

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

**Llanbister Primary School  
Llanbister  
Powys  
LD1 6TN**

**School Number: 666/2068**

**Date of Inspection: 6<sup>th</sup> to 8<sup>th</sup> March 2006**

**by**

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15942**

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**Under Estyn contract number: 1111705**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Llanbister C.P. School 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 Llanbister C.P. School took place between 6<sup>th</sup> and the 8<sup>th</sup> of March 2006. An independent team of inspectors, led by Mr R. A. Isaac, 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	7
Key Question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
<b>Leadership and management</b>	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
<b>Standards achieved in subjects and areas of learning</b>	23
Under 5s	23
English	25
Mathematics	27
Information technology	28
Art	29
Physical education	31
<b>School's response to the inspection</b>	32
<b>Appendices</b>	33
1 Basic information about the school	33
2 School data and indicators	33
3 National Curriculum assessments results	34
4 Evidence base of the inspection	35
5 Composition and responsibilities of the inspection team	36

## **Context**

### **The nature of the provider**

1. Llanbister primary school serves the village of Llanbister and a relatively large, remote rural area, ten miles north of Llandrindod Wells. It is administered by Powys County Council and has 42 pupils on roll (full time equivalent) aged from four to eleven years. These numbers are about half of those recorded at the last Estyn inspection in April 2000, mainly because of a decline in the local birth rate. Most pupils come from the surrounding area, which the school describes as relatively economically advantaged. The annual intake covers the full ability range. The current headteacher has been in post since 1997.
2. About two per cent of children are entitled to receive free school meals, which is well below the national average. Fourteen pupils, or about 33 per cent, have some form of special educational need (SEN), which is above average when compared nationally. No pupils hold a formal statement of SEN. English is the sole or predominant home language in all cases. No pupils come from a Welsh speaking home and none are "looked after" by the local authority. No pupils have ethnic minority backgrounds. The school has three classes and four teachers, including the headteacher who teaches for most of the week. The pupil:teacher ratio is low: all class sizes are below 25 and all contain mixed-age groups. The school has no nursery class but a private nursery is open for two days a week in the community hall and children usually have experience of appropriate educational activities before they enter the school.

### **The school's priorities and targets**

3. The school's prospectus states its broad curriculum aims and objectives as follows:
4. "When children leave Llanbister School they should be literate and numerate with a good understanding of science. They should have experienced a wide range of good literature. They should be confident in their use of information and communications technology (ICT) in a wide variety of contexts. Their knowledge of history should not only enable them to have a general picture of human history but also a more specific understanding of local history. We would hope that the same holds good for their knowledge of geography. "
5. The school has identified many priorities for development in 2006. They include to:
  1. increase the monitoring of teaching;
  2. re-establish the moderation of pupils' work;
  3. increase pupils' involvement in assessment;
  4. monitor and rationalise the school budget as affected by the falling numbers on roll;
  5. develop awareness of cultural diversity;
  6. ensure more use of incidental Welsh;

7. improve standards in speaking and listening; and
8. ensure that y cwricwlwm Cymreig is taught explicitly.

## Summary

6. Llanbister Primary School is a very effective and innovative school with outstanding achievements in literacy, numeracy, art, information technology and physical education. It helps its pupils to become mature, caring and quietly confident citizens. Its headteacher makes an outstanding contribution to the life and teaching of the school but the responsibilities of leadership and management are not shared broadly enough. The morale of staff and pupils is high and the school has made first-class progress since the last inspection in 2000. It gives very good value for money.

### Table of grades awarded

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

7. The findings of the inspection team were not in line with six of the judgments made by the school in its self-evaluation report because the school was consistently very cautious in judging the quality of its work.

### Areas of Learning For The Under-fives

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

8. The quality of educational provision for the under-fives is, taken overall, appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Reception children make good progress in the key skills of speaking, listening, reading, writing, numeracy and information

and communications technology (ICT). They also make good progress in their personal, social and creative development.

### Grades for standards in subjects inspected

9. In key stages 1 and 2 standards of achievement are usually high and often outstanding in all the subjects inspected.

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 1	Grade 1
Mathematics	Grade 2	Grade 1
Information Technology	Grade 1	Grade 1
Art	Grade 1	Grade 1
Physical Education	Grade 1	Grade 1

10. The standards achieved in the work seen were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
37%	59%	4%	0%	0%

11. In 96 per cent of lessons standards are at least good with no important shortcomings. This compares well with national standards which are 76 per cent at least good<sup>1</sup>. Standards in 37 per cent of pupils' work have outstanding features, as opposed to 13 per cent nationally. These are high figures, well above the current national target of 50%, and the target for 2007 of 65%, of standards to be graded 1 or 2. They also show that there has been a substantial improvement in standards since the last inspection, particularly in English, mathematics, art, information technology and physical education.
12. Pupils, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.
13. Learners progress well in their personal, moral, social and wider development. They make at least good and often outstanding progress in developing their personal and social skills. Learning experiences promote pupils' social, moral, spiritual and cultural development well. As a result, pupils have a clear sense of ownership and responsibility to the school, its environment, their community and the wider world. The school has a strong sense of "family" and its ethos encourages pupils to care for individuals and to appreciate other people's values.
14. Pupils' standards and progress in speaking and listening are outstanding in key stages 1 and 2. Standards in reading and writing across the curriculum are also grade 1 in both key stages and the writing of a minority of older pupils displays some outstanding features. Standards in the use of numeracy are grade 2 in key stage 1 and outstanding in key stage 2. Pupils achieve highly in the use of

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<sup>1</sup> The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004-2005

ICT throughout the school but standards in the use of incidental Welsh have some shortcomings.

15. Pupils achieve well, when collaborating on creative and problem-solving activities. They take the initiative, make hypotheses and deductions and explore ideas creatively. Their ability to do these things is linked strongly to innovative and challenging teaching.
16. Analysis of the school's results in national tests is cautious, because the number of pupils entered for assessment is usually small and fluctuates from year to year. Cohorts differ in their abilities and numbers are invariably well below the national average. This means that one pupil's attainment is a far higher percentage of the total than is the case normally and can make results appear to vary widely.
17. The school maintains, and inspection evidence confirms, that pupils regularly achieve highly over time. By the end of Year 6 many exceed the national test levels which their teachers predicted they would attain. High standards have been maintained for the last six years in national tests. This shows that the school adds much value to pupils' educational achievements.
18. Many pupils enjoy being in school. Pupils' behaviour and their attitudes to learning are outstanding features of school life and make a significant contribution towards the good standards they achieve.
19. Attendance during the last three terms averaged 95.2 per cent, comparing well with local and national averages. Unauthorised absence is low.

### **The quality of education**

20. The overall quality of teaching is good with outstanding features. In the 22 lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
37%	59%	4%	0%	0%

21. Teaching shows at least good features with no important shortcomings in 96 per cent of lessons, comparing well nationally where teaching is at least good in 79 per cent of lessons<sup>2</sup>. Within this proportion, 37 per cent has outstanding features, as opposed to 18 per cent nationally. This is well in excess of the current national target of 50 per cent of teaching to be graded 1 or 2.
22. The outstanding features of teaching include:
  - excellent working relationships between teachers and pupils that promote a high quality ethos in lessons;

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<sup>2</sup> The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004-2005

- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
  - the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.
23. Teachers keep comprehensive records of pupils' achievements including baseline assessments and performance in national tests and other standardised assessments. The school uses this information to set targets for pupils and to identify those who need additional support. The school does not have portfolios of assessed work in a number of foundation subjects.
24. Teachers respond very well to pupils' learning needs and provide them with equal access to a rich, broad, balanced and interesting curriculum. They plan for Y Cwricwlwm Cymreig carefully in all subjects and look constantly for opportunities to promote the culture and heritage of Wales. Learning experiences promote pupils' spiritual, moral, social and cultural development very effectively. There is an outstanding number of extra-curricular clubs. Pupils enjoy them and many attend them often. The school has strong and effective partnerships with parents and the community, who are very supportive of its work.
25. The quality of provision for pupils with special educational needs (SEN) is good with outstanding features. The identification, assessment and provision for pupils with SEN are comprehensive

### **Leadership and management**

26. The overall quality of leadership and management is good with outstanding features. A significant improvement has been achieved in the time since the last inspection. The chief features of leadership include:
- the outstanding leadership provided by the headteacher;
  - the good leadership of subject coordinators;
  - the good quality of governance provided by the governing body;
  - the active inclusion of pupils in leadership through regular meetings of the school council; and
  - the thoroughness of self-evaluation.
27. The headteacher gives a clear sense of direction to the school's work and shares with other teachers, pupils and parents a commitment to improvement. The responsibilities of leadership, however, are not shared widely enough between the headteacher and his colleagues. As was the case at the time of the last inspection, too many aspects of leadership remain with the headteacher and too few are delegated to others. In some subjects, co-ordinators are at an early stage in monitoring and evaluating teaching across the school.
28. The GB is well informed and very supportive of the school. Governors appreciate and value the vital contribution the school makes to its community. A

number of governors are actively involved in the daily life and work of the school. The self evaluation process is outstandingly inclusive of all the school's stakeholders and the self evaluation report is thorough and incisive. The quality of planning for improvement is outstanding as shown by the school's excellent improvement since its last inspection.

29. Governors meet regularly throughout the school year and fulfil most regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are monitored and reviewed on a regular basis. However, attendance registers are sometimes completed inconsistently and the school prospectus has a number of minor omissions and does not fully meet legal requirements.

## Recommendations

In order to improve the school's quality further, the headteacher, governors and staff now need to:

- R1** raise standards further in the incidental use of Welsh;
- R2** share more broadly the responsibilities of leadership and management between all the school's stakeholders;<sup>3</sup>
- R3** develop further the programme of monitoring and evaluation of teaching and standards by teachers other than the headteacher;<sup>4</sup>
- R4** extend the assessment system further to include portfolios of assessed work in all subjects; and
- R5** ensure that attendance registers and the school prospectus meet all recommendations and legal requirements.

*NB. The GB 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.*

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<sup>3</sup> This is similar to a recommendation in the last inspection and although some responsibilities have been delegated, too many still rest with the headteacher.

<sup>4</sup> Recommendations 3, 4 and 5 have been identified as priorities for action in the school's self-evaluation report.

## Standards

### Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

30. Standards of achievement are usually high and often outstanding. The findings of the inspection team differ from the school in its self-evaluation report in that the school judged this key question as grade 2, underestimating the standards pupils achieve. The standards achieved in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	59%	4%	0%	0%

31. In 96 per cent of lessons standards are at least good with no important shortcomings (Grades 1 and 2). This compares well with national standards which are 76 per cent at least good<sup>5</sup> (at least Grade 2). Standards in 37 per cent of pupils' work have outstanding features, as opposed to 13 per cent nationally. These are high figures, well above the current national target of 50%, and the target for 2007 of 65% of standards to be graded 1 or 2. They also show that there has been a substantial improvement in standards since the last inspection, particularly in English, mathematics, art, information technology and physical education.

### Areas of Learning For The Under-fives

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

32. The quality of educational provision for the under-fives, taken overall, is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Reception children make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They also make good progress in their personal, social and creative development.

### Grades for standards in subjects inspected

33. In key stage 1 and key stage 2, standards of achievement in the six subjects inspected are as follows:

<sup>5</sup> The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004-2005

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 1	Grade 1
Mathematics	Grade 2	Grade 1
Information Technology	Grade 1	Grade 1
Art	Grade 1	Grade 1
Physical Education	Grade 1	Grade 1

34. Pupils, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.
35. Pupils' standards and progress in speaking and listening are outstanding in key stages 1 and 2. Standards in reading and writing across the curriculum are also grade 1 in both key stages; the writing of a minority of older pupils displays some outstanding features and they use a wide and well-informed vocabulary. Standards in the use of numeracy are grade 2 in key stage 1 and outstanding in key stage 2. Pupils achieve highly in the use of ICT throughout the school but standards in the use of incidental Welsh have some shortcomings.
36. Pupils achieve well, when collaborating on creative and problem-solving activities. They take the initiative, make hypotheses and deductions, and explore ideas creatively. Their ability to do these things is linked strongly to innovative and challenging teaching.
37. The school maintains, and inspection evidence confirms, that pupils regularly achieve highly over time. By the end of Year 6 many exceed the national test levels which their teachers predicted they would attain. High standards have been maintained for the last six years in national tests. This shows that the school adds much value to pupils' educational achievements.
38. Statistical analysis of the school's results in national tests is cautious because the number of pupils entered for assessment is usually small and fluctuates from year to year, cohorts differ in their abilities and numbers are invariably well below the national average. This means that one pupil's attainments is a far higher percentage of the total than is the case normally and this can make results appear to vary widely.
39. In 2005 in key stage 1, the school's results were above national averages in English, below average in mathematics and slightly below national results in science. The proportion attaining level 3 was well above average in English, but below average in mathematics and science. The school's results were below those of most similar schools nationally for pupils attaining at least Level 2 in English, mathematics and science collectively.
40. In 2005 in key stage 2 the proportion of pupils who achieved at least Level 4 in English, mathematics and science, was above the national average but below that of many similar schools nationally. The proportion that attained the higher Level 5 was higher than the national average in English and science and double

the national average in mathematics. These variable attainments can be attributed to the small size and nature of the cohorts and do not reflect the trends over time, which show that high standards are usually maintained from year to year.

41. The key stage 2 collective results for pupils who achieved at least Level 4 in all three core subjects were well above national averages but below the average achieved by pupils in similar schools nationally.
42. The above data, when combined with inspection evidence, shows that pupils make very good progress through the school and achieve highly not just in English, mathematics and science but also in many other subjects. However, standards in the use of incidental Welsh have some good features but also some shortcomings.
43. Children aged under five make good progress in learning. Many pupils in key stage 1 and key stage 2 make excellent progress because they respond well to the high quality teaching they receive. They speak confidently of the progress they feel they make.
44. Pupils with SEN, and those who are more able, make rapid progress in fulfilling their potential and moving on to the next stage of learning.

#### **The development of personal, social and learning skills**

45. Many pupils enjoy being in school. Their behaviour and their attitudes to learning are outstanding features of school life and make a significant contribution towards the good standards they achieve. All staff have high expectations of pupils' behaviour and pupils, in turn, are fully aware of what is expected and respond positively to the consistency of approach. They also demonstrate a mature and responsible attitude as individuals and are respectful of all members of the school community.
46. Pupils understand the school rules and the values the school promotes. Teachers are very good role models and address any inappropriate behaviour at an early stage. No incidents of bullying or harassment were observed during the inspection and pupils and parents say that such incidents are rare, but if they happen, staff deal with them promptly and effectively. There have been no exclusions in the last 12 months.
47. Attendance during the last three terms averaged 95.2 per cent, comparing well with local averages. It is higher than the national average of 93.4 per cent. Unauthorised absence is low. Registers are called promptly at the beginning of the morning and afternoon sessions. Most pupils are brought to school by a reliable and punctual bus service, thus with very few exceptions they arrive on time. Lessons throughout the day begin promptly.
48. Pupils' show interest and positive attitudes towards work and their ability to concentrate is frequently outstanding. They work productively and use their time effectively. When required, they work co-operatively and demonstrate well-

developed problem-solving skills. Their creative skills are also very well developed, as can be seen in high quality work in literacy, art and internet website design.

49. Learners progress well in their personal, moral, social and wider development. Their progress is often good and sometimes outstanding in the development of personal and social skills. All are fully involved in the life and work of the school and through the school council, participate in decision-making. They show respect and concern for others. They are confident in sharing their views openly and they listen carefully to others.
50. Pupils develop a mature approach to life in school and the wider community. They have a good understanding of equal opportunities issues and this is borne out in practice. School assemblies and visitors to the school help them develop an understanding and respect for the diversity of beliefs, attitudes and cultural traditions within modern society.
51. Pupils are prepared for effective participation in the workplace and the community through good personal and social education (PSE) as well as by visiting places of interest and involvement in community projects. They raise considerable funds for local and national causes. They benefit from educational visits, such as a visit to a local picture framing company. This provides a good insight into the demands of running a small business.
52. Pupils develop an understanding of their community and how it has changed over the years. Parents and members of the community are invited to share their enjoyment with celebrations such as St David's Day, harvest festival and Christmas services. The school sports day and summer fete are popular and well attended. Children often represent the school at other local and regional shows.
53. Visitors, such as the community police officer and road safety representatives, talk to children and help develop their safety awareness. Artisans such as potters, weavers and artists come in to work with children and help broaden their learning experiences. Some pupils have been involved to good effect in a boat-building project with a local artist.

## The quality of education and training

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

Grade 1: Good with outstanding features

54. The overall quality of teaching is good with outstanding features. The findings of the inspection team differ from the school in its self-evaluation report in that the school judged this as grade 2, and underestimated the quality of its teaching.

55. In the 22 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	59%	4%	0%	0%

56. Teaching shows at least good features with no important shortcomings in 96 per cent of lessons, comparing well nationally where teaching is at least good in 79 per cent of lessons<sup>6</sup>. Within this proportion, 37 per cent has outstanding features, as opposed to 18 per cent nationally. This is well in excess of the current national target of 50 per cent to be graded 1 or 2.

57. The outstanding features of teaching include:

- excellent working relationships between teachers and pupils that promote a high quality ethos in lessons;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

58. Teachers work in very good partnerships with part-time teachers and classroom assistants, including those with Nursery Nurse Education Board (NNEB) accreditation, to provide interesting sessions.

59. Teachers stimulate and challenge pupils of all abilities well. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. They intervene sensitively to support and encourage pupils in their work.

60. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour and effort in classrooms in a positive way. This has an excellent effect on attitudes to learning.

<sup>6</sup> The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004-2005.

61. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They demonstrate enthusiasm in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. They use questions skilfully to gauge pupils' knowledge and understanding.
62. Many lessons are planned well and have a clear structure and purpose. Teachers share objectives with pupils at the beginning and revisit them towards the end of lessons to monitor progress. Plenary sessions are of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.
63. Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They provide good opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
64. Pupils with SEN play a full part in learning. They are supported well by their teachers and classroom assistants. Arrangements for organising pupils with SEN are very effective. These ensure that they follow the National Curriculum (NC) closely and are fully included.
65. Teachers' use of the school's interactive whiteboards has a very good impact on teaching and learning. Pupils' progress in ICT in key stage 1 and key stage 2 is significantly enhanced in many subjects when teachers present custom-designed lessons using an interactive whiteboard as an integral part of their teaching. Many concepts are made easy to understand in a clear and compelling way through this innovative use of state-of-the-art technology.
66. Teachers support pupils in their problem solving by using consistent and appropriate strategies. They effectively support the development of pupils' independent, research skills, and help them apply these regularly in a range of contexts. They have a good understanding of the requirements and guidance of Estyn and ACCAC for cross-curricular aspects of study such as key skills.
67. Where teaching has some shortcomings, teachers do not make lessons aims and objectives clear enough from the start.

### **The quality of assessment recording and reporting**

68. The outstanding features of assessment include:
  - A comprehensive whole-school system to monitor pupils' progress.
  - Assessment used effectively to inform planning and target setting.
  - Assessment of pupils with SEN being well organised and effective.
  - Teachers' marking which informs pupils how they can improve.
  - Annual reports of excellent quality.

69. Teachers keep comprehensive records of pupils' achievements, including baseline assessments and performance in national tests and other standardised assessments. The school uses this range of information to set targets for pupils and to identify those who need additional support. Although the school does not have portfolios of assessed work in a number of foundation subjects, those in existence, such as for key stage 1 investigative mathematics, not only assess work, but also give colleagues insight into what pupils achieve. The school is considering the value of including portfolios of work on its very effective website ([www.llanbister.powys.sch.uk](http://www.llanbister.powys.sch.uk)).
70. The information from assessment is used effectively to promote higher standards. Teachers continually share information about pupils' progress and achievements. Results from tests and end-of-key-stage assessments are analysed and these are used well to inform what is taught next.
71. Teachers set targets in English and mathematics for individual pupils to aspire to. They are written in purposeful and clear language, and pupils refer to them often.
72. Teachers mark work regularly and offer pupils very helpful and constructive feedback during lessons. Pupils are given time to read written comments and to reflect and evaluate their own work.
73. Teachers' records provide a full picture of pupils' academic and social achievements and can easily demonstrate the progress being made. Teachers know their pupils very well and this is an outstanding feature.
74. Annual reports to parents are informative summaries of pupils' achievements and parents have formal and informal opportunities to discuss their child's progress. Statutory requirements are met in full.

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

Grade 1: Good with outstanding features
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75. The findings of the inspection team differ from the school in its self-evaluation report in that the school judged this key question as grade 2, underestimating the quality of learning experiences offered.

**The extent to which learning experiences meet learners' needs and interests.**

76. The school responds very well to pupils' learning needs and provides them with equal access to a rich, broad, balanced and interesting curriculum. Planning carefully ensures continuity and progress in learning across key stages and within mixed age classes. Pupils' learning experiences meet legal and course requirements in full.

77. Teachers plan well to promote key skills in lessons and this is a very good feature. Much emphasis is placed on developing pupils' communication, problem solving and ICT skills. Provision for bilingualism is, however, underdeveloped.
78. The planning for SEN is a very strong feature of provision. This helps ensure that the learning needs of all pupils, including those with SEN and those who are gifted and talented are fully met.
79. There is an outstanding number of extra-curricular clubs. Pupils enjoy them and many attend them often. They appreciate the sports, such as Dragon sports hockey where they learn specific skills and tactics. An ex-pupil who is now in the sixth form of the receiving secondary school runs this club very well. This is an outstanding feature.
80. The school plans good educational visits to enhance pupils' understanding and to make learning very exciting. The range of visits is impressive. Pupils recall visiting 'Technique Venture', for example, with great enthusiasm.
81. Learning experiences promote pupils' spiritual, moral, social and cultural development very effectively. As a result, pupils have a clear sense of ownership and responsibility for the school, its environment, their community and the wider world. The school has a very strong sense of "family" and its ethos encourages pupils to care for individuals and to appreciate other people's values.
82. Assemblies and subjects such as art and science provide excellent opportunities for pupils to develop spiritually. Collective worship makes a very good contribution to their understanding of moral issues and helps them to grasp the principles of truth and justice.
83. The school endeavours to lay the foundations of lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic to the needs of others. Qualities such as kindness, truthfulness and forgiveness are developed through circle time discussions and assemblies. Pupil-councillors undertake special responsibilities such as monitoring behaviour in and around the school at breaktimes. Younger pupils willingly undertake tasks to help their teachers.
84. The school promotes and encourages healthy eating and fosters much respect for the environment. As a result, pupils have a good understanding of the impact of greenhouse gases and the dangers of global warming. Teachers promote pupils' understanding and awareness of sustainable development and global citizenship carefully in many lessons. Pupils develop environmental awareness through conservation schemes such as waste reduction and recycling. They collect waste paper, plastics and ink cartridges for reprocessing. The school has a small garden and compost bin. Two school councillors are 'recycling officers' who promote the environmental benefits of proper waste disposal and energy saving.

85. Teachers plan for y cwricwlwm Cymreig carefully in all subjects and look constantly for opportunities to promote the culture and heritage of Wales. For example, in upper key stage 2, pupils study images of Dylan Thomas's Boat House before writing about his character.
86. The policy for PSE closely follows ACCAC and Estyn guidance and provides pupils with a wide range of learning opportunities. The local police officer makes a very good contribution to the delivery of aspects such as sex education and drug abuse and issues are handled very sensitively.
87. The school has strong and effective partnerships with parents and many other members of the community, who are very supportive of its work. Parents are encouraged to take part in school activities and regularly assist with clubs, sport and educational visits. Teachers inform them well of their children's progress through regular newsletters and the award-winning school website. Excellent newsletters are also distributed to the local community. All parents have signed the home-school agreement. Responses to pre-inspection questionnaires shows parents have a high level of satisfaction with the information provided by the school. Pupils benefit from an active fundraising association which is successful in raising significant sums to help provide additional facilities and resources. Homework is planned carefully to promote the educational partnership between home and school.
88. Community links are strong. Pupils have interviewed elderly folk to understand first hand about the Llanbister of yesteryear. Younger children learn how the local community is linked together by visiting the shop, the church and other buildings. Older pupils travel further afield and make comparisons with their own and other communities.
89. Arrangements for the transfer of Year 6 pupils to Llandrindod Wells High School are good. An induction week provides them with the opportunity to experience life there. Many in Y6 confirmed to inspectors that they look forward eagerly to transferring to secondary school.
90. An outstanding feature of the school is its commitment to equality of opportunity and access to all school activities regardless of background or circumstance. Pupils confirm that, whatever the occasion, be it games, clubs or other extra curricular activities, such as visits, all are encouraged to take part.
91. Pupils' entrepreneurial skills are promoted well through various activities. From the early years onwards, children "buy and sell" through role play in the classroom shop and begin to understand coinage and value. Older pupils have designed and developed the school's award-winning school website which incorporates many aspects of their work, including illustrations of activities and animated graphic features. They have set up a recording studio and produced their own compact discs, with self-designed covers, which they have marketed to the community. Llanbister, together with other schools in its cluster, has been involved with local and national media companies, and has been featured in films made for television.

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

Grade 1: Good with outstanding features
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92. The findings of the inspection team match the school's grade in its self-evaluation report.

#### **The quality of care, support and guidance**

93. Overall, the quality of care, support and guidance is good with outstanding features. Teachers give pastoral care a high priority and pupils, in turn, feel safe and secure whilst in school. Good procedures are in place to support their academic progress, social development and personal welfare. Staff know their pupils well and are sensitive to their needs. All benefit from the school's determination to include them fully in both its academic and social life.

94. Teachers have established successful approaches to help new pupils settle in quickly to school. New entrants, regardless of their age on entry, adjust well to being there. They enjoy coming to school. The school makes effective use of the support services that are available and uses education welfare services effectively.

95. The school maintains a strong partnership with parents and carers in caring for, supporting and guiding their children. Formal parent/teacher meetings are arranged during the autumn and summer terms and at other times by arrangement. Parents have much informal contact with the school daily.

96. In the pre-inspection questionnaire, parents agree the school gives a clear understanding of what is taught and are pleased with their children's work and progress.

97. Attendance and punctuality are carefully monitored. Attendance registers are neatly maintained, but absence codes are sometimes applied inconsistently. Most parents co-operate by informing the school if their child is unable to attend. The Education Welfare Officer (EWO) is on call and investigates absences which cause concern, should there be any.

98. Pupils' behaviour is monitored very closely. The school operates a positive behaviour policy based on the principle of clear, explicit and descriptive praise. Pupils understand what is expected of them. Merit assemblies reward those who have displayed outstanding behaviour. Where pupils fail to observe the behavioural code, the teacher or supervisor will follow consistent procedures.

99. The school's provision for the healthy development, safety and well-being of all pupils is good. Staff are trained in first aid and there are good procedures in place to meet the needs of pupils who are unwell or who have an accident. Pupils' contact details are regularly reviewed and updated.

100. Safety checks are carried out on all electrical appliances and fire safety equipment. Fire drills are carried out each term. Health and safety audits are conducted and risk assessments are undertaken before educational visits occur.
101. The procedures for child protection are well documented and understood by all teaching and non-teaching staff. The headteacher is the nominated child protection officer and he ensures that staff are vigilant in recognising the signs that a child may need extra protection.

### **The quality of provision for pupils with special or additional educational needs**

102. The quality of provision for pupils with SEN is good with outstanding features. The identification and assessment procedures are comprehensive and closely reflect the guidance of the SEN Code of Practice for Wales, which is understood well by staff who implement it effectively.
103. The SEN register is a well organised, working document with pupils added to or removed from it as their needs are identified or sufficient progress has been made.
104. Teachers, including the SEN teacher and the nursery nurse, work well with the SEN co-ordinator to identify pupils' needs. These assessments result in very good individual educational plans (IEPs). This ensures that there is high quality in the provision for SEN across the school and it is an outstanding feature.
105. IEPs contain manageable individual targets for all pupils with SEN. The school keeps parents fully informed of progress. Pupils are withdrawn for additional support by the SEN teacher. They thoroughly enjoy the individual attention and flourish during these times.
106. The school works very well with outside agencies in meeting specific needs. There are no pupils with physical disabilities at present, however, there is no disability action plan to identify any key issues that need to be addressed.

### **The quality of provision for equal opportunities**

107. The school recognises the diversity of children's backgrounds and all pupils are treated equally, with dignity and respect. Policies are monitored and reviewed regularly.
108. Pupils have equal opportunities to participate in all school activities appropriate to their age or year group. For example, both boys and girls are members of a range of sporting activities and out of school clubs.
109. Pupils' understanding of the diversity of race and the necessity for good race relations in a modern, multi-cultural society are incorporated into the personal and social element of the school's curriculum. Given the circumstance of location and population, the school is effective in promoting good race relations.

110. The school has good measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report immediately incidents of bullying or discrimination of any sort. The school has in place effective measures for dealing with such incidents, involving parents when appropriate, but these measures rarely have to be invoked.

111. The school is aware of the statutory requirements regarding provision for disabled pupils and adults and has suitable accessibility arrangements such as ramps and special toilets in place. At any time a disabled learner would receive equal access to the curriculum.

## Leadership and management

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

Grade 1: Good with outstanding features

112. The overall quality of leadership and management is good with outstanding features and shows that a significant improvement has been achieved since the last inspection. The findings of the inspection team differ from the school in its self-evaluation report in that the school judged this key question as grade 2, underestimating the high quality of its leadership.

113. The chief features of leadership include:

- the outstanding leadership provided by the headteacher;
- the good leadership of subject coordinators;
- the good quality of governance provided by the GB; and
- the active inclusion of pupils in leadership through regular meetings of the school council;

### How well leaders and managers provide clear direction and promote high standards

114. The quality of leadership provided by the headteacher is outstanding. He has successfully led the school through a period of change and improvement. His management is inclusive, sensitive, innovative and dedicated. He retains the loyalty and respect of governors, staff and pupils alike. He has succeeded in building and retaining a team which has a high morale, which is reflected in the excellent attitudes of pupils. The headteacher provides a first-class role model for high quality teaching.

115. The headteacher gives a clear sense of direction to the school's work and shares with other teachers, pupils and parents a commitment to improvement. The responsibilities of leadership, however, are not shared widely enough between the headteacher and his colleagues. As was the case at the time of the last inspection, too many aspects of leadership remain with the headteacher and too few are delegated to others.

116. The organisation of a functioning school council helps pupils gain a very good understanding of citizenship as well as leadership. Senior managers support student-teachers very well and induction procedures are good. The school takes very good account of national priorities, local partnerships and cluster arrangements.
117. The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving educational priorities.
118. The quality of subject co-ordination is good and shows a significant improvement since the last inspection. The good work of subject co-ordinators is reflected in the very good standards pupils achieve. Subject co-ordinators have been closely involved in policy-making and have designed and implemented good schemes of work. However, in some subjects, co-ordinators are at an early stage in monitoring and evaluating teaching across the school.

### **How well governors meet their responsibilities**

119. The GB is well informed and very supportive of the school. Governors know the local community well and appreciate and value the vital contribution the school makes to it. A number of governors are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors understand their responsibilities and are well placed to help the school in its strategic planning.
120. There is a good, business-like dialogue between the GB and the school's staff, parents and pupils. Governors bring to their work a wide and valuable range of practical and professional skills. They share a good understanding of the school's strengths and shortcomings.
121. The headteacher and his colleagues provide the GB with regular, comprehensive reports on the curriculum and pupils' progress. This, together with visits to the school, enables governors to have appropriate insight into the quality of provision.
122. Governors have a good oversight of the budget and supervise expenditure well. Decisions on spending are closely linked to the priorities identified in the school development plan (SDP) and governors make every effort to obtain best value for money.
123. Governors meet regularly throughout the school year and fulfil most regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are monitored and reviewed on a regular basis. However, attendance registers are sometimes completed inconsistently and the school prospectus has a number of minor omissions and does not fully meet legal requirements.

124. Overall the school provides very good value for money.

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

Grade 1: Good with outstanding features
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125. The findings of the inspection team do not match those of the school in its self-evaluation report because the school was consistently very cautious in judging the quality of its outcomes.

**How effectively the provider's performance is monitored and evaluated**

126. The self evaluation process is outstandingly inclusive of all the school's stakeholders and the self evaluation report is thorough and incisive.

127. This is a much-improved school. It is completely committed to improving standards, and has successfully developed good self-evaluation procedures. These are instrumental in the first-class progress it has made since its last inspection.

128. The findings of the inspection team were not in line with six of the judgments made by the school in its self-evaluation report because the school was consistently very cautious about the quality of its work. The self-evaluation report is very honest and thorough and all governors and staff were involved in its development. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. All the school's stakeholders are closely involved. Parents are invited to contribute their views through questionnaires and interviews. Pupils are often given opportunities to make their views known, either through their representative on the school council or via suggestion boxes.

**The effectiveness of planning for improvement**

129. The quality of planning for improvement is outstanding as shown by the school's excellent improvement since its last inspection. The school assesses and shares its strengths and addresses its areas for development through a clear SDP. This notes the school's needs and responsibilities well; financial implications and timescales being stated clearly. It is a useful working document with specific, measurable success criteria. The headteacher and GB ensure that very good resources are provided to achieve key targets. Class teachers and support staff are closely involved in planning for improvement and their views are considered carefully.

130. The headteacher monitors teaching carefully and has an accurate picture of the staff's strengths and areas for improvement. The school has put in place a very good system which ensures that pupils get good specialist teaching in important areas, whilst teachers get appropriate time for planning, preparation and

assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards further.

131. Subject co-ordinators share information about pupils' achievements in their subjects but do not use portfolios of pupils' work enough to evaluate standards.
132. The school has responded positively to the key issues identified in the last inspection report. Since the last inspection many improvements have been made. The quality of teaching and the curriculum are now often excellent, the overall standards pupils achieve are often outstandingly good, and the quality of leadership and management has outstanding features.

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

Grade 1: Good with outstanding features
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133. The quality of staffing, learning resources and accommodation is good with outstanding features. The findings of the inspection team differ from the school in its self-evaluation report in that the school judged this key question as grade 2 and underestimated its resources and its efficiency.

#### **The adequacy and use made of staff, learning resources and accommodation**

134. The school is well resourced with a hard working, dedicated and well-qualified team of educational professionals. The only full-time teacher is the head teacher; other staff work on a part-time basis. They work together seamlessly and pupils benefit greatly from their expertise.
135. The relatively small numbers of pupils plus the low adult:pupil ratio ensures all individuals receive high levels of support. This is an outstanding feature.
136. Teachers show a strong commitment to continuing their professional development. This has had a good influence on developments in information technology and physical education. In particular, staff development is clearly identified through performance management and is prioritised in the SDP.
137. The headteacher has the leading responsibility for almost half of the curriculum subjects, and for key aspects, such as assessment. This is a heavy workload to maintain in addition to the responsibilities of headship and virtually full-time class teaching.
138. All teachers have responsibility for the co-ordination of at least one subject, which they undertake with enthusiasm and commitment. The nursery nurse plays a full part in supporting the early years co-ordinator and the SEN teacher is invaluable in sharing her expertise with the SEN co-ordinator.
139. The secretary makes a very effective contribution to the school's smooth running but is only employed for one day a week. The midday staff and school cook make a most valuable contribution to school life. Pupils confirm that the quality

of lunches is excellent and they look forward to their midday meals. The school is spotlessly clean, brass fingerplates shine and the toilets are well maintained.

140. The school is very well equipped and many resources are of excellent quality. Teachers supplement commercial resources by producing their own materials. There has been a significant investment in information technology and interactive whiteboards. The school also invests well in equipment and resources for practical and creative work. Spending has ensured teachers have high quality materials to deliver a rich curriculum.
141. The school buildings and playground are very well maintained and secure. They accommodate well the number of pupils on roll. The school uses an outstanding community hall well to teach physical education, sports, and to house concerts and assemblies. Pupils value this amenity. There is, however, no external grassed area. The school overcomes this by taking pupils into Llandrindod Wells to play competitive games.
142. The way that teachers display pupils' work imaginatively and to very good effect ensures that classrooms are stimulating and exciting places in which to work and learn.

**How effectively and efficiently resources are deployed to achieve value for money?**

143. The school utilises its resources very effectively and spending decisions are matched well to its priorities.
144. The quality and quantity of resources for the teaching of children aged under five and for the subjects inspected are very good. In particular, pupils' standards in ICT have risen dramatically and the resources in physical education have broadened teachers' awareness of what is possible. This contributes significantly to raising standards of achievement.
145. The school prudently manages its budget and the headteacher seeks out extra funding and inventive resources very energetically. These measures have been successful in ensuring that the teacher:pupil ratio is low and the school is well-resourced. This is an outstanding feature.

## **Standards achieved in subjects and areas of learning**

### **The Under Fives**

146. The overall quality of educational provision for the under fives, taken overall, is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. The attainment of many children on entry to the school's Reception class is slightly above the LEA average in most areas.

#### **Language, literacy and communication**

Grade 2: Good features and no important shortcomings.

##### **Good features**

147. Reception children listen attentively and are confident speakers using sentences and questions correctly. Children engage adults in lively conversations about their home life and interests. They enjoy stories and show a great interest in books. Some have already started to read. All enjoy taking home books to read with their parents, who take their roles seriously and write appropriate comments in the home-school books. Children enjoy writing their names; they have good hand control and correct pencil grip.

#### **Personal and social development**

Grade 2: Good features and no important shortcomings.

##### **Good features**

148. Reception children interact well with their peers and older pupils in their class. They know how to share equipment and respect the classroom resources. At clear-away time they take a full part, for example, in making sure all the jigsaw pieces are put back and water aprons are hung up. They show care and concern when they visit the school's pet cockerel and hen in their outside garden. They display mature behaviour and carefully follow out teachers' and nursery nurses' instructions. No child during the inspection had to be spoken to twice, and this was outstanding.

#### **Mathematical development**

Grade 2: Good features and no important shortcomings.

##### **Good features**

149. Children confidently use money in the role play shop, buying and selling fruit. They match and sort coins and build up amounts to ten pence. All can count to 20 and some can add amounts. They make reasonable guesses when ordering fruits by weight, knowing that the pineapple is the heaviest. The activities prepared motivate children to be keen and enthusiastic in their learning.

## **Knowledge and understanding of the world**

Grade 2: Good features and no important shortcomings.

### **Good features**

150. Children know when planting seeds that the plants need water to flourish. Each day they see how much their bean plants grow. They understand the need for hygiene and that eating fruit helps their bodies remain healthy. They respond well to simple Welsh phrases and use Welsh words, for example, when they discuss the weather. They have an increasing awareness of the world around them. They use a digital mouse and keyboard with confidence, displaying good control, and enjoy making shapes and pictures on the computer.

### **Physical development**

Grade 2: Good features and no important shortcomings.

### **Good features**

151. Children dress and undress themselves carefully and show a good awareness of space. Although not observed in lessons, in the playground they show they are agile and in control of their bodies as they run and play. In the dining hall they show how well they use cutlery and cut their food. In the classroom, they handle small resources like coins well.

### **Creative development**

Grade 2: Good features and no important shortcomings.

### **Good features**

152. Children sing a range of English and Welsh songs well. Some children are so happy during the school day, they sing to themselves as they work. Delightful creative artwork, such as about the whale that swallowed Jonah, help to make the classroom bright and friendly. They produce a collection of creative artwork to display and regularly make their own choices of artistic methods and materials.

### **Shortcomings**

153. There are no significant shortcomings.

<b>English</b>
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Key Stage 1: Grade 1	Good with outstanding features
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Key Stage 2: Grade 1	Good with outstanding features
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### **Outstanding features**

154. Some older pupils write stories of 40 pages in length which are of outstanding quality.
155. In discussions with inspectors pupils display an outstanding vocabulary.
156. Pupils in key stage 1 make very good progress in reading and writing as a result of the school's new approach to the teaching of phonics.
157. Pupils in key stage 2 have a very good understanding of the differences between direct and indirect speech. They are helped in this by writing improvisational scripts for school productions. They experience a wide range of literature and the school's drama productions include "Wind in the Willows", "Charlie and the Chocolate Factory" and Shakespeare's "The Tempest". The success of these events has enabled pupils to participate in a Film Club and make films for a television audience.

### **Good Features**

158. Pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other pupils. They listen carefully to stories, sequence events and retell stories using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.
159. Standards in reading in key stage 1 are very good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Most Year 1 pupils recognise full stops and capital letters. By the end of key stage 1, the more able pupils read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. Many pupils develop a good knowledge of the alphabetical order of letters.
160. Pupils in key stage 1, including those with SEN, make good progress from emergent to independent writing. By the end of key stage 1 a few write creatively using some of the key features of narrative.
161. Year 2 pupils suggest good, creative ideas for the endings to stories read aloud to the class. A few more able key stage 1 pupils write at length. Their writing is well organised and they plan and revise their work well.

162. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make good progress in speaking for different purposes and audiences and collaborate effectively in discussions.
163. Pupils in key stage 2, including those with SEN, read aloud well. Many make good progress. They ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim and scan the pages to find the answers to their questions and use dictionaries and thesauruses to find the meaning of unfamiliar words. Most have a good understanding of the basic skills in reading, and develop strategies to deal with unfamiliar words. They discuss plot and character well. Most older pupils identify types of words such as nouns or verbs.
164. Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand figures of speech and they use them aptly. Pupils with SEN make rapid progress because of the support they get from specialist teachers and assistants, both in mainstream as well as in withdrawal groups.
165. By Year 6, pupils' skills in reading are often very good and they have a number of favourite authors. They are confident in discussing plot and character and have benefited greatly from visits to the school by authors, singers and poets. More able readers read with expression, using different voices for different characters.
166. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Many make good use of the school and local libraries.
167. Most in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed. They understand terms such as the blurb, contents, index and glossary, and recognise that these are guides to finding information.
168. Key stage 2 pupils with SEN and those of below-average ability have a good understanding of language terminology and use phonic strategies well to read unfamiliar words.
169. Pupils in upper key stage 2 write well, sometimes achieving outstanding results. Their work shows a command of the characteristics of creative, poetic, persuasive and informational writing. Their creative writing can be moving to read and they have a very good understanding of how to write for different audiences. Many understand how to use punctuation and develop a good vocabulary.

170. Generally, the work of more able pupils is excellent, showing very good use of adjectives, neat sentence construction and good punctuation. They come up with accurate and perceptive words tellingly.

171. When teachers use an interactive whiteboard for literacy lessons with relevant text and images, it has an extremely positive impact upon pupils' understanding. Older pupils in key stage 2 use computers skilfully for word-processing their stories and poems and combine suitable images and text well.

### **Shortcomings**

172. There are no significant shortcomings.

<b>Mathematics</b>
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Key Stage 1: Grade 2	Good and no important shortcomings
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Key Stage 2: Grade 1	Good with outstanding features
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### **Outstanding features**

173. By Year 6, pupils' skills are very good in all aspects of mathematics. Some pupils' understanding and use of mathematics is exceptional.

174. Pupils are confident in using co-ordinates and quadrants when using LOGO. Their recall of key facts on LOGO procedures is exceptional. Their working knowledge of LOGO commands such as 'set xy' is very high. In this, they are about two years above the average. They are most confident in use of information technology to accentuate their mathematical skills.

### **Good Features**

175. Pupils throughout key stage 1 make good progress in developing their language skills, thinking skills and approaches to solving problems.

176. Pupils in key stage 1 listen attentively to explanations by teachers and other pupils. They make good progress in using techniques such as doubling numbers. They become confident in using these skills when calculating money.

177. Standards in investigative mathematics are very good and pupils enjoy the challenge. They understand how to move around a grid, giving instructions for a digital toy to go from one square to another or how to rotate from left to right.

178. Pupils, including those with SEN, make good progress in their mental mathematics confidently and accurately answering teachers' questions. They state how they reach their answer with correct mathematical language.

179. Year 6 pupils' mental strategies are well developed and they quickly and accurately work out the square root of 81 and 8,100.

180. Pupils in Key Stage 2 enjoy working in groups to solve problems. They write LOGO programs using the edit facility, which includes interactive variables. They also test and debug their programs and are rightly proud of their achievements.

181. The mathematical work is impressive. The teacher's flair is a motivating factor. His use of the interactive whiteboard has a very positive effect on pupils' understanding and progress.

### **Shortcomings**

182. There are no significant shortcomings.

<b>Information technology</b>
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Key Stage 1: Grade 1	Good with outstanding features
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Key Stage 2: Grade 1	Good with outstanding features
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### **Outstanding features**

183. Pupils make significant contributions to the school's outstanding website and it serves as an excellent link to inform parents of their children's achievements and to celebrate their work.

184. Pupils use computers very well to create their own musical compositions using advanced software that is usually used by pupils in secondary school music departments.

### **Good Features**

185. Pupils learn to use ICT to communicate and handle information, to a good degree, in a range of subjects. They occasionally use a digital camera well to record their work.

186. In key stage 1, pupils program a robotic toy to move backwards and forwards and make right-angled turns. They develop their understanding of mathematics as well as ICT through learning how to control this robot.

187. Pupils develop a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.

188. Pupils in key stage 1 develop pictograms from tallies they have made. They use the mouse, icons and the screen pointer competently. They draw themselves using electronic imaging software to replicate images in patterns to good effect. They have also developed skills in word-processing, creating and printing simple sentences.

189. Pupils with SEN make good progress with good support from teaching assistants. In Y2 they know that people communicate via the telephone or electronic mail as well as by writing. They are competent when highlighting blocks of text and change the colour, type and size of font carefully. They produce good quality posters.
190. In key stage 2, pupils research the internet for information about social or educational conditions in the past. They access appropriate sites on the Internet and some manipulate digital imagery skilfully.
191. Pupils can find appropriate files on a hard disk and can open and use them. They use computers well to support their research, for example, by using digital encyclopaedias on compact discs.
192. Pupils in key stage 2 improve their ICT capability in their word processed writing, for example, by using a range of fonts and styles of text in poetry and letters. They use computers to combine text and images of good quality. They manipulate sounds and explore simulations.
193. Pupils in key stage 2 can explain the meaning and purpose of different file commands such as edit and print. They can describe how to use the shift key to make a capital letter. They suggest appropriate names for different fields in setting up a file to store information about themselves.
194. Pupils write for different audiences using commercial software programs and develop images using repeating, complex commands in LOGO procedures. They also explore branching databases, collect and present information and model effects onscreen.
195. Older pupils have a very good understanding of how to use computers. They know, for example, how to format cells in a spreadsheet and how to use cell addresses in formulae. They use the Internet effectively to research and gather information for a range of subjects.

### **Shortcomings**

196. There are no significant shortcomings.

<b>Art</b>
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Key Stage 1: Grade 1	Good with outstanding features
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Key Stage 2: Grade 1	Good with outstanding features
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### **Outstanding features**

197. Pupils' artistic creations are generally of outstanding quality and adorn the walls throughout the school to very good effect.

198. Pupils in key stage 2 design and print high quality sleeves for compact discs of music they have written and recorded. Their creativity generally is of a high order.

### **Good Features**

199. Pupils generally are very enthusiastic in their approach to art and are excited by the work they do. They collaborate well and show appreciation of each other's work.

200. All pupils enjoy art and create vivid pictures and crafts in both key stages. They learn a wide range of different skills well and examples of their assessed work show good continuity and progression in their learning.

201. In key stage 1, pupils experiment with shade, tone and mix colours effectively, after initial group work using an interactive whiteboard. They show their work with pride and can explain their choices well. Younger pupils enjoy art very much. They are confident and daring when using paint, charcoal or pencil to create very imaginative images of trees.

202. Lower key stage 2 pupils work on textile designs using fabrics on a template. They explore equal opportunities issues in some depth.

203. Key stage 2 pupils learn the specific styles of artists who have painted in Wales, such as Turner, through the teacher's highly imaginative approach and the skilled use of the interactive whiteboard. Their paintings in the style of Turner capture the essence and spirit of his work. They have discovered how to create backgrounds in full before painting the detail of the foreground and this increases greatly the quality of perspective or depth in their finished paintings.

204. Pupils show good listening skills and then take part in lively discussions before creating their own paintings in the spirit of famous artists. They appraise their own and each other's work constructively. They show high levels of creativity and interpretation in their work.

205. Pupils in key stage 2 make, bake and display tiles and three-dimensional models of high quality.

206. Pupils' artwork shows that art makes a considerable contribution to their spiritual development.

### **Shortcomings**

207. There are no significant shortcomings.

<b>Physical education</b>
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Key Stage 1: Grade 1	Good with outstanding features
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Key Stage 2: Grade 1	Good with outstanding features
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### **Outstanding features**

208. Pupils achieve highly in competitive sports and games with other schools, when often those other schools have much larger cohorts to select pupils from.

209. Pupils achieve highly in dance throughout the school. Key stage 2 pupils in dance lessons compose their own movements and music. They perform with excellent control and a strong sense of rhythm. They show sensitivity to the theme.

### **Good features**

210. In both key stages pupils are enthusiastic about their lessons. They are aware of the benefits of regular exercise. They know that it is important to their health and well being.

211. Pupils throughout the school have due regard for safety rules and regulations. They handle equipment with care and respect.

212. Older pupils in key stage 1 have good awareness when they play hockey. They can effectively dribble the ball around obstacles. They are quick to grasp new ideas.

213. In both key stages, pupils evaluate their own and others' performances making sensible suggestions for improvement. They show maturity in working together.

214. Teachers and other adults provide a wide range of extra-curricular sports activities to enhance pupils' skills in physical education. The school compensates for the lack of a playing field by enabling pupils to travel as far as Llandrindod Wells to participate in games.

215. Pupils learn to play football, cricket, netball tennis and many other sports. They appreciate the efforts staff, parents and secondary students make to teach them skills in hockey and cycling, Welsh country dancing, cross-country running, golf and many other activities. The school uses the Dragon Sports initiative very well to help pupils achieve outstandingly in sport.

### **Shortcomings**

216. There are no significant shortcomings.

## **School's response to the inspection**

217. The staff and governors of Llanbister School are delighted with the inspection report.
218. We are especially pleased that the report is generous in its praise of all members of the school community. Everyone receives deserved recognition for the part they play in making this a successful school: the teachers and assistants, the caretaker, the cook, the support staff, fundraisers, governors, parents and, of course, the children.
219. The report's description of Llanbister School as an innovative school, with many outstanding features, is not only a source of pride but also an incentive to develop and grow, to continue to find new ways of making learning exciting.
220. As part of our action plan we will seek to improve incidental Welsh within the school, introduce more portfolios of work and develop further the monitoring of standards.
221. We would like to thank the inspection team for being so sensitive, courteous and approachable.

## Appendix 1

### Basic information about the school

Name of school	Llanbister C.P. School
School type	Nursery and Primary
Age-range of pupils	4 – 11
Address of school	Llanbister, Powys
Postcode	LD1 6TN
Telephone number	01597 840258

Headteacher	Mr Andrew Strong
Date of appointment	September 1997
Chair of governors	Mr Colin Williams
Registered inspector	Mr R. A. Isaac
Dates of inspection	6 <sup>th</sup> to 8 <sup>th</sup> March 2006

## 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	N/A	5	7	4	9	4	7	6	42

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	3	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of School
Autumn 2004	92	96
Spring 2005	96	93
Summer 2005	97	96

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	9
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 English, mathematics and science by teacher assessment			
In the school	78%	In Wales	81%

### National Curriculum Assessment Results End of Key Stage 2:

<b>National Curriculum Assessment KS2 Results 2005</b>							Number of pupils in Y6	12				
<b>Percentage of pupils at each level</b>												
			D	A	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	8	9	50	33	83
		National	1	0	1	0	1	5	16	46	30	76
	Test/Task	School	0	0	4	0	0	0	n/a	n/a	n/a	n/a
		National	0	2	0	1	0	4	13	42	37	79
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	25	67	92
		National	0	0	0	0	1	4	18	46	31	77
	Test/Task	School	0	0	0	0	0	0	n/a	n/a	n/a	n/a
		National	1	2	1	0	0	3	15	43	35	78
Science	Teacher assessment	School	0	0	0	0	0	0	8	50	42	92
		National	1	0	0	0	0	1	11	50	37	87
	Test/Task	School	0	0	0	0	0	0	n/a	n/a	n/a	n/a
		National	0	1	0	0	0	1	8	51	39	90

<b>Percentage of pupils attaining at least level 4 in English, mathematics and science by Teacher Assessment</b>		
In the school	83%	
In Wales	72%	

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent a total of eight inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- twenty-two lessons or parts of lessons;
- all classes;
- two 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 and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 12 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities
Mr R. A. Isaac	Registered Inspector	Leading on Key Question 1, Key Question 2, Key Question 5 and Key Question 6 English Information Technology Art
Mr C. Brentnall	Lay Inspector	Contributing to: Key Question 1, Key Question 3, Key Question 4 and Key Question 5
Mrs C. G. Robertson	Team Inspector	Contributing to Key Question 2, Leading on Key Question 3, Key Question 4 and Key Question 7 Early Years Mathematics Physical Education
Mr M. Condron	Peer Assessor	Contributing to judgments on teaching and key skills
Mr A. Strong	Nominee	Contributing to discussions as agreed.

### Acknowledgement

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

### Inspection Contractor:

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