

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

**Llangynidr Primary School
Church Close
Llangynidr
Crickhowell
Powys, NP8 1NY**

School Number: 666/2117

Date of Inspection: 6 – 7 June 2005

by

**Robert Jones
W156/78144**

Date: 15 September 2005

Under Estyn contract number: T/215/04P

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

The inspection of Llangynidr Primary School took place between 6 – 7 June 2005. An independent team of inspectors, led by Mr Robert Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

- | | |
|----------------|---|
| 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 |

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llangynidr Primary School is situated in the village which lies about four miles west of the small town of Crickhowell in the south of the county of Powys. The school serves the local community, and plays an important part in village life. It also draws its pupils from a catchment area which includes Talybont, Bwlch and other surrounding villages. Approximately 3 per cent of pupils are entitled to free school meals, a figure which is lower than the local education authority (LEA) average and national average. The school caters for pupils between four and 11 years. Pupils enter the nursery class at the beginning of the term following their fourth birthday.
2. There are 125 pupils on roll, including seven full-time nursery children who are taught alongside Reception pupils in an Early Years class. Key stage 1 pupils are taught together in a mixed age class and there are three key stage 2 classes; year 3 and year 4 pupils are placed in single age classes while year 5 and 6 combine to form the other key stage 2 class. In total, 13 pupils have special educational needs (SEN) including two for whom statements have been made. Only one pupil comes from a Welsh speaking home and 98 per cent of the school population is white.
3. The school was last inspected in July 1999. Since then, the school roll has remained reasonably constant. Currently there are six teachers at the school, including the head teacher, who was appointed in 2003. The school employs one full-time and three part-time support assistants.

The school's priorities and targets

4. The school aims to provide a safe, caring environment where all are valued. It seeks also to foster pupils' appreciation of Wales, its language and culture and to encourage them to respect individuality and difference. The school also emphasises the importance of a mutually supportive relationship between school and home.
5. The school has gained the Basic Skills Agency Quality Mark on three occasions and also the Eco-Schools Silver award. In addition to continuing to work towards these accreditations the school has identified other priorities in the School Development Plan (SDP) for 2004-05 which include:
 1. Revising the history scheme of work.
 2. Revising the geography scheme of work.
 3. Revising the art policy and scheme of work.
 4. Increasing the use of incidental Welsh
 5. Writing a policy for *Y Cwricwlwm Cymreig*
 6. Reviewing the science, religious education, design and technology and physical education policies.
 7. Monitoring the provision for promoting cultural diversity and devising an action plan.

Summary

6. Llangynidr Primary School is a good school with a number of outstanding features. It is a caring school which promotes positive values. The inspection team judged that standards achieved by pupils merited a higher grade than that awarded by the school. Inspectors raised the grades in three further key questions, and agreed with the school's judgements in other aspects of its work.

Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	1
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?	1
5. How effective are leadership and strategic management?	1
6. How well do leaders and managers evaluate and improve quality and standards?	1
7. How efficient are leaders and managers in using resources?	2

Standards

7. As this is a short inspection, no judgements are made on standards achieved in subjects or the early years other than in key skills.
8. The overall quality of the educational provision for children under five is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning.
9. Children in Nursery and reception are making very good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communication technology (ICT). They are also making very good progress in their personal and creative development.
10. In key stages 1 and 2, pupils' standards in the key skills of speaking, listening, reading and ICT are very good. Standards of writing and numeracy are good.
11. Pupils acquire a good knowledge of the Welsh language and apply it competently. They confidently follow instructions in Welsh and make good progress in developing their bilingual skills.
12. In the National Curriculum assessments in 2004, the results achieved by pupils in key stage 1 and key stage 2 exceeded the Local Education Authority (LEA) and all-Wales averages in English, mathematics and science. When

compared with similar schools in Wales based on the percentage of pupils receiving free school meals, key stage 1 results were in the second 25 per cent in English and mathematics and in the fourth (bottom) 25 per cent in science. In key stage 2, results were in the third 25 per cent in English and science and in the second 25 per cent in mathematics. The school has exceeded its targets over the past three years when the English and science results in both key stages were higher than those for 2004.

13. Pupils with SEN needs make good progress and achieve the targets set for them.
14. Pupils make excellent progress in their personal, social and moral development and these skills are frequently demonstrated in circle time sessions and across the curriculum. They are very adept at solving problems.
15. Pupils' behaviour, both in lessons, around the school, and in the playground is an outstanding feature. Older pupils are extremely good role models for younger pupils.
16. Attendance is good; it is above LEA and Wales averages.
17. All pupils, whatever their ability or background, take an active part in school life. They are developing a very good understanding of their own local community and their place within it. However, their understanding and preparation for the working world is less well developed.

The quality of education and training

18. In the lessons observed standards of teaching were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	37%	26%	0%	0%

19. The percentage of Grade 1 or Grade 2 teaching is higher than the all-Wales average. The proportion of Grade 1 teaching is more than twice the national average.
20. Teachers have high expectations of their pupils and encourage them to achieve good standards. They have excellent relationships with them based on mutual respect and have established a climate which is conducive to effective learning. Where the teaching is Grade 1 or better, teachers identify clear lesson objectives, and use a wide range of questioning techniques effectively to reinforce knowledge and ensure pupils' understanding. Sessions are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies.
21. Where there are some shortcomings in the teaching, work is not always appropriately matched to pupils' learning needs, the pace of lessons is slower

and pupils are given neither sufficient time nor opportunity to consider a question or problem carefully before making a response.

22. Teachers are aware of the needs of all pupils including those with SEN, plan appropriately in order to meet individual needs including the more able, and review pupils' progress carefully.
23. The school meets statutory requirements for assessment, recording and reporting. The under-fives are assessed appropriately and teachers keep regular notes on their progress. The quality of the baseline assessment completed after the children enter the reception class is good.
24. A wide range of assessments is undertaken regularly in the core subjects including recognised standardised tests. National Curriculum assessment in core subjects at the end of the key stages provides information which is carefully analysed and used effectively to improve teaching and learning. However, the school does not have a comprehensive system in place for the assessment of foundation subjects.
25. Teachers make informal judgements as they observe pupils during lessons which are used to inform future provision. They mark completed work conscientiously. Comments on pupils' work are encouraging, acknowledge pupils' efforts and indicate how they might improve.
26. Pupils are encouraged to help plan their own progress and improvement. They set their own targets in addition to those noted by the teacher.
27. Parents have regular opportunities to discuss their children's progress with teachers and the school provides informative annual written reports for parents which include targets for improvement.
28. The quality and range of learning experiences for all children under five and pupils in key stages 1 and 2 are good. Every pupil, including those with additional learning needs, experiences a wide range of learning opportunities.
29. The curriculum is broad and balanced and meets statutory requirements. The school has an ethos which promotes equality and staff are committed to including all pupils in every activity, as far as possible.
30. The school has gained the Basic Skills Agency Quality Mark on three occasions and continues to work towards this accreditation, together with a range of other awards including the Eco-Schools Silver award.
31. The school promotes pupils' personal development well and makes good provision overall for pupils' spiritual, moral and social development. The provision for the development of pupils' awareness of their own and other cultures, however, has shortcomings which the school is in the process of addressing through amending schemes of work to further develop *Y Cwricwlwm Cymreig*. There are also plans to extend the opportunities for multi-cultural and multi-faith experiences for all pupils.

32. Provision for extra-curricular activities is very good. There are clubs after school offering a range of exciting and instructive opportunities for pupils in key stages 1 and 2.
33. The school has good links with Careers Wales. As a result several teachers have benefited from industrial and business placements as part of the school's professional development strategy. However, it does not have a planned strategy to develop pupils' awareness and understanding of the world of work in a systematic way. As a result, pupils' experiences of this aspect are limited.
34. The school is an extremely inclusive community; this is a very notable feature of its work. The provision across the school to develop pupils' understanding of sustainable development and global citizenship is an outstanding feature. Pupils care deeply for their immediate environment.
35. Parents are supportive of the school. Many help in classrooms and with other activities and this has a positive impact on their children's standards of achievement.
36. The school plans and manages care and support arrangements very well. It is immediately apparent on entering the school grounds and buildings that there is within the school a calm and enabling atmosphere. The school values pupils' personal achievements and takes great care to ensure their health and welfare.
37. Pupils with SEN receive very good support. Their individual needs are assessed and early intervention is implemented in accordance with the Code of Practice. More able pupils are suitably challenged by a range of appropriate tasks and activities.

Leadership and management

38. The school is very well led. The head teacher, who has a substantial teaching commitment, gives it positive direction and purpose. He leads through personal example and his commitment and professional attitude provide a good role model for both staff and pupils.
39. The head teacher and staff are successful in creating a very good ethos based on sound values which are evident in the life and work of the school. They have also succeeded in creating a caring and stimulating environment which promotes effective learning and ensures equality for all.
40. The school's governors have a good understanding of their responsibilities and they meet legal requirements. They are very supportive of the head teacher and staff. They monitor the school budget closely and take an active part in strategic management. The governing body effectively monitors the quality of provision and reviews targets through its standards panel which regularly assesses pupils' performance.

41. Performance management is conducted effectively and this process informs teachers' continuous professional development. Monitoring in the core subjects has successfully identified strengths and areas which can be improved.
42. The head teacher, governors and staff are committed to school improvement. They regularly and carefully review the work of the school. The school self-evaluation report is a well structured and comprehensive document which clearly identifies the school's strengths and areas for improvement.
43. A very good feature of the school's self-evaluation process is that it actively seeks the opinions of pupils and parents. The school analyses their responses and considers them carefully.
44. The school clearly notes its priorities for improvement in the SDP and these are supported by allocating appropriate resources to them. The SDP is a structured and well costed document. Success criteria are clearly outlined and progress against targets is monitored regularly.
45. The school is adequately staffed. Teachers are well qualified and demonstrate a commitment to their work. They are ably assisted by high calibre support staff and volunteers. Every member of the school team, including the school secretary, caretaker and cleaners, cooks and supervisors works diligently to create a clean, safe and efficient learning environment.
46. The accommodation is very well maintained but in key stage 2 it is limited in terms of space and storage. Overall the school has an appropriate number of resources which are of good quality and in good condition. In ICT, resources are very good. They are maintained regularly and used very effectively to enrich pupils' learning. Efficient and effective use is made of all resources.
47. The school provides very good value for money.

Recommendations

48. In order to build upon its many strengths the school needs to:
- R1 further develop pupils' awareness of their own and other cultures;
 - R2 assess all foundation subjects regularly and carefully;
 - R3 extend pupils' experience of the world of work.

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 1: Good with outstanding features

49. The findings of the inspection team differ from the judgement of Grade 2 made by the school in the self-evaluation report. The responsible behaviour of pupils, their progress in personal and social development, their standards of achievement in key skills and ability to acquire new knowledge were considered by the inspectors to be outstanding.
50. The overall quality of the educational provision for children under five is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning.
51. Children in nursery and reception are making very good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They are also making very good progress in their personal and creative development.
52. Standards of speaking in key stages 1 and 2 are very good. Pupils ask and answer questions across the curriculum confidently as part of class or group discussions. They speak clearly using language appropriate to the task. In both key stages, pupils listen intently to their teachers and to one another; standards are very good. Reading across the curriculum is very good and pupils' higher order reading skills are well developed. They competently and confidently search for information using a range of books and other information sources to support their work across the curriculum. Standards of writing are good; pupils write for a wide variety of purposes and audiences. Pupils use their writing skills effectively in the majority of curriculum subjects.
53. Numeracy skills are good, and pupils apply these well in a variety of contexts to measure and record data. Standards in ICT are very good. Pupils make effective use of computer software to support and enhance their work across the curriculum.
54. Pupils acquire a good knowledge of the Welsh language and they apply it competently. They confidently follow instructions in Welsh and make good progress in developing their bilingual skills.
55. Pupils understand well the principle of equal opportunities. All pupils succeed whatever their linguistic, social or ethnic background. They understand that modern society comprises members of diverse cultures and they demonstrate respect for their beliefs.
56. In National Curriculum assessments in 2004, the results achieved by pupils in key stage 1 and key stage 2 exceeded LEA and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales, key stage 1 results were in the second 25 per cent in English and mathematics and in the fourth (bottom) 25 per cent in science. In key stage 2,

results were in the third 25 per cent in English and science and in the second 25 per cent in mathematics. The school has exceeded its targets over the past three years when the English and science results in both key stages were higher than those for 2004.

57. One of the school's aims is to encourage among pupils a positive attitude to learning and it is successful in this respect. Pupils are well motivated; they enjoy their work, demonstrate a good level of concentration and persevere with their tasks. Pupils achieve the targets set for them by their teachers and those they set themselves. They make good progress towards the next stage in their learning.
58. Pupils readily acquire new knowledge and skills, for example in making very effective use of multimedia packages. They have a very good awareness and understanding of the strengths and weaknesses in their work and what they need to do to improve. Pupils with special educational needs, including the more able, make good progress and achieve the targets set for them.
59. Pupils work well independently and also co-operate effectively on tasks. They are very adept at solving problems and use reference books and IT programs competently and confidently to support their learning.
60. Pupils make excellent progress in their personal, social and moral development and these skills are frequently demonstrated in circle time sessions and across the curriculum.
61. Pupils' behaviour, both in lessons, around the school, and in the playground is an outstanding feature. Older pupils are extremely good role models for younger pupils. They set a very good example for others and are developing into mature young citizens. The extremely good behaviour of pupils has a positive impact on their standards of achievement. All pupils are polite and friendly. They are courteous towards visitors and take a keen interest in what they have to say. Pupils' relationships with each other are very good. They show respect for their classmates and older pupils often help to guide younger pupils. There is no evidence of bullying or oppressive behaviour and pupils confirm that bullying is extremely rare.
62. Attendance is good. It is above LEA and Wales averages. There is minimal unauthorised absence because parents readily provide a reason why their children are absent from school and co-operate well with the school by not taking pupils on holiday during term time. Almost all pupils are punctual. The school takes suitable account of the National Assembly for Wales circular 3/99.
63. Pupils demonstrate a good understanding of equal opportunities and diversity in society. They not only tolerate differences but celebrate them. All pupils, whatever their ability or background, take an active part in school life. They are developing a very good understanding of their own local community and their place within it. However, their understanding and preparation for the working world is less well developed.

The quality of education and training

Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
65. In the lessons observed standards of teaching were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	37%	26%	0%	0%

66. The percentage of Grade 1 or Grade 2 teaching is higher than the all-Wales average. The proportion of Grade 1 teaching is more than twice the national average.
67. Teachers have high expectations of pupils and encourage them to achieve good standards. All teachers have excellent relationships with pupils based on mutual respect and have established a climate which is conducive to effective learning. Where the teaching is Grade 1 and Grade 2, teachers identify clear lesson objectives and use a wide range of questioning techniques effectively to reinforce knowledge and ensure pupils' understanding.
68. Sessions are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies, including individual and group teaching. Teachers make good use of a range of teaching resources such as the whiteboard to stimulate pupils' interest and support their work. They ensure that all pupils, regardless of ability or gender, enjoy equal opportunities to succeed.
69. Where there are some shortcomings in the teaching, work is not always appropriately matched to pupils' learning needs, the pace of lessons is slower and pupils are given neither sufficient time nor opportunity to consider a question or problem carefully before making a response.
70. Teachers have a good knowledge of the subjects they teach and the common requirements of the National Curriculum. *Y Cwricwlwm Cymreig* is satisfactorily addressed.
71. Teachers plan very thoroughly and effectively and they structure lessons well. They provide pupils with frequent, good opportunities to develop key skills in a variety of classroom situations.
72. Teachers are well aware of the needs of all pupils including those with SEN, plan appropriately in order to meet individual needs and review pupils' progress carefully. The school continues to develop its strategies for extending the more able pupils.

73. The school successfully recognises the language needs of learners in a community where there is little or no use of Welsh and only one pupil comes from a Welsh-speaking home. One of the school's priorities is to increase the use of incidental Welsh and most teachers use the language frequently during the day. The most confident teachers occasionally use Welsh as a medium of instruction with positive results.
74. The school meets statutory requirements for assessment, recording and reporting. The under-fives are assessed appropriately and teachers keep regular notes on their progress. The quality of the baseline assessment completed after the children enter the reception class is good.
75. A wide range of assessments is undertaken regularly in the core subjects including recognised standardised tests. These are used effectively to identify gaps in pupils' knowledge and understanding and to set individual targets. There is a system in place for reading, spelling and mathematics which monitors pupils' performance as they progress through the school. Co-ordinators keep portfolios of pupils' work.
76. The school does not have a comprehensive system in place for the assessment of foundation subjects.
77. National Curriculum assessment in core subjects at the end of the key stages provides information which is carefully analysed and used effectively to improve teaching and learning. Teachers make informal judgements as they observe pupils during lessons which are used to inform future provision. They mark completed work conscientiously. Comments on pupils' work are encouraging, acknowledge pupils' efforts and indicate how they might improve.
78. Pupils are encouraged to help plan their own progress and improvement and they set their own targets in addition to those noted by the teacher.
79. Parents have regular opportunities to discuss their children's progress with teachers and the school provides informative annual written reports for parents which include targets for improvement.

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

80. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
81. The quality and range of learning experiences for all children under five and pupils in key stages 1 and 2 are good. Every pupil, including those with additional learning needs, experiences a wide range of learning opportunities.

82. The overall quality of the educational provision for children under five is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning.
83. The curriculum is broad and balanced and meets statutory requirements. The school has an ethos which successfully promotes equality and staff are committed to including all pupils in every activity, as far as possible.
84. The school makes very good provision for the development of key skills. Information and communication technology (ICT), in particular, is used very well and enables all pupils to access information and stimulating material which enhance their work. The school promotes pupils' bilingual competency well and a good feature of the provision is the frequent, confident and natural use of incidental Welsh by teachers.
85. The school has gained the Basic Skills Agency Quality Mark on three occasions and continues to work towards this accreditation, together with a range of other awards including the Eco-Schools Silver award.
86. The school promotes pupils' personal development well and makes good provision for pupils' spiritual, moral and social development, fully meeting requirements. The provision for the development of pupils' awareness of their own and other cultures has shortcomings which the school is in the process of addressing through amending schemes of work to further develop *Y Cwricwlwm Cymreig*. There are also plans to extend the opportunities for multi-cultural and multi-faith experiences for all pupils.
87. Pupils are encouraged to develop a strong sense of self-worth. They care deeply about important issues and make valuable contributions to school planning through the school council. During reflective periods in assemblies and circle times, pupils have opportunities to share personal views and experiences confidently in a safe setting, knowing that their opinions and feelings are valued. 'Worry Boards' are provided in classrooms which are used very effectively by pupils to indicate their concerns. When pupils join in 'Show and Tell' activities, they are delighted to share their achievements.
88. Provision for extra-curricular activities is very good. There are clubs after school offering a range of exciting and instructive opportunities for pupils in key stages 1 and 2. These include sports, climbing, art, a range of musical tuition, French and computer studies. Pupils make full use of the rich and stimulating environment within the grounds of the school and make many visits to local places of interest. In addition, there are residential courses at exciting field centres and cross-channel visits to Normandy in France. The school is used as a centre by the community and there is a collective pride in the school's attractive surroundings, which pupils strive to maintain and enhance.
89. The school has good links with Careers Wales. As a result, several teachers have benefited from industrial and business placements as part of the school's professional development strategy. These placements have had a positive

- impact on developments in the school. There are strong links with several local businesses, which support the school through the provision of donations, such as computers for the ICT suite. However, it does not have a planned strategy to develop pupils' awareness and understanding of the world of work in a systematic way. As a result, pupils' experiences of this aspect are limited.
90. The school is an extremely inclusive community; this is a very notable feature of its work. Social disadvantage and equality of opportunity receive very serious consideration. An outstanding feature is the school's commitment to addressing disadvantage both within the school community and beyond. No pupil is disadvantaged because of social or economic circumstances. For instance, pupils sponsor a child in the Cameroon and raise money on a frequent basis to provide books for children in Africa.
91. The school's provision for developing pupils' understanding of sustainable development and global citizenship is outstanding. This aspect is very well planned and managed. Pupils take part in a wide range of environmental projects, which have helped to enhance the school grounds. The eco committee, which is responsible for promoting sustainable development, has a clear action plan for future initiatives and the school has already gained the bronze and silver ECO Schools awards. Energy saving and recycling initiatives are evident throughout the school. The school's work in this area makes a very positive contribution to pupils' personal development and also to the links the school has with the local community.
92. Opportunities for pupils to develop the skills required to support economic development and life long learning are good. The school council meets regularly, manages its own budget and has made suggestions, which have resulted in improvements to the playground equipment. Pupils organise fund raising events to support local and national charities. The school encourages pupils to take active responsibility for their own learning, setting challenging and realistic individual targets for them. Pupils have good opportunities to develop their problem solving skills in subjects such as mathematics and ICT.
93. Parents are supportive of the school. Many help in classrooms and with other activities and this has a positive impact on pupils' standards of achievement. Parents receive good quality written information and the school web site provides a valuable source of information.
94. The school has close links with local colleges and schools. The strong links with the local cluster of schools have a positive impact on school developments. Through the residential visit to France by pupils from a group of local primary schools, pupils are able to meet new friends who will transfer to the secondary school at the same time.
95. The school is at the heart of the community and the links which have been established are a strength of the school. The local and wider area are very well used by the school to enrich pupils' curriculum experiences through very well planned visits linked to the topics they are studying. Pupils regularly take

part in local community events and members of the local community are frequently welcomed into the school, for example, in order to hear pupils read.

96. The eco committee manages a range of environmental projects such as recycling and composting. They have a good awareness of the need to save energy and many pupils actively turn off lights and check water taps. A recent 'School Grounds Day' has established glorious natural areas around the school and herbs and plants grow in carefully tended plots.

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

Grade 1: Good with outstanding features
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97. The findings of the inspection team differ from the judgement of Grade 2 made by the school in the self-evaluation report. The school's procedures and practices for ensuring the safety and welfare of its pupils and the quality of personal support which they receive was judged by inspectors to be outstanding.
98. The school plans and manages care and support arrangements very well. It is immediately apparent on entering the school grounds and buildings that there is within the school a calm and enabling atmosphere. Pupils greet visitors, staff and each other with smiles and are eager to discuss their views and progress. The school values pupils' personal achievements and takes great care to ensure their health and welfare. In discussion, pupils say that they feel respected and are, in turn, motivated to show care and consideration towards others. At the pre-inspection meeting, parents expressed the view that the school provides 'very good pastoral support'.
99. The school works well with parents and carers. They are consulted through a parental survey and termly parents' evenings provide opportunities to discuss their children's progress. The school also seeks parents' views on an informal basis by operating an 'open door policy'.
100. There are very good links with a number of specialist agencies, including occupational therapy, visual impairment and psychological services and pupils benefit from high levels of support when required. Pupils say that they are very well supported at all times, particularly when they first join the school or are preparing for their next stage in education. Pupils spend time in the nursery/ reception class prior to starting school and the school has good links with the local comprehensive school which ensure that pupils settle quickly in their new environment on transfer.
101. Personal and Social Education (PSE) is well established in the curriculum and all pupils are given very good levels of advice and care. From the time they enter school, pupils learn to express their feelings in circle time sessions and are actively encouraged to develop increasing independence. They are

encouraged to use the 'worry board' and 'friendship bench' to indicate their need for personal support.

102. There are effective procedures in place to monitor pupils' punctuality, attendance and behaviour. The school reminds parents frequently of their responsibility to ensure that pupils attend school regularly and on time. All staff promote good behaviour effectively and monitor pupils' behaviour both in class and around the school. As a result, pupils flourish in this caring environment.
103. The school has a very good health education programme and a nurse is a regular visitor to school to assist with health, relationships and sexual development, when appropriate. The school gives high priority to many initiatives which increase positive views and a healthy lifestyle, such as diet, exercise and mental agility.
104. Health and safety is a high priority. A designated member of staff and a governor have responsibility for child protection, staff have received training and fully understand the procedures to be followed if necessary. Some have received specific training on fire prevention and personal safety. Fire drills are held termly and governors conduct risk assessments annually. The school ensures that disabled persons have easy access to the school buildings.
105. The school actively seeks the views of parents who say that the school responds well to suggestions or complaints.
106. All pupils, including children who are under five and those pupils who have SEN, receive good support. Their individual needs are very carefully assessed and early intervention is effectively implemented in accordance with the Code of Practice. Individual Educational Plans (IEPs) are well-planned and carefully reviewed with new targets being set to reflect the progress made by pupils. All pupils have full and equal access to the curriculum and are given good support when necessary. The school supplements the statutory support received by pupils with statements in order to enhance their learning experiences. More able pupils are suitably challenged by a range of appropriate tasks and activities.
107. Pupils' behaviour is excellent and there are no pupils who currently require support in this respect. The supportive and respectful way in which pupils are treated ensures that behaviour enhances pupils' progress.
108. The school has a clear policy for equal opportunities and racial equality and all pupils are well supported regardless of their social, educational, ethnic or linguistic background. The school actively and vigorously promotes equal opportunities and boys and girls are given the same opportunities to participate in all the school's activities and to succeed.
109. In accordance with the aims of the school, pupils are actively encouraged to understand that they have equal rights regardless of race, and that differences are not merely tolerated, but celebrated. They understand also that they have

responsibilities and pupils are given a voice in making many important decisions. The School Council plays an important role in this respect. These principles are reflected in the life and work of the school.

110. There was no evidence of bullying or harassment during the inspection. There are effective behaviour strategies in place to deal with any incidents and, in turn, to promote individual pupils' confidence and self-esteem. There are currently no disabled pupils in the school but its inclusive ethos would ensure that such pupils would be welcomed into the school community.

Leadership and management

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

Grade 1: Good with outstanding features

111. The findings of the inspection team differ from the judgement of Grade 2 made by the school in the self-evaluation report. Inspectors judged the clear sense of direction given by the head teacher and the way in which the school's core aims and values are reflected in its life and work to be outstanding.
112. The school is very well led and the head teacher, who has a substantial teaching commitment, gives it positive direction and purpose. He leads through personal example and his commitment and professional attitude provide a good role model for both staff and pupils.
113. School documentation is kept neatly and this orderliness is reflected also in daily routines.
114. The head teacher and staff are successful in creating a very good ethos based on sound values which are evident in the life and work of the school. They have also succeeded in fulfilling the key aims of the school by creating a caring and stimulating environment which promotes effective learning and ensures equality for all. These are outstanding features of the school.
115. Each co-ordinator has a management role which is clearly defined and the staff works well as a team. The head teacher and deputy regularly discuss curriculum issues and other whole-school matters. The head releases the deputy for a period each week to enable her to monitor teachers' planning.
116. The school considers national priorities very carefully and places particular emphasis on literacy and numeracy. The school actively and very effectively promotes pupils' awareness of sustainable development and the school recently received the Eco Schools silver award. Recent initiatives in ICT have enabled pupils to achieve higher standards. Pupils develop a very good awareness of citizenship and responsibility through the work of the school council which recently gave a very effective multimedia presentation on its work to the community council.
117. The head teacher and staff agree challenging but realistic goals for pupils, for example at the end of each key stage. Curriculum targets and other priorities are included in a structured and well costed SDP, and progress against these is monitored regularly.
118. Performance management is conducted effectively and this process successfully informs teachers' continuous professional development through setting individual targets. Monitoring in the core subjects has been done regularly for approximately three years and more recently in personal and

social education. It has identified strengths and areas for improvement. These procedures are currently being developed in the foundation subjects.

119. The school's governors have a good understanding of their responsibilities and they meet legal requirements. The governing body effectively monitors the quality of provision and reviews targets through its standards panel which carefully assesses pupils' performance in its termly meetings.
120. Governors receive comprehensive reports from the head teacher who informs them of all aspects of the school's life and work. They are very supportive of the head teacher and staff. They monitor the school budget closely and take an active part in strategic management.

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

Grade 1: Good with outstanding features
--

121. The findings of the inspection team differ from the judgement of Grade 2 made by the school in the self-evaluation report. The inspectors judged that the way in which it seeks the views of pupils and parents, sets priorities for action and secures improvement are outstanding features.
122. The head teacher, governors and staff are committed to school improvement and they regularly and carefully review the work of the school.
123. The school self-evaluation report is a well structured and comprehensive document. It clearly identifies the school's strengths and areas for improvement. The school uses very well the information which it gathers to support its judgements. Teachers are asked to identify what they believe to be the strengths and weaknesses of the school and these issues are further explored during individual interviews with the head teacher after which he collates all the contributions into a coherent document.
124. Results of assessment tests including National Curriculum assessment results at the end of both key stages are analysed and the information gained used effectively to improve the quality of provision.
125. The school has a nine-term self-evaluation programme which ensures that each subject and aspect of school life is assessed regularly. Information is collected about pupils' progress and achievements and is used effectively to promote higher standards.
126. An excellent feature of the school's self-evaluation process is that it actively seeks the opinions of pupils and parents. The responses are analysed and receive careful consideration. The school council also expresses its views about school improvement and these are not only welcomed but encouraged by the head teacher and staff. The council is allocated a budget to spend on improvements.

127. The school clearly notes its priorities for improvement in the SDP and these are very well supported by the allocation of appropriate resources. For example, a substantial sum has been invested in IT hardware and software to support the school's target of raising standards by giving pupils full access to computers. This decision has clearly been justified by the very significant improvement in standards and the very high level of competence demonstrated by pupils in using the computer to support their work across the curriculum.
128. The inspection team agrees with the school's judgements in three of the seven key questions and has awarded a higher grade in the other four.

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

Grade 2: Good features and no important shortcomings.
--

129. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
130. The school is adequately staffed. Teachers are well qualified, demonstrate a commitment to their work and are ably assisted by high calibre support staff. Volunteers from the community are greatly valued and give of their time freely to enhance pupils' learning experiences. Every member of the school team, including the school secretary, caretaker and cleaners, cooks and supervisors work diligently to create a clean, safe and efficient learning environment.
131. Overall the school has a sufficient number of resources which are of good quality and in good condition. In ICT, resources are very good and are exceptional features of the school. They are maintained regularly and used very effectively to enrich pupils' achievements. The school has identified the need to extend its range of non-fiction books. The outdoor curriculum provides some exciting natural resources to complement pupils' knowledge and skills.
132. Accommodation is very well maintained but in key stage 2 it is limited in terms of space and storage. However, these constraints do not impact on individual pupils' achievements. Some teaching areas are also thoroughfares to other classes. Although this is a concern, it is not detrimental to learning because teachers and pupils have adapted well to the disruption as their performances in lessons testify.
133. The school makes efficient and effective use of all available resources and plans well in order to ensure that there will be sufficient resources to support future developments. Such planning ensures that resources are well managed.
134. Staff are effectively deployed with due regard to their interests and experience. Teachers' professional development is generally well planned and teachers have access to a good range of courses. The experience

gained by curriculum co-ordinators in monitoring the foundation subjects, while developing well, is not yet as broad as in the core subjects.

135. The school's priorities for development are well supported through the allocation of resources. For example, the investment in IT equipment to support the school's target of raising standards has proved very successful.
136. The use of the school's human, physical and financial resources is regularly reviewed and very well managed by the head teacher, staff and governing body in order to ensure that the school is well placed to make the best possible provision for its pupils. It is successful in this and the school provides very good value for money.

School's response to the inspection

We are very pleased with this Estyn inspection report. It clearly highlights the many strengths of the school and reflects the dedication of staff, parents, children and Governors who all work to maintain these high standards.

We found the inspection process to be a very positive experience. The inspection team were rigorous in their methods, yet very fair and eager to listen to evidence given from all corners of the School Community.

The report indicates that an outstanding feature of the school is the way that it sets priorities for action and secures improvement. Our aim now is to use this report as part of the continuous process of making a good school even better.

Areas for action will be incorporated into our new School Development Plan, a summary of which will be provided to parents.

Appendix A

Basic information about the school

Name of School	Llangynidr Primary School
School type	Community
Age-range of pupils	4 – 11 years
Address of School	Church Close Llangynidr Crickhowell Powys
Post-code	NP8 1NY
Telephone number	01874 731192

Head teacher	Mr Jonathan Wright
Date of appointment	April 2003
Chair of governors/ Appropriate authority	Mrs Kirsten Merrill-Glover
Registered inspector	Mr Robert Jones
Dates of inspection	6 –7 June 2005

Appendix B

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	7	16	16	13	22	20	17	14	125

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.8:1
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	21
Teacher (fte) : class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2004	94.3	97.5	95.16
Autumn 2004	N/a	95.79	95.68
Spring 2005	94.9	96.0	95.81

Percentage of pupils entitled to free school meals	3
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2		11			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	6	61	33	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	0	6	50	44	0
		National	0	3	11	63	23	0
En: writing	Teacher Assessment	School	0	0	11	67	22	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	6	67	28	0
		National	0	4	14	55	27	0
Mathematics	Teacher Assessment	School	0	0	6	67	28	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	11	78	11	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89	In Wales	79

- 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 2004							Number of pupils in Y6			17		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	6	29	35	30	0
		National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	6	6	35	53	0
		National	1	1	1	0	0	4	13	42	37	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	6	53	41	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	0	6	47	47	0
		National	1	1	1	0	0	3	15	43	36	0
Science	Teacher Assessment	School	0	0	0	0	0	0	6	65	29	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	6	47	47	0
		National	1	1	0	0	0	1	8	51	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	61.5	In the school	85.7
In Wales	72	In Wales	72

- 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 D

Evidence base of the inspection

The inspection team consisted of three inspectors who were present for a total of five inspection days. During the period:

- pre-inspection meetings were held with the head, teachers, parents and governing body to discuss the life and work of the school;
- 30 questionnaires were completed by parents and they were analysed thoroughly;
- school policies and documents were studied before the inspection;
- discussions were held with the head and the curriculum co-ordinators;
- 19 teaching sessions or parts of sessions were observed;
- the inspectors listened to pupils reading and their work was discussed with them as part of an enquiry into standards in National Curriculum subjects;
- examples of the pupils' work in each class were studied;
- attendance registers, pupils' records and teachers' planning files were studied;
- the inspectors were present during each whole-school act of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr R Jones Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 3, 5 and 6
Mrs D Shields Lay Inspector	Contributions to key questions 1 and 3.
Mrs C Gribble Team Inspector	Key Questions 4 and 7. Contributions to 1 and 3

The contractor was:

Evenlode Education Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Acknowledgement

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

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

**Llangynidr Primary School
Church Close
Llangynidr
Crickhowell
Powys, NP8 1NY**

Summary for Parents

School Number: 666/2117

Date of Inspection: 6 – 7 June 2005

by

**Robert Jones
W156/78144**

Date: 15 September 2005

Under Estyn contract number: T/215/04P

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Basic information about the school

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Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

A SUMMARY REPORT FOR PARENTS

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

The inspection of Llangynidr Primary School took place between 6 – 7 June 2005. An independent team of inspectors, led by Mr Robert Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Summary

Llangynidr Primary School is a good school with a number of outstanding features. It is a caring school which promotes positive values. The inspection team judged that standards achieved by pupils merited a higher grade than that awarded by the school. Inspectors raised the grades in three further key questions, and agreed with the school's judgements in other aspects of its work.

Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	1
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?	1
5. How effective are leadership and strategic management?	1
6. How well do leaders and managers evaluate and improve quality and standards?	1
7. How efficient are leaders and managers in using resources?	2

Standards

As this is a short inspection, no judgements are made on standards achieved in subjects or the early years other than in key skills.

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

Children in Nursery and reception are making very good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communication technology (ICT). They are also making very good progress in their personal and creative development.

In key stages 1 and 2, pupils' standards in the key skills of speaking, listening, reading and ICT are very good. Standards of writing and numeracy are good.

Pupils acquire a good knowledge of the Welsh language and apply it competently. They confidently follow instructions in Welsh and make good progress in developing their bilingual skills.

In the National Curriculum assessments in 2004, the results achieved by pupils in key stage 1 and key stage 2 exceeded the Local Education Authority (LEA) and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils receiving free school meals, key stage 1 results were in the second 25 per cent in English and mathematics and in the fourth (bottom) 25 per cent in science. In key stage 2, results were in the third 25 per cent in English and science and in the second 25 per cent in mathematics. The school has exceeded its targets over the past three years when the English and science results in both key stages were higher than those for 2004.

Pupils with SEN needs make good progress and achieve the targets set for them.

Pupils make excellent progress in their personal, social and moral development and these skills are frequently demonstrated in circle time sessions and across the curriculum. They are very adept at solving problems.

Pupils' behaviour, both in lessons, around the school, and in the playground is an outstanding feature. Older pupils are extremely good role models for younger pupils.

Attendance is good; it is above LEA and Wales averages.

All pupils, whatever their ability or background, take an active part in school life. They are developing a very good understanding of their own local community and their place within it. However, their understanding and preparation for the working world is less well developed.

The quality of education and training

In the lessons observed standards of teaching were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	37%	26%	0%	0%

The percentage of Grade 1 or Grade 2 teaching is higher than the all-Wales average. The proportion of Grade 1 teaching is more than twice the national average.

Teachers have high expectations of their pupils and encourage them to achieve good standards. They have excellent relationships with them based on mutual respect and have established a climate which is conducive to effective learning. Where the teaching is Grade 1 or better, teachers identify clear lesson objectives, and use a wide range of questioning techniques effectively to reinforce knowledge and ensure pupils' understanding. Sessions are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies.

Where there are some shortcomings in the teaching, work is not always appropriately matched to pupils' learning needs, the pace of lessons is slower and pupils are given neither sufficient time nor opportunity to consider a question or problem carefully before making a response.

Teachers are aware of the needs of all pupils including those with SEN, plan appropriately in order to meet individual needs including the more able, and review pupils' progress carefully.

The school meets statutory requirements for assessment, recording and reporting. The under-fives are assessed appropriately and teachers keep regular notes on their progress. The quality of the baseline assessment completed after the children enter the reception class is good.

A wide range of assessments is undertaken regularly in the core subjects including recognised standardised tests. National Curriculum assessment in core subjects at the end of the key stages provides information which is carefully analysed and used effectively to improve teaching and learning. However, the school does not have a comprehensive system in place for the assessment of foundation subjects.

Teachers make informal judgements as they observe pupils during lessons which are used to inform future provision. They mark completed work conscientiously. Comments on pupils' work are encouraging, acknowledge pupils' efforts and indicate how they might improve.

Pupils are encouraged to help plan their own progress and improvement. They set their own targets in addition to those noted by the teacher.

Parents have regular opportunities to discuss their children's progress with teachers and the school provides informative annual written reports for parents which include targets for improvement.

The quality and range of learning experiences for all children under five and pupils in key stages 1 and 2 are good. Every pupil, including those with additional learning needs, experiences a wide range of learning opportunities.

The curriculum is broad and balanced and meets statutory requirements. The school has an ethos which promotes equality and staff are committed to including all pupils in every activity, as far as possible.

The school has gained the Basic Skills Agency Quality Mark on three occasions and continues to work towards this accreditation, together with a range of other awards including the Eco-Schools Silver award.

The school promotes pupils' personal development well and makes good provision overall for pupils' spiritual, moral and social development. The provision for the development of pupils' awareness of their own and other cultures, however, has shortcomings which the school is in the process of addressing through amending schemes of work to further develop *Y Cwricwlwm Cymreig*. There are also plans to extend the opportunities for multi-cultural and multi-faith experiences for all pupils.

Provision for extra-curricular activities is very good. There are clubs after school offering a range of exciting and instructive opportunities for pupils in key stages 1 and 2.

The school has good links with Careers Wales. As a result several teachers have benefited from industrial and business placements as part of the school's professional development strategy. However, it does not have a planned strategy to develop pupils' awareness and understanding of the world of work in a systematic way. As a result, pupils' experiences of this aspect are limited.

The school is an extremely inclusive community; this is a very notable feature of its work. The provision across the school to develop pupils' understanding of sustainable development and global citizenship is an outstanding feature. Pupils care deeply for their immediate environment.

Parents are supportive of the school. Many help in classrooms and with other activities and this has a positive impact on their children's standards of achievement.

The school plans and manages care and support arrangements very well. It is immediately apparent on entering the school grounds and buildings that there is within the school a calm and enabling atmosphere. The school values pupils' personal achievements and takes great care to ensure their health and welfare.

Pupils with SEN receive very good support. Their individual needs are assessed and early intervention is implemented in accordance with the Code of Practice. More able pupils are suitably challenged by a range of appropriate tasks and activities.

Leadership and management

The school is very well led. The head teacher, who has a substantial teaching commitment, gives it positive direction and purpose. He leads through personal example and his commitment and professional attitude provide a good role model for both staff and pupils.

The head teacher and staff are successful in creating a very good ethos based on sound values which are evident in the life and work of the school. They have also succeeded in creating a caring and stimulating environment which promotes effective learning and ensures equality for all.

The school's governors have a good understanding of their responsibilities and they meet legal requirements. They are very supportive of the head teacher and staff. They monitor the school budget closely and take an active part in strategic management. The governing body effectively monitors the quality of provision and reviews targets through its standards panel which regularly assesses pupils' performance.

Performance management is conducted effectively and this process informs teachers' continuous professional development. Monitoring in the core subjects has successfully identified strengths and areas which can be improved.

The head teacher, governors and staff are committed to school improvement. They regularly and carefully review the work of the school. The school self-evaluation report is

a well structured and comprehensive document which clearly identifies the school's strengths and areas for improvement.

A very good feature of the school's self-evaluation process is that it actively seeks the opinions of pupils and parents. The school analyses their responses and considers them carefully.

The school clearly notes its priorities for improvement in the SDP and these are supported by allocating appropriate resources to them. The SDP is a structured and well costed document. Success criteria are clearly outlined and progress against targets is monitored regularly.

The school is adequately staffed. Teachers are well qualified and demonstrate a commitment to their work. They are ably assisted by high calibre support staff and volunteers. Every member of the school team, including the school secretary, caretaker and cleaners, cooks and supervisors works diligently to create a clean, safe and efficient learning environment.

The accommodation is very well maintained but in key stage 2 it is limited in terms of space and storage. Overall the school has an appropriate number of resources which are of good quality and in good condition. In ICT, resources are very good. They are maintained regularly and used very effectively to enrich pupils' learning. Efficient and effective use is made of all resources.

The school provides very good value for money.

Recommendations

In order to build upon its many strengths the school needs to:

- R1 further develop pupils' awareness of their own and other cultures;
- R2 assess all foundation subjects regularly and carefully;
- R3 extend pupils' experience of the world of work.

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

Acknowledgement

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