

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

A Report on the Quality of Education in

**Llanbedr C.I.W. (Aided)
Llanbedr
Crickhowell
Powys
NP8 1SR**

School Number: 6663316

Date of Inspection: 28/01/08

by

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

The inspection of Llanbedr C.I.W. (Aided) took place between 28/01/08 and 30/01/08. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a full inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llanbedr Church In Wales School is a Voluntary Aided Primary School 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, but has been considerably remodelled and extended during the last twenty years.
2. The school serves the local rural parishes of Llanbedr, Llangenny, Patricio and Glangrwyney, although approximately one fifth of pupils through parental choice come from further afield. The number of pupils on roll from 3-11 years has risen gradually during the last four years and presently stands at 52 pupils, including four part-time nursery children. Pupils are taught in mixed age classes; they are organised into three classes during morning sessions and into two classes during afternoon sessions. All are English speaking and there is none who have Welsh as a first language.
3. 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.
4. The intake covers the full range of ability, and Baseline assessment indicates that ability on entry is around the local average. Around 20% of pupils are identified as having Additional Learning Needs (ALN) which is near to the national average. Two pupils have a statement of ALN. There are no pupils from ethnic minorities or who are looked after by the Local Authority.
5. There have been no significant changes to the school since it was last inspected in February 2002.

The school's priorities and targets

6. According to its Mission Statement, the school is dedicated to educating the whole child within a caring, Christian community and supporting each child in learning and developing their confidence and potential. Its aim is for all pupils to leave the school proud of their own success and with the necessary skills, knowledge and attitude to maximise their future opportunities.
7. The school's main objectives in its current School Development Plan (SDP) are to;
 - continue the self-evaluation processes as a key element of school improvement;
 - develop the Foundation Phase in order to ensure high quality provision for 3-7 year old pupils;
 - continue to develop bilingualism in all aspects of school life; and
 - raise the number of pupils achieving Level 5 in mathematics at the end of key stage 2 (KS2).

Summary

8. The effective leadership provided by the head teacher is a key factor in the school in bringing about high standards of pupils' achievement. She is ably supported by staff and governors who work together to develop policies and strategies that provide the school's development with a clear sense of direction.
9. Good progress has been made in addressing all five key issues identified in the 2002 inspection report. Standards have improved in the vast majority of the subjects inspected with significant progress having been made in history and geography at key stage 1 (KS1).

Table of grades awarded

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

10. The school's judgements in its self-evaluation agrees with the findings of the inspection team in six of the seven key questions. Where it differs is Key Question 3 which the school awarded a Grade 1, this is because the team did not identify any outstanding features.
11. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

12. These percentages are higher than the Welsh Assembly Government (WAG) target for 2010 which states that the quality of learning should be Grade 3 or higher in 98% of lessons.
13. Although there were no lessons with outstanding features, these averages also compare well with the national picture reported by Her Majesty's Chief Inspector

(HMCI) in her latest annual report where nationally standards in 77% of lessons were Grade 2 or better.

14. Standards of achievement in lessons observed are better than those reported in the previous inspection where 6% were very good (Grade 1), 30% good (Grade 2), 60% satisfactory (Grade 3) and 4% unsatisfactory (Grade 4).
15. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

16. The general quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
17. Standards of achievement in the subjects inspected in KS1 and KS2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Welsh Second Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 3

18. Pupils experience success in their work whatever their ability or social or linguistic background.
19. In 2007 pupil attainment in English, mathematics and science at the end of both key stages was outstanding with every pupil attaining the expected national levels of performance. A good proportion of pupils in KS1 and KS2 achieved Level 3 and Level 5 respectively.
20. With the exception of KS1 in 2005, results in both key stages during the period 2005-2007 have been in the best performing 25% of schools, which have a similar percentage of pupils eligible to receive school meals.
21. Pupils of all ages make good progress in the key skills of language, literacy and communication skills and in using and applying mathematics.

22. Early years children and KS1 pupils make good progress towards becoming confident users of information and communications technology (ICT). However, the ability of KS2 pupils to use ICT as an effective tool for learning is underdeveloped.
23. Pupils show a positive attitude towards learning Welsh and make good progress in their bilingual competency.
24. Pupils of all ages make good progress in their learning. They work hard in lessons, acquire new knowledge and skills effectively and participate fully in all aspects of school life. They make good progress in their ability to work independently.
25. Good progress is made in pupils' personal, moral and social development. Pupils are extremely well behaved and the quality of relationships within the school is very positive.
26. Pupils learn to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds.
27. Pupil's average level of attendance over the last three complete terms is approximately 95%, which is higher than the Local Education Authority (LEA) and national averages and exceeds the WAG target of 93%. Punctuality is good.

The quality of education and training

28. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	85%	15%	0%	0%

29. The number of lessons where teaching is Grade 2 or better is higher than the WAG target for 2010 that 80% of teaching should be Grade 2 or better.
30. Although there were no lessons with outstanding features, these averages also compare well with the national picture reported by HMCI in her latest annual report where 79% of teaching nationally was Grade 2 or better.
31. The quality of teaching in lessons observed is better to that reported in the previous inspection where 4% was very good (Grade 1), 22% good (Grade 2), 65% satisfactory (Grade 3) and 9% unsatisfactory (Grade 4).
32. The positive working relationships that are established between pupils and teachers contribute substantially towards creating a conducive learning environment, where respect, tolerance and understanding prevail.
33. Teaching in the early years is consistently good with teaching and support staff drawing upon a wide range of contexts and resources to make learning interesting and stimulating for children.
34. In all classes in KS1 and KS2, lessons are well structured and build effectively upon previous learning. Teachers have specific objectives for what pupils have to learn and communicate them clearly with the class. Tasks are suitably adapted to meet the

needs of pupils of all abilities and purposeful teacher intervention and feedback help them make progress in their learning.

35. Teachers provide good quality resources which they use effectively to secure the active engagement of pupils.
36. Where there are shortcomings in KS2, insufficient use is made of ICT, teacher time is not managed effectively and skills are not developed progressively through the lesson.
37. The quality of assessment is good and strategies used are closely matched to clearly identified purposes and learning objectives. Teachers know their pupils well and use a wide range of approaches when making judgements.
38. Pupils' work is marked regularly but very little guidance is given to KS2 pupils on how to improve their work.
39. Annual reports to parents are of good quality and provide a clear picture of pupils' achievement and their personal development.
40. The curriculum is broad and relevant and meets the needs of a range of pupils. Clear policy documents and schemes of work for each subject help ensure continuity and progression. The overall provision for the development of key and basic skills is good though opportunities for developing ICT are not always fully exploited in KS2.
41. Pupils gain valuable knowledge and skills by participating in the after school clubs and community and sporting activities. These contribute significantly to their experiences and development.
42. The spiritual, moral, social and cultural development of pupils is good with qualities such as kindness and honesty successfully developed through all aspects of school life.
43. There are very good links between the school, the parents and the local community. Parents are kept very well informed of events in school.
44. The partnership with other primary schools and with the local secondary school is also good. Valuable links with pupils and schools from other European countries are gained through the Comenius Project.
45. The school successfully promotes the development of pupil's bilingual skills and the Cwricwlwm Cymreig.
46. Educational visits to shops, local businesses and enterprise initiatives effectively develop pupils' knowledge of the world of work. Pupils' entrepreneurial skills develop well.
47. With their successful involvement in Eco School Green Flag projects, pupils have good opportunities to develop their understanding of global citizenship and sustainable development.

48. The school provides a happy and welcoming environment where pupils feel safe and secure throughout their daily routines. They are supported by staff who closely monitor and support their academic progress, their social development and their personal welfare. All pupils benefit from the school's commitment to include them fully in both its academic and social life.
49. Education for the development of healthy lifestyles is a priority and outside agencies and professionals make valuable contributions to this aspect of pupils' learning.
50. Pupils' well-being receives very good attention through all aspects of the school. However, the poor condition of the playing field is a concern due to mole hills and tunnels.
51. Provision for pupils with ALN is good. These pupils are identified at an early stage and assessment of their needs is reviewed regularly. Teachers and support staff are well focused on meeting pupils' additional learning needs.
52. The school has a Disability Equality Scheme which is presently undergoing review. Access to the school for the disabled is good.

Leadership and management

53. The head teacher plays an active monitoring role in all aspects of school life which directly impacts on improving the quality of provision and the educational standards pupils achieve. Curriculum leaders provide valuable support for the head teacher through monitoring and evaluating their subject areas.
54. Governors have a thorough understanding of the school's developmental needs and by working closely with the head teacher are very influential in setting the strategic direction of the school. They fulfil their monitoring and evaluation role thoroughly.
55. There are comprehensive self-evaluation procedures which collate evidence from a number of different sources and share their findings with staff and the governing body (GB). There are clear links between the outcomes of the self-evaluation and the priorities included in the SDP.
56. The school's self-evaluation report is of good quality and has a clear focus on standards and performance.
57. Pupils are well supported by an effective team of qualified teachers who are suitably qualified and are deployed effectively.
58. The school has a range of learning resources to meet the needs of all pupils including the under fives.
59. The internal and external condition of the building is good with the accommodation offering adequate space for the pupils.
60. The school makes efficient, effective and economic use of its resources providing good value for money.

Recommendations

In order to move the school forward, the GB and staff need to:

- R1 improve standards in English writing, information technology and physical education in KS2 by addressing the shortcomings noted;
- R2 address the shortcomings identified in teaching and assessment in KS2; and
- R3 work closely with the LEA to alleviate the problems caused by the mole hills on the school field.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 61. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 62. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

- 63. These percentages are higher than the WAG target for 2010 which states that the quality of learning should be Grade 3 or higher in 98 % of lessons.
- 64. Although there were no lessons with outstanding features, these averages also compare well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her latest annual report where nationally standards in 77% of lessons were Grade 2 or better.
- 65. Standards of achievement in lessons observed are better than those reported in the previous inspection where 6% were very good (Grade 1), 30% good (Grade 2), 60% satisfactory (Grade 3) and 4% unsatisfactory (Grade 4).

66. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

67. The general quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

68. Standards of achievement in the subjects inspected in KS1 and KS2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Welsh Second Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 3

69. Pupils experience success in their work whatever their ability or social or linguistic background. Pupils with ALN make good progress and achieve their individual targets.

70. In 2007, pupil attainment in English, mathematics and science at the end of both key stages was outstanding with every pupil attaining the expected national levels of performance. A good proportion of pupils in KS1 and KS2 achieved Level 3 and Level 5 respectively.

71. With the exception of KS1 in 2005, results in both key stages during the period 2005-2007 have been in the best performing 25% of schools which have a similar percentage of pupils eligible to receive school meals.

72. There is no discernible gender difference in pupil attainment.

73. Pupils of all ages make good progress in their language, literacy and communication skills. Early years children speak confidently and listen attentively; they enjoy books and understand some of the functions of writing.

74. KS1 and KS2 pupils are very articulate contributing intelligently during group and class discussions. They read a wide range of texts fluently and apply their writing skills confidently across all areas of the curriculum.

75. Pupils make good progress in their mathematical skills. The under-fives recall a range of number rhymes and counting games well and use their mathematical skills confidently during practical activities. KS1 and KS2 pupils apply their number skills effectively during investigational and cross-curricular tasks.
76. Early years children and KS1 pupils make good progress towards becoming confident users of ICT. However, the ability of KS2 pupils to use ICT as an effective tool for learning is underdeveloped.
77. Pupils show a positive attitude towards learning Welsh and respond to the best of their ability during lessons. They make good progress in their bilingual competency and by the end of KS2 they speak, read and write in Welsh with appropriate fluency and correctness.
78. Across the school, pupils use their creative skills well to explore situations, play imaginatively and develop and express their ideas. Problem solving skills also develop well, especially in the early years and KS1.
79. Pupils of all ages make good progress in their learning. They acquire new knowledge, understanding and skills effectively and face new challenges confidently. The practice of finishing lessons with an evaluation of the progress made during the session consolidates pupils' understanding of the strengths and weaknesses of their work.
80. Pupils work hard in lessons, respond enthusiastically to questions and are fully engaged in their tasks. They are well motivated and participate fully in all aspects of school life. They make good progress towards fulfilling their potential and are well placed to move on to the next stage in their learning.
81. Pupils of all ages make good progress in their ability to work independently. They make their own decisions about their learning and are not over-reliant on the help of adults.
82. Good progress is made in pupils' personal, moral and social development. The quality of relationships within the school is very positive; pupils work co-operatively within groups and they respect each others' views. They undertake any additional responsibilities eagerly and support one another well. Their awareness of equal opportunities is good.
83. Pupils are well behaved and know what is expected of them. They are friendly, polite and considerate demonstrating a high degree of self-discipline and maturity. This contributes substantially towards creating a pleasant ethos which is conducive to learning.
84. From the early years onwards, children begin to understand their role as part of a village community and they value the opportunity to participate in community events. This is further strengthened by the school's strong links with the church.
85. Through collective worship and their classroom studies pupils learn to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds. They are well aware of equal opportunities matters and of the need to treat others fairly.

86. Pupil's average level of attendance over the last three complete terms is approximately 95%, which is higher than the Local Education Authority (LEA) and national averages and exceeds the WAG target of 93%. Punctuality is good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	85%	15%	0%	0%

89. The number of lessons where teaching is Grade 2 or better is higher than the WAG target for 2010 that 80 % of teaching should be Grade 2 or better.
90. Although there were no lessons with outstanding features, these averages also compare well with the national picture reported by HMCI in her latest annual report where 79% of teaching nationally was Grade 2 or better.
91. The quality of teaching in lessons observed is better to that reported in the previous inspection where 4% was very good (Grade 1), 22% good (Grade 2), 65% satisfactory (Grade 3) and 9% unsatisfactory (Grade 4).
92. The positive working relationships that are established between pupils and teachers contribute substantially towards creating a conducive learning environment where respect, tolerance and understanding prevail. Teachers stress the importance of self-discipline and have high expectations for pupil behaviour and achievement.
93. Teaching in the early years is consistently good. Teaching and support staff recognise the value of providing first hand experiences and draw on a wide range of contexts and resources to make learning interesting and stimulating for the children. They provide demanding and challenging tasks and maintain a very good balance between teacher-directed and child-initiated activities.
94. In all classes, lessons are well structured and build effectively upon previous learning. Teachers have specific objectives for what pupils have to learn and communicate them clearly with the class. In the main, lessons are introduced with skill and imagination, explanations are clear and pupils are actively engaged in their tasks. Activities are suitably adapted to meet the needs of pupils of all ability and purposeful teacher intervention and feedback help them make progress in their learning. Well-directed plenary sessions enable pupils to reflect upon the lesson and to discuss the next stage in their learning.

95. Teachers provide good quality resources which they use effectively to secure the active engagement of pupils. Interactive whiteboards contribute substantially towards enhancing teaching and learning.
96. All pupils are treated equally irrespective of their race, gender or disability. Teachers appreciate the advantages of bilingualism and enthusiastically promote the use of Welsh in their classrooms.
97. Where there are shortcomings in KS2, insufficient use is made of ICT to further pupils' learning, teacher time is not managed effectively to focus on particular groups or individuals and skills are not developed progressively through the lesson. In these lessons, pupils have very few opportunities to evaluate and improve their own knowledge and skills.
98. The quality of assessment is good and strategies for assessment are closely matched to clearly identified purposes and learning objectives. Teachers know their pupils well and use a wide range of approaches when making judgements.
99. Procedures comply with statutory requirements.
100. Assessments take place on a regular basis and systems are comprehensive and manageable. They are accurate and consistent and teachers make effective use of a tracking system to monitor the progress of individual pupils.
101. The quality of assessment for the under-fives is good with observation leading to early screening. Information gathered through baseline assessment is used effectively to plan children's future work.
102. Detailed records of pupils' academic progress as well as details about social achievement and behaviour are kept; appropriate use is made of assessments and data to plan and improve learning. Valuable information is kept about the progress of all ALN pupils.
103. There are effective arrangements with local groups of schools to standardise and moderate teacher assessment in English and science in KS2.
104. Pupils' work is marked regularly and teachers write positive comments about it. However, very little guidance is given to KS2 pupils on how to improve their performance.
105. Parents are happy with opportunities to discuss their children's work informally on a daily basis if necessary and during formal consultation evenings. Annual reports are of good quality and provide a clear picture of pupils' achievement in all subject areas. They also offer valuable comments regarding social development and provide targets for future progress.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

106. The findings of the inspection team differ to the Grade 1 awarded by the school in its self-evaluation report. Since no outstanding features were identified by the inspection team the key question did not merit a Grade 1.
107. The curriculum is broad and relevant, complies with legal requirements and meets the needs of a range of pupils. Clear policy documents and schemes of work for each subject help ensure continuity and progression.
108. The curriculum for children under-five is well planned and coherent and provides a wide range of relevant and stimulating learning experiences.
109. The overall provision for the development of key and basic skills is good, though opportunities for developing ICT are not always fully exploited in KS2.
110. Pupils gain valuable knowledge and skills by participating in the after school clubs, community and sporting activities. These contribute significantly to their experiences and development.
111. Provision for pupils' spiritual, moral, social and cultural development is good. The active and reflective collective worship assemblies contribute well to pupils' awareness and understanding of moral matters.
112. Qualities such as kindness, honesty and fairness are developed well through 'Circle Time,' class discussions and acts of worship. Members of the school council undertake their responsibilities conscientiously. All this helps to create an environment of shared values and a strong sense of community spirit.
113. There are very good links with between the school, parents and the local community with the Friends of Llanbedr Association raising substantial amounts regularly for school funds. The partnership with the parents and community also provides valuable cultural and curricular experiences for pupils.
114. The school operates an open door policy and communication with parents and carers is effective. The home/school agreement sets out clearly the expectations of pupils, parents and the school. Parents are kept very well informed of events in school through weekly or monthly newsletters, reports and the school's prospectus. Along with questionnaires and a recently introduced suggestion box, the school provides an effective means for parents to communicate their feelings about school provision. Formal parent/teacher consultations occur each term.
115. The local cluster of primary schools co-operates well and pupils meet regularly for sports events. The close curricular links with the local secondary school aid a smooth transition for Y6 pupils. Work experience students are regularly placed at Llanbedr.
116. Valuable links with pupils and schools from other European countries are gained through the Comenius Project.

117. The school successfully promotes the development of pupil's bilingual skills. There is good provision for the Cwricwlwm Cymreig with pupils learning about Welsh personalities and the traditions of Wales. In addition, they learn a wide variety of Welsh songs, poems and dances and visit many local places of historical, educational and cultural interest.
118. The school has numerous links with the local world of work. Visits to shops, local businesses and enterprise initiatives effectively develop pupils' knowledge of the world of work. Pupils' entrepreneurial skills develop well with the design, manufacture and selling of their products at the Friends Association Fayres.
119. The school's policies reflect its commitment to equality and equal opportunity for all. Every pupil has full access to all aspects of school life. The school's positive ethos and rules encourage pupils to respect one another and all the staff.
120. With their successful involvement in Eco School Green Flag projects, pupils have good opportunities to develop their understanding of global citizenship and sustainable development. Older pupils have a developing awareness of the need for sustainable development and a growing sensitivity for local and global environmental issues. They discuss in detail the need for recycling, composting and energy conservation.
121. The attention given by the school to pupils' personal and social education contributes significantly towards laying firm foundations for lifelong learning and community regeneration. Pupils are encouraged to be responsible for their actions and to be sympathetic to the needs of others.

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. The school provides a happy and welcoming environment where pupils feel safe and secure throughout their daily routines. They are supported by staff who monitor and support their academic progress, their social development and their personal welfare. All pupils benefit from the school's commitment to include them fully in both its academic and social life.
124. Induction arrangements for new pupils are effective which enables the nursery and reception children to settle in well into the school environment. Opportunities for new parents to visit the school, to attend meetings and to spend time in the classroom with their children help to alleviate any feelings of uncertainty they may have.
125. The provision for personal guidance and support is well planned to ensure that attention is given to issues such as health and personal safety. Education for the development of healthy lifestyles is a priority and outside agencies and professionals such as the nurse, the healthy schools co-ordinator and the police education officer, make valuable contributions to this aspect of pupils' learning.

126. The policies and the positive ethos and approach within the school promote consistently good behaviour and attendance. Negative behaviour, absence and punctuality are monitored carefully, fulfilling statutory requirements.
127. Arrangements for working with outside agents and services are well-managed and planned. School council members are elected democratically and a wide range of issues are discussed at regular meetings.
128. Pupils' well-being receives very good attention through all aspects of the school. Appropriate procedures and guidelines have been established to ensure their welfare and safety. However, the poor condition of the playing field is a concern due to mole hills and tunnels.
129. Policies for child protection and equality of opportunity for all are well established. All staff are familiar with the school's procedures and guidelines and respond immediately to any concerns regarding the safety of pupils. A governor and two members of staff are designated to oversee this aspect as necessary.
130. Provision for pupils with ALN is good and complies with statutory requirements. Pupils with ALN are identified at an early stage and assessment of their needs is reviewed regularly. Individual Education Plans (IEP) identify realistic achievable steps for individual pupils and parents are involved at all stages of the identification process. Termly reviews with parents provide opportunities to discuss progress and achievements.
131. Teachers and support staff are well focused on meeting pupils' ALN. Structured intervention programmes such as 'Catch Up', help pupils to develop in their reading. The school works closely with outside agencies and seeks expert advice where necessary.
132. There is effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal with any such incidents.
133. School policies and procedures promote equality of opportunity well regardless of social background, gender, race or educational status.
134. The school has a Disability Equality Scheme and action plan which is presently undergoing review. Access to the school for the disabled is good.
135. The school's policies, ethos and activities nurture positive attitudes towards recognising and respecting diversity and promoting racial equality.

Leadership and management

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
137. The effective leadership provided by the head teacher is a key factor in bringing about high standards of pupils' achievement and school improvement. She is ably supported by staff and governors, who use a broad range of information about all aspects of the school's performance to develop policies and strategies that provide the school's development with a clear sense of direction.
138. Common values about learning, behaviour and relationships are shared by all teaching and support staff. This contributes effectively towards developing effective team work and a sense of common purpose.
139. The head teacher plays an active monitoring role in all aspects of school life which directly impacts on improving the quality of provision and the educational standards pupils achieve. Curriculum leaders provide valuable support for the head teacher through monitoring and evaluating their subject areas.
140. The school's policies and practices promote equality of opportunity for all. Staff are fully involved in the formulation of aims and policies and their views are valued by the head teacher and governors. This contributes well towards strategic management and the establishment of common practices across all the classes.
141. Good account is taken of local and national priorities in the school's programme of work. Education for sustainable development is promoted effectively through the Eco-Schools programme and the school is fully committed to the Healthy School initiative. Bilingualism is given high priority with a number of staff receiving Welsh Second Language training. Preparations are well in hand for the implementation of the Foundation Phase.
142. Procedures for setting whole school targets are effective. Pupils' performance is examined in detailed during the process of setting both individual and whole school targets. Those agreed upon are both realistic and challenging.
143. Performance Management systems for the head teacher and all teaching staff are well established. The objectives agreed upon take full account of both the school's priorities and the professional needs of individuals. A planned programme of school based and LEA in-service training ensures that all staff have good opportunities to develop their professional expertise.
144. Governors have a thorough understanding of the school's developmental needs and by working closely with the head teacher are very influential in setting the strategic direction of the school. Individual governors are all members of a range of committees which play an important role in supporting school development. They fulfil their duties conscientiously and appreciate the importance of their role as a critical friend to the school.
145. Governors fulfil their monitoring responsibilities effectively. They have subject responsibilities and regularly review teachers' plans, inspect pupils' work and observe teaching in the classrooms. Regulatory and legal requirements are fulfilled thoroughly.

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

Grade 2: Good features and no important shortcomings

146. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
147. The head teacher and staff are well-informed about the school's performance and use the information gathered through self-evaluation effectively to raise standards and make improvements. The school's judgements in its self-evaluation agrees with the findings of the inspection team in six of the seven key questions. Where it differs is Key Question 3 which the school awarded a Grade 1, this is because the team did not identify any outstanding features.
148. Curriculum leaders play an active part in the school's self-evaluation arrangements. They collate evidence from a number of different sources including lesson observations, and share their findings with staff and the GB. The reports include detailed evaluations of the quality of planning and provision and make due reference to pupils' standards of achievement.
149. Effective use is made of assessment data to identify specific areas that need attention and to compare the school's performance against that of other similar schools.
150. Through the use of questionnaires, ample opportunities are provided for parents to express their views about various aspects of school life. The school council is an important forum for pupils to discuss matters which affect their daily lives in school and to influence the decision-making process.
151. The school's self-evaluation report is of good quality. It has a clear focus on standards and performance and makes due reference to all of the criteria in the Common Inspection Framework. Comments made are evaluative rather than descriptive and the judgements made are clear, honest and evidence based.
152. There are clear links between the outcomes of the self-evaluation and the priorities included in SDP. The plan provides a clear strategic direction for the work of the school with the outcomes of self-evaluation used effectively to identify both immediate and long term priorities for action. Sufficient resources are allocated to ensure their implementation.
153. Good progress has been made in addressing all five key issues identified in the 2002 inspection report. Standards have risen in the vast majority of the subjects inspected with significant progress having been made in history and geography in KS1. The quality of curriculum planning has improved and the school by now has a much more orderly environment.
154. Although there has been a 40% increase in the number of lessons awarded Grade 2 or better there remain some shortcomings in teaching in KS2.

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

Grade 2: Good features and no important shortcomings

155. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
156. Pupils are well-supported by an effective team of qualified teachers. Overall, teachers have the knowledge and expertise to teach all aspects of the school curriculum and have a clear understanding of their roles and responsibilities. Weekly planning meetings involving support staff enable them to have a good understanding of the programmes of work to be undertaken to support pupils in their learning.
157. Support staff are suitably qualified and are deployed effectively. The school secretary, caretaker, cleaners, cook and mid-day supervisor are all valued members of staff and make a positive contribution to the school community.
158. The school has a good range of learning resources to meet the needs of all pupils. Recent developments to the school grounds have improved the provision for nursery and reception pupils in outdoor learning. There is a wide range of books available throughout the school that are used regularly. Although good use is made of the interactive whiteboards to enrich pupils' learning, computers are not used often enough in KS2 to develop pupils' ICT skills.
159. Displays throughout the school cover a wide range of areas and provide opportunities for pupils to share their work and celebrate their achievements to a wider audience.
160. The school makes efficient, effective and economic use of its resources. Limitations of the school budget make resource allocation difficult and therefore the school relies heavily on fund raising provided from other sources and donations. These contributions enable the school to make substantial purchases that impact greatly on standards and learning.
161. The internal and external condition of the building is good with the accommodation offering adequate space for pupils. Storage space is limited and the staff utilise every spare area and succeed in not allowing the school to look untidy.
162. The hard yard areas are in good condition and well maintained, but the playing field is plagued with mole hills and tunnels which ruin its condition. There is a small garden area safely fenced due to a pond. All gates are sturdy and the perimeter is secure.
163. Procedures for preparation, planning and assessment (PPA) time for teachers are appropriate and contribute well to standards and the quality of provision. The school has responded fully to the requirements of workforce remodelling and the teachers' workload agreement.
164. Resources are well matched to the priorities identified in the SDP and the school and GB keeps spending priorities under regular review.

165. Overall the management of resources is effective and the school provides good value for money.

Standards achieved in subjects and areas of learning

Language, literacy and communication skills

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 2 - Good features and no important shortcomings

Good features

166. Nursery children listen and respond enthusiastically to stories and memorise a good range of songs and nursery rhymes. They communicate their needs clearly, ask intelligent questions and listen carefully to the responses. They relate past experiences with confidence and discuss their play activities in detail. They offer explanations about events depicted in illustrations and select and handle books appropriately. They understand the purpose of a number of the functions of writing and enjoy making marks and basic writing experiences.
167. Reception children listen attentively to teachers and other adults and follow instructions accurately and easily. They articulate their ideas clearly and contribute very effectively to group and class discussions. They identify the sound and form of letters and a good number have started reading independently.
168. The majority of reception children show good pencil control as they over-write short familiar words with individuals beginning to write independently.
169. Nursery and reception children make good progress in their ability to learn Welsh. They know a good repertoire of Welsh songs and rhymes and begin to use individual words and short phrases to ask and answer questions and to express their needs.

Shortcomings

170. There are no important shortcomings.

Personal and social development

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 2 - Good features and no important shortcomings

Good features

171. Nursery children work and play well together in a friendly manner and establish good relationships with each other and with adults. Overall, they display good self-control and a good measure of independence. They show a good awareness of the need for hygiene before eating their snacks. They dress and undress themselves successfully when going outdoors to play and wait their turn patiently when playing games. They are willing to talk about their feelings and interests with adults.

172. Reception children work and play together in harmony and respond very positively to their learning experiences. They develop good personal independence and will readily share resources with other children. This contributes substantially towards creating a pleasant and purposeful learning environment.
173. Reception children are very enthusiastic learners; they listen attentively and concentrate on their tasks for extended periods of time. They form good relationships with other children and adults and are beginning to exercise self-control and a sense of responsibility.

Shortcomings

174. There are no important shortcomings.

Mathematical development

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 2 - Good features and no important shortcomings

Good features

175. Nursery children count to ten and beyond confidently when throwing bean bags into a hoop showing good number recognition. They use mathematical terms such as 'long' and 'short' appropriately when discussing their work. They sort objects correctly according to shape and colour and they have a good recognition of two-dimensional shapes. Their understanding of measure develops well through sand and water play. They have a good recall of a range of number songs and rhymes.
176. Reception children develop their mathematical language well through taking part in discussion about a variety of mathematical ideas and activities. They sort and match objects confidently often selecting their own criteria. They count up to twenty objects correctly and read and write numerals up to ten. Their understanding of money develops well as they buy fruit from the school shop.
177. Reception children develop their spatial awareness well through a variety of practical activities. They describe the properties of two dimensional shapes correctly and recognise some three dimensional ones.

Shortcomings

178. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 2 - Good features and no important shortcomings

Good features

179. The regular use of the outdoors enables nursery and reception children to make good progress in their knowledge and understanding of their environment, other people and features of the natural and man-made world.
180. Nursery children investigate and discuss their environment confidently describing where they live and the people in their community who help them. They talk at length about familiar animals and describe their habitats in detail. They name parts of the body correctly and describe effectively how they themselves have changed since infancy. They use the computer competently and have a good appreciation of the order of the school day.
181. Nursery and reception children used a good range of materials and joining techniques when building houses for The Three Little Pigs. Practical activities such as making biscuits and bread, increase their understanding of how materials can be changed by adding water or by being heated.
182. Reception children are very knowledgeable about differences between seasons and talk at length about the characteristics of autumn and winter. They have a clear understanding of their own growth and healthy foods. During science activities, they describe well the difference between pushing and pulling objects and know that mass affects the effort required. They understand the importance of the senses as they feel, smell and observe in the outdoor area and ask intelligent questions about how things happen and what makes them work.
183. Reception children know that there are specific customs involved in a wedding ceremony.

Shortcomings

184. There are no important shortcomings.

Physical development

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 2 - Good features and no important shortcomings

Good features

185. Nursery and reception children handle small equipment such as pencils, building blocks and the computer mouse, with increasing control. They roll dough firmly and make effective use of scissors. When playing outdoors they move energetically with a good awareness of space and controlled handling of large toys, such as tricycles and scooters. They demonstrate good manipulative skills when handling small objects such as jig-saw pieces.
186. During physical development sessions in the hall, nursery and reception children fetch and put away apparatus and listen and follow instructions carefully. They move lightly on their feet demonstrating good body control, as they travel and change directions at different speeds. When playing a bat and ball game they adhere closely to the rules, wait for their turn and play as a member of a team.

Shortcomings

187. There are no important shortcomings.

Creative development

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 2 - Good features and no important shortcomings

Good features

188. In the nursery class children handle malleable materials such as clay and dough, with dexterity to produce interesting pig characters. They use paint skilfully to produce interesting self-portraits and combine a number of materials and techniques effectively. They use junk materials well to create three-dimensional models and vehicles. They handle percussion instruments confidently, sing tunefully and clap to a steady rhythm.
189. Reception children mix paints well to produce good quality paintings. They display good observational skills in their drawings and use junk materials imaginatively to design models. They explore sound effectively using musical instruments and clap a steady beat to rhymes and songs. They produce colourful pictures using the computer.
190. Nursery and reception children participate enthusiastically in role play activities demonstrating good creative skills and vivid imaginations.

Shortcomings

191. There are no important shortcomings.

English

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

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

192. In both key stages pupils listen with concentration and take turns in speaking. They participate freely in teacher-directed discussions and respond appropriately to the opinions of others. In Y5 and Y6, in some instances, they are able to explain their views with greater detail and coherence.
193. Throughout the school pupils enjoy listening to stories being read and respond with interest. KS1 pupils have a good grasp of phonics and use their skills effectively when decoding unfamiliar words in their reading material. They retell and predict events intelligently and describe characters confidently.
194. KS2 pupils give detailed accounts of books they have read with individuals able to discuss their favourite authors. They use their knowledge and reading skills

effectively to skim and scan texts to find specific information. They show a good understanding of the main ideas in a text.

195. In KS1, pupils form letters correctly and develop an appropriate awareness of style. Their writing communicates meaning in both narrative and non-narrative forms using appropriate and interesting vocabulary. By the end of the key stage many spell frequently used words well and make appropriate use of punctuation.
196. By Y3 and Y4 pupils use writing frames effectively to structure and sequence the main events in a logical order. Y5 and Y6 pupils respond imaginatively to novels, write descriptively and give detailed accounts of experiences and events.
197. Throughout the school standards of handwriting and presentation of work are good.

Shortcomings

198. The ability of KS2 pupils to improve, revise and redraft their work is not sufficiently developed.
199. KS2 pupils' ability to write in a wide range of styles and formats is limited.

Welsh second language

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

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

Good Features

200. Pupils across the school have a positive attitude towards learning Welsh and are eager to practise their knowledge with Welsh-speaking visitors. They respond with understanding to Welsh used incidentally during the school day and are proud of their Welsh identity.
201. In KS1 pupils listen attentively and have a good understanding of simple phrases and greetings. They take part effectively in activities, such as games and role-play, using appropriate vocabulary correctly. They understand and obey instructions well and have a good recall of Welsh songs. They ask and answer questions well in whole class and paired situations using positive and negative responses.
202. Reading skills are developing well in KS1 with pupils following the text of a simple story and reading familiar words and short phrases accurately.
203. KS1 pupils use a variety of sentence patterns successfully to compose sentences in response to a variety of stimuli. They select appropriate cards to describe the weather and use numbers and colours correctly in their work.
204. Y3 and Y4 pupils listen carefully and speak clearly and confidently with good enunciation of words, phrases and sentences. They discuss the weather effectively and express their likes and dislikes well when discussing their favourite sport giving sensible reasons for their opinions.

205. By Y5 and Y6 pupils use more extended sentences and language when asking and answering questions and talk confidently about their hobbies. They use a good range of vocabulary with individuals making very good progress in their oral skills.
206. Y5 and Y6 pupils read their own work accurately, with good expression and characterisation. Their vocabulary and sentence structures are enhanced by reading a variety of texts which are usually related to the topic being covered by the class. Pupils make effective use of dictionaries to translate words.
207. KS2 pupils use new vocabulary in sentence patterns learnt previously and start sentences in a variety of ways and use conjunctions to extend their sentences. They write successfully in a variety of forms.

Shortcomings

208. There are no important shortcomings but a small minority of pupils in both key stages lack confidence when responding to questions in Welsh.

Mathematics

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

209. KS1 pupils read, write and order numbers with increasing accuracy and by the end of the key stage they have a sound understanding of place value. They remember well a wide range of previous work, understand key concepts and recall key facts quickly and accurately. They make reasonable estimations of amount and use the correct mathematical terminology to describe their work. By Y2 they explain their work logically, count orally in steps of different size and recognise simple numerical patterns. They have an appropriate understanding of money and fractions.
210. KS1 pupils' understanding of the features of two and three dimensional shapes is good. They recognise shapes according to their mathematical names and describe in detail their main characteristics. They use standard units for the accurate measurement of length, mass and volume and their understanding of time develops appropriately.
211. KS2 pupils have a sound understanding of place value in six-digit numbers or above, and recall and use multiplication and division facts with appropriate speed. By Y4 they have a firm grasp of the principles of division including remainders. Y5 and Y6 pupils use the four rules with increasing assurance and work accurately on paper and mentally. They handle decimals confidently and have a sound understanding of fractions and percentages.
212. KS2 pupils use diagrams, graphs and mathematical notation effectively to convey their findings and ideas clearly to others. They measure and identify angles correctly and note the symmetries in two dimensional shapes. Y5 and Y6 pupils recognise and use the four quadrants of a grid correctly.

Shortcomings

213. Although there are no important shortcomings, KS2 pupils' lack confidence when solving numerical problems.

Science

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

214. Pupils in both key stages use a variety of sources including reference books to find information in the context of their enquiries. They use scientific vocabulary well when discussing and describing their work. From an early age they devise their own methods of recording their findings making effective use of text, tables, graphs and labelled pictures.
215. With some support from adults, KS1 pupils carry out a good number of investigations. They understand the requirements of fair testing and work in an orderly and methodical way. They make sensible predictions about the likely outcomes of their investigations and relate their observations to simple scientific ideas. With help, they formulate their scientific investigation in the form of a question.
216. KS2 pupils plan scientific enquiries systematically and carry out experimental work purposefully and safely with a good degree of independence. They identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. By Y5 and Y6, they logically relate the conclusions of their investigations to their scientific knowledge and understanding.
217. Throughout both key stages, pupils demonstrate a sound knowledge about aspects of the natural world and an understanding of the behaviour of plants, animals and inanimate materials. They use the correct scientific terms when describing the ways some materials change and correctly differentiate between permanent and reversible changes.
218. During their investigations, KS1 pupils demonstrate a good understanding of the forces which are applied when rolling, pushing or pulling different objects.
219. KS2 pupils describe the effects of the force of gravity in some detail and know that force can be measured in Newtons.

Shortcomings

220. There are no important shortcomings.

Information technology

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

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

221. KS1 pupils use an appropriate range of equipment and software with increasing skill in a variety of contexts. They generate and communicate their ideas in different forms confidently using text, tables and pictures.
222. The ability of KS1 pupils to enter and store information on the computer independently is good. They use a word processor with only a minimal amount of help, adapting the text as required, for example changing the type, size and colour of the font before it is saved and printed.
223. KS1 pupils move images on the screen with confidence and use art packages effectively to create pictures and colourful patterns. With support, they can draw simple graphs and use the internet. They are very adept at exploring aspects of real life and imaginary situations and are able to control the movements of a floor turtle.
224. KS2 pupils use ICT equipment and software with appropriate confidence. They communicate and exchange information effectively in different forms including text, graphs and pictures. They use word processors purposefully when experimenting with different page layouts and fonts.
225. Pupils in KS2 use the internet confidently when searching and retrieving specific information on different websites. They access e-mails independently and attach documents when sending messages to other users.
226. The ability of KS2 pupils to compose multimedia presentations develops well. They import images from different locations and add animation and sound to their presentations.

Shortcomings

227. KS2 pupils' ability to use database programs and spreadsheets for recording, interrogating and reorganising data is limited.

Design technology

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

228. KS1 pupils work with a range of tools and materials to make products, and they confidently ask questions and suggest ideas for making things based on their observations and experiences. They use a range of techniques, such as stitching,

stapling and gluing, to join materials and handle tools safely. They discuss their work confidently, identifying problems and overcoming these by using alternative methods.

229. KS1 pupils evaluate their work thoughtfully and identify the strengths and weaknesses against other finished products.
230. In KS2 pupils draw upon a variety of sources to generate ideas when designing and making. Through class discussion, drawing and modelling they show a good understanding of the characteristics of familiar products. They select and use appropriate tools and equipment when working with a range of materials and pay attention to the quality of finish and function.
231. Pupils in KS2 design and construct a range of products from various materials. These include party hats, musical instruments and a model bridge. They consider appearance, function, safety and reliability when developing their ideas and decide what materials would be most appropriate. They use a good range of making skills to measure, mark, cut and shape materials.
232. KS2 pupils critically evaluate the design and finish of their products and suggest improvements.

Shortcomings

233. There are no important shortcomings.

History

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

234. In KS1 pupils show an awareness of past and present in their own and other people's lives. They talk about their past confidently and, through looking at pictures, develop an appreciation of how things change through time. When looking at artefacts they distinguish between old and new and sort them accordingly. They use historical vocabulary such as long ago and recent correctly and ask and respond to questioning confidently.
235. KS1 show a good sense of chronology through discussing pictures that represent the stages from baby to adult and by sequencing events in peoples' lives.
236. KS2 pupils discuss at length the causes and consequences of the events of the Second World War. They describe how life changed for children as evacuees and they have a good understanding of the effects of rationing and air raids on everyday life. They expand their knowledge by examining a range of artefacts, such as gas masks and old radios, and by researching for further information.

237. KS2 pupils effectively use a range of historical evidence such as photographs to find out about the living conditions and characteristic features of past societies and to identify changes within and across historical periods.
238. Across the key stages, pupils' historical knowledge and understanding of the past is enhanced through presentations made by visiting speakers and through role play and visits to places of interest.

Shortcomings

239. There are no important shortcomings.

Geography

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

240. KS1 pupils identify features within their local environment and further afield confidently through looking at a range of photographs depicting geographical features. They successfully identify on a map where their school is and talk about the area around them. They show good awareness of places beyond their locality and identify cities within the United Kingdom on a range of maps.
241. In KS1 pupils produce a detailed map of the route to the local post office showing a good understanding of how the key is used to represent geographical features. They follow instructions carefully to create a floor map using model features and geographical terms.
242. KS2 pupils have a very good understanding of the geographical features in their locality and in Wales and can locate towns, rivers and mountains correctly. They identify boundaries and track rivers on maps using the appropriate geographical terminology. They identify the significant features of different types of towns and use a questionnaire effectively to survey pupils' opinions. They analyse information in detail, draw conclusions and communicate their findings in an appropriate way.
243. In KS2, pupils have a good understanding of contour lines. Through looking at satellite images of Wales they identify the shape of land and point out specific regions and landmarks.
244. Pupils throughout the school have a good awareness of sustainable development and understand the effects of pollution. They identify ways in which people affect the environment and know of the beneficial effects of recycling certain materials.

Shortcomings

245. There are no important shortcomings.

Art

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

246. Pupils in KS1 make good progress and show an appropriate awareness of some of the basic techniques in art. They explore and experiment with colour by mixing paint and investigate the use of shade, line and tone by using crayons, pencils and pastels. They make choices from a range of fabrics when creating collage work.
247. In KS1 pupils use their observational skills well when looking at images of bears. They comment intelligently about the features before closely studying their own bear in order to make observational drawings and paintings. They select from a range of media and show very good control when using pencils and pastels.
248. KS1 pupils talk intelligently about, and recognise the similarities and differences between their work and that of others and in simple terms describe their feelings about work they have produced.
249. In KS2, pupils continue to make good progress in their understanding of materials, media and processes and use this effectively to create a range of work involving self-portraits, designs, sketches and posters. They successfully investigate shape and texture using clay and modelling tools.
250. Pupils in both key stages work creatively and evaluate their own work and that of others in some detail.

Shortcomings

251. There are no important shortcomings.

Music

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

252. KS1 pupils enjoy singing and have a good awareness of tune and rhythm and pay appropriate attention to dynamics. They know a good range of Welsh and English songs.
253. KS1 pupils explore pitch effectively by combining different sequences of high and low sounds. They maintain a steady beat in time with others, echo the sound of clapping and play simple patterns on a range of tuned and un-tuned instruments.

254. Through the use of a story, pupils in KS1 develop very good composition skills. They memorise and recall short musical patterns and improvise music using a variety of sound sources to match the actions in the story. They create and organise their sounds effectively using voices and body movements and listen attentively to their own music and that of others, in order to make correct musical entries. They make good choices when asked to create certain sounds and talk about their performances. When listening to recordings of their work, they make suggestions on how to improve.
255. In KS2 pupils enjoy singing a wide range of songs from different countries and traditions. They recognise the names of composers and listen attentively to the music of the 'composer of the week' when played in daily acts of worship.
256. KS2 pupils provide an accompaniment to a Welsh and African song using a variety of instruments. They maintain a good sense of rhythm and anticipate entries effectively as a group. They evaluate their performance with suggestions on how to improve by demonstrating alternative rhythms and sequences.
257. KS2 pupils develop very good skills in playing the tenor, treble and descant recorders. They maintain an individual part when playing as a group and play group pieces confidently, listening skilfully to others and maintaining the correct tempo. They show an increasing awareness of dynamics and show control of other musical elements such as pitch, duration, pace and timbre. They have a good repertoire of songs.

Shortcomings

258. There are no important shortcomings.

Physical education

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

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

259. In both key stages, pupils dress appropriately for activities and understand the importance of working carefully and safely. They pay appropriate attention to warming up the body at the start of a lesson and relaxing at the end. They are considerate about the safety of other pupils when using space and are aware of the beneficial effect of exercise on the body.
260. During dance lessons KS1 pupils respond readily to instructions paying appropriate attention to creating good quality movements and shape. They create a number of different shapes with their bodies and demonstrate good body control as they run, jump and hop around the hall. They work physically hard and in the main, are very light on their feet.
261. KS1 pupils respond imaginatively to different stimuli from percussion instruments showing good tension in their body shapes as they enact a familiar story. They

create interesting sequence of shapes and movements making effective use of space. When evaluating the movements of others they show good awareness of the attributes of good quality work.

262. KS2 pupils show good levels of fitness during outdoor games lessons. The vast majority have well-developed ball skills and are comfortable when throwing, catching and kicking balls. A small number of individual pupils demonstrate good dribbling skills.

Shortcomings

263. KS2 pupils pay little attention to the effective use of space during team games; they play as individuals rather than as a team.

264. KS2 pupils do not transfer the skills they have rehearsed to a full game situation.

School's response to the inspection

265. The staff and governors of Llanbedr Church in Wales (Aided) Primary School are very pleased with the findings of the inspection report. The report closely matches the school's self evaluation and it is gratifying to note that the standards of achievement and the grades awarded for quality of teaching are much higher than the Welsh Assembly Government targets for 2010 and compare well with the national picture reported by HMCI in her latest annual report.
266. It is very pleasing that the report also reflects some of the very good qualities noted in the Section50 Inspection on behalf of the Church in Wales, stating that the spiritual, moral, social and cultural developments of pupils are good with qualities such as kindness and honesty successfully developed through all aspects of school life and that the school provides a happy and welcoming environment where pupils are safe and secure. It is noted that all pupils benefit from the school's commitment to include them fully in both its academic and social life with good provision for pupils with ALN. It is also very pleasing to note that under fives make good progress and that teaching in the early years is consistently good.
267. The report's description of leadership and management as a key factor in the school in bringing about high standard of pupil's achievement together with the good progress made since the last inspection is a source of pride to everyone associated with the school. This has been a real team effort and we are very pleased that the report recognises the part that everyone plays in making this a good school with a clear sense of direction.
268. Life-long learning skills are central to much of the work of the school and it was good to note that pupils have good opportunities to develop their understanding of global citizenship and sustainable development ,very good links exist between the school, the parents and the local community, bilingualism is successfully promoted, entrepreneurial skills are well developed, pupil's well being receive very good attention and the school promotes a healthy life style with outside agencies making valuable contributions to this aspect of pupils' learning.
269. The role of the Nominee in the inspection process was very positive and gave opportunities for additional evidence to be sourced as required and was also excellent professional development for the nominee.
270. The inspection recommendations will be put in place and incorporated into the School Development Plan to address the recommendations as soon as possible. The Governor's Annual Report to parents will report on the progress made in addressing the recommendations which are very useful in guiding the school towards further improvement.
271. In conclusion the staff and Governors of Llanbedr C in W School would like to state that they found the inspection to be a very positive process, carried out in a professional and thorough manner.

Appendix 1

Basic information about the school

Name of school	Llanbedr C.I.W. (Aided)
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Llanbedr, Crickhowell, Powys
Postcode	NP8 1SR
Telephone number	01873 810619

Headteacher	Mrs G Lilly
Date of appointment	January 1989
Chair of governors	Mrs S Morris
Registered inspector	Mr Wil Williams
Dates of inspection	28-30 January 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	9	5	11	8	1	7	11	54

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	4	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	4:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.5:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	63	93	96
Summer 2007	75	92	94
Autumn 2008	90	83	96

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

Appendix 3

National Curriculum Assessment Results End of key stage 1(as compared with 2007 national results):

National Curriculum Assessment KS1 Results 2007		Number of pupils in Y2:		8			
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	37	63
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	0	37	63
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	0	50	50
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	0	25	75
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	50	50
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	50	50
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	100%	In Wales	80.1%

D disappplied from the statutory arrangements
W working towards level 1

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of key stage 2 was less than four no performance indicators are included		

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection. The head teacher undertook the role of nominee.

These inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 13 parents' questionnaire of which 71% of responses were positive;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post-inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1, 2, 5 and 6. Early years, Welsh 2 nd Language, mathematics, science, information technology, physical education
Mr Trevor Cole Team Inspector	Key questions 3, 4 and 7 English, design and technology, history, geography, art, music
Mrs Marian Donovan Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Mrs G Lilly Nominee	Provision of information Contributions to all key questions School's response

Acknowledgement

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

Contractor

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