

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

**Ladywell Green Nursery and Infant School
Park Street
Newtown
Powys
SY16 1EG**

School Number: 666 2048

Date of Inspection: 22 – 24 February 2005

by

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W207/10413**

Date: 21 April 2005

Under Estyn contract number: T/124/04P

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Ladywell Green Nursery and Infant 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 Ladywell Green Nursery and Infant School took place between 22 and 24 February 2005. An independent team of inspectors, led by Michael Best 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. The school is situated near the centre of Newtown in Powys. Constructed in 1952, the school shares a large site with its receiving junior school and a Welsh medium primary school. The school serves the both rented and private housing in the town. Some children come from the surrounding rural area, attending nearby private care facilities before and after school. Unemployment is low but the economic prosperity of the area is mixed.
2. There are currently 152 boys and girls aged between 4 and 7 years on roll. Children join the school at the start of the term following their fourth birthday. English is the home language for almost pupils, most of whom are from white backgrounds.
3. Currently, 21 per cent of pupils are entitled to receive free school meals. This is above the all-Wales average and double the local education authority (LEA) average. Until recently, the percentage was over 30 per cent, which is closer to that at the time of the last inspection in February, 1999. Other validated information gathered by the school indicates that nearly two-thirds of pupils come from homes that are economically disadvantaged.
4. Children are admitted to the nursery in the term following their fourth birthday. After a series of settling-in visits, they attend full-time. Teachers' initial assessments indicate that many have limited early reading, writing and number skills. Children attend full-time in reception from the beginning of the school year in which they reach their fifth birthday.
5. About a third of pupils have special educational needs (SEN). This is above national and LEA average. One pupil has a statement outlining their special educational needs and there is additional support provided by the LEA for a small number of pupils. The National Curriculum (NC) is not modified or disapplied for any pupil. The school was awarded the Basic Skills Quality Mark in 2004.

The school's priorities and targets

6. The school's aims and objectives include promoting the personal, physical and academic development of all pupils.
7. Priorities in the school's development plan include improving provision in the early years, NC subjects and religious education over a three-year period. There is an ongoing programme of improving the school's facilities. A staff development plan identifies priorities for the current year.

Summary

8. Ladywell Green Nursery and Infant is a good, inclusive school that successfully provides for the all-round education of its pupils. Children are very well cared for and they get a good start to their full-time education.
9. Through the good leadership of the head teacher, and the commitment of staff and governors, the school has improved its provision since the last inspection in February 1999. The school provides good value for money.
10. The inspection team agrees with the school's evaluation for all key questions other than key question 4, where it judges the provision to be good with outstanding features.

Table of grades awarded

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

Standards

11. From often low starting points, children in the early years and pupils in key stage 1 achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability.
12. Pupils successfully achieve agreed learning targets and goals. Recent improvements in the school's analysis and use of assessment information and trends, are successfully raising teachers' expectations of what pupils can achieve and standards are rising.
13. Standards of achievement in the lessons observed in the subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	84%	16%	0%	0%

14. This well exceeds the Welsh Assembly Government’s target of at least 65 per cent grade 2 or grade 1 standards by 2007, and represents good progress since the last inspection.

Areas of Learning Early Years

15. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children’s Learning. In the early years, standards of achievement are as follows:

Area of Learning (Under-Fives)	Inspection grade
Language, literacy and communication	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

Subjects

16. In key stage 1, standards of achievement in the subjects identified for inspection are as follows:

Subject	Key Stage 1
English	Grade 2
Welsh second language	Grade 2
Design and technology	Grade 2
Music	Grade 2
Religious education	Grade 2

17. In the early years and in key stage 1, pupils’ achievement in the key skills of speaking and listening are very good. Key skills in mathematics and reading are good. Pupils’ bilingual skills are very good in the nursery and average in other year groups. Standards are average in writing, and in pupils’ use of information and communications technology. Pupils’ creative skills are good and their problem-solving skills are average.
18. Attainment at the end of key stage 1 in 2004 in English and science was just below the local and national averages, and just above these averages in mathematics. Compared with similar schools (on the basis of free school meal entitlement), the performance of pupils was in the top 50 per cent of schools. Trends over time indicate that results are improving.
19. Children in the nursery make good progress; in their personal and social development, and in the development of their bilingual skills, progress is very good. Reception children make good progress overall. On occasions, the pace of progress made by older reception children slows when lessons are

too long. Pupils in key stage 1 make good progress, are effectively prepared for the next stage of their education, and their life, and work in the community. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans.

20. Pupils' behaviour and attitudes to learning are good with outstanding features, and have a beneficial effect on learning and progress. This is strength of the school. There have been no exclusions in the last 12 months.
21. Attendance of compulsory school age pupils is just above the national average. Unauthorised absence is very low. Pupils are keen to attend school and are generally punctual. Pupils are well motivated, and show enthusiasm and interest in their work. Pupils' progress in their spiritual, moral, social and wider development is good with outstanding features. They develop a good understanding of equal opportunities and have a healthy respect for the diversity of beliefs, attitudes and cultural traditions.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	74%	11%	0%	0%

22. The proportion of grade 1 and 2 lessons exceeds the Wales Assembly Government's target. The quality of teaching shows good improvement since the last inspection.
23. Teaching that is good with outstanding features was observed in lessons in the nursery, and in key stage 1 in Welsh second language and religious education. The very good and trusting relationships between adults and pupils are an outstanding feature of teaching in the school. Lessons are well managed and pupils work with purpose.
24. Teachers' planning in the subjects inspected has good features which outweigh shortcomings. Lessons are interesting and stimulating. Staff successfully engage and motivate pupils, and adapt lessons to cater for the differing needs of pupils. Teachers have good subject knowledge and experience of how different groups of pupils learn. Their written evaluations of their lessons, highlighting the next steps in learning, are of good quality. However, the planning for the development of key skills has some shortcomings. The school has identified this as a focus for development.
25. Support staff are well deployed. They work closely with class teachers in planning and delivering lessons, and provide good quality help for pupils. Staff successfully employ a range of teaching methods. Explanations are clear and questions well used to develop and extend learning. Occasionally, learning objectives are not sharply enough focussed. Staff have high expectations of pupils' behaviour and productivity. Classroom routines are well established and learning resources well used. Staff successfully promote full equality of opportunity in all activities.

26. Good features outweigh shortcomings in the way in which teachers meet pupils' bilingual needs. In the nursery, children's knowledge and skills in English and Welsh are very well promoted and developed across the areas of learning. In some other classes, teachers are sometimes too quick to translate into English an instruction or question first given in Welsh. As a result, pupils tend to answer in English rather than Welsh.
27. Staff plan well for pupils' individual needs. They have good regard for the learning targets of SEN pupils. More able pupils are appropriately challenged in discussions and through questioning but there are some missed opportunities to promote their problem-solving and extended writing skills.
28. The school's arrangements for assessing, recording and reporting on pupils' attainment and progress are good. All statutory requirements are met. Teachers make effective use of assessment information to guide lesson planning. Pupils' annual reports provide information on standards achieved and indicate how improvements can be made.
29. The school provides a broad and balanced curriculum that meets all legal requirements and is flexible enough to meet pupils' individual needs. Pupils benefit from opportunities to take part in a wide range of curricular activities. All pupils have the opportunity to participate in the Urdd activities. Visits and visitors enhance the curriculum.
30. The school's promotion of pupils' spiritual, moral, social and cultural development is good with outstanding features. It makes suitable arrangements for pupils' personal and social education, including health and sex education. The provision for promoting bilingual skills and reflecting the languages and culture of Wales has good features that outweigh shortcomings.
31. Links with parents are strong, and reflect a good working relationship. Parents are very supportive of the school's work and value its positive ethos. The school involves itself well with activities within the community. The school enjoys good links with its partner schools in the Newtown area. Industrial partnerships are effective.
32. The school successfully promotes education for sustainable development. Pupils are aware of environmental issues such as litter and pollution. Opportunities for pupils to develop their entrepreneurial skills are effectively developed. The school successfully reflects national priorities for lifelong learning and community regeneration in the learning experiences it provides for pupils.
33. The school's high priority for the welfare, guidance and care of the pupils in its care is an outstanding feature. It works very closely with parents and carers. Induction arrangements are very effective. The school successfully identifies and assesses the needs of pupils with SEN.

34. The school makes very good use of specialist services to support pupils. It monitors attendance, punctuality and pupil's behaviour very closely. Health and safety issues are most promptly and properly addressed. Child protection arrangements are carefully documented and well known to all who work at the school. The school's good arrangements to deal with any oppressive behaviour, bullying, discrimination and harassment are an outstanding feature of its work.
35. The school successfully promotes good race relations and has effective procedures in place to ensure that disabled pupils are treated fairly. Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is good with no important shortcomings.

Leadership and management

36. The head teacher leads and manages the school well. She has very good working relationships with the pupils, parents, staff and governors, and is well regarded by them and the wider community. She gives clear direction to the work of the school, and effectively promotes a good team spirit and shared sense of purpose. Procedures for monitoring and evaluating classroom work are developing well, with staff and governors playing an active role in raising standards.
37. The school's aims and values are very effectively promoted in its daily life and work. They are particularly appropriate to the age of the pupils, and the community the school serves. The school is fully committed to inclusion and to pupils achieving the best they can.
38. The governing body is supportive, and works successfully with the head teacher to develop and sustain the strategic management of the school. They have a good overview of the school's strengths and shortcomings. The school meets all statutory requirements.
39. The school has made a good start to developing its use of self-evaluation and can demonstrate measurable improvement in the school's provision. The current school development plan is a well-structured and effective working document. The school's priorities for development are realistic and focus effectively on its evaluation of standards and the quality of education.
40. The school is well staffed by sufficient and suitably qualified and experienced teachers and support staff. Staff are well deployed, managed and developed. The school is well served by its administrator, catering staff, lunchtime supervisors, caretaker and cleaners.
41. The accommodation is adequate for the number of pupils on roll. The provision of learning resources is good. The school makes efficient use of its finances to support teaching and learning.

Recommendations

- R1 Maintain the good progress made since the last inspection, particularly in the use of self-evaluation to plan for school improvement.
- R2 Improve standards of creative and imaginative writing and key skills where there are shortcomings.
- R3 Systematically plan and assess pupils' application of key skills, including bilingual skills, across the curriculum. * *The school has already identified this as an area for improvement.*

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

42. The inspection team agrees with the school's self-evaluation.
43. From often low starting points, children in the early years and pupils in key stage 1 achieve good standards in their acquisition of knowledge and understanding skills. Pupils with SEN achieve good standards relative to their age and ability.
44. Pupils successfully achieve agreed learning targets and goals. Recent improvements in the school's analysis and use of assessment information and trends are successfully raising teachers' expectations of what pupils can achieve and standards are rising.
45. Pupils' standards of achievement in the lessons observed in the subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	84%	16%	0%	0%

46. This well exceeds the Welsh Assembly Government's target of at least 65 per cent grade 2 or grade 1 standards by 2007, and represents good improvement since the last inspection.
47. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. In the early years, standards of achievement are as follows:

Area of Learning (Under-Fives)	Inspection grade
Language, literacy and communication	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

48. In key stage 1, standards of achievement in the subjects identified for inspection are as follows:

Subject	Key Stage 1
English	Grade 2
Welsh second language	Grade 2
Design and technology	Grade 2
Music	Grade 2
Religious education	Grade 2

49. Children start school with a wide range of skills and experiences. When they start in the nursery, many children have limited communication, early reading, writing and number skills. Although a number of children are relatively independent for their age, their personal and social skills are not well developed. Baseline assessments indicate that, overall, standards on entry are not as high as they were four years ago.
50. In the early years and in key stage 1, pupils' achievement in the key skills of speaking and listening are good with outstanding features. Pupils listen intently, follow instructions well and answer questions accurately. Although some do not have a wide range of vocabulary, pupils express themselves clearly, responding in well-formed sentences and using subject vocabulary accurately.
51. Key skills in mathematics and reading are good with no important shortcomings. Children in the early years and pupils in key stage 1 use their numeracy skills effectively. They read labels and instructions carefully and search class libraries for information.
52. Standards of pupils' writing, and their use of information and communications technology, are average. In the nursery, pupils' bilingual skills are very good. Children switch effortlessly between English and Welsh; they recognise and name a range of different objects in their classroom in both languages, often without prompting. In reception and key stage 1 classes, standards of pupils' bilingual skills are average. Pupils demonstrate a good understanding of instructions in Welsh. Incidental Welsh is effectively used at registration times but pupils' response to questions is often in single words or short phrases, and they instigate conversations in English rather than Welsh unless prompted.
53. Pupils copy and record information accurately but their writing does not fully reflect the quality or depth of their discussions. More able pupils do not write sufficiently at length; they do not adequately plan, draft and revise their work when writing for different purposes. Pupils are familiar with computers but their use of programs and applications to develop their writing and find information is not sufficiently developed. They make limited use of programmable toys, tape recorders and digital cameras in their everyday work.

54. Attainment at the end of key stage 1 in 2004 in English and science was just below the local and national averages, and just above these averages in mathematics. The core subject indicator (CSI)¹ was 78 per cent which is broadly similar to the national average. Compared to similar schools², the performance of pupils was in the top 50 per cent of schools.
55. Trends over time indicate that results are improving. Improvements in the 2004 results in reading and mathematics reflect the better performance of boys. However, relatively few pupils have been assessed as reaching the higher levels. Inspection evidence suggests that teachers have, in the past, been cautious in their assessments but that new tracking procedures now provide a more reliable basis for assessment.
56. Over time, girls have made better progress than boys. The school has effectively recognised and addressed this situation. Inspection evidence indicates that there are now no significant differences in the rates of progress of boys and girls. Likewise, the school has successfully addressed issues relating to the achievement of pupils from different ethnic or social backgrounds and they make similar progress to others.
57. Children in the nursery make good progress; in their personal and social development, and in the development of bilingual skills, progress is very good. They settle quickly at the start of each day and work with great enthusiasm both individually and in groups. Activities are well suited to children's needs and the relationships between adults and children are firmly based on trust and security. Learning in the nursery is good fun.
58. Reception children make good progress overall. Children are keen to share, explore and develop their ideas. They are confident in discussions and try hard with their written work. Less able pupils benefit particularly from good quality support and activities that are effectively tailored to their needs. On occasions, the pace of progress made by older reception children falters when activities are too formal and they do not have sufficient opportunity to independently experiment and make choices.
59. Pupils in key stage 1 are effectively prepared for the next stage of their learning. They build successfully on the good foundations established in the early years. Teachers' regular and effective use of questioning and discussion makes a significant contribution to the pace of pupils' progress.
60. Pupils understand what they are doing and how well they are progressing. The school has recently introduced individual targets for all pupils that highlight areas for improvement. Whilst most pupils are familiar with their targets, some are less sure as to what they need to do to achieve these.

¹ The core subject indicator is the percentage of pupils attaining at least level 2 in each of English, mathematics and science in combination, as determined by the teacher assessments.

² Compared with English medium schools with between 29 and 32 per cent free school meals.

61. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. The specialist help they receive, particularly with reading and writing, improves their skills and boosts their confidence.
62. Pupils' behaviour and attitudes to learning are good with outstanding features, and have a very beneficial effect on learning and progress. The school's 'Golden Rules' are recognised, understood, and followed by all children in and around the school. Pupils relate well with each other and their teachers and are welcoming and courteous to visitors. This is strength of the school. Bullying of any kind is not tolerated. Pupils are aware of the action to be taken should they, or someone else, feel threatened, intimidated or bullied. There have been no exclusions in the last 12 months.
63. Pupils are aware of what is expected of them and they act accordingly. On the playground, children interact well. No child is left alone for long before being befriended and welcomed into a circle of play. In the classroom, children are mindful of other classes in session and try to operate in a manner which causes least interference. Parents indicate, through their response to questionnaires, that the school achieves high levels of behaviour. Feedback from school visits is consistently positive.
64. Pupils willingly take on additional responsibilities. They enjoy helping their teachers. In the playground and in the dining hall, children enjoy each other's company. When queuing pupils are orderly and take their turn.
65. Pupils are keen to attend school and are generally punctual. Attendance of compulsory school age pupils during the three terms preceding the inspection was 93 per cent which is just above the national average from primary schools in Wales. The school takes suitable account of Circular 3/99. Nursery attendance averaged 92 per cent for the same period. Unauthorised absence is very low.
66. Pupils are well motivated, show enthusiasm and interest in their work, and apply themselves well to the work they are given to do. They make good use of time and co-operate well with each other. However, when given problems to solve independently, pupils are not always sure what information to include and what to ignore. Examples of two- and three-dimensional artwork, particularly the work undertaken with artists in residence, indicate that pupils' creative skills are well developed.
67. Pupils' progress in their spiritual, moral, social and wider development is good with outstanding features. From the nursery to year 2, pupils have a strong sense of what is right and wrong. In assemblies and lessons, they reflect sensitively on a wide range of issues, effectively stimulated by art, literature and music. During collective worship, pupils reflect well on stories and contribute perceptive prayers. In discussion, pupils express their thoughts and ideas openly yet they have a sincere regard for the views and opinions of others. Self-discipline is good, and both in and out of lessons, pupils'

responsible behaviour reflects the school's strong family ethos. Relationships are very good and pupils care well for each other.

68. Pupils are developing a responsible approach to life in school and the wider community. They are treated equally regardless of their background or circumstance. This sense of responsibility helps develop a good understanding of equal opportunities and nurtures a healthy respect for the diversity of beliefs, attitudes and cultural traditions which helps form today's modern society.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 69. The inspection team agrees with the school’s self-evaluation.
- 70. Twenty-seven lessons, in whole or in part, were observed during the inspection. Inspectors viewed teachers’ planning and records. They also looked at pupils’ work and discussed this with them.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	73%	13%	0%	0%

- 71. The proportion of grade 1 and 2 lessons exceeds the Wales Assembly Government’s target. The quality of teaching shows good improvement since the last inspection.
- 72. Teaching is good with outstanding features in lessons observed in the nursery, and in key stage 1 in Welsh second language and religious education. The very good and trusting relationships between adults and pupils are a consistent feature of teaching in the school. Lessons are well managed and pupils work with purpose.
- 73. Good features outweigh shortcomings in the quality of teachers’ planning. Planning for the under fives successfully identifies experiences leading to the Desirable Learning Outcomes. In the subjects inspected in key stage 1, teachers effectively identify learning objectives. However, planning for the development of key skills is not sufficiently systematic. The school has identified this as a focus for development.
- 74. Teachers’ written evaluations of their lessons, highlighting the next steps in learning, are of good quality. Lessons are interesting and stimulating. Staff successfully engage and motivate pupils, providing good support for those who find new learning difficult to enable them to achieve well. They successfully adapt lessons to cater for the differing needs of pupils.
- 75. Teachers have good subject knowledge and experience of how different groups of pupils learn. Teachers successfully address the common requirements of the National Curriculum and have due regard for local and national initiatives. Support staff are well deployed. They work closely with class teachers in planning and delivering lessons, and provide good quality help for pupils.
- 76. Staff successfully employ a range of teaching methods. They have high expectations of pupils’ behaviour and productivity. Most lessons move at a good pace, with short introductions successfully used to identify and share with pupils what they are to learn. However, sometimes learning objectives

are not sharply enough focussed. Explanations are clear and questions well used to develop and extend learning.

77. The balance of activities, including class teaching, group teaching and independent activities, is very good in the nursery. Daily routines are well established. There are regular opportunities for nursery children to take part in practical activities. Occasionally, lessons in the older reception class last too long and there are some missed opportunities for these children to make choices and select their own activities. In key stage 1, classroom routines are well-established and learning resources well used. Teachers make effective use of homework to develop and consolidate classroom learning.
78. Staff successfully promote full equality of opportunity in all activities. They take good account of gender differences, positively adapting teaching methods to promote the higher achievement of boys in reading and mathematics. All pupils are treated equally. Staff actively encourage their pupils to ask questions and take a balanced view about all that see, hear, read and do.
79. Good features outweigh shortcomings in the way in which teachers meet pupils' bilingual needs. The work of the Athrawes Bro is valued and recognised by the school. She models lessons well and teachers' confidence in the subject is growing. In the nursery, children's knowledge and skills in English and Welsh are very well promoted and developed across the areas of learning. In some other classes, teachers are sometimes too quick to translate into English an instruction or question first given in Welsh. As a result, pupils tend to answer in English rather than Welsh.
80. Staff plan well for pupils' individual needs. They have good regard for the learning targets in SEN pupils' individual education plans and focus well on small steps in learning. More able pupils are appropriately challenged in discussions and through questioning but there are some missed opportunities to promote pupils' problem-solving skills and to develop their writing skills.
81. Support staff are clear about their responsibilities in lessons. Regular discussion between staff effectively identifies the progress pupils make, particularly those with SEN. Observations of children in the nursery are precise and purposeful in helping plan future lessons.
82. The school's arrangements for assessing, recording and reporting on pupils' attainment and progress are good. Statutory requirements are met. The school's recent focus on raising standards, particularly those achieved by boys, has successfully sharpened teachers' assessment skills; the school acknowledges that teacher assessments at the end of year 2 have, traditionally, erred on the side of caution.
83. The school uses the LEA baseline assessment as a starting point to monitor the developing skills and progress of children under five towards the Desirable Learning Outcomes. Teachers regularly gather information in the core subjects of English, mathematics and science to track pupils' progress as they

move through the school. In the foundation subjects and religious education, such information is gathered termly. The assessment of pupils' progress in developing key skills is not as highly developed.

84. Teachers make effective use of assessment information to guide lesson planning. Gender differences are well identified and addressed. Gifted and talented pupils are also identified and, overall, their needs are effectively met and supported.
85. Teachers monitor and mark pupils' work regularly, often providing individual guidance as to improve as pupils are engaged on the given tasks. Support staff make helpful and supportive comments when working with individuals and groups that successfully raise their self-worth. The school has recently introduced written, individual targets to help pupils improve their work.
86. Statutory requirements for reviewing, recording and reporting the progress of pupils with special educational needs are met in line with the Code of Practice. Parents are invited to participate in reviews and the setting of new targets.
87. Pupils' annual reports comply with statutory requirements. They provide information on standards achieved and indicate how improvements can be made. Parents are invited to meet teachers to discuss and respond to their child's report.

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

88. The inspection team agrees with the school's self-evaluation.
89. The school responds well to pupils' learning needs. The curriculum is accessible to all pupils and provides good opportunities for them to experience a broad and balanced range of activities and topics, and to learn successfully. The curriculum is flexible enough to meet pupils' individual needs. It takes good account of what they already know and their next steps in learning. The school meets all legal and course requirements.
90. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The curriculum in the nursery and reception classes is interesting, motivating and involves whole class activities, some of which are selected by the children.
91. Teachers effectively plan together from agreed schemes of work, and with the support of subject leaders. However, the school's provision for the development of key skills is not systematic enough and there are missed opportunities for pupils to develop skills across the curriculum. The school has identified this a focus for development.

92. Pupils benefit from good opportunities to take part in a wide range of curricular activities. All pupils have the opportunity to participate in the Urdd activities. Visits and visitors enhance the curriculum. Pupils have produced high quality two- and three-dimensional artwork working with artists in residence. This makes a significant contribution towards their personal and social development.
93. The school's promotion of pupils' spiritual, moral, social and cultural development is good with outstanding features. Acts of collective worship make a very good contribution to pupils' understanding of moral issues and help them to respect truth and justice. The head teacher and her colleagues create effective opportunities for pupils' spiritual development on these occasions. This is a strength of the school's work.
94. The school successfully promotes moral values through its reward system. All staff provide good role models. They successfully foster a climate of positive behaviour in which pupils show very good respect for each other and for people from different cultures. The school continues to work effectively to raise pupils' cultural awareness, as many pupils have a limited understanding of the wider world.
95. The school makes suitable arrangements for pupils' personal and social education, including health and sex education. It follows the guidance provided by ACCAC³ in its framework for personal and social education. All classes have discussions during their circle time⁴ but the school is yet to introduce a school council.
96. The school has good links with parents, the community and other schools and colleges. Links with parents are strong, and reflect a good working relationship. Parents' response to the pre-inspection questionnaire indicates their satisfaction with the information provided by the school. There has been a very good response to the home-school agreement.
97. Parents value the school's 'open door' policy and teachers are available for informal contact at the beginning and end of the school day. The provision of information for parents is good, including a newly created website.
98. Partnerships with the local community are good. The school involves itself well with activities within the community. Community groups use the school. It also organises a number of social and fund-raising events throughout the year which are very well supported by parents and the community.

³ ACCAC is the qualifications, curriculum and assessment authority for Wales.

⁴ During *circle time* pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from others.

99. Visits to the local community and further afield successfully broaden pupils' curriculum experiences and this enhances their personal development. Visits to the bakery, fire station and library help pupils to learn about their work and how they fit into the community. Visits to the Oriel Davies Gallery in Newtown are very popular and keenly undertaken. These help develop an appreciation of visual arts and crafts. All pupils have an equal opportunity to participate in these experiences. The school has established good links with local places of worship. Representatives of other faiths talk to children about their beliefs and customs.
100. The school enjoys good links with its partner schools in the Newtown area. There are good links with Coleg Powys, providing placements for students engaged in childcare and other related courses.
101. Industrial partnerships are effective. Staff and pupils benefit from visits to local businesses. These opportunities help to develop pupils' understanding of the world of work. Local businesses support the school with funding for sports kit and equipment.
102. In the school's provision for promoting bilingual skills and reflecting the languages and culture of Wales, good features outweigh shortcomings. The school's provision for Y Cwricwlwm Cymreig meets requirements. Pupils steadily acquire a knowledge and understanding of the tradition, cultures and history of Wales as they move through the school. They visit places of interest, celebrate St David's Day, and have a sound knowledge of Welsh musicians, authors and historical figures. Pupils demonstrate a positive attitude to the English and Welsh language, but apart from the nursery where the provision is very good, their use of the Welsh language beyond their timetabled lessons in Welsh is limited.
103. The school successfully promotes equality of access and the achievement of high standards by all pupils. Staff effectively tackle social disadvantage and appropriately challenge stereotyping.
104. The school successfully promotes education for sustainable development. Staff successfully encourage pupils to have ownership of, and responsibility to, the school and its environment. The school is an eco-school. There are links with local agencies to develop pupils' sense of global citizenship; their understanding of environmental issues, such as recycling and nature conservation, are good. The concept of healthy eating is encouraged and practised. The school meals, which are cooked on the premises, offer a varied menu of wholesome food.
105. Opportunities for pupils to develop their entrepreneurial skills are effectively developed. From the early years, children 'buy and sell' items in the classroom shop. Pupils were involved with the purchase of shrubs for planting in the school grounds. Year 2 pupils confidently discuss how they spend their pocket money, and in some instances, the proceeds from the 'tooth fairy'.

106. The school successfully reflects national priorities for lifelong learning and community regeneration in the learning experiences it provides for pupils. The school works hard to ensure pupils' smooth transition to the next stage of learning. It is successfully adapting the curriculum in reading and mathematics to help boys achieve higher standards, and positively encourages pupils to take responsibility for their own learning. The school is aware of the importance of developing pupils' bilingual and information communications technology (ICT) skills to help prepare them for their working lives in the 21st century.

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

Grade 1: Good with outstanding features

107. The inspection team do not agree with the school's self-evaluation of grade 2. There are a number of outstanding features in the school's provision.
108. The school gives high priority to the welfare and guidance of the pupils in its care and there are many outstanding features in this area of the school's provision. Pupils feel safe and well supported by staff. Parents confirm that their children are happy at school. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.
109. The school works very closely with parents and carers. Parents are committed to the home-school agreement and effectively support the work pupils do at home. This has a positive impact on their achievement.
110. Induction arrangements to settle children into the nursery or reception years are extremely well organised. Children soon settle into school routines. Most new children are familiar with the school having been members of the weekly Mother and Toddler Group held in the school hall. Arrangements to settle pupils in who join at a later stage are equally effective.
111. Staff know the children well. They successfully identify the pupils' needs and effectively track their progress. Pupils say there is always someone to turn to if they need help. Relationships between pupils and all the adults working in the school are very good. Children feel secure in school and feel that their views are valued.
112. The personal and social education programme is developing well throughout the school. Suitable attention is given to sex education and the misuse of drugs. Circle time is very well used to address any concerns that the pupils may have together with general school issues. The school is involved in the Healthy School programme to promote a healthy lifestyle. The school makes good use of specialist services to support pupils. Effective links with the police, health and other agencies effectively help the school to support and guide its pupils.

113. The school monitors attendance, punctuality and pupils' behaviour very closely. Registration is completed promptly at the beginning of morning and afternoon sessions. The school takes immediate action should a child be absent without notice. The Education Welfare Officer is involved should there be concerns. The school acknowledges and rewards good attendance. Staff promptly recognise and praise good behaviour, politeness and helpfulness, and are themselves positive role models within the school. They deal with any inappropriate behaviour very quickly and effectively.
114. There are very clear and effective policies and procedures to ensure everyone's health, safety and welfare. The governing body plays an important role in overseeing the school's health and safety arrangements. The procedures for delivering and collecting children are well framed with safety as a priority. Health and safety issues are promptly and properly addressed. A risk assessment and Health and Safety audit is carried out each year. Good day-to-day systems are in place to deal with any pupils who may become unwell throughout the day.
115. Child protection arrangements are very clearly documented. The school's policy reflects locally agreed guidelines and there is a designated member of staff. Training is up to date and all staff are very well aware of procedures. The school works effectively with other agencies to secure and safeguard pupils' best interests.
116. The school successfully identifies and assesses the needs of pupils with SEN. They are very well supported by dedicated and effective staff. Both classroom and external support are of a high standard and are managed very well by the special educational needs co-ordinator (SENCO). The class teacher and the SENCO work closely together to ensure that individual programmes closely match the needs of the pupils. Individual provision is appropriately differentiated and each pupil's progress in the core subjects is very well tracked. The school makes effective use of specialist services and maintains close contact with parents.
117. In providing support and guidance for its pupils, the school takes good account of pupils' backgrounds. The qualities of fairness and opportunity for all underpin all aspects of the school's work. Although incidents are very much the exception, the school has effective procedures in place to deal with pupils whose behaviour impedes their own progress and that of others. In discussion, pupils indicate that bullying is not an issue at the school and that teachers deal promptly with any concerns brought to their attention. The school's arrangements to deal with any oppressive behaviour, bullying, discrimination and harassment are an outstanding feature of its work.
118. Policy monitoring and evaluation is an on-going process at the school. The analysis of data ensures that boys and girls receive equal opportunities within the classroom and the curriculum is adjusted whenever necessary. Policies and practices effectively challenge stereotypical views. The school successfully promotes good race relations and monitors this aspect of its work well.

119. The school has very effective procedures in place to ensure that disabled pupils are treated fairly. A thorough audit of the school's facilities has been undertaken and governors are well aware of their responsibilities when undertaking any improvements or adaptations to the accommodation.
120. The school's promotion of pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is good with no important shortcomings. Teachers promote positive attitudes in their pupils towards diversity. Displays around the school successfully celebrate pupils' own cultural development, particularly through art.
121. The school provides training for staff, and learning opportunities for pupils, to promote racial tolerance and understanding. It monitors this area of its work effectively and fulfils statutory reporting requirements. No incidents of discrimination or harassment have been recorded at the school and none were observed during inspection.

Leadership and management

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

Grade 2: Good features and no important shortcomings

122. The inspection team agrees with the school's self-evaluation.
123. The head teacher leads and manages the school well. She has very good working relationships with the pupils, parents, staff and governors, and is well regarded by them and the wider community. The head teacher has high expectations of staff and pupils. In giving a clear direction to the work of the school, she effectively promotes a good team spirit and shared sense of purpose. Procedures for monitoring and evaluating classroom work are developing well, with staff and governors playing an active role in raising standards. Parents are pleased that they can readily approach the head teacher and her colleagues to discuss any concerns that they may have.
124. The school's aims and values are very effectively promoted in its daily life and work. They are particularly appropriate to the age of the pupils, and the community the school serves. The school is fully committed to inclusion and to pupils achieving the best they can.
125. The governing body has agreed policies for promoting sex education, racial equality, and for addressing discrimination. Subject policies and schemes of work are good. They focus effectively on pupils' needs, and are regularly monitored and reviewed.
126. The quality of leadership of the deputy head teacher and subject leaders is good. The management of SEN is good and procedures comply fully with statutory requirements. A programme of regular monitoring by co-ordinators and governors contribute to the school's self-evaluation and improvement planning.
127. The school takes good account of local and national initiatives. It works well with its partner providers, both within the Newtown area and within the LEA.
128. The school's priorities for development are realistic and focus effectively on its evaluation of standards and the quality of education. They are appropriately costed and funded.
129. Effective performance management procedures are established. They are carefully linked to teachers' continuing professional development. The school appreciates the support it receives from the LEA and its other partners in fulfilling its training needs and raising the standards achieved by pupils.
130. The governing body is supportive of the school and works successfully with the head teacher to develop and sustain the strategic management of the school. Through visits, reports and training, governors are successfully

developing their role as the school's 'critical friend'. Most governors shadow a subject; they meet with the subject leader, observe lessons and talk to pupils. This effective partnership helps to support the governors' good overview of the school's strengths and shortcomings.

131. Governors understand their role and conduct their meetings in a business-like manner. They seek 'best value' in their work and decisions are suitably informed. The school meets all statutory requirements.

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

Grade 2: Good features and no important shortcomings

132. The inspection team agrees with the school's self-evaluation.
133. Subject leaders and senior managers have a good grasp of the school's performance. Informal discussions in the staffroom are balanced with regular opportunities to observe classroom practice. Subject links with governors successfully add value to this process.
134. Since the last inspection, the school has steadily developed its use of self-evaluation to help raise standards. Improved analyses of test and assessment results, provided by the LEA, have helped staff to identify trends over time and focus on areas for improvement. A good example is the changes made to teaching and learning styles to help improve the performance of boys. The school successfully canvasses the views of parents and pupils, and regular monitoring of teaching and learning contributes to the overall picture. The school recognises that, as the next stage of development, its partner schools and other stakeholders in the wider community have an important contribution to make to this process.
135. Staff and governors have already received some training in self-evaluation, and more is planned. There is a strong commitment from all involved to work together to bring about improvement. Until now, the outcomes of the self-evaluation process have been debated and discussed by staff and governors in the preparations leading to the production of the school development plan. The self-evaluation report, prepared for the inspection, is the school's first formal evaluation document. Evaluative comments are soundly referenced to evidence and, overall, the report provides a good basis for school improvement. Governors and senior managers acknowledge that this part of the process is new to them, but they are positive in recognising the benefits when identifying priorities for the future.
136. The current school development plan is a well-structured and effective working document. Targets for improvement clearly draw upon the monitoring and evaluation of standards, teaching and learning. The school takes a flexible approach to its planning, taking good account of pupils' particular strengths and needs in setting challenging, but achievable, targets. At

present, the plan combines priorities for the current period with a number of ongoing developments scheduled to last two or three years. All targets are costed, with suitable timescales, responsibilities and monitoring arrangements.

137. The school's self-evaluation and development planning procedures are successful in bringing about measurable improvement in the school's provision. The school has made good progress since the last inspection both in raising standards and improving the quality of teaching and learning. All the key issues in the previous report have been successfully addressed.

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

Grade 2: Good features and no important shortcomings

138. The inspection team agrees with the school's self-evaluation.
139. The school is well staffed by sufficient and suitably qualified and experienced teachers and support staff. Staff have a good knowledge of the curriculum and the ways in which young children learn. Part-time staff are suitably experienced and effectively deployed. Support staff work well with teachers in planning, teaching and recording pupils' progress.
140. The provision of learning resources is good. They are readily accessible to staff and pupils and efficiently used. The range of these resources are well suited to pupils' age and needs. The provision of ICT equipment is appropriate. The outdoor provision for the early years is suitable, although some distance from the older reception classroom. The school makes good use of visits and visitors to enhance pupils' learning.
141. The school provides adequate accommodation for the number of pupils on roll. Most of the teaching areas are of open-plan design. Wide corridors facilitate easy access from one part of the school to another. Carpeted floor surfaces help keep noise levels down. The school is maintained to a high standard inside and out. Neatly presented and colourful displays celebrate pupils' work. Internally the school is warm, well decorated, bright and airy and provides a pleasant learning environment. Toilets and cloakroom facilities for pupils and staff are suitable and well maintained.
142. Staff are well deployed and managed. The school makes effective arrangements for the professional development of all staff. Performance management for teachers is effectively established and successfully balances individual development with whole school priorities. The administration of the school is good and routines are well established. The school is well served by its catering staff, lunchtime supervisors, caretaker and cleaners.
143. The school makes good and efficient use of its finances to support teaching and learning. The school development plan is carefully costed and spending decisions are well linked to the school's priorities. The budget is effectively

deployed, with good account taken of unforeseen circumstances. Through prudent planning, the school successfully operates with a small contingency. The governing body is committed to achieving 'best value' in its purchases and, over time, they have successfully kept a watchful eye on the school's use of resources.

144. The school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: CHILDREN UNDER FIVE

Children under five – Grade 2: Good features and no important shortcomings

145. The educational provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning (DLOs). Given their below average starting point, by the age of five some children are still working towards the DLOs in all areas of learning.

Good and outstanding features

Language, Literacy and Communication

146. Nursery children make their preferences known to others. They respond very positively to direct questions and follow simple instructions correctly in both Welsh and English. Most answer questions when in a group with other children. They enjoy listening to stories and understand that pictures tell a story. They know that the written word carries meaning and follow the story in a shared book. Some correctly recognise some initial sounds of words. They join in songs and rhymes in Welsh. They draw pictures to tell a story or record what they have seen. Some make recognisable letter shapes when writing.
147. Reception children answer questions fluently, follow a short series of instructions and listen carefully to adults. Most contribute without prompting to group discussions, with a good use of vocabulary. They ask sensible questions of adults and other children. They confidently explain what they have found or done.
148. Reception children are familiar with some well-known stories and suggest how the story might end. They recognise letter names and sounds when they read the *big book* together, and many recognise words and short phrases when reading English and Welsh texts. They respond to simple questions and instructions in Welsh. Children put pictures in the correct order to tell a story. They label pictures and drawings well. They successfully copy writing and are keen to 'have a go' themselves.

Personal and Social Skills

149. Nursery children settle quickly into daily routines. They share equipment with each other and work in small groups. They take turns when answering questions and tidy away at the end of an activity. Most children take responsibility for their personal hygiene.
150. Reception children concentrate well when working on their own or in small groups. They are keen to try new activities and confidently tell visitors about

their work and play. Children share equipment, help each other and show good respect for the wishes of others. They independently dress themselves and respond positively to new experiences.

Mathematical Development

151. Nursery children play number games and count successfully with an adult to five or sometimes more. They accurately count out the tins of dog food in their pet shop. They effectively match shapes and colours. Working with sand and water, they develop their understanding of measures.
152. Reception children use mathematical language correctly. They successfully sort, match, compare and sequence familiar objects. Many recognise and make repeated patterns, and identify simple shapes by their correct names. Most recognise and match numbers to sight and sounds. Some confidently count beyond 10 to 20 and know such terms as *one more* and *one less*. They successfully understand the purpose and use of money.

Knowledge and Understanding of the World

153. Nursery children take a good interest in what is going on around them. They understand the passing of time, correctly sequencing events in the school day. They discuss the weather and explain their like or dislike of snow. Children talk about the school and point out particular features, such as the hall and the playground. They discuss their pets and talk about members of their families. They are starting to ask questions such about '*how?*' and '*why?*'. When using the computer, they make effective use of the mouse to select their preferences.
154. Reception children correctly describe the features of different seasons. They recognise similarities and differences, and explain the changes they see. They discuss their homes, their route to school and particular places in the town. They name the ingredients of soup in both English and Welsh. Children successfully describe the different jobs undertaken by postal workers, fire fighters, doctors and dentists. They describe the different jobs undertaken by staff within the school. Children carefully choose materials and experiment with different ways of folding and joining. They independently use computers to support their work in other areas of learning.

Physical Development

155. Nursery children move sensibly in different directions and use different body parts, such as their arms or legs, to travel. They handle different pieces of classroom equipment correctly and negotiate their way around the outside area using a variety of different wheeled vehicles.
156. Reception children handle a range of small equipment, tools and materials correctly. They use construction kits to build models. Children have an appropriate awareness of space when in the hall. They successfully develop

climbing and balancing skills. They understand instructions such as ‘*stop*’, ‘*start*’, ‘*faster*’ and ‘*slower*’.

Creative Development

157. Nursery children know the names of the primary colours in both Welsh and English. They sing enthusiastically in both languages. They successfully use a range of brushes, pens and crayons. In the class pet shop, they successfully participate in realistic role-play.
158. Reception children mix paints and talk about their choice of colours. They successfully use a computer program to develop their understanding of colour, form and contrast. Children maintain a steady rhythm and play percussion instruments correctly. When singing action songs, they concentrate successfully on matching words and movements.

Shortcomings

159. In both the nursery and reception classes, a small number of children have underdeveloped hand and eye co-ordination.
160. Older reception children make limited use of Welsh to answer questions.
161. Some reception children find difficulty in applying their ICT skills to different situations.

Subject 2: ENGLISH

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

Good and outstanding features

162. Standards in speaking and listening are extremely good. Pupils listen attentively to their teachers’ explanations and to other pupils’ contributions. They speak in a variety of contexts with increasing confidence. They are keen to answer teachers’ questions and offer their own comments.
163. Standards in reading are good. Pupils display a good understanding of the characters, settings and structures of stories. Some can identify grammatical conventions, such as an exclamation mark or a question mark, in a big book. Year 1 pupils recognise full stops and capital letters.
164. Pupils in year 2 are confident when sequencing events and many are very confident when they retell a story. More able pupils read unfamiliar text with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet unfamiliar words.

165. Many pupils in year 2 understand terms such as contents, author and illustrator and they understand the differences between direct and indirect speech.
166. Standards in spelling are good. Many pupils have developed a good knowledge of the alphabetical order of letters. Pupils make effective use of simple dictionaries and wordbooks.
167. In writing, pupils make good progress in drawing up lists, recounting stories or events, and in recording their observations. A few year 2 pupils suggest ideas for stories, write enthusiastically in response to stimuli that have inspired them, and are keen to read their work to others.
168. The handwriting of most pupils by the end of year 2 is legible and well organised.

Shortcomings

169. Pupils' creative and imaginative writing lacks sufficient length. Some rely too heavily on their wordbooks when writing creatively.
170. More able pupils do not sufficiently plan, draft and revise their work when writing for different purposes.

Subject 3: WELSH SECOND LANGUAGE

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

Good and outstanding features

171. Pupils understand a range of familiar questions and most respond appropriately in simple words or short phrases. They all know and use simple greetings such as 'bore da' and 'prynhawn da' and they use simple questions to find out information. They recognise and respond well to a series of commands.
172. Throughout the school, pupils are eager to use their knowledge of Welsh to respond to visitors and show interest in what they have to say.
173. Pupils become familiar with everyday language patterns to describe where they live and how they feel. They use a developing vocabulary to name parts of the body, colours, fruit and simple numbers.
174. The more able pupils are developing good reading skills. They use their knowledge of syllables to read words effectively and to correct themselves or to understand new words.

175. Pupils make good progress in writing. They write for a range of purposes and different audiences. Older pupils are beginning to write independently and their work is often interesting.

Shortcomings

176. More able pupils do not use a sufficient variety of constructions in their extended writing.

Subject 4: DESIGN AND TECHNOLOGY

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

Good and outstanding features

177. Pupils use a range of tools and equipment appropriately and safely. They plan, design and make a range of models and puppets and most pupils can describe and demonstrate each stage of the process effectively, using the relevant vocabulary.
178. Pupils are very proud of their work and take great care to display their models creatively around the school. During their lessons there are good links with other subjects. Pupils often use ICT to record their work and produce signs and labels.
179. Younger pupils use their senses and show great delight and wonder as they taste fruit when designing a fruit salad.
180. In year 1, pupils research different joins used when working with materials and they work effectively to select joins to make their hand puppets.
181. Pupils successfully make musical instruments and these are used for whole school performances.
182. Year 2 pupils focus effectively on whether their products successfully meet the purpose for which they were designed. When making Sam Tan and dragons using simple mechanisms, the year 2 pupils evaluate their work well and demonstrate how they would make changes.

Shortcomings

183. Pupils make insufficient use of ICT when planning their designs.

Subject 5: MUSIC

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

Good and outstanding features

184. Pupils listen attentively to music. They successfully recognise familiar pieces and respond positively to the dynamics of the music.
185. In assemblies, pupils sing tunefully in English and in Welsh. They follow an accompaniment well, listen to each other and are aware of their audience.
186. Year 1 pupils successfully compose and perform music to illustrate a narrated story. They effectively paint sound pictures, using a range of percussion instruments. They follow the instructions of a conductor carefully.
187. Year 2 pupils sing enthusiastically. They understand such terms as *louder* and *softer* and show a good feel for rhythm. They respond well to changes in tempo and adapt well to different styles. They are keen to experiment with instruments and sounds.
188. Pupils are familiar with the music of their own and other cultures. Pupils have a sound repertoire of songs which enhances their understanding of the musical culture and heritage of Wales. School concerts and local Eisteddfodau give groups good experiences of performing for others.

Shortcomings

189. Pupils do not make sufficient use of ICT to help them develop and refine their compositions.

Subject 6: RELIGIOUS EDUCATION

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

Good and outstanding features

190. From their visit to a local church, pupils recognise such features as the *cross*, *altar*, *pew* and *lectern*. They know that the Bible is the holy book for Christians and that other faiths have their own holy books.
191. Pupils know that celebrations are an important part of religious life. They design invitations for a Christening, explaining that this celebration welcomes a young person into the life of the church or chapel.
192. Pupils sequence the events of the Christmas and Easter stories. They are familiar with such festivals as *Diwali*. In these, they are successfully developing an understanding of the symbols and ways in which faith is expressed.

193. Pupils have a good understanding of how religious beliefs contribute to the lives of others. They make comparisons between Hindu and Christian religious practices and lifestyles. They understand, for example, why being vegetarian is central to the Hindu faith.

Shortcomings

194. Pupils do not make sufficient use of ICT to further their knowledge and understanding.

Appendix A

School's response to the inspection

The report recognises that Ladywell Green School is a good, inclusive school that successfully provides for the all-round education of its pupils. Children are well-cared for and get a good start to their future education.

The report's findings are based on firm evidence and accurately reflect the work of the school.

The skills and commitment of all staff are recognised and the report acknowledges that one of the school's major strengths is the high quality of care, guidance and support it provides.

The pupils' behaviour and attitudes to learning are also recognised as strengths that have a beneficial effect on their learning and progress.

We are pleased with the recognition that key statistics indicate that both the quality of teaching and how well learners achieve exceed Welsh Assembly Government targets.

The report confirms that we are justified in being very proud of our school. The achievements outlined are testimony to the continued efforts of staff, pupils, governors and parents and we look forward to building on our existing strengths.

Recommendations in the report will be addressed in an action plan, a copy of which will be sent to all parents. Progress will be reported in the Governors Annual Report to Parents.

Appendix B

Basic information about the school

Name of School	Ladywell Green Nursery and Infant School
School type	Community
Age-range of pupils	4 to 7
Address of School	Park Street Newtown Powys
Post-code	SY16 1EG
Telephone number	01686 626303
Head teacher	Mrs Ros O'Sullivan
Date of appointment	1 January 1993
Chair of governors/ Appropriate authority	Mr Neil Butler
Registered inspector	Dr Michael Best
Dates of inspection	22 – 24 February 2005

Appendix C

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	43	45	50	0	0	0	0	152

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.5

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18 : 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	23
Teacher (fte) : class ratio	1.25 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	92	93	N/A	93
Summer 2004	92	94	N/A	94
Spring 2004	91	93	N/A	93

Percentage of pupils entitled to free school meals	21
Number of pupils excluded during 12 months prior to inspection	0

Appendix D

**National Curriculum Assessment Results
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					47	
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	4	13	80	2	0	
		National	0	2	14	63	20	0	
En: reading	Teacher Assessment	School	0	2	22	57	20	0	
		National	0	4	14	55	27	0	
En: writing	Teacher Assessment	School	0	7	17	76	0	0	
		National	0	5	14	69	11	0	
En: speaking and listening	Teacher Assessment	School	0	4	7	87	2	0	
		National	0	3	12	63	22	0	
Mathematics	Teacher Assessment	School	0	4	7	80	9	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	2	13	85	0	0	
		National	0	2	10	66	22	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	78	In Wales	79

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

Appendix E

Evidence base of the inspection

Three inspectors spent a total of six inspection days in the school. Twenty-seven lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the head teacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the head teacher, staff and pupils in the school.
- Pupils were observed throughout the school day, including breaktimes, lunchtimes and when entering and leaving school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the head teacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, head teacher and staff.

Appendix F

Composition and responsibilities of the inspection team

Team member	Responsibilities
Michael Best Registered Inspector	Early years, music and religious education. Key questions 1, 2, 5, 6 and 7. Contributions to key questions 3 and 4.
Charles Brentnall Lay Inspector	Contributions to Key questions 1, 3, 4, and 7.
Carolyn Thomas Team inspector	English, Welsh second language, design and technology. Key questions 3 and 4. Contributions to Key questions 1, 2, 5 and 6.

The contractor was:

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Acknowledgement

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

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

**Ladywell Green Nursery and Infant School
Park Street
Newtown
Powys
SY16 1EG**

Summary for Parents

School Number: 666 2048

Date of Inspection: 22 – 24 February 2005

by

**Michael Best
W207/10413**

Date: 21 April 2005

Under Estyn contract number: T/124/04P

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Basic information about the school

Name of School	Ladywell Green Nursery and Infant School
School type	Community
Age-range of pupils	4 to 7
Address of School	Park Street Newtown Powys
Post-code	SY16 1EG
Telephone number	01686 626303

Head teacher	Mrs Ros O'Sullivan
Date of appointment	1 January 1993
Chair of governors/ Appropriate authority	Mr Neil Butler
Registered inspector	Dr Michael Best
Dates of inspection	22 – 24 February 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	43	45	50	0	0	0	0	152

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.5

A SUMMARY REPORT FOR PARENTS

Ladywell Green Nursery and Infant 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 Ladywell Green Nursery and Infant School took place between 22 and 24 February 2005. An independent team of inspectors, led by Michael Best 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

Ladywell Green Nursery and Infant is a good, inclusive school that successfully provides for the all-round education of its pupils. Children are very well cared for and they get a good start to their full-time education.

Through the good leadership of the head teacher, and the commitment of staff and governors, the school has improved its provision since the last inspection in February 1999. The school provides good value for money.

The inspection team agrees with the school's evaluation for all key questions other than key question 4, where it judges the provision to be good with outstanding features.

Table of grades awarded

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

Standards

From often low starting points, children in the early years and pupils in key stage 1 achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability.

Pupils successfully achieve agreed learning targets and goals. Recent improvements in the school's analysis and use of assessment information and trends, are successfully raising teachers' expectations of what pupils can achieve and standards are rising.

Standards of achievement in the lessons observed in the subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	84%	16%	0%	0%

This well exceeds the Welsh Assembly Government's target of at least 65 per cent grade 2 or grade 1 standards by 2007, and represents good progress since the last inspection.

Areas of Learning Early Years

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. In the early years, standards of achievement are as follows:

Area of Learning (Under-Fives)	Inspection grade
Language, literacy and communication	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

Subjects

In key stage 1, standards of achievement in the subjects identified for inspection are as follows:

Subject	Key Stage 1
English	Grade 2
Welsh second language	Grade 2
Design and technology	Grade 2
Music	Grade 2
Religious education	Grade 2

In the early years and in key stage 1, pupils' achievement in the key skills of speaking and listening are very good. Key skills in mathematics and reading are good. Pupils' bilingual skills are very good in the nursery and average in other year groups. Standards are average in writing, and in pupils' use of information and communications technology. Pupils' creative skills are good and their problem-solving skills are average.

Attainment at the end of key stage 1 in 2004 in English and science was just below the local and national averages, and just above these averages in mathematics. Compared with similar schools (on the basis of free school meal entitlement), the performance of pupils was in the top 50 per cent of schools. Trends over time indicate that results are improving.

Children in the nursery make good progress; in their personal and social development, and in the development of their bilingual skills, progress is very good. Reception children make good progress overall. On occasions, the pace of progress made by older reception children slows when lessons are too long. Pupils in key stage 1 make good progress, are effectively prepared for the next stage of their education, and their life, and work in the community. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans.

Pupils' behaviour and attitudes to learning are good with outstanding features, and have a beneficial effect on learning and progress. This is strength of the school. There have been no exclusions in the last 12 months.

Attendance of compulsory school age pupils is just above the national average. Unauthorised absence is very low. Pupils are keen to attend school and are generally punctual. Pupils are well motivated, and show enthusiasm and interest in their work. Pupils' progress in their spiritual, moral, social and wider development is good with outstanding features. They develop a good understanding of equal opportunities and have a healthy respect for the diversity of beliefs, attitudes and cultural traditions.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	74%	11%	0%	0%

The proportion of grade 1 and 2 lessons exceeds the Wales Assembly Government's target. The quality of teaching shows good improvement since the last inspection.

Teaching that is good with outstanding features was observed in lessons in the nursery, and in key stage 1 in Welsh second language and religious education. The very good and trusting relationships between adults and pupils are an outstanding feature of teaching in the school. Lessons are well managed and pupils work with purpose.

Teachers' planning in the subjects inspected has good features which outweigh shortcomings. Lessons are interesting and stimulating. Staff successfully engage and motivate pupils, and adapt lessons to cater for the differing needs of pupils. Teachers have good subject knowledge and experience of how different groups of pupils learn. Their written evaluations of their lessons, highlighting the next steps in learning, are of good quality. However, the planning for the development of key skills has some shortcomings. The school has identified this as a focus for development.

Support staff are well deployed. They work closely with class teachers in planning and delivering lessons, and provide good quality help for pupils. Staff successfully employ a range of teaching methods. Explanations are clear and questions well used to develop and extend learning. Occasionally, learning objectives are not sharply enough focussed. Staff have high expectations of pupils' behaviour and productivity. Classroom routines are well established and learning resources well used. Staff successfully promote full equality of opportunity in all activities.

Good features outweigh shortcomings in the way in which teachers meet pupils' bilingual needs. In the nursery, children's knowledge and skills in English and Welsh are very well promoted and developed across the areas of learning. In some other classes, teachers

are sometimes too quick to translate into English an instruction or question first given in Welsh. As a result, pupils tend to answer in English rather than Welsh.

Staff plan well for pupils' individual needs. They have good regard for the learning targets of SEN pupils. More able pupils are appropriately challenged in discussions and through questioning but there are some missed opportunities to promote their problem-solving and extended writing skills.

The school's arrangements for assessing, recording and reporting on pupils' attainment and progress are good. All statutory requirements are met. Teachers make effective use of assessment information to guide lesson planning. Pupils' annual reports provide information on standards achieved and indicate how improvements can be made.

The school provides a broad and balanced curriculum that meets all legal requirements and is flexible enough to meet pupils' individual needs. Pupils benefit from opportunities to take part in a wide range of curricular activities. All pupils have the opportunity to participate in the Urdd activities. Visits and visitors enhance the curriculum.

The school's promotion of pupils' spiritual, moral, social and cultural development is good with outstanding features. It makes suitable arrangements for pupils' personal and social education, including health and sex education. The provision for promoting bilingual skills and reflecting the languages and culture of Wales has good features that outweigh shortcomings.

Links with parents are strong, and reflect a good working relationship. Parents are very supportive of the school's work and value its positive ethos. The school involves itself well with activities within the community. The school enjoys good links with its partner schools in the Newtown area. Industrial partnerships are effective.

The school successfully promotes education for sustainable development. Pupils are aware of environmental issues such as litter and pollution. Opportunities for pupils to develop their entrepreneurial skills are effectively developed. The school successfully reflects national priorities for lifelong learning and community regeneration in the learning experiences it provides for pupils.

The school's high priority for the welfare, guidance and care of the pupils in its care is an outstanding feature. It works very closely with parents and carers. Induction arrangements are very effective. The school successfully identifies and assesses the needs of pupils with SEN.

The school makes very good use of specialist services to support pupils. It monitors attendance, punctuality and pupil's behaviour very closely. Health and safety issues are most promptly and properly addressed. Child protection arrangements are carefully documented and well known to all who work at the school. The school's good arrangements to deal with any oppressive behaviour, bullying, discrimination and harassment are an outstanding feature of its work.

The school successfully promotes good race relations and has effective procedures in place to ensure that disabled pupils are treated fairly. Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is good with no important shortcomings.

Leadership and management

The head teacher leads and manages the school well. She has very good working relationships with the pupils, parents, staff and governors, and is well regarded by them and the wider community. She gives clear direction to the work of the school, and effectively promotes a good team spirit and shared sense of purpose. Procedures for monitoring and evaluating classroom work are developing well, with staff and governors playing an active role in raising standards.

The school's aims and values are very effectively promoted in its daily life and work. They are particularly appropriate to the age of the pupils, and the community the school serves. The school is fully committed to inclusion and to pupils achieving the best they can.

The governing body is supportive, and works successfully with the head teacher to develop and sustain the strategic management of the school. They have a good overview of the school's strengths and shortcomings. The school meets all statutory requirements.

The school has made a good start to developing its use of self-evaluation and can demonstrate measurable improvement in the school's provision. The current school development plan is a well-structured and effective working document. The school's priorities for development are realistic and focus effectively on its evaluation of standards and the quality of education.

The school is well staffed by sufficient and suitably qualified and experienced teachers and support staff. Staff are well deployed, managed and developed. The school is well served by its administrator, catering staff, lunchtime supervisors, caretaker and cleaners.

The accommodation is adequate for the number of pupils on roll. The provision of learning resources is good. The school makes efficient use of its finances to support teaching and learning.

Recommendations

- R1 Maintain the good progress made since the last inspection, particularly in the use of self-evaluation to plan for school improvement.
- R2 Improve standards of creative and imaginative writing and key skills where there are shortcomings.
- R3 Systematically plan and assess pupils' application of key skills, including bilingual skills, across the curriculum. * *The school has already identified this as an area for improvement.*

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

Acknowledgement

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