competently.

Shortcomings

157. There are no important shortcomings.

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

158. Pupils in both key stages use equipment safely and they are aware of risks and dangers associated with various tools.

159. In KS1 pupils are skilful at cutting, folding and joining materials. They work individually and in small groups to produce good quality designs. They demonstrate good design, making and evaluating skills in producing their Elmer quilts. They use simple software to design a quilt of eight large squares and choose a combination of colours. They produce a paper prototype and experiment successfully with a wide range of methods to join the coloured paper squares together. They demonstrate good sewing skills in joining the felt squares with running stitches.

160. Pupils in Years 1 and 2 demonstrate good design skills in drawing a fruit salad and choosing suitable fruits to prepare the salad. They learn how to peel or skin the fruit successfully, remove the pips and stones and they cut the fruit into appropriate pieces. They evaluate their presentations well and judge whether the finished product is similar to their original drawing. They also suggest ways in which it can be improved.

161. KS1 pupils understand that different vehicles have different purposes. They show good design skills in drawing a vehicle which is fit for purpose, listing all the materials they will need, including plastic straws, card discs, paper fasteners, rubber washers and masking tape. They evaluate whether their finished models are similar to their original designs and how they can improve them. They experiment with different ways to make parts of their vehicle move, light up and make a noise.

162. KS2 pupils evaluate different kinds of bread from Wales and other countries. They know the basic ingredients of bread and how yeast affects other ingredients. They show good making skills when they knead the dough and cut and shape into required designs. They show a good awareness of safety issues in handling hot equipment and food and understand the importance of hygiene.

163. In KS2 pupils effectively design their own paper national flag; they choose the most suitable fabric for making the flag and they select the best methods for joining together the fabric. They design a successful pulley system and evaluate how the flag can be raised and lowered.

164. Pupils across KS2 use a computer programme confidently to design a box to hold favourite treasures. They carefully choose a shape and size which are fit for purpose, and they evaluate the type of hinge which is most useful for the lid. They evaluate how strong they think the box will be and how long it will last. They demonstrate good measuring and design skills in drawing nets for their boxes, good making skills in cutting out the shape and gluing the box together and good evaluating skills in deciding how the finished product can be improved.

Shortcomings

165. There are no important shortcomings, but some pupils' ability to record the design process is limited in KS2.

Geography

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

166. In KS1 pupils demonstrate good mapping skills as they sketch a journey through the village and the surrounding area, marking several physical features carefully.

167. In Years 1 and 2 pupils develop a good understanding of the difference between a village and a town and of the road communications between Garth and neighbouring towns. They demonstrate a good awareness of weather patterns at different times of the year.

168. KS1 pupils locate Botswana on a map of Africa and effectively compare certain physical and human features of the country with those of their own village. They demonstrate a good range of skills when using simple grid references to find those features on the map.

169. In Years 1 and 2 pupils understand that there are different forms of transport and they undertake effective transport surveys to indicate the variety of ways that children travel to school. They use the results of a traffic survey to show how many different kinds of vehicles travel through Garth in a given period of time.

170. In Years 3 and 4 pupils show a good understanding of the effect of human activities on the natural environment. They develop a good awareness of the problems associated with the need to dispose of different kinds of rubbish and waste products.

171. In their studies of St Lucia, pupils in KS2 use photographic evidence appropriately to illustrate how climate and leisure activities can attract holiday-

makers to the island. They compare and contrast land use and homes in St Lucia with that of their own area.

172. Pupils in Years 5 and 6 have an appropriate understanding of the characteristics of different environments, such as deserts and mountains terrain, and they locate some examples on a world map. They know about different weather conditions and they compare mountain environments in different parts of the world.

173. Pupils in Years 5 and 6 have an appropriate awareness of various physical features in the Snowdon area. They identify various locations in Snowdon, using a four-figure grid reference, and consider the effects of different kinds of tourism on the area. They use the internet confidently to access information about accommodation and possible leisure activities in the area.

Shortcomings

174. Pupils' recording and presentation skills in geography do not develop well enough in KS2.

175. Pupils do not demonstrate sufficient progress and continuity in their acquisition of geographical skills and knowledge in KS2.

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

176. Throughout the school, pupils have a good awareness of the beneficial effects that exercise has on their bodies.

177. By the end of KS1 pupils have an effective understanding and appreciation of a good range of physical activities. They warm up and cool down appropriately before and after exercise. They remember and repeat simple skills and movements in games, gymnastics and dance well. They recognise that it is important to be active.

178. KS1 pupils listen and follow instructions promptly in their lessons. They show good hand and eye co-ordination when practising various skills and they demonstrate good basic under-arm, rolling and hitting skills.

179. In their folk dance lessons, KS1 pupils share and create dance movements successfully with a partner and in small groups. They repeat, remember and perform these movements well.

180. By the end of KS2 most pupils develop their skills well. They perform actions with more consistent control and quality. Pupils increasingly evaluate their work well, identifying what makes a performance effective and, where appropriate, suggesting sensible improvements.

181. Older KS2 pupils show a good level of skill when playing various games. They work well together in practice sessions and they demonstrate good control of the ball when passing and shooting.

182. Pupils in KS2 adapt and refine their movements well as they transfer weight, balancing and turning carefully as they do so.

Shortcomings

183. There are no important shortcomings.

School's response to the inspection

185. We are very pleased with the report which serves to highlight the many positive aspects of our school. Whilst celebrating our successes, we are also mindful of those aspects that require further attention. On behalf of the governors, staff, parents and pupils at Irfon Valley School, I should like to thank the inspection team for carrying out the inspection sensitively and professionally.

Appendix 1

Basic information about the school

Name of school	Irfon Valley C.P. School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Garth, Llangammarch Wells, Powys.
Postcode	LD4 4AT
Telephone number	01591 620281

Headteacher	Mr Gareth Cornelius
Date of appointment	September 2006
Chair of governors/ Appropriate authority	Mrs Mary Thomas
Registered inspector	Dr David G Evans
Dates of inspection	15-17 th October, 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	0	7	10	6	8	5	7	5	48

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1.06:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	91.8	95.2	93.6
Spring 2007	80.7	90.0	93.3
Autumn 2006	N/A	93.5	96.2

Percentage of pupils entitled to free school meals	10%
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 2007	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87.5%	In Wales	80.6%

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y6					13
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	23	62	15
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	77	15
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	8	46	46
		National	0	0	0	0	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	76.9%	In the school	N/A
In Wales	74.2%	In Wales	N/A

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
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

Three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

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

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 13 parents'/carers' questionnaires, of which 86.01 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 4 and 5 Welsh 2nd Language, English and Physical Education
Mrs Rhiannon Harris, Team Inspector	Key Questions 3, 6 and 7 Under-Fives, Design Technology and Geography
Mr Ted Tipper, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr G Cornelius, Nominee	Attending meetings and supplying information

The contractor was:

**E.L.L.I.S. (Cymru) Ltd.,
Willastones,
13, Heol Pentre'r Felin,
Llantwit Major,
CF61 2XS.**

Acknowledgement:

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