

INSPECTION UNDER SECTION 10 OF  
SCHOOL INSPECTIONS ACT, 1996

LEIGHTON PRIMARY SCHOOL

Leighton  
Welshpool  
Powys, SY21 8HH

School Number: 666/2018

Date of Inspection: 22nd - 24th January, 2003

MRS. EIRWEN GRIFFITHS

REGISTERED INSPECTOR: WO50/15890

21st February, 2003

UNDER ESTYN CONTRACT NUMBER: T/161/02P

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## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year-groups from the start of compulsory schooling to the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 – the year-group who attain the age of eighteen during the academic year.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage 1 of the National Curriculum consists of Y1 and Y2; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

1. **Very good** : many good features, some of them outstanding
2. **Good** : good features and no major shortcomings
3. **Satisfactory** : good features outweigh shortcomings
4. **Unsatisfactory** : some satisfactory work but shortcomings in important areas
5. **Poor** : many shortcomings.

## CONTENTS

<b>1.</b>	<b>CONTEXT</b>	page
	The School and its Priorities	1
<b>2.</b>	<b>MAIN FINDINGS</b>	
	The Main Findings of the Report	1
<b>3.</b>	<b>EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>	
3.1	Standards Achieved in Subjects and Areas of Learning	5
3.2	Standards Achieved in Key Skills across the Curriculum	6
<b>4.</b>	<b>ETHOS OF THE SCHOOL</b>	
4.1	Pupils' Spiritual, Moral, Social and Cultural Development	7
4.2	Behaviour and Attitudes	8
4.3	Attendance	9
<b>5.</b>	<b>QUALITY OF EDUCATION</b>	
5.1	Teaching	9
5.2	Assessment, Recording and Reporting	10
5.3	Curriculum	11
5.4	Support, Guidance and Pupils' Welfare	12
5.5	Provision for Pupils with Special Educational Needs	13
5.6	Partnership with Parents and Community, Schools and Other Institutions	14
5.7	Partnership with Industry	14
<b>6.</b>	<b>MANAGEMENT</b>	
6.1.	Quality of Self-Evaluation and Planning for Improvement	15
6.2.	Leadership and Efficiency	15
6.3	Staffing, Accommodation and Learning Resources	16
<b>7.</b>	<b>SUBJECTS AND AREAS OF LEARNING</b>	page
	Standards Achieved by Pupils:	

	Provision for Children Under Five	17
	English	20
	Mathematics	22
	Science	23
	Welsh (as a second language)	24
	Design and Technology	25
	Information Technology	26
	History	27
	Geography	28
	Art	29
	Music	30
	Physical Education	31
	Religious Education	32
<b>8.</b>	<b>SCHOOL IMPROVEMENT</b>	
8.1	Progress since the last Inspection	32
8.2	Key Issues for Action	34
	<b>APPENDICES</b>	
A	Basic Information about the School	36
B	School Data and Indicators	37
C	Results of National Curriculum Assessments, 2001	38
D	The Evidence Base of the Inspection	39
E	Composition and Responsibilities of the Inspection Team	40

## **1. CONTEXT**

### **The School and its Priorities**

Leighton Primary School is situated on the B4388 road about 1½ miles to the south-east of Welshpool. It is located in a pleasant rural setting, with open views over the surrounding countryside. The local education authority is Powys County Council.

Currently, the school has a total roll of ninety-three pupils, aged three to eleven years, including two full-time and two part-time nursery pupils. Numbers have increased steadily over the past three years.

In general terms, roughly a quarter of the area served by the school can be described as relatively prosperous, and a quarter as economically disadvantaged, whilst the remainder is neither disadvantaged nor economically prosperous. Free school meals are received by only 5% of pupils, which is well below the national average for Wales. The annual intake covers the full ability range, although there is a significant percentage of able children.

Sixteen pupils are considered to have some form of special educational need, including one who is the subject of a formal statement.

English is the sole or predominant home language in all cases. No pupil comes from a Welsh-speaking home or an ethnic-minority family.

The school has a comprehensive set of aims which seek to promote all aspects of pupils' personal, social, physical, intellectual and cultural development.

No changes have been made to the type or age-range of the school in recent years. The present headteacher has been in post since September, 2000.

The school was last inspected during the spring term, 1997.

## **2. MAIN FINDINGS**

### **The Main Findings of the Report**

#### **Educational Standards Achieved by Pupils**

- \* During the inspection, standards of educational achievement were satisfactory or better in approximately 96% of the lessons observed, including 35% where they were good. Standards were unsatisfactory in some 4% of lessons.
- \* Provision for children under five years of age is appropriate and promotes the desirable outcomes for learning. Standards achieved in the six areas of learning are currently the

following:

<b>Area of Learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Satisfactory	Satisfactory
Knowledge and Understanding of the World	Good	Good
Physical Development	No Judgment	No Judgment
Creative Development	Good	Good

\* No judgment can be made about standards in physical development, as no activities were seen in this area at either nursery or reception level.

\* Standards achieved by pupils at Key Stages 1 and 2 are shown below:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Good	Good
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Welsh (as a second language)	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Good	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	No Judgment	Good
Physical Education	No Judgment	No Judgment
Religious Education	Satisfactory	Satisfactory

\* There are also several good features in geography at the top of the school.

\* No judgment can be given about standards in music and physical education at Key Stage 1, as no lessons were seen at this level. At Key Stage 2, standards in physical education were good within the narrow range of activities observed.

\* National Curriculum assessment conducted by teachers last summer showed that, at the end of Key Stage 1, all pupils achieved Level 2 or above in reading, writing, speaking and listening, mathematics and science. The percentage achieving the higher grade of Level 3 was well above the national average in reading, writing, mathematics and science, and similar to the average in speaking and listening. Results, however, need to be treated with caution because of the small number of pupils involved.

\* Too few pupils undertook National Curriculum tests at Key Stage 2 to enable any reliable conclusions to be drawn from the results.

\* In applying their key skills across the curriculum, pupils achieve satisfactory standards overall in listening, writing and number, and good standards in speaking, reading, and

information and communications technology.

### **Ethos of the School**

- \* Good provision is made for the moral and social development of pupils. Provision for spiritual and cultural development is satisfactory overall.
- \* The majority of pupils recognise the difference between right and wrong, and conduct themselves accordingly. Regular routines, together with good co-operation between home and school, are enabling steady progress to be made in the case of some of the youngest children.
- \* Pupils work and play well together, and when required to do so, collaborate sensibly with each other in groups or pairs.
- \* Satisfactory emphasis, in the main, is placed upon the heritage and culture of Wales, although some subjects lack an appropriate Welsh dimension. At Key Stage 1, in particular, good efforts are made to reinforce the work of the *athrawes fro* by incidental use of the language throughout the school day.
- \* Pupils are made aware of other customs, cultures and faiths through work in geography and religious education. Provision in this area is satisfactory overall, but has scope for further development.
- \* Behaviour and attitudes are satisfactory in the main. Pupils have good relationships with staff, show proper respect for their teachers, and speak politely and confidently to visitors. Consistently good behaviour is displayed during the midday and other breaks, with pupils playing sensibly and harmoniously together. No bullying or other unacceptable behaviour was observed at any time during the inspection. However, the level of noise is too high in some lessons, causing pupils to lose concentration and lessen their output of work.
- \* Good rates are achieved for attendance. Punctuality is satisfactory overall.

### **Quality of Education**

- \* During the inspection, the quality of teaching was satisfactory or better in approximately 93% of the lessons observed, including 35% where it was good and 4% where it was very good. Teaching was unsatisfactory in some 7% of lessons.
- \* Procedures for assessing, recording and reporting on pupils' work are currently unsatisfactory overall. In the early part of the school, good use is made of a baseline profile of children's attainments to measure and record progress from entry to the end of reception stage. Teachers at Key Stages 1 and 2, however, make too little use of data gathered from assessment to formulate targets for individuals or relevant groups of pupils.
- \* Recording of progress in the core subjects of English, mathematics and science is based on standardised tests and commercially-produced material, but lacks appropriate

- application and rigour. No use is made of subject portfolios or other exemplar material to assist teachers in making judgments about standards.
- \* In general, co-ordinators lack detailed knowledge of their subjects across the two key stages and cannot, therefore, ensure that maximum progress is made in each area. Pupils in the early part of Key Stage 2 do not progress at the same rate as in other parts of the school.
  - \* Annual reports to parents comply with statutory requirements and are satisfactory in quality.
  - \* Overall, the school provides pupils with a broad, balanced curriculum which complies with statutory requirements. The curriculum for children under five years of age accords with the *Desirable Outcomes for Learning*. Children receive a good range of interesting experiences in different areas of work. At Key Stage 1, pupils are generally given a broad range of experiences, although the time allocated to some of the foundation subjects is not always appropriate to the activity. Sufficient emphasis is not always placed on the development of creative skills in areas such as art, drama and role play. Pupils at Key Stage 2 receive a satisfactory range of experiences in all subjects, although work is not always properly matched to individual needs in mathematics and science. Higher-achieving pupils are not always stretched to the full in subjects such as geography and history.
  - \* Satisfactory provision overall is made for the support, guidance and welfare of pupils. Teachers and support staff know pupils well and have established an atmosphere of mutual trust and confidence. Insufficient attention, however, is given to health and safety requirements. Routine checks lack appropriate rigour and need to include both practical work and out-of-school activities. During the inspection, no documents were available to show that risks had been properly assessed. Child-protection procedures are based on guidance received from the local education authority, although the school's own documentation lacks specific detail, particularly in relation to contact points, support agencies and training arrangements.
  - \* Provision for pupils with special educational needs is satisfactory overall. Policies and procedures conform with the new national Code of Practice. Progress is satisfactory in the main, although higher-achieving pupils are not always stretched to their full capacity. There is scope for improvement at this end of the scale.
  - \* A good partnership has been established with parents, the local community, and other schools and institutions. The school has developed a strong bond with parents, who work well with staff in supporting pupils' personal and academic development.
  - \* Satisfactory steps are now being taken to develop a partnership with industry.

## **Management**

- \* Arrangements for self-evaluation and planning for improvement are at a very early stage of development and are currently unsatisfactory overall. Senior management has not yet undertaken a full evaluation of all aspects of the life and work of the school and produced

a clear picture of areas requiring further improvement.

- \* In its current form, the school development plan is not a satisfactory document for taking the school forward. It focuses too much on general aspects at the expense of curriculum areas and is not specific in linking staff development to costs and time factors. Too little attention is paid to identifying and meeting long-term needs and developing an appropriate sense of vision to guide direction for the future. No clear procedures are in place for ensuring that standards of teaching and learning are properly monitored on a regular basis.
- \* Leadership and efficiency, in spite of some good features, are unsatisfactory overall.
- \* Because of the headteacher's heavy teaching commitment, insufficient attention is paid to managerial responsibilities. Time allocated for management and administration is not always used for the purpose.
- \* Curriculum co-ordination varies in quality. Whilst subject co-ordinators are aware of requirements for their own key stage, they have insufficient knowledge of what is required in the rest of the school.
- \* Monitoring is underdeveloped and results in unevenness of standards, with consequential under-achievement in some areas.
- \* The governors are supportive of the school and are well aware of its strengths, but less conscious of its weaknesses. A significant number are newly appointed and have not yet had sufficient time to become fully acquainted with their duties. They have a good understanding of financial matters and maintain sound control of the budget. Understanding of, and involvement in, the school development plan are still at a very early stage, as are monitoring and evaluation of the curriculum and standards of achievement.
- \* Sound procedures are in place for routine administration. The school functions smoothly on a daily basis.
- \* Appropriate use is made of staffing, accommodation and learning resources. Provision is satisfactory overall.

### **Progress since the Last Inspection**

- \* In the main, satisfactory action has been taken to deal with the key issues identified during the last inspection, although there has been relatively little progress in two areas.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards Achieved in Subjects and Areas of Learning**

During the inspection, standards of educational achievement were satisfactory or better in approximately 96% of the lessons observed, including 35% where they were good. Standards were unsatisfactory in some 4% of lessons.

- \* Nursery and reception children achieve satisfactory standards in mathematical development, and good standards in language, literacy and communication skills, personal and social development, knowledge and understanding of the world, and creative development.
- \* No judgment can be made about standards in physical development, as no activities were seen in this area at either nursery or reception level.
- \* Standards at Key Stage 1 are satisfactory overall in Welsh, design and technology, geography, art and religious education, and good in English, mathematics, science, information technology and history.
- \* At Key Stage 2, standards are satisfactory overall in mathematics, science, Welsh, design and technology, geography, art and religious education, and good in English, information technology, history and music. There are also several good features in geography at the top of the school.
- \* No judgment can be given about standards in music and physical education at Key Stage 1, as no lessons were seen at this level. At Key Stage 2, standards in physical education were good within the narrow range of activities observed.
- \* National Curriculum assessment conducted by teachers last summer showed that, at the end of Key Stage 1, all pupils achieved Level 2 or above in reading, writing, speaking and listening, mathematics and science. The percentage achieving the higher grade of Level 3 was well above the national average in reading, writing, mathematics and science, and similar to the average in speaking and listening. Results, however, need to be treated with caution because of the small number of pupils involved.
- \* Too few pupils undertook National Curriculum tests at Key Stage 2 to enable any reliable conclusions to be drawn from the results.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

In applying their key skills across the curriculum, pupils achieve satisfactory standards overall in listening, writing and number, and good standards in speaking, reading, and information and communications technology.

- \* Children under five are generally confident in speaking to adults, and make their wishes and ideas clearly known. They understand instructions, and enjoy stories and poems. Listening skills are satisfactorily applied at this level.
- \* Standards in speaking are good across the school as a whole. Pupils willingly take part in discussions, and make good use of appropriate subject vocabulary when asking and

answering questions.

- \* In the main, pupils listen satisfactorily in lessons, but there are occasions, particularly at Key Stage 1 and in the early part of Key Stage 2, when full benefit is not gained from discussion. Pupils, in some cases, do not always listen to each other's contributions. Insufficient use is made of role play and language stations to enhance listening skills at Key Stage 1.
- \* Standards in reading across the curriculum are good at both key stages. Pupils apply their skills well to gather information, and gain much pleasure from reading fiction.
- \* Writing skills, on the whole, are satisfactorily applied to work in different subjects. In science, for example, pupils list materials and label diagrams, whilst, in history, they write descriptive accounts of the lives of famous people. Standards, however, vary considerably both in quantity and quality. Skills are not always fully developed, particularly in the early part of Key Stage 2.
- \* Numerical skills are satisfactorily applied in several subjects. Pupils collect data and record information using tally marks, pictograms, block charts and Venn diagrams. They measure, estimate and predict in science, and apply number skills when planning and constructing models in design and technology.
- \* Good use is made of information and communications technology to support learning in areas such as mathematics and English. Pupils make effective use of computers to consolidate their learning and to practise and develop their skills.
- \* An interactive whiteboard has been installed in one classroom and is regularly used both by teachers and pupils. The facility, however, is not readily available for use by all classes owing to the geography of the school.
- \* Pupils with special educational needs benefit from the effective use of technology.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Good provision is made for the moral and social development of pupils. Provision for spiritual and cultural development is satisfactory overall.

- \* The school fulfils its statutory obligations in respect of daily worship.
- \* Whole-school and class assemblies provide some opportunities for reflection through prayers, although insufficient emphasis is placed on the enhancement of spiritual awareness and the development of self-knowledge and understanding.
- \* Stories, circle times and assemblies help pupils to absorb moral values and to develop

attitudes of care, consideration, kindness and tolerance.

- \* The majority of pupils recognise the difference between right and wrong, and conduct themselves accordingly. Regular routines, together with good co-operation between home and school, are enabling steady progress to be made in the case of some of the youngest children.
- \* Pupils work and play well together, and when required to do so, collaborate sensibly with each other in groups or pairs.
- \* Appropriate respect is shown for adults. Older pupils, in particular, show a good awareness of the need to care for the environment.
- \* A wide range of extracurricular activities such as clubs and sporting fixtures enable pupils to extend their interests and build up social skills and relationships. Older pupils support younger children, both in work and play.
- \* Pupils at Key Stage 2 are given simple tasks to develop initiative and encourage responsibility. The introduction of a *helpwr heddiw* system, and paired reading across both key stages, have proved to be two particularly good initiatives.
- \* Satisfactory emphasis, in the main, is placed upon the heritage and culture of Wales, although some subjects lack an appropriate Welsh dimension. At Key Stage 1, in particular, good efforts are made to reinforce the work of the *athrawes fro* by incidental use of the language throughout the school day.
- \* Pupils are made aware of other customs, cultures and faiths through work in geography and religious education. Provision in this area is satisfactory overall, but has scope for further development.

## 4.2 Behaviour and Attitudes

Behaviour and attitudes are satisfactory overall.

- \* Pupils have good relationships with staff, show proper respect for their teachers, and speak politely and confidently to visitors.
- \* Consistently good behaviour is displayed during the midday and other breaks, with pupils playing sensibly and harmoniously together. No bullying or other unacceptable behaviour was observed at any time during the inspection.
- \* Friday assemblies celebrate good conduct and effort. "Good Book" entries produce a positive reaction from pupils.
- \* Meal times are pleasant, civilised occasions which help to promote social interaction.
- \* During circle times, pupils appreciate the need to sit quietly and to listen to each other's contributions. Effective learning takes place on such occasions.

- \* The level of noise in some lessons is too high, causing pupils to lose concentration and lessen their output of work when undertaking individual tasks.
- \* Over-enthusiasm often results in pupils calling out answers to questions. As a result, they do not always listen to what others may be trying to contribute to lessons. The flow of discussion is frequently impeded.

### **4.3 Attendance**

Good rates are achieved for attendance. Punctuality is satisfactory overall.

- \* Average attendance is currently just above 95%, which is an improvement since the last inspection. Consistent progress has been made over the last four school terms.
- \* Unauthorised absence is minimal, and there are no recorded exclusions.
- \* Registration is completed quickly and efficiently at the start of each morning and afternoon session. Arrangements comply with Circular 3/99 of the National Assembly for Wales.
- \* Teachers closely monitor attendance to identify both group and individual trends. Registers are retained in the classroom throughout the school week.
- \* The school has a clear policy on attendance, which sets out strategies for success and improvement. Most parents have a sound knowledge of procedures and co-operate fully with the school.
- \* Appropriate procedures are in place for helping pupils who return to school after a substantial period of absence, to ensure that minimum disruption is caused to learning.
- \* Parents, in general, try to inform the school at the earliest opportunity when their children are unable to attend. As the secretary is in post for only one day a week, a fixed point is not always available for recording lateness or reasons for absence.
- \* Most pupils arrive on time each morning, although there are a small number of late attenders. Punctuality has improved following a recent newsletter reminding parents of the importance of making a prompt start to the day.
- \* Lessons during the day generally start on time, enabling maximum benefit to be gained from the periods concerned.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

During the inspection, the quality of teaching was satisfactory or better in approximately 93% of

the lessons observed, including 35% where it was good and 4% where it was very good. Teaching was unsatisfactory in some 7% of lessons.

- \* Teachers have positive relationships with their pupils and provide good encouragement and support for their learning.
- \* All members of staff have appropriate subject knowledge in relation to the age-groups they teach.
- \* Teaching at nursery and reception level takes due account of children's needs and abilities, and makes good use of resources.
- \* Effective support is received from classroom assistants and parent helpers, who make a significant contribution to pupils' learning. Particularly good support is provided in language by one regular helper at Key Stage 1.
- \* All teachers place appropriate emphasis on the development of speaking skills and the acquisition of correct subject terminology.
- \* Material is clearly presented. In-depth questioning assists pupils to find appropriate answers to problems.
- \* Planning is satisfactory overall and ensures coverage of National Curriculum requirements.
- \* Staff do not always allow sufficient time for pupils to discuss, compare and evaluate work by means of plenary sessions.
- \* In general, co-ordinators lack detailed knowledge of their subjects across the two key stages and cannot, therefore, ensure that maximum progress is made in each area. Pupils in the early part of Key Stage 2 do not progress at the same rate as in other parts of the school.
- \* When pupils are undertaking written tasks, noise is sometimes allowed to rise to an unacceptable level. The calling out of answers is too readily accepted during question sessions.
- \* Good or better teaching is characterised by an enthusiastic approach, effective use of resources, opportunities to develop research and investigative skills, and the setting of challenging extension activities.
- \* Peripatetic teachers in Welsh and music make a sound contribution to pupils' learning in both subjects.

## **5.2 Assessment, Recording and Reporting**

Procedures for assessing, recording and reporting on pupils' work are currently unsatisfactory overall.

- \* The school has produced a detailed policy on assessment which takes account of national recommendations and guidance. Procedures are clearly defined.
- \* In the early part of the school, good use is made of a baseline profile of children's attainments to measure and record progress from entry to the end of reception stage.
- \* Teachers at Key Stages 1 and 2 make too little use of data gathered from assessment to formulate targets for individuals or relevant groups of pupils.
- \* Recording of progress in the core subjects of English, mathematics and science is based on standardised tests and commercially-produced material, but lacks appropriate application and rigour.
- \* No use is made of subject portfolios or other exemplar material to assist teachers in making judgments about standards.
- \* The results of National Curriculum standard assessment tests are not properly analysed to identify strengths and weaknesses and to indicate how the school can improve its performance.
- \* No evidence is available to show how pupils make progress towards the targets which the local education authority has set for the end of Key Stage 2.
- \* Not all teachers identify assessment opportunities in their planning. Plenary sessions are not always used appropriately to measure progress against lesson objectives.
- \* Record-of-achievement files contain samples of pupils' work in subjects from nursery stage onwards. Work, however, is not assessed against the various levels of the National Curriculum or annotated effectively to indicate the progress made by each pupil.
- \* Insufficient use is made of the self-evaluation which pupils are encouraged to undertake each year to identify individual targets for improvement.
- \* Marking does not generally help pupils to make improvements in their work or require appropriate standards of presentation.
- \* Two meetings are held each year to enable parents to discuss their children's progress with teachers.
- \* Annual reports to parents comply with statutory requirements and are satisfactory in quality.

### **5.3 Curriculum**

Overall, the school provides pupils with a broad, balanced curriculum which complies with statutory requirements.

- \* The curriculum for children under five years of age accords with the *Desirable Outcomes for Learning*. Children receive a good range of interesting experiences in different areas of work.
- \* At Key Stage 1, pupils are generally given a broad range of experiences, although the time allocated to some of the foundation subjects is not always appropriate to the activity. Sufficient emphasis is not always placed on the development of creative skills in areas such as art, drama and role play.
- \* Pupils at Key Stage 2 receive a satisfactory range of experiences in all subjects, although work is not always properly matched to individual needs in mathematics and science. Higher-achieving pupils are not always stretched to the full in subjects such as geography and history.
- \* Satisfactory provision is generally made for the development of key skills, although teachers do not always identify suitable opportunities in their planning.
- \* Arrangements for personal and social education are still at an early stage. The policy and scheme of work required by September, 2003, have not yet been completed.
- \* Pupils have opportunities to take part in a range of extracurricular activities, including sports, French, music and science clubs. Sessions are well attended and give considerable enjoyment to pupils.
- \* Members of the school Eco committee participate confidently in discussion.
- \* Visits to places of interest, and talks by visitors to the school, help to enhance pupils' learning.
- \* Homework topics are often too broad and not always properly related to work undertaken in class. The school's policy in this area does not clearly set out what is expected of pupils, although parental help and support make a substantial contribution to progress in reading and spelling.
- \* A modification has been made to the National Curriculum in one instance. The modified curriculum is generally appropriate to the special educational needs of the pupil concerned, although no definite plans have yet been drawn up to cover transfer to Key Stage 3.

#### **5.4 Support, Guidance and Pupils' Welfare**

Overall, satisfactory provision is made for the support, guidance and welfare of pupils.

- \* The school provides a close-knit, happy environment in which pupils' well-being, on the whole, is effectively promoted.
- \* Teachers and support staff know pupils well and have established an atmosphere of

mutual trust and confidence.

- \* Sound policies have been drawn up on matters such as behaviour, discipline and anti-bullying procedures, although details of the equal-opportunities policy are not included in the current school prospectus.
- \* Satisfactory action is taken to promote racial harmony.
- \* The induction of children entering the school is sensitively handled. Good links are maintained with the pre-school playgroup.
- \* Sex education is delivered by the class teacher to pupils in Years 5 and 6 as part of the curriculum, in liaison with the school nurse. Parents are given prior notice of the contents of lessons.
- \* Satisfactory arrangements are made to monitor pupils' personal progress and to ensure that parents are kept properly informed. Teachers readily make themselves available for discussion.
- \* Child-protection procedures are based on guidance received from the local education authority, although the school's own documentation lacks specific detail, particularly in relation to contact points, support agencies and training arrangements.
- \* Insufficient attention is given to health and safety requirements. Routine checks lack appropriate rigour and need to include both practical work and out-of-school activities. During the inspection, no documents were available to show that risks had been properly assessed.

## **5.5 Provision for Pupils with Special Educational Needs**

Overall, satisfactory provision is made for pupils with special educational needs.

- \* Approximately 18% of pupils have been identified as having some form of special educational need. One is currently the subject of a formal statement.
- \* Policies and procedures conform with the new national Code of Practice.
- \* Steps are taken to identify learning difficulties at an early stage.
- \* Pupils are fully integrated into classes and, where work is appropriately differentiated and matched to their needs, make satisfactory progress during lessons.
- \* Individual educational plans are suitably detailed and guide pupils and teachers effectively in their work. Parents are aware of the contents of plans and attend reviews of their children's progress.
- \* Procedures for the review of statements take due account of national guidelines.

- \* The special-educational-needs co-ordinator keeps carefully documented records and also provides additional support for small groups of pupils withdrawn once a week during class literacy work.
- \* Non-teaching assistants work closely with class teachers, show a sound understanding of what is required, and generally provide good support in areas such as basic skills. All display appropriate empathy with children.
- \* Progress is satisfactory overall, although higher-achieving pupils are not always stretched to their full capacity. There is scope for improvement at this end of the scale.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

Overall, a good partnership has been established with parents, the local community, and other schools and institutions.

- \* The school has developed a strong bond with parents, who work well with staff in supporting pupils' personal and academic development.
- \* Parents appreciate the school's "open-door" policy and the welcome they receive when they visit. Staff are regarded as approachable and friendly.
- \* Regular newsletters keep parents well informed about a variety of matters, including school events and activities.
- \* Good use is made of parents as a resource for supporting and developing pupils' learning. Parents and other volunteers assist with information technology, art and craft, and special educational needs.
- \* The school prospectus is a useful document, but does not include details of the school's equal-opportunities policy and health, safety and security matters.
- \* Pupils are encouraged to participate in community projects and to develop a personal awareness of environmental issues. Class work provides evidence of the benefits of these links.
- \* An effective partnership has been established with the local secondary school. Visits are received from staff, who meet pupils in Year 6 and discuss relevant issues with their teachers. Arrangements for transfer to secondary education are well established and smoothly handled.
- \* Good partnership arrangements have been made with teacher-training establishments, including Aberystwyth University and Coleg Powys. Students undertake regular placements at the school.

## **5.7 Partnership with Industry**

Overall, satisfactory steps are being taken to develop a partnership with industry.

- \* Partnership with industry is still at an early stage of development. A policy document defining the school's strategy has yet to be agreed with the governing body.
- \* Links with a local packaging firm have already benefited various areas of the curriculum, with pupils extending their skills in English, mathematics and information technology through the production of a brochure.
- \* During the inspection, a student from a local college made a valuable contribution to the learning of reception-class children.
- \* Relationships with the local training and enterprise council have not been pursued. The school is awaiting further evidence of the potential benefits before making a definite decision in the matter.
- \* Greater contact is being sought with the Education Business Partnership.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

Arrangements for self-evaluation and planning for improvement are at a very early stage of development and are currently unsatisfactory overall.

- \* Satisfactory action has been taken to update policies to conform with the requirements of *Curriculum 2000* and to develop a mathematics scheme to support improvement in this area.
- \* Senior management has not yet undertaken a full evaluation of all aspects of the life and work of the school and produced a clear picture of areas requiring further improvement.
- \* In its current form, the school development plan is not a satisfactory document for taking the school forward. It focuses too much on general aspects at the expense of curriculum areas and is not specific in linking staff development to time factors and costs. Too little attention is paid to identifying and meeting long-term needs and developing an appropriate sense of vision to guide direction for the future.
- \* National Curriculum and other test results have not been analysed in sufficient depth to identify strengths and weaknesses and to set appropriate targets for further improvement.
- \* The current allocation of responsibilities to curriculum co-ordinators is not producing satisfactory results. At present, some co-ordinators have too little knowledge and understanding of the requirements for their subjects across the school as a whole. The situation is exacerbated by splitting responsibilities between the two key stages.

- \* No clear procedures are in place for ensuring that standards of teaching and learning are properly monitored on a regular basis.

## **6.2 Leadership and Efficiency**

Leadership and efficiency, in spite of some good features, are unsatisfactory overall.

- \* The headteacher is a good role model for teaching and provides a sound education for pupils in his class.
- \* Pupils are taught in a warm, attractive, caring environment. The headteacher has given much thought to improving the fabric of the school.
- \* Policies have been revised to accord with *Curriculum 2000*. Schemes of work are in place for most subjects and provide satisfactory guidance for teachers.
- \* Regular staff meetings are held to discuss the business of the school, with some sessions devoted to curriculum development. Calm and sympathetic leadership is provided.
- \* Because of the headteacher's heavy teaching commitment, insufficient attention is paid to managerial responsibilities. Time allocated for management and administration is not always used for the purpose.
- \* In addition, the headteacher undertakes too heavy a personal load instead of sharing duties more equitably with the staff and governors.
- \* Two long-serving members of staff receive some extra monies for management purposes, but their managerial roles have not been clearly defined. There is currently no post of deputy headteacher.
- \* No comprehensive review of the work of the school has been undertaken since the headteacher's appointment. Key areas for improvement have not been clearly identified and included as specific targets in the school development plan. Too little focus is placed on curriculum development.
- \* Curriculum co-ordination varies in quality. Whilst subject co-ordinators are aware of requirements for their own key stage, they have insufficient knowledge of what is required in the rest of the school.
- \* Monitoring is underdeveloped and results in unevenness of standards, with consequential under-achievement in some areas.
- \* Senior management has not yet put in place effective strategies for monitoring the quality of teaching and learning in all classes.
- \* The governors are supportive of the school and are well aware of its strengths, but less conscious of its weaknesses. A significant number are newly appointed and have not yet

had sufficient time to become fully acquainted with their duties. They have a good understanding of financial matters and maintain sound control of the budget. Understanding of, and involvement in, the school development plan are still at a very early stage, as are monitoring and evaluation of the curriculum and standards of achievement.

- \* Sound procedures are in place for routine administration. The school functions smoothly on a daily basis.

### **6.3 Staffing, Accommodation and Learning Resources**

Appropriate use is made of staffing, accommodation and learning resources. Provision is satisfactory overall.

- \* The school has an adequate number of staff to cater for the present number of pupils on roll, although half of the headteacher's management time has been given up for budgetary reasons.
- \* Staff are appropriately qualified and suitably deployed.
- \* In-service training is not directly linked to the school development plan and takes too little cognisance of the needs of the school.
- \* Good support is received from the non-teaching staff, including midday supervisors, canteen staff, classroom assistants, and the nursery nurse, school secretary and cleaner-in-charge.
- \* Accommodation, including the recently rebuilt demountable classrooms, is adequate for current pupil numbers. Good use is made of display work to enhance the environment and to celebrate the achievements of pupils.
- \* Buildings are in a good condition, and are kept clean and tidy.
- \* The playground provides safe outdoor areas during breaks.
- \* Provision has been made of a small football pitch, which was very muddy at the time of the inspection.
- \* The fairly new, airy, well-kept community hall annexed to the school is regularly used throughout the day and is a very good facility for physical education, indoor games and collective worship.
- \* Effective use is made of resources to support pupils' learning. Provision is satisfactory overall, although there are too reading books in Welsh and an inadequate supply of globes in geography. The school library would also benefit from a greater range of non-fiction material.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards Achieved by Pupils**

#### **Provision for Children under Five**

Two full-time and two part-time nursery pupils are taught alongside thirteen reception children. Two teachers have joint responsibility for the class on a job-sharing basis. Effective collaboration between staff ensures that children receive a suitable range of experiences and make good progress in most areas of the curriculum.

Provision overall is appropriate and promotes the desirable outcomes for learning.

#### **i. Language, Literacy and Communication Skills**

Good standards overall are achieved in language, literacy and communication skills.

#### **Good Features**

- \* Many children enter the school with good speaking skills. The school recognises the fact and seeks to develop and extend their skills by regular opportunities for speaking in circle times, group work and class discussions. Children readily absorb new vocabulary, with most using full sentences to respond to questions. Nursery children make good efforts to contribute to discussions, whilst most reception children display confident use of speech.
- \* Children are generally attentive and show by their responses and comments that they understand what they hear.
- \* Songs, stories and poems help to encourage pre-reading skills. Reception children make good progress in reading and confidently tackle simple text. Good use is made of picture clues.
- \* Hand-eye co-ordination is encouraged by a variety of mark-making exercises, including regular painting. Nursery children make steady progress and participate enthusiastically in activities. Reception children hold pencils correctly and undertake regular writing exercises. Good progress is made in letter formation, with children writing their names regularly and correctly. Regular opportunities are provided for children to express themselves through writing. Rapid progress is being made to independent writing in a number of cases.

#### **Shortcomings**

- \* A minority of children become restless during discussion periods and lose concentration. Speaking and listening activities are sometimes marred by interruptions and shouting out

by children.

## **ii. Mathematical Development**

Mathematical development is satisfactory overall, with good standards in some cases.

### **Good Features**

- \* Activities such as sorting and matching, colour recognition and pattern work foster mathematical development and understanding.
- \* The classroom assistant makes an excellent contribution to the learning of nursery children. Sound progress is made at this level.
- \* Reception children can recognise numbers from 1-10, undertake simple addition and subtraction, and recognise two-dimensional shapes and their properties.
- \* Sound understanding is shown of simple mathematical language.

### **Shortcomings**

- \* When tasks are completed, children are not always given suitable follow-up work to strengthen and reinforce their learning. Higher-achieving children, in particular, are not fully challenged and extended.

## **iii. Personal and Social Development**

Personal and social development is good overall.

### **Good Features**

- \* Younger children benefit from contact with older pupils and have settled well into the school environment.
- \* Snack times are pleasant social occasions, with children displaying sensible behaviour.
- \* All children have opportunities to learn about responsibilities through acting as the *helpwr heddiw*.
- \* The majority of children respond positively to routines, and work and play sensibly together.

### **Shortcomings**

- \* On occasions, one or two children disturb quiet routines by becoming over-loud and boisterous.

#### **iv. Knowledge and Understanding of the World**

Good progress is made in knowledge and understanding of the world.

##### **Good Features**

- \* Children are helped to develop their knowledge of the world around them through a wide range of experiences in areas such as science, geography, history and information technology.
- \* Considerable benefits are obtained from "sounds" and "colour" walks in the surrounding countryside.
- \* Classbooks made by the children are a constant source of pleasure.

##### **Shortcomings**

- \* No significant shortcomings were observed in this area of learning.

#### **v. Creative Development**

Good standards are also achieved in creative development.

##### **Good Features**

- \* Children undertake a suitable range of creative activities including cutting, sticking and pasting, simple design and making, collage work, and regular drawing and colouring.
- \* Scissor skills are developing well.
- \* Paintings and drawings show good shape and form. Colour-mixing is undertaken with confidence and enthusiasm.
- \* Children in both age-groups make musical instruments and sing tunefully to the guitar.

##### **Shortcomings**

- \* No significant shortcomings were observed.

#### **vi. Physical Development**

No comment can be given about outdoor activities, as inclement weather kept pupils indoors.

### **Good Features**

- \* Fine motor skills are developing well.
- \* Children in both age-groups are able to manipulate materials successfully.

### **Shortcomings**

- \* No physical exercise was observed during the period of the inspection.

## **English**

Overall, standards of achievement in English are good at both key stages.

### **i. Speaking and Listening**

Standards in speaking and listening are good throughout the school.

#### **Good Features**

- \* Pupils at Key Stage 1 make good use of extended sentences and speak confidently and clearly.
- \* At Key Stage 2, the majority of pupils are articulate and use appropriate language to describe work in various areas of the curriculum. Thoughts and ideas are clearly expressed.
- \* Group activities and circle times provide regular opportunities for discussion. The majority of pupils participate confidently.
- \* Pupils of all abilities generally listen carefully to their teachers, show clear understanding of instructions, and respond sensibly to questions. Most are able to formulate questions, and do so frequently.

#### **Shortcomings**

- \* In all classes, pupils often call out during discussions, interrupting other pupils and not fully benefiting from each other's contributions.

### **ii. Reading**

Standards in reading are good overall, with very good standards being achieved by some pupils at the top of both key stages.

#### **Good Features**

- \* Pupils at Key Stage 1 read with increasing fluency and expression, and make good use of phonic knowledge to tackle new words. Many can express their preferences for stories.
- \* At Key Stage 2, pupils read fluently and accurately. They offer opinions about different books and authors, and show the ability to draw inferences and make deductions. When required to do so, they are able to use reference books for research and to extrapolate information.
- \* A paired-reading initiative between older and younger pupils is proving beneficial for both age-groups. Older pupils gain confidence, fluency and expression, whilst younger children enjoy a wider range of literature.
- \* Parents provide good support in this area by hearing their children read at home and, in some instances, discussing books and authors. Many make a significant contribution to the reading standards achieved by their children.

### **Shortcomings**

- \* Pupils at Key Stage 2 are not always sufficiently encouraged to use reference books and information technology for research, particularly in some of the foundation subjects such as history and geography.

### **iii. Writing**

Standards in writing are good at Key Stage 1 and satisfactory overall at Key Stage 2.

#### **Good Features**

- \* Writing skills at Key Stage 1 are developed in tandem with reading. By the end of Year 2, pupils can write a well-composed story, with competent use of full-stops and capital letters. Spelling is generally satisfactory and is well supported by word-lists.
- \* At Key Stage 2, pupils write for different purposes and occasions, and make steady progress in mastering grammar and punctuation.
- \* Most pupils at this level make satisfactory use of dictionaries, with pupils at the top of the school demonstrating effective use of thesauruses. Spelling is good overall.
- \* Pupils in Years 5 and 6 undertake regular creative writing and produce some good examples of descriptive work.

#### **Shortcomings**

- \* At Key Stage 1, a surfeit of formal exercises takes away opportunities for the full development of creative, imaginative writing.
- \* In the first half of Key Stage 2, insufficient emphasis is placed on extended writing.

Work is sometimes left unfinished and is often untidily presented. Progress at this level is slower than at the preceding and following stages.

- \* Text work is not always sufficiently developed throughout Key Stage 2.

## **Mathematics**

Standards in mathematics are good at Key Stage 1 and satisfactory overall at Key Stage 2.

### **Good Features**

- \* In general, pupils at both key stages are able to work independently and to maintain good concentration.
- \* Pupils throughout the school use graphs to record information gathered from surveys and show an appropriate understanding of shape for each stage of the National Curriculum.
- \* At Key Stage 1, pupils can count in twos, fives and tens to 100, whilst the more able can count well beyond and mentally add and subtract three-digit numbers to and from each other. Pupils can recognise sequences of numbers to 100, and patterns within sequences, and explain why numbers are either odd or even. Secure knowledge is shown of place value.
- \* Regular use is made of simple investigations to find number patterns and to consolidate facts about bonds. Pupils at this level understand concepts such as more and less, bigger and smaller, and can discuss their work clearly, using logical thought. They can recognise the different values of coins and accurately complete simple money calculations.
- \* Satisfactory knowledge is being acquired of mathematical terms and language.
- \* By the end of Key Stage 2, most pupils work accurately within a limited range of strategies. They can explain how they multiply three-digit numbers by two digits and show a sound understanding of place value in their calculations. They are familiar with decimals and can multiply and divide by 100 to two decimal places. They understand inverse relationships and are beginning to use this method to check their work.
- \* Sound use is made of estimation in attacking problems and in checking the accuracy of answers.
- \* Some older pupils display satisfactory understanding of co-ordinates in the four quadrants and apply their knowledge successfully in map reading.

### **Shortcomings**

No significant shortcomings were observed at Key Stage 1.

- \* Although pupils at Key Stage 2 have a wide range of mathematical experiences as recorded in their books, few are able to calculate accurately and speedily using mental arithmetic. Most display poor recall of mathematical tables and number facts, and use only a very limited range of strategies in working out answers to problems.
- \* Mathematical knowledge is underdeveloped in the lower half of the key stage, with the result that pupils find it difficult to explain their methods logically and clearly.
- \* Pupils have insecure understanding of fractions and equivalences and cannot apply their knowledge to solve simple problems without questioning and prompting by adults.
- \* Thinking skills are underdeveloped and not appropriately applied to working out calculations involving addition, subtraction, perimeter and area. Knowledge of angles and triangles is generally unsatisfactory.

## Science

Standards of achievement in science are good at Key Stage 1 and satisfactory overall at Key Stage 2.

### Good Features

- \* Pupils at Key Stage 1 carry out simple investigations, and can name and describe the different parts and functions of a flowering plant. They display appropriate knowledge of nutrition and understand the effects of diet and exercise.
- \* Sound knowledge is shown of simple forces such as pushing and pulling.
- \* All pupils join enthusiastically in class discussions and are developing an appropriate acquaintance with scientific terminology and language.
- \* At Key Stage 2, pupils carry out investigations under their teachers' instructions. They make predictions, record their findings and draw conclusions from their work.
- \* Due attention is paid to all aspects of the National Curriculum in the subject. Pupils have a sound understanding of the life cycle of a flowering plant and of what constitutes a healthy diet, classifying food into carbohydrates, fats, proteins and vitamins. Most can explain the differences between solids, liquids and gases, and understand the principle of reversible and irreversible changes.
- \* Pupils at the top of the school are able to explain how to set up a fair test to investigate a hypothesis.
- \* Satisfactory links are made with other subjects. Pupils make use of their knowledge of materials when investigating and constructing models during design-and-technology lessons, and apply their knowledge and understanding of electrical circuits when constructing items such as burglar alarms.

### **Shortcomings**

- \* At Key Stage 2, pupils have a narrow range of recording skills.
- \* The presentation of work in some classes is less than satisfactory.

### **Welsh**

Overall, standards of achievement in Welsh are satisfactory at both key stages.

### **Good Features**

- \* Pupils enter Key Stage 1 with a sound start to the subject as a result of experiences in the nursery and reception class. They respond well to basic greetings and phrases, and know words associated with simple topics.
- \* Pronunciation is generally clear throughout the school. Sounds such as "ch" and "ll" are properly pronounced in most cases. Strong reinforcement is provided by the *athrawes fro*.
- \* Pupils at Key Stage 1 have a sound knowledge of numbers and vocabulary associated with the body and clothing.
- \* Most pupils at this level show a facility for reading "Big Books" and are developing appropriate confidence with text. They recognise vocabulary they have already learned and make good efforts to tackle new words.
- \* Simple worksheets help to reinforce vocabulary and are generally successfully completed.
- \* At Key Stage 2, pupils are given regular opportunities to work in groups and pairs. Steady progress is made in mastering vocabulary associated with topics such as the family and personal interests, together with expressions for telling the time.
- \* All pupils are allowed sufficient time to understand and respond to questions. Phrases are repeated several times if pupils experience difficulties, after which they are generally able to answer in the correct linguistic form.
- \* Evidence indicates that pupils at Key Stage 2 undertake a suitable range of written exercises, including simple personal descriptions. Vocabulary is appropriately reinforced and consolidated in this way. Satisfactory progress overall is made in this area.

### **Shortcomings**

- \* At Key Stage 1, over-enthusiasm results in pupils calling out and interrupting the smooth flow of lessons. Not all pupils are able to concentrate properly on their work, particularly during reading sessions.

- \* Responses during oral sessions at Key Stage 2 vary considerably. Some pupils are hesitant in answering questions and need much prompting to hold a simple conversation.
- \* Incidental use of the language also varies considerably between classes. Less use is made of the strategy to promote oral skills at the top of the school.
- \* Too few suitable texts are available to motivate pupils and encourage reading in the language, particularly at Key Stage 2.

## **Design and Technology**

Overall, standards in design and technology are satisfactory at both key stages.

### **Good Features**

- \* Pupils acquire appropriate skills with a widening range of materials and components as they move upwards through the school. Skills in design show steady progression.
- \* At Key Stage 1, making skills are developing well. Pupils undertake a variety of practical tasks, including cutting, sticking and joining, and have devised interesting designs for Joseph's coat of many colours by using a template and various colourful materials.
- \* Suitable attention is paid to all aspects of the subject. Pupils at this level have incorporated three-dimensional models of fish into colourful mobiles, and designed and made felt glove puppets. Stitching and stick-on facial features indicate appropriate care and attention to making and finishing techniques.
- \* Pupils at Key Stage 2 are currently investigating toys that move. During the inspection, younger pupils explored ways of propelling a toy by pneumatic pressure, whilst older pupils investigated cams and gears in preparation for designing and making.
- \* Design plans are generally satisfactory, with clearly labelled diagrams. Pupils are currently designing a logo to represent the 150 years the school has been in existence. Individual drawings show a sound understanding of the task.

### **Shortcomings**

- \* Written work indicates that pupils do not consider procedures before making their models.
- \* Evaluation is mainly through oral discussion and is not generally recorded by pupils.
- \* No assessment can be made of the quality of models, as samples are not retained of pupils' work.
- \* The use of technical vocabulary is underdeveloped.

## **Information Technology**

Standards in information technology are good at both key stages.

### **Good Features**

- \* Pupils from nursery stage onwards are enthusiastic users of computers. They display good control of equipment and make effective use of programmes to support their learning.
- \* Good use is made of listening centres, simulation programmes and, in one class, the interactive whiteboard, to extend learning in various areas of the curriculum.
- \* Fortnightly visits to Welshpool Technology Centre ensure that pupils develop good skills in all strands of the subject through correct teaching and practice.
- \* Pupils at both key stages understand how to use and interrogate databases after compiling graphs as a result of class surveys.
- \* From entry to school, pupils acquire growing skills in word-processing. In Year 1, good command is shown of early packages such as *Clicker 4*, with pupils showing the ability to write and edit simple sentences.
- \* Good use is made of appropriate terminology to describe activities at the Technical Centre.
- \* Pupils at Key Stage 2 make good use of a digital camera to record art and display features around the building and to insert them into the school's Internet website.
- \* At the top of the school, pupils have e-mail addresses and exchange messages with their parents and each other. Access is sensibly controlled under the Powys safety scheme.
- \* Satisfactory use is made of technology to support pupils with special educational needs.

### **Shortcomings**

- \* No significant shortcomings were observed in the subject.

## **History**

Standards of achievement in history are good at both key stages.

### **Good Features**

- \* Pupils at Key Stage 1 display suitable awareness and understanding of aspects of

Victorian life.

- \* Chronological awareness is developing satisfactorily, with pupils successfully sequencing characters and events in stories.
- \* All pupils at this level are encouraged to handle artefacts and to talk about their properties and use. They do so with enjoyment, taking turns sensibly during group work and confidently asking and answering questions. Good use is made of correct terminology in the discussion of work.
- \* Studies of the lives of famous people help to extend pupils' knowledge and understanding of different periods. Good recall is shown of stories, including those about important characters in the history of Wales.
- \* At Key Stage 2, pupils' sense of chronology is good. They show awareness that the past can be divided into different periods and can use a time-line to describe the main characters, events and changes of Victoria's reign.
- \* In the lower part of the key stage, good links are made with geography during work on the Blitz. Pupils are beginning to explore the physical conditions people experienced during the period and to recognise which cities in Britain suffered the greatest damage, and why this was so.
- \* Most older pupils appreciate that stories about the past can differ for a variety of reasons, and show sound understanding of cause and effect.
- \* Pupils at the top of the school make good use of historical terms in describing their work.

### **Shortcomings**

- \* Written work varies considerably in quality at Key Stage 2, with younger pupils making insufficient use of writing as a means of recording their work.
- \* Pupils at the top of the school make too little use of books, information technology and original material to discover facts for themselves. Research skills show scope for further development.

### **Geography**

Overall, standards in geography are satisfactory at both key stages, although there are weaknesses in the first part of Key Stage 2. Work shows several good features at the top of the school.

### **Good Features**

- \* Mapping skills are developed satisfactorily throughout both key stages. Pupils at Key Stage 1 draw plans of their classroom and illustrate them with appropriate symbols. Sound understanding is being acquired of the use of keys. At Key Stage 2, pupils are able

to locate places and features on maps, using grid references successfully.

- \* Pupils at Key Stage 1 use appropriate geographical terminology to describe the main features of the local environment and are able to recognise Wales on a map of the British Isles.
- \* At Key Stage 2, effective use is made of cross-curricular links with mathematics and information technology to help pupils understand bearings and give directions in appropriate language.
- \* Pupils at the top of the school have made effective comparisons between the area in which they live and the pattern of life in a village in India. They can successfully compare and contrast homes, life styles, agriculture and climate, and give good geographical reasons for the differences they find.
- \* Most pupils at this level show a good understanding of river development and can draw careful, well-annotated diagrams from memory.
- \* At both key stages, studies are made of the causes and effects of pollution, with younger pupils making sensible suggestions about ways of minimising its consequences.
- \* Pupils in Years 5 and 6 demonstrate good awareness and understanding of environmental issues.

### **Shortcomings**

- \* Whilst displaying a satisfactory understanding of their own locality, pupils generally know little about other areas of the country.
- \* Project work undertaken last term in the lower half of Key Stage 2 lacks appropriate depth and structure and fails to promote the proper development of skills in the subject. Presentation is unsatisfactory.
- \* Insufficient use is made of information and communications technology at the top of the school to support research skills and to aid the recording of work.

### **Art**

Standards of achievement in art are satisfactory at both key stages.

#### **Good Features**

- \* Pupils throughout the school have opportunities to experience a range of techniques and media, including painting, collage and silhouette work.
- \* Satisfactory attention is paid to the mixing of colours. Younger pupils use appropriate mixes to indicate moods or atmospheres such as happy or spooky, whilst older pupils

make good use of colour in portrait work.

- \* Appropriate progression takes place in observational drawing skills. Standards attained in the one lesson observed were satisfactory overall, with examples of good work in some cases. Pupils were able to evaluate their work confidently during the plenary session. Good attention is paid to proportion, shading and tone by pupils at the top of the school.
- \* Regular use is made of information technology to strengthen and develop skills in the subject. Pupils enjoy this aspect of work and talk freely about their pictures. Standards in this area are satisfactory overall.
- \* Some good examples of willow sculpture have been produced with support from a visiting artist.
- \* Roughly a third of pupils attend an extracurricular club in art to practise their skills in drawing, sculpture and collage work. Activities provide useful support for learning.

### **Shortcomings**

- \* During the inspection, few examples were seen of imagination and creativity in pupils' work at Key Stage 1. No painting was observed during the period, in spite of opportunities to form links with other subjects, particularly history.
- \* No portfolios are kept to show the progressive development of skills and the work undertaken in different strands of the subject.
- \* Although some studies have been made of the work of famous artists such as Cézanne and William Morris, discussions with older pupils show that knowledge is relatively limited.

### **Music**

No judgment can be made about standards in music at Key Stage 1, as no lessons were seen in the subject. Standards at Key Stage 2 are good overall.

#### **Good Features**

- \* Pupils throughout the school display enthusiastic enjoyment of singing, particularly when accompanied by the vicar on his piano accordion, and show a good sense of timing, rhythm and pitch. Diction is generally clear.
- \* Evidence indicates that pupils at both key stages are given a range of experiences embracing the three elements of performing, composing and appraising music.
- \* Pupils at Key Stage 1 have listened to and enjoyed the music of Vivaldi and Mozart.
- \* At Key Stage 2, confident use is made of tuned and untuned percussion instruments to accompany singing.

- \* Pupils at this level create their own compositions, some of which are based on their own stories or poetry. Sounds are discussed, practised and recorded. Appraisal skills are developing steadily.
- \* The peripatetic teacher who conducts lessons at Key Stage 2 has high expectations of pupils and obtains appropriate responses, both in attainment and behaviour.
- \* Good attention is paid to the introduction of correct terminology. Pupils are acquiring an appropriate vocabulary and use it confidently when responding to questions.
- \* Younger pupils at Key Stage 2 are able to sing in two or more parts and demonstrate a good facility for learning songs from other countries, even when a different language is used.
- \* Good use is made of information technology to support learning in the subject. Pupils listen and watch attentively, and are gaining a good understanding of the instruments of the orchestra.
- \* A number of older pupils make good use of the knowledge they gain from lunch-time recorder groups and peripatetic woodwind and piano tuition. Suitable progress is made, with varying levels of attainment.
- \* Opportunities are provided for pupils to display their talents through performances at school concerts and church events.

### **Shortcomings**

- \* Opportunities are lost to introduce pupils to the work of famous composers on occasions such as assemblies. Although music is played, pupils are not always encouraged to listen with due care and attention.
- \* Whilst pupils at the top of the school can name a limited range of composers, they find difficulty in discussing their different styles and work.
- \* In one class at Key Stage 2, the flow of lessons is interrupted by restlessness and the calling out of comments and answers. Concentration is frequently broken on such occasions.

### **Physical Education**

No judgment can be given about standards in physical education at Key Stage 1, as no lessons were seen at this level. Standards at Key Stage 2 were good within the narrow range of activities observed.

### **Good Features**

- \* Video evidence indicates that pupils make sound progress in movement and creativity in dance as they move upwards through the school. They pay appropriate attention to the music and, by the end of Key Stage 2, move effectively in time to reflect pace and mood.
- \* Pupils at Key Stage 2 understand the effect of exercise on the body and undertake appropriate warm-up and cool-down exercises. During a warm-up session in games, they showed sensible body control and were able to move through the hall at different speeds, changing direction on their teacher's command.
- \* Most pupils in Years 5 and 6 displayed suitable ball control when using a hockey stick to move a ball around them and when passing and receiving on the move. Pupils worked well in pairs and made good efforts to improve their performance.
- \* Extracurricular activities in sport include football, hockey, netball, cricket, gymnastics, rounders, rugby, athletics and swimming. Pupils participate with enthusiasm and enjoy representing their school.

### **Shortcomings**

- \* No significant shortcomings were evident during the single lesson observed.

## **Religious Education**

Overall, standards in religious education are satisfactory at both key stages.

### **Good Features**

- \* Pupils understand, and can speak about, the major festivals in the Christian calendar and recognise that other religions also have special days.
- \* Comparisons of different faiths have helped pupils to appreciate that many religions have similar festivals, such as festivals of light, and to relate them to Christian practice.
- \* Appropriate knowledge is shown of biblical stories and their relevance to everyday life, such as the duty to help other people.
- \* Older pupils write sensitive accounts of the life and work of famous people such as Mother Theresa.
- \* Studies of different religions have led to greater knowledge of the art and cultures of the various countries in which they predominate. Pupils draw mendhi hand patterns and make Divali cards illustrated with Rangoli patterns.
- \* Recently introduced circle times provide opportunities for pupils to explore their own feelings and to discuss moral codes they learn at home and at school. Work in this area helps to deepen spiritual awareness.

## **Shortcomings**

- \* Although pupils follow a broad curriculum, knowledge of individual religions lacks appropriate depth.
- \* Vocabulary related to different religions is not developed sufficiently.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the Last Inspection**

In the main, satisfactory action has been taken to deal with the key issues identified during the last inspection, although there has been relatively little progress in two areas.

- \* The last inspection report, published during the spring term, 1997, identified eight key issues for action. To raise the quality of education provided, the school was advised that it needed to:
  - i. improve overall standards in mathematics in Key Stage 1;
  - ii. improve standards of spelling and presentation of work in both key stages;
  - iii. make more effective use of teaching time by taking pupils' attention span into account when planning lessons;
  - iv. ensure that reports to parents contain suitable information on pupils' progress including their strengths and weaknesses;
  - v. continue the development of whole-school schemes of work to ensure continuity and progression throughout the school;
  - vi. broaden the spiritual dimension of collective worship;
  - vii. enhance the curriculum co-ordinators' and the governing body's monitoring of standards in both key stages;
  - viii. ensure that the governors' annual report to parents satisfies statutory requirements.
- \* Progress since that time has been the following.

### **Key Issue 1**

At Key Stage 1, standards in mathematics have risen from unsatisfactory to good.

Standards at Key Stage 2 remain satisfactory.

A new scheme for the subject was introduced after the last inspection and supplemented last year to remedy any weaknesses. Teaching in the area is now sound, with good progress being made by most pupils.

### **Key Issue 2**

Spelling is now generally satisfactory throughout the school, and good in some instances. Regular spelling tests have assisted the process. Younger pupils write small, simple words accurately and make good attempts to spell more challenging vocabulary. Regular use is made of dictionaries and thesauruses.

The presentation of work still varies considerably and, in some instances, is unacceptable in quality. At Key Stage 1, there is still scope for greater emphasis on letter formation, whilst in the lower part of Key Stage 2, work is often marred by crossings out, different coloured inks, and carelessness in the formation of letters. Presentation is generally neat by the end of Key Stage 2.

### **Key Issue 3**

Lessons are now of suitable length and, in general, are appropriately divided between individual tasks, group work and whole-class discussion.

### **Key Issue 4**

Reports now provide suitable information for parents, including ways of supporting the progress made by their children.

### **Key Issue 5**

Detailed schemes of work, based on guidance received from the Qualifications and Curriculum Authority and the local education authority, have now been produced for most areas of the curriculum. Adaptations to suit the needs of the school and to accommodate the *cwricwlwm Cymreig* are still in the process of completion.

### **Key Issue 6**

Some steps have been taken to broaden the spiritual dimension of collective worship but, overall, it is an area which still requires further thought, improvement and strengthening.

### **Key Issue 7**

The curriculum co-ordinators' role is still underdeveloped. In some subjects, responsibilities are split between individuals at two different key stages. Sufficient knowledge is not always held about work in the other key stage to enable effective monitoring to take place. No portfolios of work are maintained to assess progress in

different subjects. No direct observation is undertaken of standards of teaching and learning in the classroom. Staff meetings provide opportunities for discussion and feedback from courses, but co-ordinators are not sufficiently involved in monitoring their subjects throughout the whole school and in allocating resources linked to an effective school development plan.

The governing body is kept informed of curriculum developments, with regular discussions between the chairman and headteacher. A few governors visit the school. Much scope, however, still exists for further development in this area to achieve consistency in teaching and learning, and effective monitoring of standards throughout the school.

### **Key Issue 8**

The governors' annual report to parents now complies with statutory requirements.

## **8.2 Key Issues for Action**

The school needs to:

- \* take early action to address the shortcomings identified in management and efficiency;
- \* improve, and make better use of, assessment procedures to promote higher standards throughout the school;
- \* make more effective use of self-evaluation to identify areas for improvement and to draw up appropriate targets for inclusion in the school development plan;
- \* review and develop the present role of subject co-ordinators, particularly in relation to monitoring the quality of teaching and learning across the school;
- \* ensure that all pupils are stretched to their full potential, particularly those capable of much higher achievement;
- \* raise standards in all subjects to good or better;
- \* deal with the other shortcomings identified in the report, including health and safety matters and the assessment of risk.

The present school development plan touches upon some of these issues but, in its current form, is not a satisfactory document for ensuring that priorities are properly identified and acted upon.

*The inspection team would like to thank the headteacher, staff, governors, parents and pupils of the school for their courtesy, co-operation and assistance throughout the inspection.*

## APPENDIX A

### Basic Information about the School

Name of School	Leighton Primary School
School Type	Community
Age-Range of Pupils	3 – 11 years
Address of School	Leighton Welshpool Powys
Post Code	SY21 8HH
Telephone Number	01938 553261

Headteacher	Mr. Graeme Mulvey
Date of Appointment	1st September, 2000
Chairman of Governors	Mr. Neil Maguinness
Registered Inspector	Mrs. E. Griffiths
Dates of Inspection	22nd – 24th January, 2003

## APPENDIX B

### School Data and Indicators

<i>Number of Pupils in Each Year Group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of Pupils	3	13	13	12	9	16	15	11	92

<i>Total Number of Teachers</i>			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	3	2	4

<i>Staffing Information</i>	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	23 : 1
Average Class Size (excluding nursery and special classes)	23
Teacher (fte) : Class Ratio	1 : 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KS1	KS2	Whole School (excluding nursery)
Term 1	93	96	96	95	95
Term 2	95	93	93	95	94
Term 3	92	94	91	95	93

Number of Pupils Excluded during Twelve Months prior to Inspection	0
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## APPENDIX C

### Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2002			Number of Pupils in Y2: 9						
Percentage of Pupils at Each Level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	0	67	33	0
		National	0	0	4	13	62	21	0
ENGLISH: Reading	Teacher Assessment	School	0	0	0	0	44	56	0
		National	0	0	4	13	54	29	0
ENGLISH: Writing	Teacher Assessment	School	0	0	0	0	78	22	0
		National	0	0	5	13	70	12	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	0	0	78	22	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	67	33	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	0	56	44	0
		National	0	0	2	10	67	21	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	100%	In Wales:	81%

D Pupils who have been disapplied from the statutory arrangements

A Pupils who were absent from the tests/tasks

W Pupils who are working towards Level 1

National figures relate to 2001, as results for 2002 are not yet available.

The majority of seven-year-old pupils are expected to attain Level 2.

National Curriculum Assessment KS 2 Results: 2002	Number of pupils in Y6: 4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## **APPENDIX D**

### **The Evidence Base of Inspection**

The inspection was carried out by a team of three inspectors over a period of 2½ days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Eighteen parents attended a meeting with the registered inspector.
- Twenty-nine questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Twenty-eight lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

## APPENDIX E

### Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. E. Griffiths	Areas of Learning for Children under Five English Welsh (as a second language) History Geography Art Music	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Behaviour and Attitudes Teaching Self-Evaluation and Planning for Improvement Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. V. Howells	Mathematics Science Design and Technology Information Technology Physical Education Religious Education	Main Findings Assessment, Recording and Reporting Curriculum Special Educational Needs Staffing, Accommodation and Learning Resources Key Issues for Action
Mr. S. Roberts		Main Findings Attendance Support and Guidance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Key Issues for Action