

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**LLANBEDR CHURCH-IN-WALES PRIMARY SCHOOL
LLANBEDR
CRICKHOWELL
POWYS
NP8 1SR**

SCHOOL NUMBER: 666 3316

DATE OF INSPECTION: 5-6 FEBRUARY 2002

BY

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DATE: 11 APRIL 2002

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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 age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 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; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
CD-ROM	-	Compact Disk Read Only Memory
EWO	-	Education Welfare Officer
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NAfW	-	National Assembly for Wales
NC	-	National Curriculum
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

The school, founded in 1728, is situated in Llanbedr, a small village in the Grwyne Valley, which nestles in the foothills of the Black Mountains about two miles north of Crickhowell. The present building dates from 1911 and was considerably remodelled and extended in 1989; an infant toilet was added in 2000. It now contains a hall and kitchen, three classrooms, a staff room and an office. Outside there is a playground, a playing field and an environmental area.

The school serves the parishes of Llanbedr, Llangenny, Llangrwyney and Patricio, although a few pupils come from further afield, for example Crickhowell, through parental choice. Currently there are 47 pupils in the school, including one child of nursery age, taught in three mixed age classes, each containing three year groups. The number on roll has remained relatively stable over the last few years, although it is predicted that there will be a sharp decline at the end of the present academic year, due to the large number of Y6 pupils who will be leaving. According to the school, pupils come from homes that are neither prosperous nor economically disadvantaged; none is registered as being entitled to receive free school meals. The intake covers the full range of ability. Around 23% are identified as requiring SEN support, which is around the national average; two are statemented. Around 6% of pupils come from an ethnic minority background; all are English speaking. No pupils are natural Welsh speakers.

The school has a mission statement and appropriate aims. The SDP contains a large number of targets for improvement, covering all subjects of the curriculum, as well as links with parents, training for governors and staff, SEN, European links and buildings maintenance. A long term priority is to build a car park.

The school was last inspected in May 1996. It was awarded the Basic Skills Agency Quality Mark in 1999. During the current inspection one of the classes was taught for one day by a supply teacher.

2. MAIN FINDINGS

The main findings of the report

This is a caring school, which is well led and where NC assessment results are above average and where the partnership with parents and the local community is very good, but there are some shortcomings in standards and the quality of provision.

- From the work seen, standards in the school are around 96% satisfactory or better, of which about 30% is good and 4% very good.

The educational provision for the under-fives, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in the early years in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- Standards in KS1 are around 90% satisfactory or better, of which about 20% is good. Standards in KS2 are 100% satisfactory or better, of which about 33% is good.
- Standards in the subjects of the NC are as follows:

	KS1	KS2
English:	Satisfactory	Satisfactory
Speaking	Good	Good
Listening	Satisfactory	Satisfactory
Reading	Good	Good
Writing	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Unsatisfactory	Satisfactory
Geography	Unsatisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Good in the one lesson observed	No lessons observed

- In key skills standards are good in the early years. In KS1 and KS2 standards are good in speaking, reading and numeracy and satisfactory in listening and ICT across the curriculum. In writing standards are satisfactory in KS2, but unsatisfactory in KS1, where pupils' work in several subjects is often unfinished and untidily presented; some is of a poor quality. In KS1 and lower KS2 handwriting skills are also generally unsatisfactory.
- Pupils' spiritual, moral and social development is good; their cultural development is satisfactory. The school meets statutory requirements for collective worship. The cwricwlwm Cymreig and multicultural education are satisfactorily promoted, but there is scope for further development in each of these aspects.
- The behaviour of pupils is satisfactory overall. The majority behave well in the classroom and around the school, but a few are at times inattentive and do not get on with their work.

- Attendance levels overall are satisfactory, but the school does not fully meet statutory requirements for the completion of registers in line with NAFW Circular 3/99.
- Based on the lessons observed during the inspection, teaching in the school overall is around 91% satisfactory or better, of which about 22% is good and 4% very good. Teaching in the early years is consistently good or very good. In KS1 and KS2 it is largely satisfactory and at times in KS2 it is good.
- Teachers in all classes prepare lessons thoroughly and establish good relationships with pupils. Sessions are generally well structured and effectively managed with suitable routines. Overall, teachers have a sound knowledge of the NC and good use is made of their particular expertise through the exchange of classes. NTAs and parents provide good support in the classroom.
- There is little evidence of work being matched to abilities or ages in several lessons, particularly in the foundation subjects. Expectations with regard to standards of presentation are often unsatisfactory and pupils' recorded work is generally not well organised or efficiently collated. In some lessons the pace is slow, pupils are not kept on task and activities are somewhat mundane.
- The quality of assessment, recording and reporting is satisfactory. Teachers know pupils well and are aware of their abilities, but they do not always mark work regularly and comments in books are often sparse and rarely provide guidance for further improvement. Annual reports to parents convey a clear picture of pupils' attainments and meet statutory requirements.
- The curriculum is broad, balanced and relevant, but there are some shortcomings in the way it is organised and delivered. The structure of the school day is at times complex; teachers and year groups rotate frequently between classrooms, which at times has an unsettling effect. Curriculum time considerably exceeds NAFW recommendations in both key stages, making it a long day, especially for younger pupils. The school provides a range of extra-curricular activities.
- Curriculum policies and schemes of work are in place for the early years and each subject of the NC, although the latter are in various stages of development. The school is aware of the need to address the common requirements of the NC and key skills across the curriculum, but the planning for these elements is not yet built in to the schemes of work.
- Good provision is made for the support, guidance and welfare of pupils and for those with SEN; the school conforms to the CoP.
- The school's partnership with parents and the community is very good and is a strength of the school. There are good liaison arrangements with other schools and institutions. Links with industry are satisfactory.
- The quality of self-evaluation and planning for improvement is satisfactory. The current SDP contains a large number of targets, but lacks a rationale and focus. A system for monitoring and evaluating standards and teaching is being developed.

- The head provides clear and strong leadership in spite of having a very heavy workload and the GB undertakes its responsibilities conscientiously. The school operates efficiently and budgetary control is generally satisfactory, providing good value for money.
- The school on the whole makes good use of the large number of available resources. The accommodation is kept clean, but classrooms and other areas of the school are cluttered and as a result do not create a well ordered learning environment.
- The school has satisfactorily addressed each of the key issues of the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

From the work seen, standards in the school are around 96% satisfactory or better, of which about 30% is good and 4% very good.

- Standards in the early years are good overall in each of the six areas of learning. Standards in KS1 are around 90% satisfactory or better, of which about 20% is good. Standards in KS2 are 100% satisfactory or better, of which about 33% is good.
- Standards in English are satisfactory overall in both key stages. Pupils make good progress in reading and speaking throughout the school, but there are some shortcomings in listening and writing, particularly with regard to the quality and quantity of written work.
- Standards in mathematics are satisfactory overall in both key stages; pupils generally make good progress in each aspect of the NC and in their mental abilities, but tasks at times are insufficiently challenging and there are shortcomings in the quality of recorded work.
- Standards in science are good in both key stages. Pupils experience a range of practical work and develop good investigational skills.
- Standards in Welsh second language, design and technology, information technology, art and music are satisfactory in both key stages.
- Standards in history and geography are satisfactory in KS2, but unsatisfactory in KS1.
- Only one lesson was observed in physical education in the Y1/Y2/Y3 class, where standards were judged to be good.
- Although cohorts are small, making it difficult to identify any discernible trends, NC test results for the last few years show a continuing improvement and indicate that pupils in both key stages generally perform above the national and local averages and better than schools of a similar type. In the last two years all pupils have achieved at least level two or level four in all three core subjects in KS1 and KS2 respectively, and many have succeeded in attaining the higher level three or level five, although only one did so in writing in KS1. Inspection evidence supports these results, indicating that pupils achieve

well in their knowledge, skills and understanding in the core subjects, but the quality of their written work is less well developed.

3.2 Standards Achieved in Key Skills across the Curriculum

In key skills standards are good in the early years. In KS1 and KS2 standards are good in speaking, reading and numeracy and satisfactory in listening and ICT across the curriculum. In writing standards are satisfactory in KS2, but unsatisfactory in KS1.

- Children under five have good opportunities to apply and develop skills in literacy, numeracy and the use of ICT across the six areas of learning. They make good progress in early literacy and numeracy through play situations and use ICT with increasing independence.
- A minority of pupils across KS1 and KS2 do not listen carefully to their teachers or peers.
- Pupils in both key stages speak clearly and confidently when discussing, role-playing, recalling previous learning and answering questions. They explain, describe, interpret and predict effectively in groups and with partners.
- Pupils make adequate progress in speaking Welsh within a limited number of contexts across the curriculum.
- Standards in reading across the curriculum are good and pupils use books and other texts ably for research purposes in subjects such as geography.
- In KS1 writing overall is unsatisfactory. Work is often unfinished and untidily presented in several subjects and some is of a poor quality. Handwriting skills in KS1 and lower KS2 are also unsatisfactory.
- Writing skills develop satisfactorily in KS2, where there are some examples of good work, but overall insufficient emphasis is placed on developing pupils' writing in a variety of forms in different contexts and there is very little extended writing.
- Numeracy skills of pupils in both key stages are at times well used across a range of subjects, such as science and geography.
- ICT skills develop satisfactorily across the curriculum. The ready access pupils have to computers before school, during breaks and at lunchtimes promotes the development of skills, which are used to support their learning in various subjects.
- Planning for key skills is at an early stage of development and does not yet ensure systematic progress in literacy, numeracy and ICT across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral and social development is good; their cultural development is satisfactory.

- The school meets statutory requirements for collective worship. Sessions occur every day and are well planned, based on themes that are mainly Christian in content. A similar format is used each day, which includes opportunities for praise, prayer and pupil participation. Appropriate use is made of music, the Welsh language and the lighting of a candle to create a suitably reverent ambience, although there is a lack of time for reflection.
- Spiritual development is also appropriately promoted through the curriculum and daily routines, such as the saying of grace before lunch and a prayer at the end of the day. Pupils' sense of wonder of the world and their appreciation of the environment are fostered through such activities as caring for pets, local studies and the Watch club.
- Pupils know the difference between right and wrong and take responsibility for their own actions. They are aware of the need for justice and fairness and to treat other people with respect, although this was not always evident in practice during the inspection. They learn about those less fortunate than themselves and regularly support charities.
- The majority of pupils work and play together well and take turns fairly, although a few find this difficult at times; circle time, for example, is used on occasions to help them share views and feelings and to resolve conflicts.
- The cwricwlwm Cymreig is satisfactory overall, but it is underdeveloped in some subjects. It is appropriately promoted through such events as St. David's Day celebrations and through the use of the Welsh language in daily routines and displays around the school.
- Some attention is given to multicultural education through the curriculum and the life of the school, for example the Christmas play entitled 'Around the World', and some European links are being introduced. However, there is scope for further development in order to raise pupils' awareness of racial issues and the richness and diversity of other cultures outside their immediate experiences.

4.2 Behaviour and Attitudes

The behaviour of pupils is satisfactory overall.

- The majority of pupils behave well in the classroom. They settle down to their work and obey instructions; they are keen and eager to become involved in lessons. They are friendly and polite to each other and to adults.
- A few pupils, however, are at times inattentive and do not get on with their work. They interrupt the teacher and each other and this has an adverse effect on standards of

achievement. Teachers do not always bring these pupils to order and manage this disruptive behaviour appropriately.

- Older pupils show initiative and willingly take on responsibilities, for example helping after dinner time. They perform their duties effectively and help those younger than themselves.
- There is a clear behaviour and discipline policy, which sets out the aims and expectations of staff; this is reviewed every two years. In addition, each class has its own code of conduct drawn up in discussion with pupils.
- The school rewards good behaviour through the use of stickers and periodically at assembly. There are sanctions for inappropriate behaviour, although these are not always used to good effect.
- The school does not tolerate bullying of any kind and there is a separate anti-bullying policy.
- The school works collaboratively with parents and rules are explained in the prospectus; parents are satisfied with the standards of behaviour and discipline set by the school.
- There have been no exclusions over the last few years.

4.3 Attendance

Attendance levels overall are satisfactory.

- In the three terms prior to the inspection, whole school attendance levels of 92.8% (spring 2001), 91.7% (summer 2001) and 95.9% (autumn 2001) were recorded. Attendance for KS1 and KS2 was good in two of these terms, being near or above 95%, with attendance falling, due to foot and mouth restrictions, in the summer term.
- Average attendance in reception and nursery was below 90% for the same period, although good levels were recorded for the autumn term (2001).
- There is no unauthorised absence.
- The school has not set any targets to improve attendance.
- There is an appropriate attendance policy, which sets out the aims, objectives and manner in which registers are to be kept. However, during the inspection not all registers were completed at the beginning of the day nor was attendance always noted in the registers after lunch. The school, therefore, does not fully meet statutory requirements in NAFW Circular 3/99.
- Pupils are punctual in their arrival at school and lessons.
- The school monitors attendance well and has a good relationship with the EWO who promptly follows up any difficulties.

5. QUALITY OF EDUCATION

5.1 Teaching

Based on the lessons observed during the inspection, teaching in the school overall is around 91% satisfactory or better, of which about 22% is good and 4% very good.

Good features

- Teaching in the early years is consistently good or very good. In KS1 and KS2 it is largely satisfactory and at times in KS2 it is good.
- Teachers in all classes prepare lessons thoroughly and ensure materials and resources are ready and available, so that sessions begin promptly, although there is at times an over-reliance on worksheets. Pupils' progress is effectively monitored.
- Teachers know pupils well; they establish good relationships with them and offer praise and encouragement.
- In some lessons, for example in science, good attention is given to differentiation through the use of varied tasks and graded worksheets to ensure all pupils are working at a level that is sufficiently challenging.
- Lessons are generally well structured with appropriate introductions and conclusions. They are effectively managed with suitable routines. Teachers generally provide clear directions for pupils and use effective questioning techniques and relevant terminology.
- Teachers generally have a sound knowledge of the NC in the subjects they teach and they use a variety of methods, such as whole class teaching, personal research and individual tasks, although there is scope for further development of these strategies. Good use is made of their particular expertise through the exchange of classes.
- Where teaching is good or very good, lessons are conducted at a brisk pace, visual aids, artefacts and classroom displays are used to enhance learning and understanding, and work is well matched to pupils' ages and abilities; extension activities are available for those who finish early, all pupils are encouraged to participate, learning objectives are clearly specified and humour is well used.
- NTAs and parents provide good support in the classroom; they have clear roles and are generally well deployed.

Shortcomings

- There is little evidence of work being matched to abilities or ages in several lessons, particularly in the foundation subjects, when pupils of all ages in a class undertake the same activities; as a result more able pupils, in particular, are at times underchallenged.

- Expectations with regard to standards of presentation are often unsatisfactory. Recorded work is often brief, poorly presented and untitled, undated and unfinished, with pages missed, yet it is sometimes commented upon positively, when praise is not warranted.
- Pupils' recorded work is generally not well organised or efficiently collated, so that it is difficult to monitor progress and continuity; it is often kept in a variety of forms and places.
- In some lessons the pace is slow, pupils are not kept on task and introductions are over long, leaving insufficient time for the completion of work; if pupils do finish, they have to wait until told what to do next. Tasks are somewhat mundane and lacking in stimulation and excitement for pupils.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- Teachers know pupils well and are aware of their abilities.
- Pupils under five are assessed in detail using a baseline profile on admission to the school. The standard of assessment and record keeping for these pupils is good; learning objectives are identified and used in further planning.
- The progress of pupils with SEN is recorded in detail in accordance with specific targets noted in IEPs.
- Learning objectives are sometimes shared with pupils and their evaluations of what they have learned ensure that they begin to take responsibility for their own learning in some areas.
- Portfolios of pupils' work are kept in language, mathematics and science, where achievements are related to NC levels and success in other areas. Samples of work contained in the portfolios provide satisfactory guidelines for standardising assessments.
- Information obtained from assessments, including NC standardised tests, is analysed satisfactorily and is used to write action plans for literacy and numeracy, but it does not always directly inform planning and teaching.
- Teachers do not always mark pupils' work regularly, and comments in books are often sparse and rarely provide guidance for further improvement.
- Annual reports to parents convey a clear picture of pupils' attainments and meet statutory requirements. They reflect pupils' achievement fairly and accurately and note directions for improvement.
- Parents are happy with the arrangements for visiting the school each term to discuss their child's work.

5.3 Curriculum

The curriculum is broad, balanced and relevant, but there are some shortcomings in the way it is organised and delivered.

- The provision for the under-fives is based on the Desirable Outcomes for Children's Learning and is well planned.
- In KS1 and KS2 English and mathematics are taught mainly in the mornings with science and the foundation subjects generally being scheduled in the afternoons. All subjects are taught continuously each week, except for art and design and technology and history and geography, which alternate fortnightly in the Y1/Y2/Y3 class and half-termly in the Y4/Y5/Y6 class. Time allocations and the use of discretionary time are appropriate.
- The structure of the school day is at times complex. Teachers and year groups rotate frequently between classrooms for various subjects and purposes, which at times has an unsettling effect; it militates against work being produced at length, contributes to tasks being unfinished and means that class teachers do not have a complete overview of each child's progress in their class. Additionally, the last lesson in the afternoon for classes one and two is brief.
- Curriculum time considerably exceeds NAFW recommendations in both key stages, making it a long day, especially for younger pupils. Those in Y4/Y5/Y6 also do not have a break in the afternoon. These factors can contribute to a lack of concentration and restlessness.
- Curriculum policies and schemes of work are in place for the early years and each subject of the NC; the latter are generally sufficiently detailed and provide good guidance for teachers, although they are in various stages of development. Some are planned in classes and others in year groups. It is thus not easy for teachers to ensure full coverage of the NC for all pupils, to plan appropriately differentiated activities, and to map continuity and progression, especially since two of the three classes contain split key stages.
- Teachers draw up short term forecasts, based on the schemes of work. These contain an outline of what is to be taught, but there is a lack of detail on differentiation and assessment.
- The school is aware of the need to address the common requirements of the NC and key skills across the curriculum, but the planning for these elements currently lacks coherence and is not built in to the schemes of work. There is a PSHE and Citizenship policy, but this is not based on the ACCAC guidance for Wales.
- There is a homework policy and a brief statement for parents in the prospectus. Pupils take home reading books, spellings and tables regularly, according to their age, as well as specific text books in English, mathematics and science. At the pre-inspection meeting several parents indicated that they were not clear about the homework procedures and found the system somewhat inconsistent.
- The school provides a range of extra-curricular activities during the school day and after school, covering various sports, music and other activities. Pupils also regularly go on

field visits and older ones enjoy an annual residential stay in a local field centre or in Cornwall or London.

5.4 Support, Guidance and Pupils' Welfare

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

- The school provides a warm, caring and supportive environment and the great majority of pupils of all ages feel happy and safe in school.
- There are several suitable policies in operation on support, guidance and pupils' welfare, for example in relation to sex education and the dispensing of medicines. All documentation stresses the importance of a caring environment.
- Staff positively and conscientiously ensure the health and safety of pupils within the school buildings. However, there is inadequate supervision during break times, when pupils can be out of sight of supervisors, and during the inspection the top gate was not locked. Additionally, pupils of all ages have the same play time, when older ones play ball games, even though the yard is small. The field is used when weather permits.
- At lunch times younger pupils have to wait in the hall for a long time until older ones are finished, due to only one supervisor being employed.
- The school follows the LEA's child protection policy and members of staff are aware of the procedures to be followed.
- Staff are aware of accident procedures and have attended first aid courses during the past two years.
- Pupils are praised and rewarded for good effort; this increases their confidence and reinforces their personal development.
- Equal opportunities are ensured for pupils in all school activities.
- Responses from parents indicate a high level of satisfaction with the quality of support and guidance given to pupils.

5.5 Provision for Pupils with SEN

The provision for the two statemented pupils and the other eight pupils with SEN is good and the school conforms to the CoP.

- Effective use is made of standardised tests for the early identification of pupils' needs.
- Progress of pupils with SEN is assessed constantly and the SEN register is amended accordingly.

- The SENCO keeps detailed records of the progress of pupils with SEN. Suitable IEPs, which include attainable targets, are prepared by the SENCO and the part-time SEN teacher. Teaching is carefully matched to pupils' needs and, as a result, pupils make steady progress.
- Effective support is given by the part-time SEN teacher to improve the literacy skills of pupils with SEN. Work is planned systematically and in detail, and pupils benefit from being taught in withdrawal sessions.
- Two SSAs, who care for the statemented pupils, provide constant support. One of the pupils benefits from an individual physical mobility programme, organised and implemented by a visiting physiotherapist before and during some physical education lessons.
- Pupils have full access to the NC and the appropriate and consistent support they receive from the part-time SEN teacher, the two SSAs and class teachers ensures that they integrate well into the life and work of the school.
- The school consults regularly with parents of pupils with SEN. The close contact that exists between home and school facilitates the progress of these pupils.
- A governor with special responsibility for SEN is in place and effective use is made of external agencies.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents and the community is very good and is a strength of the school. There are good liaison arrangements with other schools and institutions.

- The school has very good relationships with parents and is very much a focal point for the local community.
- Parents make a significant contribution to school life and, together with other members of the local community, are encouraged to help in school. Many do so, for example with needlework and reading. Pupils benefit greatly from this additional guidance.
- The well designed school prospectus sets out clearly the aims of the school, the curriculum and the part parents may play. Very good guidance is also given to parents of nursery/reception children when they enter the school. The prospectus and the GB's annual report to parents meet legal requirements.
- Parents also receive regular newsletters informing them about the life and work of the school. They express satisfaction with the school's results and ethos and are appreciative of the work of the head and staff.
- Parents have ample opportunities to see teachers, including the head, to discuss concerns; three formal evenings are arranged each year to see pupils' work and review progress.

- In addition, the school arranges curriculum evenings, for example on mathematics, to enable parents and governors to learn more about what is taught in the school.
- There is a very active Friends of the School association, which includes former pupils and other local residents. It organises fund raising and social events; these are well supported.
- There is an appropriate home/school agreement, although this has not been signed by all parents.
- Links with the immediate community are also very good; for example, the church is involved in the life of the school, as are many other organisations, such as the police, dentist and fire service, who visit to further pupils' learning about aspects of health and safety.
- The school works closely with the local high school. It is advised of the progress of former pupils and visits are made by Llanbedr pupils for sporting activities, concerts and bonfire night. High school students undertake work experience in the school.
- There are very good transition arrangements for Y6. Pupils visit the high school with their parents and then spend a day shadowing Y7. High school staff visit Llanbedr prior to transfer and their SEN department assesses pupils to find out their particular needs.
- Schools work well together in the local cluster. Primary heads meet termly with the head of the high school; they share expertise and hold joint training days. Co-operative cluster events are also held, for example theatre visits and sporting fixtures.
- The local playgroup meets in the school one morning a week and great care is taken to ensure that children settle happily into the nursery/reception class.
- The school has a formal partnership agreement with a local teacher training university and students spend time in the school as part of their training.
- Overall, the school's range of links has a very beneficial effect on pupils' learning.

5.7 Partnership with Industry

Links with industry are satisfactory.

- Pupils are introduced to the world of work. They visit local shops, an apple juice manufacturer and a local supermarket.
- Officers from the National Park are involved with the school, working with pupils on a Watch project and litter picking.
- There is no policy for industrial links.
- Additional funding has been sought from such organisations as the community council, Powys and Ceredigion Health Promotion Unit and the Powys Children and Families and Lifelong Learning Unit.

- Teachers at the school have not undertaken any placements in industry.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- The school's self-assessment document satisfactorily identifies subjects and aspects that are strengths and those in need of improvement, with reference to the previous inspection.
- The current SDP deals satisfactorily with standards and aspects of teaching for the period 2001. However, a large number of targets are included and there is no clear focus to the document. Adequate implementation strategies are outlined, criteria to be used as evidence are noted, and costings and timescales are included.
- A system for monitoring and evaluating standards and teaching is being developed, but there is no rigorous analysis or structured evaluation through classroom observation.
- A performance management programme is in operation; INSET needs are identified adequately and planned according to teachers' needs and the requirements of the SDP.
- Appropriate use is made of local and national data to interpret and compare aspects of the school's NC test results against the performance of other schools.

6.2 Leadership and Efficiency

The quality of leadership is good.

- The head provides clear, strong leadership in spite of having a very heavy workload; in addition to managing the school, she has responsibility for a class for 0.8 of the week and is co-ordinator for five subjects, as well as for the early years and assessment; she is also the SENCO.
- The school operates efficiently on a day-to-day basis.
- The GB co-operates well with the head and undertakes its responsibilities conscientiously and effectively. Governors visit the school regularly and work closely with the head to create a supportive learning environment.
- Staff meetings are held regularly, when discussions take place regarding improving the school's provision.
- Budgetary control is generally satisfactory and good use is made of available resources; finances are carefully monitored. However, there is an ongoing deficit, which is carried forward with the approval of the LEA.

- The school has had two recent financial audits, both of which have reported that financial administration is good.
- Curriculum co-ordinators are in place for all subjects and are released from classroom duties to enable them to look at pupils' work.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

The school is an efficient institution that on the whole makes good use of all available resources.

- The school is well staffed with two full-time teachers, including the head, and a part-time teacher, for a total of 47 pupils; all are suitably qualified. Interest accrued from a Trust fund enables the school to maintain this high level of staffing.
- Two classroom assistants, one of whom is temporary, provide valuable support for the two statemented pupils, and in general, contribute well to pupils' learning.
- Pupils benefit from the visits and effective input of the peripatetic Welsh teacher, SEN teacher and visiting instrumental tutors.
- There is a part-time clerk for 11 hours per week, who undertakes her duties conscientiously, but has limited responsibilities.
- Accommodation is good for the small numbers of pupils in each class and the school is kept clean, but classrooms and other areas of the school are cluttered and untidy and as a result do not create a well ordered learning environment.
- Some displays of pupils' work are of good quality and enhance the learning environment.
- Pupils benefit from having a playground, a playing field with climbing frames and an environmental area.
- The school has a large quantity of resources for teaching all NC subjects, and pupils' use of these has a positive influence on standards. However, although there is a lack of storage space, resources are not kept in a tidy or organised fashion and many are old and out of date.
- Effective use is made of audio-visual material to enhance learning experiences.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Standards are good in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, physical development and creative development. The educational provision for the under-fives, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. During the inspection only one child at the school was of nursery age.

Good features

- Children on the whole listen well and display a willingness to talk to each other as they play. In discussion, they talk enthusiastically and are confident in their role-play; they carry out instructions carefully.
- Children have a good recall of words, songs, colours and numbers in Welsh.
- Children understand how books work and that print carries meaning. They have good phonic knowledge and can match letters to sounds. They are able to discuss pictures well.
- Children copy words and overwrite successfully. A small minority can compose their own sentences. Many write legibly and accurately and all have succeeded in producing individual booklets about clothes worn on a winter's day. They also contribute to class poems.
- Children work well together; they share and take turns successfully. Their independence develops well as they take on responsibilities, such as fetching equipment and feeding the goldfish. They are courteous to each other, relate well to adults and show self-discipline. They can discuss aspects of family life and know how to say sorry.
- Children can identify and count numbers up to 20, set them in order and count forwards and backwards. They can sort and match various objects, such as clothes, according to characteristics like colour, shape and size. They recognise two-dimensional objects and can name them confidently. They know the purpose of money when playing in the shop using coins. They use simple mathematical language and understand terms such as 'bigger' and 'smaller', and 'over' and 'under'.
- Children can describe how to plant bulbs and they understand that seasons follow each other; they are aware that each season has different characteristics. They become familiar with some of the features of their local area and can recall some events in the past. They are aware of the work carried out by people in the community, such as the policeman and the road safety officer. They use the computer satisfactorily, showing good control over the mouse.
- Children take part enthusiastically in physical development lessons, and their movements display increasing control over their bodies. Finer handling skills develop well, when they

use scissors, paintbrushes and rolling pins. They use a good range of wheeled vehicles and other large toys.

- Children take part in an extensive range of creative activities, including mixing paints to produce animal skin patterns and using tie-dye techniques to create scarves. They regularly use dressing-up clothes to play imaginative roles. They respond well to music and rhythm and are able to remember the words of many simple songs; they sing enthusiastically.

Shortcomings

- There are no major shortcomings, but several children become restless during whole class presentations.

English

Standards overall are satisfactory in both key stages.

Good features

- In both key stages listening skills are satisfactory; the majority of pupils listen attentively.
- KS1 pupils respond to oral questions clearly, demonstrating good recall skills, predicting outcomes and using appropriate vocabulary.
- KS2 pupils participate confidently in speaking activities and speak fluently to express opinions and to offer spontaneous comments.
- Standards of reading are good in both key stages. By the end of KS1 most pupils can read with fluency, accuracy and understanding, and they possess a range of strategies for tackling new words. They have positive attitudes towards reading and can search successfully for information in books and on the internet.
- KS2 pupils read with expression and are enthusiastic and independent readers; they are able to explain their preference for a favourite author. They are able to undertake their own research on a topic satisfactorily.
- In writing, by the end of KS1, most pupils are able to write short pieces and poems with satisfactory fluency and accuracy.
- By the end of KS2 the majority of pupils can write with reasonable accuracy and facility in a limited number of styles for a small range of audiences. Work shows basic understanding of writing conventions and a degree of variation in sentence form. Pupils write some exciting poetry as a result of working with a visiting poet and the oldest demonstrate a wide and varied vocabulary. There are some good examples of their ability to compose stories with an appropriate structure, for example in their work about the Pilgrim Fathers.

Shortcomings

- A small minority of pupils in both key stages do not listen well to their teachers or peers.
- Frequently used words are often misspelt by pupils of all ages, and insufficient use is made of the good supply of dictionaries.
- The standard of handwriting in KS1 and the lower end of KS2 is unsatisfactory.
- Work in both key stages is often not presented neatly and is left unfinished, especially in KS1; there is little evidence of extended writing.
- Pupils in both key stages do not use language exercises beneficially to promote improvement in their independent writing.

Mathematics

Standards are satisfactory in both key stages.

Good features

- In Y1 pupils can add and subtract within 10 and construct a simple block graph. They can recognise basic coins, tell the time to o'clock and measure in non-standard units. They know the names and properties of two dimensional shapes.
- In Y2 pupils can add and subtract within 20, order numbers and identify tens and units. They know odd and even numbers, can tell the time to quarter of an hour and are familiar with two and three dimensional shapes. The most able can recognise simple fractions, complete a sequence of numbers and answer random questions on the 10 times table.
- Y3 pupils can subtract tens and units by decomposition, multiply using a single digit and add and subtract to 100. They can record data in appropriate forms and convert this into a graph. They can measure in standard units of length, weight and capacity.
- Y4 pupils are familiar with scales, hundreds, tens and units, multiples and series of numbers. They can calculate area using squared centimetres. They know the names of various types of angles and use standard unit conversion tables.
- In Y5 pupils can tell the time in both the 12 and 24 hour clocks. They can calculate using short multiplication and division and solve simple problems. They are familiar with metric and imperial measures and know the properties of three dimensional shapes.
- In Y6 pupils can subtract thousands using decomposition. They understand about symmetry and lines of symmetry and negative numbers in temperature. They know about the degrees of angles and different types of triangles and are familiar with more advanced language of shape. They can convert between percentages, decimals and fractions. They can tell the exact time in both analogue and digital modes.

- The most able Y6 pupils have well developed mental abilities. For example, they can add and subtract three digit numbers, including decimals, using a range of methods, and can answer random questions on all multiplication tables upto 10 quickly and accurately. They can also work out the percentage or fraction of a number, as well as square roots.
- There is a balanced coverage of the NC in both key stages; there is a focus on AT2 on three days per week, with AT3 and AT4 being covered on the other two days.

Shortcomings

- In both key stages tasks are at times insufficiently challenging, particularly for the more able; for example, time is occasionally wasted when pupils colour in unnecessarily or finish quickly and further work is not set.
- Y2 pupils' familiarity with the two and five times tables is insecure.
- The pace and variety of mental maths sessions at times are insufficient to maintain pupils' alertness; for example, during the inspection questions tended to be directed at the whole class rather than to individuals. In KS2 pupils do not always use alternative strategies to reach answers quickly.
- Work is often not dated or incomplete and at times presentation is poor; there is no system in the school to indicate how to lay out mathematical work accurately and neatly or how to undertake corrections.
- Work is collated and retained in different forms making it hard to assess continuity and progression.

Science

Although lessons in science were only observed in KS2 during the inspection, evidence in the school indicates that standards are good in both key stages.

Good features

- Pupils generally answer questions well and use appropriate scientific terminology. They have sound scientific knowledge and understanding, according to their age, and display a good recall of previous learning. They show interest in the subject.
- Pupils experience a range of practical work and develop good investigational skills. They use relevant scientific equipment, such as Newton meters. Activities are suitably differentiated by task and outcome according to age and ability.
- Pupils adopt a scientific approach to their investigations through predicting outcomes, testing out their ideas and evaluating their results. They produce labelled diagrams as part of their recording process.

- Pupils are aware of the need for a fair test and the importance of keeping variables constant to achieve accurate results. They measure carefully and repeat a test if necessary to ensure precision.
- There is appropriate coverage of the different ATs of the NC, as well as clear evidence of steady progression in pupils' learning through the school. For example, pupils in KS1 study living and non-living things, the body and their senses, electricity, forces and materials. In KS2 they build on this work by studying life spans, bones and muscles, the digestive system, conductors and insulators, electric circuits, gravity, magnets, friction and air resistance, as well as the solar system.
- Appropriate use is made of the school's environmental area for scientific study.

Shortcomings

- There are no major shortcomings, but the quality of recorded work is at times unsatisfactory, especially in KS1, and there could be more opportunities for older pupils to devise and plan out their own experiments.

Welsh second language

Standards are satisfactory in both key stages.

Good features

- Pupils in both key stages speak with good intonation and pronunciation. They listen well to the visiting Welsh teacher and can follow instructions well.
- KS1 pupils respond satisfactorily to greetings and to simple questions about topics, such as the weather or pets, using a limited range of sentence structures. They participate well in dialogues with a partner and perform satisfactorily in front of the whole class.
- KS2 pupils can make limited observations in conversation and discussion, using satisfactory vocabulary and sentence structures; they talk about themselves, their activities, the weather and the story of Saint Dwywen.
- KS1 pupils can read texts aloud together and are able to make sense of them.
- When reading texts, KS2 pupils can differentiate between dialogue and narrative and can recall the action of the story. They read their own work aloud with fluency and confidence.
- KS1 pupils are able to write basic sentences with a satisfactory structure; progression can be seen in their writing skills.
- KS2 pupils write satisfactorily in a limited number of forms and for different purposes, with appropriate accuracy and order in their writing.

- There is clear progression and development in skills across the school and pupils respond enthusiastically to the good model of speech provided by the visiting Welsh teacher.
- Pupils across both key stages respond positively and with understanding to the use of incidental Welsh in the classroom and to bilingual signs in the school.

Shortcomings

- KS1 and KS2 pupils do not always show appropriate understanding of spoken and written Welsh.
- A small minority of pupils in both key stages do not respond to, or participate confidently in, oral work.
- Pupils across the school are unable to respond effectively to the teacher's open questions or to make impromptu oral contributions.

Design and technology

Although only one lesson was observed in design and technology during the inspection, evidence in the school indicates that standards are satisfactory in both key stages.

Good features

- Pupils in both key stages regularly design and make a range of working and moveable products, using a variety of tools and materials. For example, recently in KS1 they have made jack in the boxes, Christmas cards, and houses, and in KS2 they have made a board game, books using hinges and water mills. During the inspection KS1 were making Joseph's coat of many colours from different fabrics and KS2 were making moving cars using different forms of propulsion.
- Pupils generally record their designs and plan out what they are going to make, identifying their needs and materials.
- Pupils in both key stages develop appropriate skills of cutting, sawing, shaping, joining and assembling through purposeful making activities.
- Pupils have opportunities to test out, refine and improve their models as they proceed through the use of self and peer evaluation. Most can explain why they change their design or model to make it better.
- Some pupils produce original and creative ideas for their products and there are examples of well finished models on display in the school.
- There is adequate coverage of the different strands of the NC. Pupils have experiences of control technology and working with rigid and flexible materials, including wood and textiles. Activities involving food technology are normally planned when special events occur, such as St. David's Day; for example, pupils have baked bread, made cawl and designed party food.

- Due attention is given to health and safety and pupils record safety rules in their books.
- The school has a good range of tools, construction kits and expendable resources for the teaching of the subject.

Shortcomings

- Although pupils regularly plan out and design their products, there is no consistent approach in the school to this process.
- Plans in books tend to be drawings rather than designs. There are examples of undated, untitled and unfinished work and there is little evidence of written evaluations.
- Pupils in each class do the same task, but, due to the wide range of ages and abilities, they work at very different paces. This results in the older and more able sometimes finishing quickly, while others do not complete the activity within the allocated time.

Information technology

Standards are satisfactory in both key stages.

Good features

- Most pupils use the computer confidently and have good mouse and keyboard control, commensurate with their age and ability. They follow instructions on screen carefully and confidently.
- Pupils have experiences which cover the main strands of the NC; for example, at times they successfully word process and combine text with graphics; they use a digital camera, the internet and CD-ROMs for acquiring information, and produce plans, graphs and pie charts from data they have generated. There is also some evidence of them using e-mail and desk top publishing.
- In some classes good guidance is provided for pupils to enable them to select and use programs independently.
- There is an after school computer club, which provides pupils with opportunities to enhance their skills and to explore their interests further. During the inspection only two pupils attended this; one used the internet to locate information about George Stevenson, the other chose the program, 'Granny's Garden'.
- The school is well equipped with a good range of ICT hardware and software, including a wide range of CD-ROMs in each area of the NC.
- Pupils have contributed to the development of the school's web site, which contains information about the local area and its history.

Shortcomings

- Information technology is not consistently integrated into lessons. For example, during the inspection, it was used at times after other activities had been completed. Additionally, machines were often switched on, but not used, with the result that learning opportunities were not fully exploited.
- Pupils generally have insufficient skills and experiences in word processing, especially as a means for redrafting and editing their work.

History

Although only one lesson was observed in history during the inspection, evidence in the school indicates that standards are satisfactory in KS2, but unsatisfactory in KS1.

Good features

- Pupils develop a sense of chronology in their historical studies through such processes as the sequencing of pictures and events and recording information on time lines.
- Pupils have opportunities to develop their understanding that interpretations of the past can vary for different reasons; for example, older ones take on the role of a Roundhead or a Cavalier and conduct a debate about the Civil War from the two different viewpoints.
- There is adequate coverage of the NC in each key stage. Over the last two years, for example, pupils in KS1 have covered the Romans, well known events, such as the Gunpowder Plot and the Great Plague, and famous people, including Florence Nightingale and Louis Braille. In KS2, they have studied various aspects of life in Stuart and Victorian times, including the Zulu War and the growth of the railways.
- Pupils undertake their own research using reference books, CD-ROMs and the internet, and they also have regular opportunities to handle artefacts from the past.
- There is generally good attention to Welsh and local history. In KS1, for example, pupils study Caradog, the Mabinogion, Jemima Nicholas and the Merthyr to Brecon railway, while in KS2 they learn about Gerald of Wales and local landmarks, such as old mills and Patricio Church. Pictures and information about these, compiled by pupils, are posted on the school's web site.
- Pupils experience regular visits to places of local historical interest, such as Llancaiach Fawr, Brecon Cathedral and the National Museum, which the whole school visits together. KS1 and KS2 topics are closely linked, so that all pupils benefit from these experiences.

Shortcomings

- Particularly in KS1 there is a considerable lack of recorded work. Books are generally untidy with pages stuck together or used upside down; many contain work that is of a poor quality.

- There is a lack of differentiated learning tasks in both key stages.
- In KS1 there is little evidence of follow-up work arising out of visits.

Geography

Standards are satisfactory in KS2, but unsatisfactory in KS1.

Good features

- The majority of KS1 pupils can discuss their own homes and those in other parts of the world satisfactorily.
- KS1 pupils have an appropriate knowledge and awareness of geographical features of their local area. In discussion they can compare the area satisfactorily with Pembroke Dock, commenting on basic similarities and differences.
- KS1 pupils have a basic knowledge of places in Europe and the countries of the world; they can locate some of them satisfactorily on a map.
- KS2 pupils have good knowledge of the immediate local area and know about Powys. They can demonstrate orally an awareness of the effect of environmental change. They discuss enthusiastically the source and development of the river Usk; they show an awareness of several local physical features.
- The majority of KS2 pupils have a sound knowledge of the continents and countries of the world and can locate them on a map.
- Through their study of Pakistan KS2 pupils are familiar with the characteristics of an economically developing country and in discussion can compare these effectively with life in the United Kingdom.
- KS2 pupils can read maps and use co-ordinates satisfactorily. They show a degree of understanding of geographical principles when discussing the location of different features.
- KS2 pupils have satisfactory knowledge of some of the physical features of Wales, for example its rivers.
- Satisfactory use is made across both key stages of ICT to support learning, and the sensible use of video in KS2 enhances pupils' learning experiences.

Shortcomings

- Across both key stages recording of work is sparse and does not reflect the knowledge and understanding apparent during discussions with pupils. There is very little written evidence of recent geography work in KS1.

- In KS1 a significant percentage of pupils are uncertain about the direction and relationship of local places to each other.
- Across both key stages pupils' knowledge of the geography of Wales is limited.
- Evidence of investigative work and the development of research skills are limited across both key stages.

Art

Standards are satisfactory in both key stages.

Good features

- Pupils in both key stages handle an appropriate range of media on paper and fabric with increasing confidence.
- Pupils carry out plenty of three dimensional work in both key stages and a satisfactory standard is achieved in various media, such as dough, clay, papier maché and textiles.
- KS1 pupils have adequate awareness of primary colours and are able to mix paints satisfactorily to create a variety of shades.
- Pupils in both key stages have a satisfactory understanding of the basic elements of art, such as tone, texture, and pattern; they discuss these appropriately and refer to them in their work.
- KS1 pupils use sketchbooks satisfactorily to record buildings and objects observed on class visits; for example, they make sketches of Roman artefacts.
- Pupils in both key stages produce work of a very good standard, based on detailed observations of flowers. Through combining painting and photographic techniques professional-looking greetings cards are created.
- KS2 pupils study the work of a few celebrated artists and produce satisfactory results when emulating, for example, the style of Seurat.
- Skills of pupils in both key stages are extended considerably through working with local artists and craftsmen on such projects as clay tiles, full-face masks and tapestry. The standard of work produced is good.
- Pupils occasionally use computers to create pictures and patterns of a satisfactory standard.

Shortcomings

- Pupils of all ages do not always use their own imagination and creativity sufficiently within the structure of lessons.

- There is a lack of a Welsh dimension in the work, with little attention being given to the work of Welsh artists.
- Work across both key stages does not show evidence of any systematic development of skills.

Music

Standards are satisfactory in both key stages.

Good features

- Pupils from KS1 and KS2 learn an interesting range of songs from various cultures and historical periods. They remember words well and sing enthusiastically to a satisfactory standard.
- Pupils of all ages play a variety of pitched and unpitched instruments confidently. All pupils play the recorder to a satisfactory or higher standard and gain confidence from performing to a variety of audiences.
- KS2 pupils create their own unpitched musical instruments, which are of a satisfactory standard.
- Relative to their age, pupils display a good sense of rhythm, metre and sequence, reproducing sounds accurately through clapping and singing.
- Pupils in both key stages compose and perform short pieces of music effectively; non-standard notation is used satisfactorily.
- In KS2 pupils recognise standard and non-standard notation and use the latter to conduct small groups playing a prepared piece.
- In KS1 pupils can express a preference for different pieces of music giving sensible reasons. In KS2 they discuss orally the work of some composers, such as Greig, using some specialist terms.

Shortcomings

- Although pupils sing many Welsh songs, they have inadequate knowledge of the music of Wales and Welsh composers.
- Pupils do not evaluate their own work and that of their peers sufficiently.

Physical education

Standards were good in the one gymnastics lesson observed in the Y1/Y2/Y3 class.

Good features

- Pupils participate enthusiastically and try hard to achieve. They respond well to instructions and display well developed skills of balancing, co-ordination, movement and use of space.
- Pupils work conscientiously and confidently both individually and in small groups, producing some good sequences of movement; they realise the importance of establishing good starting and finishing positions.
- Pupils are suitably praised and encouraged and give confident demonstrations of their performance, which are evaluated by their peers.
- Pupils with SEN, particularly those with some physical impairment, are well integrated and supported in lessons.
- Appropriate attention is given to health, fitness and safety; pupils help to get out apparatus carefully and safely and are suitably attired.
- There is adequate coverage of the different strands of the NC in each key stage and the whole school goes swimming every fortnight throughout the year, where sessions are conducted by a qualified instructor, supported by two teachers.
- The school provides a number of extra-curricular sports activities, which girls and boys participate in equally; in winter these are mainly netball and football and in the summer athletics, cricket and rounders. In the one netball session observed during the inspection, two girls and one boy were present; they demonstrated good ball handling techniques and could throw, catch and bounce with accuracy, as well as move with appropriate agility.
- Matches and tournaments are played against other schools in football, netball and kwik cricket and the school has experienced some success in these, despite its small size, particularly in netball.
- There is an annual residential visit for Y4 and Y5 pupils to a local field centre, where there are opportunities for outdoor and adventurous pursuits.

Shortcomings

- There are no major shortcomings, but some pupils are a little over-exuberant in lessons and do not always respond immediately to instructions.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report of May 1996 identified six key issues for action. These indicated that the school, with the support of the GB, should:

1. review the organisation of time for Welsh in both key stages and improve the learning provision for older pupils;
2. raise standards of achievement in art in KS1 and 2;
3. provide more opportunities for pupils in KS1 to develop more independence in their learning;
4. maintain the task of reviewing its curriculum policies, as expressed in the SDP, to ensure that the selection of class themes secures better coherence, continuity and progression in pupils' learning;
5. develop further pupils' self-assessment programmes across the curriculum and to use them more directly to inform the teaching and learning;
6. extend the in-class support offered by assistants to enable them to work more effectively with pupils.

The school has satisfactorily addressed each of these key issues:

1. With the assistance of a peripatetic Welsh teacher, who comes in to the school twice a week, the organisation of the time for Welsh has been reviewed and the provision for older pupils has improved. However, the arrangements, which involve teaching the subject to only two year groups at a time for half an hour each, in line with the LEA's scheme of work, mean that classes have to be split and the timetable re-organised into short rotational sessions. The work covered in the Welsh sessions is not generally followed up or reinforced in other lessons.
2. Standards of achievement in art have improved and are now judged to be satisfactory in both key stages with some good features.
3. Increased opportunities for pupils in KS1 to develop more independence in their learning have been developed through individual research work, field studies and projects, using, for example, ICT and reference materials, but there is scope to extend these strategies further and there is a lack of evidence of pupils recording their ideas and findings.
4. Curriculum policies have been reviewed and schemes of work have been updated or are in the process of revision; the school has now discontinued class themes. However, the structure of the schemes does not usually match the way in which the classes are organised into year groups, which makes it difficult to secure continuity and progression in every subject.
5. Procedures for self-assessment have been introduced and pupils are now more involved in evaluating their own progress, but there is a lack of evidence in the planning process to indicate that these developments are effectively informing teaching and learning.
6. The in-class support provided by the two NTAs is now effective and clearly directed.

8.2 Key Issues for Action

The school needs to:

- raise standards in writing across the curriculum and in history and geography in KS1 and address the shortcomings in other subjects, as outlined in Section 7.0 of this report;
- address the shortcomings in teaching, as outlined in Section 5.1 of this report;
- review the structure of the school day and the timetable arrangements for each class;
- continue to develop schemes of work and the planning process to ensure continuity and progression in pupils' learning in each subject, with particular reference to key skills and the common requirements of the NC;
- reduce the amount of clutter in the school to ensure a more orderly learning environment.

The inspectors who visited Llanbedr Church-in-Wales Primary School would like to thank the governors, head, staff and pupils for their courtesy and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Llanbedr Church-in-Wales Primary
School type	Voluntary Aided
Age -range of pupils	4 to 11
Address of school	Llanbedr Crickhowell Powys
Post-Code	NP8 1SR
Telephone Number	10873 810619

Headteacher	Mrs G Lilly
Date of appointment	1 January 1989
Chair of Governors	Miss M McLauchlan
Registered Inspector	Dr P D Ellis
Dates of inspection	5 – 6 February 2002

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	1	8	5	6	2	2	7	11	47

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	3.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15.2
Average class size, excluding nursery and special classes	15.7
Teacher (fte) : class ratio	1.03:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	84.0	94.0	94.0	92.8
Term 2	87.5	95.0	91.0	91.7
Term 3	94.9	97.3	95.7	95.9

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2001	Number of pupils in Y2: 7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100%	In Wales:	81%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
 A Pupils who have failed to register a level due to absence
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2001	Number of pupils in Y6: 5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	100%	In the school:	100%
In Wales:	68%	In Wales:	68%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 N Pupils who have failed to register a level for reasons other than absence
 B Pupils not entered for tests because they are working outside the levels of the tests.
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
 n tests do not cover these levels.
 n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a two day period. The two professional inspectors each spent two days, and the lay inspector one day, in the school.

- Twenty-seven learning activities were assessed, 33 by the professional inspectors and four by the lay inspector.
- Each class was visited at least seven times.
- All classes were observed by each inspector.
- Discussions were conducted with the head, all curriculum co-ordinators and ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in English and mathematics.
- A representative sample of pupils was heard reading.

- Assemblies were attended and playtimes, lunch times, registration periods and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school building and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers' long, medium and short term planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. Eight questionnaires were returned; 92.5% of responses were positive. Seven parents attended the pre-inspection meeting.
- Forty-four general observation forms were completed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Dr P D Ellis	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.3 Curriculum 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and Technology Information Technology History Physical Education
Mrs R Boardman	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Z Evans	3.2 Standards achieved in key skills across the curriculum 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources	Early Years Welsh second language English Geography Music Art