

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

A Report on the Quality of Education in

**Llandinam C.P. School
Llandinam,
Llanidloes, SY17 5BY**

School Number: 6662020

Date of Inspection: 14th – 16th May 2007

by

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Llandinam 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 Llandinam C.P. School took place between 14/05/07 and 16/05/07. An independent team of inspectors, led by Robert Stuart Wormleighton 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 **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	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

Contents	Page
Context	5
Summary	7
Recommendations	13
Standards	14
Key Question 1: How well do learners achieve?	14
The quality of education and training	16
Key Question 2: How effective are teaching, training and assessment?	16
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	19
Key Question 4: How well are learners cared for, guided and supported?	21
Leadership and management	24
Key Question 5: How effective are leadership and strategic management?	24
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	26
Key Question 7: How efficient are leaders and managers in using resources?	27
Standards achieved in subjects and areas of learning	29
English	29
Welsh second language	30
Mathematics	30
Design technology	32
History	32
Art	34
School's response to the inspection	35
Appendices	36
1 Basic information about the school	36
2 School data and indicators	36
3 National Curriculum assessments results	37
4 Evidence base of the inspection	38
5 Composition and responsibilities of the inspection team	39

Context

The nature of the provider

- 1 Llandinam County Primary School is situated in the village of Llandinam, in a rural area between Llanidloes and Newtown in the county of Powys. It caters mainly for pupils who live in the village and surrounding area, but also for a number of pupils who live outside the designated catchment area. Pupils come from a range of backgrounds including those judged by the school to be advantaged and disadvantaged. It caters for pupils aged 4 – 11, in two classes, although since October 2005 the school has also provided a venue for the educational provision for three year old children in the 'Little Learning Tree' pre-school group. There are 39 pupils on roll including 4 of nursery age. Less than 1% of the pupils are entitled to receive free school meals. All pupils come from homes whose predominant language is English and none come from homes where Welsh is predominantly spoken. Twenty percent of pupils are on the special educational needs (SEN) register, 2 pupils have a statement for SEN. There are no pupils for whom English is an additional language.
- 2 The headteacher took up her post in September 2004. Since then the school has made good progress in maintaining and improving the educational provision and the standards achieved in the school. However, over the past year the school has been affected by the interim and the current long-term absences of the headteacher. Since January 2007, the school has been without an acting headteacher. As a result, school management and the reinforcement of whole school improvements have been adversely affected. The school has also been unsuccessful in securing continuity in supply teacher cover for the headteacher's class and this too has influenced the day-to-day management of that class and the educational provision therein.
- 3 The school was last inspected in July 2001 and has made good progress in addressing the four key issues for action identified in the report.

The school's priorities and targets

The schools aims are:

- to encourage and promote the development of each individual child: physically, mentally, spiritually, emotionally, socially and morally;
- to provide an excellent education for children of all backgrounds and abilities;
- to encourage all to aim for the highest possible standards;
- to enable all children to realise their potential and to be fully prepared for secondary education and their role in society in the future;
- to provide an environment where:
 - each individual is valued, secure and happy;
 - there is thought, consideration, co-operation, friendship and respect for each other;
 - opportunities are equal for all;
 - there is respect for authority, and understanding of the importance of rules;
 - good manners and courtesy are encouraged between individuals;

- each individual is encouraged to be motivated, responsible, confident and positive.
- To provide a curriculum that:
 - is broad, interesting, balanced, relevant, and varied;
 - encourages challenge, enquiry and independence;
 - is accessible to all levels of ability
 - is flexible in the face of change;
 - is up-to-date and current in its thinking;
 - encourages the development of key skills, to equip pupils for the future;
- For Parents and School:
 - to work together, in partnership;
 - to support each other; and
 - to work towards achieving the same goals and objectives to provide the best educational opportunity for each child.

Priorities identified for action by the school include:

- raise standards for the more able in Science;
- ensure for each child. that reading ages and spelling ages match chronological ages;
- introduce thinking skills into all subject areas;
- develop practice for the implementation of the Foundation phase;
- continue to develop bilingualism;
- to develop subject portfolios for assessment;
- achieve the Eco-schools green flag award;
- extend the involvement of governors in monitoring work within the school;
- to develop further the role of the subject coordinator; and
- extend the resources for the less able in reading and mathematics.

Summary

- 4 Llandinam is a school that provides a broad and balanced curriculum that is stimulating and is enhanced by a range of interesting and varied and in some cases outstanding learning experiences; its response to pupils' learning needs is good. The school is set in a very close community where there are strong well-established links between the pupils, staff, parents, carers and the residents of the village. This is strength of the school.
- 5 The inspection team agreed with the school's judgement in two of the seven key questions. In five key questions the team awarded the school a lower grade. Despite this the team felt that when the self-evaluation report was compiled, it was an accurate reflection of the school community.
- 6 The headteacher has high expectations of herself and of all members of staff within the school. She has provided positive leadership in co-ordinating the work of the school, introducing a framework of clear guidelines and procedures although due to her absence, the impact is currently less effective.

Table of grades awarded

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

Grades for standards in subjects inspected

Subject	Key Stage 1	Key stage 2
English	3	3
Welsh second language	2	3
Mathematics	3	3
Design technology	3	2
History	3	3
Art	2	2

- 7 During the time of the inspection, the standards of achievement in the 18 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	39%	50%	11%	0%

- 8 Standards of achievement in the lessons observed are below the Welsh Assembly Government (WAG) all Wales target requiring that by 2007, 98% of standards should be grade 3 or better and that 65% be good or better.
- 9 Children's attainment on entry to the school is variable. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The provision does not match closely enough the requirements of the Desirable Outcomes for Children's Learning.
- 10 There is evidence that over time pupils in both key stages make good progress and most achieve the learning goals set for them. However, progress was less apparent in pupils' recent work and in some lessons observed during the inspection. Overall, the progress made by pupils with special educational needs (SEN) is generally good.
- 11 Pupils' achievement in developing key skills is good, in reading and speaking, and their mathematical and information technology (IT) skills are developing well. However, skills of listening and writing and levels of bi-lingual competence are of a more variable standard for pupils in both key stages.
- 12 Year groups are generally very small and pupil profiles can be variable, so objective analyses of results of the statutory assessment at the end of each key stage is limited and trends in attainment less discernable. Results over time, however, show that overall pupils' attainment is good in both key stages. Results for the last few years indicate that pupils in both key stages generally perform above the local and national averages and within the top 25% of schools with a similar intake.
- 13 Most pupils are usually set and meet challenging targets. They are becoming aware of their own levels of achievement, of what they need to do next to improve their learning and in setting their own targets for improvement. However, achievement and progress is currently less pronounced and target setting less rigorous.
- 14 The attitudes, levels of interest and concentration currently show some shortcomings in both key stages, in some cases pupils attitudes are not as positive, and the standard of achievement is below what is normally expected.
- 15 With the exception of a small minority, pupils' behaviour is good; most are courteous and relate well to each other. Pupils are generally developing the skills to work with greater independence, although for some the skills of problem-solving and working constructively with others are underdeveloped. Attendance and punctuality is good, the school works hard to encourage good attendance.

- 16 Pupils make good progress in their personal, social and moral development. Pupils have a good understanding of moral values and usually show consideration for others.
- 17 There are good relationships throughout the school, particularly between some older and younger pupils. There is a good understanding of the principles of equal opportunities and they show respect for the diversity of beliefs and cultural traditions in society.
- 18 There are very good and well-established links between the school and the community. Pupils are also developing a good awareness of the world of work and the workplace through a number of well planned activities.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	33%	39%	17%	0%

- 19 When compared to the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, teaching has good and some outstanding features, in 44% of lessons, compared to 79% nationally and Seventeen percent of lessons have shortcomings in important areas, compared to 1% nationally.
- 20 Where teaching and planning is good and at times displays outstanding features, questioning is effective and clear instructions are given. The structure and pace of the lesson are appropriate and ensure that pupils remain on task and learn by becoming actively involved. However, where teaching and planning displays shortcomings, there is insufficient level of challenge, there is a limited range of approaches, the presentation is too long, there is a lack of pace and pupils lose interest.
- 21 The long-term absence of the headteacher, who is also the KS2 teacher, has had an impact on the quality of teaching. Liaison with supply teachers in KS2 has not always been possible, and continuity and progression of pupils' work has been adversely affected.
- 22 Baseline assessment is undertaken in the Nursery year and twice during the Reception year to track pupils' progress. Pupils' work in the core subjects is assessed and levelled according to NC indicators at the end of the key stages. The active role of pupils in their own target setting in literacy and numeracy is developing. Pupils work across the school is marked regularly; stickers and house points are awarded for good work. Annual reports to parents conform to statutory requirements. The school is in the process of re-writing its assessment policy. It is aware of the need to extend short-term and medium-term assessment, to develop subject portfolios and to establish a marking policy to direct target setting.

- 23 The curriculum for KS1 and KS2 meets the needs of all its pupils and is equally accessible to all and fully meets statutory requirements. The school provides a broad and balanced curriculum that is flexible to meet the needs of individuals and cater for all pupils, including those with SEN.
- 24 Curriculum policies and schemes of work and planning documents are in place or being reviewed. They are very detailed, key and basic skills are incorporated into them, although currently arrangements for monitoring their effectiveness across all areas of the curriculum are limited.
- 25 The school has provided a broad range of experiences for the pupils over recent years, including activities of a sporting, musical and environmental nature. Although currently the range of extra-curricular activities is limited, the school continues to provide experiences that enhance and support the educational provision that make an effective contribution to the pupils' personal and social development. Pupils' experiences are also enriched through relevant, well planned visits to many places of interest, through residential visits and by visitors who come into school.
- 26 Provision for pupils' spiritual, moral, social and cultural development is good. The school meets statutory requirements, including those for religious education and collective worship. There are strong links with the local church and chapel, and pupils' knowledge of other religions and cultures is also being developed. Their appreciation of their own culture is also being promoted through the planned incorporation of *Y Cwricwlwm Cymreig* into all schemes, although current provision for this and the promotion of bi-lingualism lacks consistency.
- 27 Although maintaining effective partnerships is currently difficult, the long-established links that exist between the parents, the community, external agencies and other schools and colleges are still having a positive impact on the school. The needs of the local community are well catered for with the school being used by various organisations in the village.
- 28 Good efforts are made to develop pupils' personal and social education (PSE). There are effective links to many areas of the curriculum. The school council and eco-committee are encouraging pupils to become more involved in the school. Pupils are involved in charitable fund raising events that raise their awareness of local and global social issues.
- 29 The school addresses the national priorities for lifelong learning well. Pupils participate in and contribute to community life and have an awareness of the world of work and the workplace. Pupils' entrepreneurial skills are being promoted through activities in school and through an annual business day
- 30 Pupils' awareness of education for global citizenship and sustainability is becoming more established. The schools' provision for raising pupils' awareness of environmental issues is good. The school is clearly involved in recycling activities and in the development of the school grounds for environmental education.

- 31 The school has a well-structured pastoral system and pupils trust teachers to deal with any concerns effectively. Induction for children into school is good with close liaison with the 'Little Learning Tree' and the Parent and Toddler Playgroup. Transition arrangements to Llanidloes High School are good.
- 32 The levels of pupils' attendance and punctuality are good and are carefully monitored. Pupils have been involved in drawing up a code of conduct. The new behaviour policy is appropriate and is based on rewards and sanctions, it is understood by pupils, staff, parents and carers and incidents of bullying are recorded.
- 33 There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. Two school staff have received training in first aid.
- 34 The headteacher is the designated child protection officer and two school staff have received training in child protection. A teacher is the dedicated child protection governor and all staff are trained in child protection procedures. During the absence of the headteacher there is no trained designated member of staff with responsibility for child protection. There is a child protection policy, however, this policy is to be reviewed and brought before the governing body for approval.
- 35 Overall provision for pupil with SEN is good. Procedures fully comply with the Code of Practice. Pupils are diagnosed at an early stage and their needs are identified and they are generally well supported by the teachers and by the learning support assistants, whose role currently ensures essential continuity of provision. Pupils with SEN are well integrated into the school. Although the school caters well for most SEN pupils, support for those whose behaviour impedes their own progress and at times the progress of others is not as effective.
- 36 The school has an equal opportunities and race relations policy. Good attitudes are promoted in order to overcome any prejudices or presuppositions based on gender, race, language or social background. Pupils' behaviour and attitudes reflect their understanding of the need to respect these differences.

Leadership and management

- 37 Through the positive leadership of the headteacher the school has been made aware of the aims, objectives, targets and values, necessary to develop the school and raise standards further.
- 38 Although the roles of the subject leaders have been identified and some monitoring has taken place, the current situation has meant that progress to establish their roles and make them more effective in raising standards have been limited.

- 39 Statutory targets are set for pupils for their attainment at the end of Y2 and Y6 and they are both achievable and challenging.
- 40 The appraisal system and performance management procedures for the headteacher and teaching staff currently meet statutory requirements. The school takes good account of Welsh Assembly Government initiatives and priorities.
- 41 The governing body conforms with its statutory responsibilities. It meets regularly and conducts the majority of its business through these meetings. The Governing Body are involved in the strategic planning of the school however their role in monitoring the school's provision through visiting classrooms is limited.
- 42 The head teacher has presented the school development plan (SDP) and the self-evaluation report(SER) to the governing body, where they were discussed and modified and the process of updating policies for consideration by the governing body has been established. The chairman of the governing body comes into school every week to discuss areas of interest or concern, a role that has been of increasing importance during the headteacher's absence.
- 43 The school has made good progress in addressing the issues of the last inspection. A detailed self-evaluation report has been produced outlining the strengths of the school and where it needed to develop. The headteacher knows the school very well, the self evaluation process itself is robust and priorities in the detailed SDP are closely linked to it. Some of the recommendations of this report are issues the headteacher has already identified.
- 44 Since the appointment of the headteacher, the school has made good progress in developing strategies for monitoring and self-evaluation. The school's assessment policy and procedures are developing to include; pupils' tracking records, the beginning of pupil involvement in the setting of their own targets, and the development of subject portfolios.
- 45 The ratio of teachers to pupils is good. The training and professional development of teaching and support staff is a high priority. However, the number of different supply teachers employed to teach the pupils in KS2, creates difficulties in managing continuity and progression.
- 46 The school is set in extensive well-maintained grounds and provides adequate accommodation for the number of pupils on roll. The school budget, linked to the SDP, is well-managed and effectively monitored by the governing body, with the support of the LEA finance officers. Learning resources are generally sufficient for all age groups and subjects; however, their organisation and accessibility are less effective.
- 47 The school and the grounds are in good order and there was little evidence of litter around the school.

Recommendations

- 48 In order to build on the progress that has been made since the previous inspection the school should:
- R1 Work with the LEA to ensure that the school is given the necessary leadership and direction to maintain and improve standards.
 - R2 Ensure that the series of useful initiatives, already identified and introduced by the school are now rigorously re-established.
 - R3 To raise standards in the key skill of bilingualism.
 - R4 To raise standards in the use and application of mathematics.
 - R5 Ensure that child protection procedures meet requirements.

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 3: Good features outweigh shortcomings

- 49 The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. There are shortcomings in certain aspects of how well learners achieve.
- 50 Overall the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	39%	50%	11%	0%

- 51 Standards of achievement in the lessons observed are below the Welsh Assembly Government (WAG) all Wales target requiring that by 2007, 98% of standards should be grade 3 or better and that 65% be good or better.
- 52 Children's attainment on entry to the school is variable. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The provision does not match closely enough the requirements of the Desirable Outcomes for Children's Learning. Although the standards of attainment are generally good, there is some variation in the achievement of some pupils within the under-fives.

Subject grades for subjects inspected

- 53 At key stage 1(KS1) and key stage 2 (KS2), the grades for standards of achievement in the subjects inspected, are as follows.

Subject	Key Stage 1	Key stage 2
English	3	3
Welsh second language	2	3
Mathematics	3	3
Design technology	3	2
History	3	3
Art	2	2

- 54 Overall the progress made by pupils with special educational needs (SEN) is good.

- 55 Year groups are very small and because their pupil profiles can be variable, objective analyses of results of the statutory assessment at the end of each key stage is limited and trends in attainment less discernable. However, results over the last few years indicate that whilst pupils' attainment is good overall in both key stages, trends for the standards of pupils' achievement are more variable.
- 56 The good features of pupils' achievement in developing key skills to support their work across the curriculum outweigh the shortcomings identified in certain areas. Pupils make good progress in reading and speaking, and their mathematical and information technology (IT) skills are developing well. However, the communication skills of listening and writing and pupils' levels of bi-lingual competence are of a more variable standard for pupils in both key stages. Pupils' use of incidental Welsh is largely confined to answering the calling of the register.
- 57 In the 2006 teacher assessments, the number of pupils eligible for assessment at the end of each key stage was greater than four but fewer than 10. In accordance with reporting requirements, standards of achievement overall performance indicators only are included.
- 58 In KS1 the percentage of pupils who attained at least level 2 in each of the three core subjects of English, mathematics and science put the school in the top 25% when compared with schools of a similar proportion of pupils entitled to free school meals. In KS2 the number attaining level 4 and above also placed the school in the top 25% when compared with schools with a similar proportion of pupils entitled to free school meals.
- 59 There is evidence that over time pupils make good progress in their acquisition of new knowledge, understanding and skills and have been able to use these to good effect across the curriculum. Progress in pupils' learning was less apparent in pupils' recent work and in some lessons observed during the inspection.
- 60 The active role of pupils in setting their own targets, particularly in literacy and numeracy, is developing. Pupils are becoming increasingly aware of their own levels of achievement and of what they need to do next to improve their learning.
- 61 Usually, most pupils are set challenging targets and make good progress, relevant to their ability, as they move through the school. They are generally well prepared to benefit from their next stages of learning. However, currently achievement and progress is less pronounced. Target setting is less rigorous than in previous years. Also some pupils are unsure of their work and the expectations placed on them and there is also a lack of challenge to engage the more able in some subjects.
- 62 The attitudes, levels of interest and concentration are currently variable in both key stages. Some pupils work well, are engaged in the tasks, respond well and show enthusiasm. However, in some cases pupils' attitudes are not as

positive, there is a lack of involvement and the standard of achievement is below what is normally expected.

- 63 With the exception of a small minority of pupils, principally but not exclusively older ones in KS2, pupils' behaviour is good. Most are courteous and relate well to each other and to the adults throughout the school. Pupils are generally achieving well in developing the skills necessary to work with greater independence, although for some the skills of problem solving and working constructively with others is underdeveloped.
- 64 Attendance is good. The school complies with the NAW Circular 3/99 and works hard to encourage good attendance. The average attendance for the three terms prior to the inspection was 95%. Pupils generally arrive punctually for school and for lessons. Unauthorised absences are less than one per cent.
- 65 Pupils make good progress in their personal, social and moral development. They have a good understanding of moral values such as honesty and fairness and usually show consideration for others. There are good relationships throughout the school, particularly between some older and younger pupils. There is a good understanding of the principles of equal opportunities and they show respect for the diversity of beliefs and cultural traditions in society.
- 66 There are very good and well established links between the school and the community. Pupils have a good understanding of, participate in and contribute to, community life. Pupils are also developing a good awareness of the world of work and the workplace through a number of well-planned activities.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings.

67 The inspection team's findings differ from the Grade 2 judgement made by the school in its self-evaluation report. The inspection team consider that the difficult situation in which the school currently finds itself has had a clear impact on the quality of teaching. The absence of the headteacher due to long-term sickness has not only meant that key stage 2 has lacked a permanent teacher, but also that the school as a whole is not currently benefiting from the leadership of the headteacher.

68 The quality of teaching in the 18 lessons seen was judged as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	33%	39%	17%	0%

69 When compared to the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, teaching has good and some

outstanding features, in 44% of lessons, compared to 79% nationally and Seventeen percent of lessons have shortcomings in important areas, compared to 1% nationally.

- 70 The long-term absence of the headteacher who is also the KS2 teacher has had an impact on the quality of teaching. There are inconsistencies in the quality of teaching across key stages, within the early-years provision and from day-to-day in KS2.
- 71 Teaching in a significant proportion of lessons establishes good relationships with pupils and has high expectations of their behaviour and achievement. Praise is used well, and teachers and class assistants intervene effectively to support and encourage pupils of all abilities.
- 72 Teachers are well-qualified and experienced. Their knowledge and understanding of the requirements of the National Curriculum are good. However, in a small minority of lessons teachers do not always use their knowledge to present experiences and information in a stimulating and interesting way.
- 73 Despite the best efforts of the one supply teacher who is employed for 0.3 of the teaching week, liaison with other supply teachers has not always been possible, and continuity and progression of pupils' work has been adversely affected.
- 74 Where teaching and planning are good and at times display outstanding features:
- questioning is effective and clear instructions are given for practical and written tasks, which inspire pupils to do their best;
 - the structure and pace of the lesson are appropriate and ensure that pupils remain on task and finish their work;
 - pupils have the opportunity to work in groups and pairs, and learn by becoming actively involved;
 - support and comments are positive and boost pupils' confidence and self-esteem;
 - the interactive whiteboard and class computers are used effectively to reinforce or to develop learning;
 - classroom assistants are purposefully deployed to support the learning of those with SEN;
 - learning intentions are shared at the beginning of the lesson, and are revisited throughout the lesson;
 - information about previous learning is used to plan lessons and tasks that address pupils' needs;
 - plenary sessions, that encourage pupils to reflect and think about the work for the next lesson, are planned and delivered;
 - a good range of strategies and interesting resources are used; and
 - teachers ensure that pupils participate fully by providing work to meet a range of age and ability, including those with SEN and the more able.

- 75 Where teaching and planning display important shortcomings:
- the presentation is too long and pupils lose interest;
 - the lack of pace and structure means that pupils do experience a variety of tasks, or they work on one task too long;
 - there is insufficient level of challenge in the planned tasks
 - it is reliant on a limited range of approaches;
 - teachers do not give a clear indication of lesson aim and do not evaluate pupils' learning at the end of the lesson;
 - the presentation is too long and pupils become restless;
 - group play activities are not appropriately structured to encourage learning;
 - planning for the deployment of support staff is not sufficiently focussed to be effective;
 - teachers do not give a clear indication of lesson aim and do not evaluate pupils' learning at the end of the lesson;
 - the introduction is too long and pupils become restless;
 - group activities are not appropriately structured to encourage learning and
 - the deployment of support staff is not sufficiently focussed to be effective.
- 76 The school is in the process of developing an assessment policy and procedures. The self-evaluation report indicates that it is aware of the need to extend short-term and medium-term assessment to develop subject portfolios in order to support moderation, and to establish a marking policy to direct target setting.
- 77 Pupils' work across the school is marked regularly, and positive comments encourage and praise effort. Stickers and house points are awarded for good work. However, there is little evidence of detailed comments which explain in detail how specific aspects of work may be improved.
- 78 The active role of pupils in their own target setting in literacy and numeracy is developing. Short-term targets in these skills are set after discussion with the teacher and in KS2, recorded on cards on pupils' tables. They are revisited frequently and changed as pupils show that they have achieved them.
- 79 Baseline assessment is undertaken in the nursery year and twice during the Reception year to track pupils' progress. Great emphasis is placed on observation of all pupils in the early years and KS1 to monitor their progress in the core subjects.
- 80 Pupils' work in the core subjects is assessed and levelled according to NC indicators at the end of the key stages. Optional assessment materials from the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) are used to ensure that assessments are reliable. Nationally available standardised tests for mathematics, reading and spelling are given from Y1 to Y6, to monitor pupil progress and inform the target setting process. The MIST cognitive ability test is administered in Y1.

- 81 Class assessment files include tracking sheets of the results of standardised tests from year to year, and detailed records of achievement in history, geography, art, DT and Welsh reading. Pupils' individual folders include confidential information and copies of pupils' test booklets, together with copies of their annual reports to parents.
- 82 The school has begun to collect samples of work for a whole school subject portfolio in Science. The school self-evaluation report and the SDP indicate as a priority the need to produce portfolios of levelled and annotated work, to support teaching and assessment, the core subjects.
- 83 Annual reports to parents conform to statutory requirements. They provide detailed information on pupils' progress and indicate the priorities for the way ahead. Parents come into school throughout the year to discuss their children's 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

- 84 The findings of the inspection team differ from the school's self-evaluation in that the school judged this question as grade 1.
- 85 The educational provision for the under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right. Pupils of nursery and reception age are in the same class as the KS1 pupils and very often share the same lessons and experiences. These sessions are sometimes too long for the youngest pupils to sustain concentration. Their discreet provision and activities sometimes lack the structure to allow appropriate pupil choice to enhance independent learning.
- 86 In both key stages the curriculum is stimulating and is enhanced by a range of interesting, varied and in some cases in KS2, outstanding learning experiences. The school's response to pupils' learning needs is good. It meets the needs of all its pupils and is equally accessible to all and fully meets statutory requirements. The school provides a broad and balanced curriculum that is flexible to meet the needs of individuals and cater for all pupils, including those with SEN.
- 87 Curriculum policies and schemes of work and planning documents are in place or being reviewed and updated following the cycle of the SDP. They are very detailed, well constructed and show clear progression providing teachers with guidance, within the mixed age ranges, to plan effectively, to build on pupils previous experiences and to suggest ways of enabling them to provide relevant and meaningful activities for the future.

- 88 Key and basic skills are incorporated into the planning documents to promote their development in both key stages, although currently arrangements for monitoring their effectiveness across all areas of the curriculum are limited.
- 89 The school has provided a broad range of experiences for the pupils over recent years, including activities of a sporting, musical and environmental nature. Although currently the range of extra-curricular activities is limited, the school continues to provide experiences that enhance and support the educational provision within the school and also make an effective contribution to the personal and social development of those pupils who attend.
- 90 Pupils' experiences are also enriched through relevant, well planned visits to many places of interest in the local environment and further a field, such as Broneirion, the Davies Art Gallery in Newtown and Aberdovey. As well as through residential visits to Staylitttle and Llangrannog. The curriculum is enhanced further by visitors from the community and beyond who come into school to support pupils' learning, or to pass on their expertise and interests in residencies or presentations.
- 91 Provision for pupils' spiritual, moral, social and cultural development is good. There are strong links with the local church and chapel, and spiritual development is promoted in collective worship, which meets statutory requirements. Pupils' knowledge of other religions and cultures is also being developed, for example, through studies of Islamic crafts and through religious education.
- 92 Pupils' understanding and appreciation of their own culture is being promoted, not only through Saint David's Day celebrations but also through studies of Welsh art and through work with the Welsh National Opera. The incorporation of *Y Cwricwlwm Cymreig* into all schemes is also assisting in this process, although current provision for this and the promotion of bi-lingualism lacks consistency throughout the school.
- 93 The opportunities provided to learn bilingually, although evident, currently lack progression and continuity across the key stages and are not yet an established part of the general planning process. Evidence of bilingual signs and displays in classrooms and open areas is limited. Planning makes provision for *Cwricwlwm Cymreig*, but this is not yet a distinctive element in the curriculum and ethos of the school.
- 94 Although maintaining effective partnerships with other providers and all interested parties is currently difficult, due to the absence of the headteacher, the long-established close links that exist between the parents, the community and other schools and colleges are still having a positive impact on the learning experiences being provided.
- 95 The partnership with parents is good overall and there was generally a positive response during the pre-inspection contact with parents. The school tries to keep parents well-informed through its weekly newsletter, parental volunteers help in school, and there is effective support from the PTA.

- 96 Close links are well developed, with other primary schools through curriculum activities and a General Teaching Council for Wales (GTCW) funded project linking IT and RE. There are good transitional arrangements with Llanidloes High School. Links with initial teacher training institutions and with Coleg Powys and Powys TEC are also well established.
- 97 Good efforts are made by the school to develop pupils' personal and social education (PSE). There are effective links to many areas of the curriculum. The School Council and Eco-Committee, the monitor and 'buddy' systems encourage standards of achievement pupils to take on greater responsibility and become more involved in the school. Pupils are involved in charitable fund raising events that raise their awareness of social disadvantage. The school clearly supports equal opportunities and generally deals with stereotyping effectively.
- 98 The needs of the local community are well catered for within the school. A community-focussed grant has enabled the school to offer itself as a venue for various services in the wider community including the playgroup and the village band. A National Lottery grant has provided the school with an IT suite available for community use in association with Coleg Powys.
- 99 The school addresses the national priorities for lifelong learning well. Pupils participate in and contribute to community life, and have an awareness of the world of work and the workplace. There are a number of visits by the pupils into the community and to places of work. Visitors from the community and local business come into school. Pupils' entrepreneurial skills are being promoted through activities in school, with older pupils marketing and selling healthy fruit smoothies, and through the annual business day at Cefn Lea when year 6 pupils further experience the design and marketing process.
- 100 Pupils' awareness of education for global citizenship and sustainability is becoming more established. The schools' provision for raising pupils' awareness of environmental issues is good and the school is clearly involved in recycling activities. The educational use and development of the school grounds and the school's involvement in the John Muir environmental awards extends their understanding of these areas further.

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

Grade 2: Good features and no important shortcomings

- 101 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 102 The school is set in a very close community where there are strong well-established links between the pupils, staff, parents, carers and residents of the village. This is strength of the school. An 'open door' policy operates at the school where parents are encouraged to meet with the headteacher and teachers to discuss any concerns and to act jointly with parents upon them. There are three open evenings or days when parents are invited into school.

- 103 Parents are kept well informed. As well as a twice-yearly school development update. The 'School News' is published weekly, giving regular information to parents about activities and events at the school
- 104 The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.
- 105 The school benefits from its established links with external and other support agencies. The LEA's statementing officer, educational psychologist, education welfare officer, speech and language therapist and school nurse attend at the school as required.
- 106 Induction for children into school is good. There is close liaison with the Little Learning Tree Toddlers Group and the Llandinam Parent and Toddler Playgroup, with both groups meeting regularly at the school. These children are used to attending the school and quickly become integrated into school routines. Similarly, there is good support for pupils who join the school in KS1 and KS2.
- 107 Transition arrangements for year 6 pupils transferring to Llanidloes High School are well-established and effective, and include transition topics in English, mathematics, Welsh, science, modern foreign languages, music, art and design technology. A governor is nominated to monitor the transition links.
- 108 The school has effective measures in place through the PSE programme to recognise and respect diversity, and address race equality and equal opportunities. Effective support programmes are implemented within all classes, as well as in extra-curricular activities, to ensure the promotion of gender equality and equal opportunities for all pupils. The school has an appropriate equal opportunities and race relations policy.
- 109 Pupil's attendance, punctuality, behaviour and performance are carefully monitored. Good procedures and links exist with the Education Welfare Officer (EWO) should the non-attendance, punctuality or behaviour of an individual pupil give cause for concern. Attendance and punctuality are reviewed periodically with the EWO.
- 110 The school has instituted a new behaviour policy, supported by a rewards and sanctions policy, both of which are understood by pupils, staff, parents and carers. Pupils have been involved in drawing up a mutual respect list. This has been converted into the school's code of conduct, and is displayed in the corridors. There is a 'bully box' at the main entrance for pupils to inform staff of any instances of bullying that they have experienced.
- 111 There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. Regular health and safety

checks are undertaken and subsequent action plans produced. Risk assessments are undertaken for excursions away from school. The school is currently reviewing its health and safety policy in conjunction with the LEA. A healthy eating policy is operated at mealtimes and the school has introduced healthy snacks at playtimes.

- 112 The headteacher is the designated child protection officer and two school staff have received training in child protection and first aid. A teacher is the dedicated child protection governor and all staff are trained in child protection procedures.
- 113 During the absence of the headteacher there is no trained designated member of staff with responsibility for child protection. There is a child protection policy, however, this policy is to be reviewed and brought before the governing body for approval.
- 114 The headteacher is the special educational needs co-ordinator (SENCo). Overall provision for pupils with additional learning needs is good. Procedures fully comply with the SEN Code of Practice. Pupils with special educational needs are diagnosed at an early stage and their needs are identified.
- 115 Those pupils on the SEN register are generally well-supported by the teachers and the learning support assistants, whose role due to current instability of staff in KS2 and the absence of the SENCo ensures essential continuity of provision.
- 116 Pupils with SEN have, recently updated, detailed Individual Education Plans (IEPs) with specific targets appropriate to their needs. These are usually reviewed and discussed with parents on a termly basis. Group education plans are also formulated to support other pupils.
- 117 The nominated governor with responsibility for SEN is interested in the provision and kept well-informed by the SENCo. There is good effective liaison between the school and relevant agencies.
- 118 Pupils with SEN are successfully integrated into the school; work in lessons and during withdrawn sessions are well-targeted and differentiated to meet their needs and pupils make good progress relative to their ability. Although the school caters well for most SEN pupils, support for those whose behaviour impedes their own progress, and at times the progress of other pupils, is not as effective.
- 119 There is a very strong community ethos within the school with a number of links with the local community and this enhances pupils' educational experiences. This is strength of the school. Pupils are mainly drawn from the immediate area surrounding the school and therefore the school is aware of the pupils' social, educational, ethnic and linguistic backgrounds. With this knowledge the school is able to give high quality support to the pupils.

- 120 The support and guidance given to address the needs of those pupils that require additional help is good. Parents and helpers come into school to help develop pupils reading, help with the vegetable garden and with extra-curricular sporting activities. There is an active PTA which raises funds for the school and helps out at school events such as the summer fair.
- 121 Policies with regard to equal opportunities are successfully implemented. Careful planning and actions ensure that full equality of opportunity and access to all aspects of school life is provided for all pupils. Pupils show respect for the diversity of beliefs, attitudes and cultural traditions within society and a good awareness and concern for others
- 122 Good attitudes are promoted in order to overcome any prejudices or presuppositions based on gender, race, language or social background. Pupils' behaviour and attitudes reflect their understanding of the need to respect these differences
- 123 The school rightly considers bullying and bad behaviour serious matters and instances are dealt with quickly and effectively. The school's behaviour policy, supported by the rewards and sanctions policy, is based on respect and consideration for others. The school council is effective and meets current requirements. Members of the school council act as buddies and mediators in any potential problems in the playground. Council members are aware of the need to inform staff if they are concerned about any activities of any pupil. The policy and procedures for dealing with bullying are clearly understood by pupils, staff, parents and carers and are successfully implemented. The school has benefited from visits by the behaviour support councillor from Powys Mediation who has helped pupils to maintain emotional well-being, develop personal and social skills, and resolve inter-personal difficulties.
- 124 Close liaison is maintained between the school, carers, parents, Social Services, the school nurse and other agencies.
- 125 The school does not have any physically disabled pupils at this time. The school has undertaken a survey and produced an accessibility plan.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 126 The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. There are shortcomings in certain aspects of how effective are the leadership and management during the absence of the headteacher.
- 127 The headteacher has high expectations of herself and of all the members of staff within the school. She has provided positive leadership in co-ordinating

- the work of the school, introducing a framework of clear guidelines and procedures.
- 128 The headteacher has been made the school aware of the aims, objectives, targets and values, necessary develop the school and raise standards further. However, although much work has been done to establish these within the school, due to her absence, opportunities to continually reinforce the processes, so that they are understood and acted upon by pupils and by all those involved in the educational provision have been affected and so their impact is currently less effective.
- 129 Although the roles of the subject leaders have been identified and some monitoring to gain an overview of their areas has taken place, the current situation has meant that progress to establish their roles and make them more effective in raising standards have been limited.
- 130 Statutory targets are set for pupils for their attainment at the end of Y2 and Y6 and there are effective procedures in place to ensure they are both achievable and challenging.
- 131 The appraisal system and performance management procedures for the headteacher and teaching staff currently meet statutory requirements. There are effective systems for identifying the continuing professional development needs of staff and for providing appropriate training, working with the LA, and other local schools and through support by the General Teaching Council for Wales.
- 132 The school takes good account of Welsh Assembly Government initiatives and priorities. The school has been awarded the Basic Skills Agency's award and is working towards the Eco-School award. The school is also involved in a transition project with local primary schools and Llanidloes High School.
- 133 The governing body conforms with its statutory responsibilities. It meets regularly and conducts the majority of its business through these meetings. Currently the only committee of the governing body is the performance management committee.
- 134 The headteacher has brought the SDP and the self-evaluation report to the governing body where they were discussed. The governing body are involved in the strategic planning of the school. The headteacher has begun the process of updating a number of policies for consideration by the governing body.
- 135 The chairman of the governing body comes into school every week to help with pupil's reading and also to be available to the headteacher and staff to discuss areas of interest or concern. This role has been of increasing importance during the headteacher's absence. Governors have individual areas of responsibility for the curriculum and other issues and periodically make reports to the governing body.

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

Grade 2: Good features and no important shortcomings.

- 136 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 137 The school produced a detailed self-evaluation report before the inspection outlining the strengths of the school and where it needed to develop. The inspection team agreed with the school's judgement in two of the seven key questions. They agree that the quality of the care, guidance and support given to learners is good, and that the self-evaluation process itself is robust. In the remaining five key questions the team awarded the school a lower grade. They concluded that though the learning experiences provided by the school meet the interests of learners and the wider community well, they do not include sufficiently outstanding features to merit a Grade 1. The very difficult situation in which the school finds itself has had a detrimental effect on how well learners achieve, the quality of teaching and assessment, together with the quality of leadership and management and use of resources. Despite this, the team felt that when the self-evaluation report was compiled, it was an accurate reflection of the school community, and therefore the difference in grades is not a serious shortcoming.
- 138 Despite the differences in judgements, the inspection team concluded that the headteacher knows the school very well. Priorities in the SDP are closely linked to the issues raised in the school self evaluation report. Some of the recommendations of this report are issues the headteacher has already identified.
- 139 The school has made good progress in addressing the issues of the last inspection.
- 140 Under the leadership of the headteacher, aspects of the provision for the under-fives have been reviewed, and advice, support and training from LEA advisors has been provided. SEN pupils are supported with a combination of withdrawn and in-class support, and their targets are incorporated into individual education plans. Key skills are now integrated into the school's curriculum planning, and the school's links with industry and with community initiatives are improved.
- 141 Since the appointment of the headteacher, the school has also made good progress in developing strategies for monitoring and self-evaluation. The focus of assessment of standards is changing from benchmarking with other schools, which has a limited application when dealing with such small cohorts, to evaluating added value for individual pupils. The school's assessment policy and procedures are developing to include pupils' tracking records, the beginning of pupil involvement in the setting of their own targets, and the development of subject portfolios. The school has started to monitor the quality of its teaching through the scrutiny of teachers' planning, the review of

pupils' work and lesson observation. Teachers have been given responsibility for leading and co-ordinating subjects and areas of learning. However, because of the transient nature of the staffing in half the school since the headteacher has been away on long-term sickness, the role of the subject leader has not been sufficiently developed in relation to monitoring standards, visiting classes and sharing good practice.

- 142 The external appraisal by the Basic Skills agency, when it awarded the Quality Mark in 2005 was a positive experience for the school.
- 143 Pupils and parents are invited to contribute to evaluating initiatives and learning experiences. Pupil representatives on the school council take very seriously their responsibility to evaluate school activities and make positive suggestions. Staff respond readily to these if they are practical and feasible. In the pre-inspection questionnaire to parents, 82% of those who responded, felt that they were encouraged to play an active part in the life of the school.
- 144 An important aspect of the school's self-evaluation is the SDP. Priorities are clearly stated, and resource implications, and responsibilities and time for completing actions are clearly identified. The document makes sure that there is an adequate allocation of resources and that actions to be taken will be reviewed and evaluated for their effectiveness in school improvement, using agreed criteria.
- 145 The school governors are invited to visit school every term and are kept fully informed of the school's processes through the headteacher's report. Discussions in the pre-inspection meeting showed an understanding of the school's current position. However, their role in monitoring the school's provision through visiting classrooms is limited.

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

Grade 3: Good features outweigh shortcomings.

- 146 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, as the school awarded itself a Grade 2. Although the school has begun to improve its learning resources, and to develop the learning environment outside the school, the significant problems in staffing since the headteacher has been away on long term sickness, and during the period of the inspection, contribute to an important shortcoming in this question.
- 147 Throughout most of the school there are attractive displays in classrooms and shared areas, which celebrate pupils' work and enhance the learning environment.
- 148 Library and IT areas are well organised in the classrooms. There are sufficient computers for the development of pupils' IT skills across the curriculum. Non-fiction and fiction books in the classroom are supplemented by additional stock

from the LEA's library resources. The use of IT to enrich pupils' learning, while effective in KS1, was very limited in KS2 during the period of the inspection.

- 149 The ratio of teachers to pupils is good. However, the number of different teachers employed to teach the pupils in KS2 in the absence of the headteacher creates a difficulty in managing continuity and progression, particularly as the quality of supply teaching ranges from very good to ineffective.
- 150 There are effective procedures in place for reducing teachers' workload. Teachers are released regularly from their classes for preparation planning and assessment time (PPA) and supply cover is provided by the part-time music teacher. The headteacher also undertakes the role of SENCo.
- 151 The training and professional development of teaching staff is a high priority in the SDP and opportunities for following courses or receiving training from advisors in school is closely linked to performance management objectives. Support staff are included in training priorities.
- 152 Support staff make a substantial contribution to pupils' learning. They display a good level of patience and care in their dealings with the pupils. Their role in sharing the planning of work and in teaching and assessing pupils is a developing one. The secretary, who is also a learning assistant, makes a good contribution to the smooth running of the school on a daily basis. Those who serve dinners and supervise the pupils at lunch-time have a positive influence on the effective daily running of the school.
- 153 The budget allocation to learning resources for every age group and subject is linked to the priorities in the SDP. Learning resources are generally sufficient for all subjects, and are regularly reviewed. Their organisation and accessibility to teachers and pupils are less effective.
- 154 The school budget is managed by the headteacher with the support of LEA finance officers, and the GB monitors spending regularly and effectively. The school provides good value for money.
- 155 The school is set in a Victorian building, which has been well maintained, extended and improved over the years. It benefits from a recently refurbished school dining room, which also doubles as a small hall and accommodates community activities.
- 156 The school is set in extensive well-maintained grounds and provides adequate accommodation for the number of pupils on roll. There was little evidence of litter around the school.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 3 Good features outweigh shortcomings.

Key stage 2: Grade 3 Good features outweigh shortcomings.

Good features

- 157 In KS1 pupils are beginning to express themselves well. They are showing increasing confidence and good progression in their speaking skills.
- 158 Pupils in KS1 are progressing well with their reading. Their ability to identify sounds and use phonics to decipher words is developing well. Older pupils in KS1 read fluently and with good expression. They recognise commas and full stops and respond appropriately, pausing and adding suitable intonation. They have a good recall of previous reading and are beginning to understand what they read in a range of texts. They have a growing knowledge of books and know that a good story owes much to the author's imagination.
- 159 In KS1 some pupils show good writing skills. Older pupils are beginning to identify mistakes in their sentences and correct them. They are beginning to suggest ways of improving their sentences using 'describing words'. Their use of word-processing skills selecting fonts and editing work to facilitate and improve their writing is developing well.
- 160 KS2 pupils continue to make good progress in their speaking skills, they are beginning to express themselves with greater confidence and are developing a good use of language with an increasingly extended vocabulary. Some have good knowledge of previous work and articulate this in a good descriptive style. The listening skills of younger pupils in the key stage are beginning to improve and they show some progression from KS1. Most listen attentively and respond well to the humour of the play they are studying.
- 161 Pupils show good progression in their reading skills individually and in groups. Reading standards are good; pupils read a wide variety of texts with increasing independence, using a range of appropriate strategies of contextual, phonetic and visual cues. Most pupils read with interest and understanding; they use intonation to good effect responding well to the story or text. They know the features of a play script, and some of the older pupils express themselves well reading their lines to good effect showing a good understanding of the character they are playing.
- 162 Overall pupils' writing skills develop well through the KS2. As a rule, pupils have shown appropriate levels of achievement in their spelling, and use of grammar and punctuation and older pupils have shown a good range of writing styles. They are able to correct their mistakes, remembering teaching points from previous lessons and include them in their work.
- 163 Use of IT as part of their range of writing skills continues to develop well.

Shortcomings

- 164 Pupils are at times inattentive and their listening skills are inconsistent in both key stages.
- 165 Sometimes standards of achievement in work produced by the more able pupils do not fully match their ability.
- 166 Writing skills are variable in KS1 and opportunities for extended writing within the subject are underdeveloped in both key stages.
- 167 There are shortcomings in the quality of handwriting and the presentation of pupils' written work, particularly in KS2.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings
Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 168 Pupils in KS1 display good reading skills in group reading of the Big Book 'Cwningen ydw i', and in playing card games in a small group.
- 169 In key stage 2, pupils are engaged in oral activities and listen and respond well. They understand simple commands and reply to questions which use predictable patterns. They learn a progressively wider vocabulary which includes the days of the week, the months of the year, weather descriptions, likes and dislikes, birthdays and holidays.
- 170 By the end of the key stage pupils are confident to use their language patterns to answer simple questions in pairs. They read questions and statements from the board in playing 'Snakes and Ladders', and extend their vocabulary with language patterns from the video 'Gwyliau George'.

Shortcomings

- 171 The extent of pupils' written work in both key stages is limited.
- 172 The majority of pupils in KS2 answer questions with one word answers and need prompting to use a full sentence.

Mathematics

Key stage 1: Grade 3: good features outweigh shortcomings
Key Stage 2: Grade 3: good features outweigh shortcomings

Good features

- 173 Most pupils in key stage 1 make good progress in their understanding of number and money. Across the key stage they count on and back in units and tens using a number line and a hundred square. They explore simple number patterns and develop an appropriate understanding of place value. Pupils differentiate between even and odd numbers. They add and subtract units, and understand the concept of 'more than', 'less than' and 'how many are left?'
- 174 In Y2 pupils recognise multiples of 2 and 5, and understand the mathematical language of doubling. They multiply units by 2, 5 and 10. Pupils across the key stage add and subtract using coins to 20p.
- 175 Pupils across the key stage demonstrate an appropriate understanding of regular 2D and their properties. They develop an awareness of simple symmetry in a range of shapes.
- 176 Pupils in both Y1 and Y2 make good progress in measuring skills. Y1 pupils use a range of non-standard units to measure length, weight and capacity, and Y2 pupils increase their understanding of standard units, using metres and centimetres, kilograms and litres. In all measurement activities across the key stage they develop good estimating skills.
- 177 By the end of key stage pupils draw simple block graphs and sort objects into sets. They tell the time on the analogue clock in hours and half hours.
- 178 Most pupils in KS2 have a good understanding of place value up to thousands, and add, subtract, multiply and divide three digit numbers by units. By the end of the key stage they multiply and divide by 10, and 100, and round numbers to the nearest 10 or 100.
- 179 Pupils across the key stage make appropriate progress in their understanding of the equivalence of simple fractions. At the end of the key stage the majority understand decimals to tenths and hundredths and use the correct notation to record them. They turn decimal numbers into percentages.
- 180 Pupils in KS2 display a good grasp of 2D and 3D shapes and their properties, and by the end of the key stage they can estimate and measure angles, and recognise acute, obtuse and right angles.
- 181 In KS 2 pupils make good progress in using standard units for measurement, weight and capacity. They measure length in metres, centimetres and millimetres; they weigh using grams, and measure capacity using litres and millilitres.
- 182 Most KS2 pupils demonstrate sound skills in using tally charts, and draw pictographs, bar graphs and block graphs. They understand rotation and reflection, and use co-ordinates to identify positions on a grid.

Shortcomings

- 183 In both key stages many pupils' investigative skills and skills of applying mathematics are under-developed.
- 184 KS2 pupils' understanding of analogue and digital time is limited, and pupils do not develop an appropriate understanding of area, perimeter and volume.

Design technology

Key stage 1: Grade 3: good features outweigh shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

- 185 Pupils' standards of achievement in KS1 are good in many aspects of the knowledge and skills of design technology. Some use their knowledge of materials to choose suitable reclaimed materials for their models. They make good use of their making skills, of drawing, measuring, joining and assembling to make their rooms. For some, the finished products are of a good quality and show an appropriate level of care and attention to detail.
- 186 In KS2 pupils achieve good and, for a few, outstanding standards in all aspects of the subject. Their knowledge and understanding is good; they have they have a good recall of relevant information regarding pulleys and how they work and of the overall process involved in producing their model flag poles. The research for which being an outstanding feature.
- 187 All aspects of design technology are being enhanced and developed through a range of well-planned projects and activities. Pupils' study a range of artefacts relevant to their projects or make site visits to study real examples. They then use their knowledge well to design their models. Their making skills are utilised well to produce models that are generally of a very good standard. In all modules pupils develop good skills of evaluation and can suggest ways as to how their finished product could be modified and improved.

Shortcomings

- 188 Pupils in KS1 are not sufficiently involved in making decisions about the materials to be used.
- 189 Standards in measuring and cutting skills and the recording of pupils' designs are variable in KS1.

History

Key stage 1: Grade 3: good features outweigh shortcomings

Key Stage 2: Grade 3: good features outweigh shortcomings

Good features

- 190 Pupils in KS1 demonstrate a good knowledge of timelines in comparing old and new ways of transport. They compare a horse and cart with a car, and primitive models of early bicycles with the modern equivalent. They have an understanding appropriate to their age of the difference between ships which depended on sail and wind, and steam ships such as the Titanic.
- 191 Y1 and Y2 pupils know stories about famous pirates such as Henry Morgan and are aware of the development of hot air balloons.
- 192 Pupils in KS1 compare bath-time in Victorian times with their own experience in the twenty first century. They understand that water had to be heated in the kettle, that the zinc tub was placed in front of the kitchen fire, that carbolic soap was used to wash skin and hair, and that the same water was used for several family members.
- 193 KS2 pupils display an appropriate knowledge of the use of canals, aqueducts and locks in the industrial revolution. They can draw a plan of a canal barge, and understand what life was like for a family on a canal barge. They know that Thomas Telford played an important part in developing means of transport in this era of history.
- 194 In KS2, pupils' knowledge and understanding of the Tudor period is effectively developed by studying some of the social aspects, such as homes, clothes, schools, food and leisure, as a result of a visit to Gwydir Castle.
- 195 Pupils know the story of Bishop Morgan, a famous Welshman of the Tudor period, and of his translation of the Bible into Welsh. They show a good understanding of how the manuscripts were taken to London with the cattle drovers, and widely distributed because of the newly invented printing press. Their learning from primary sources has been enhanced by a visit to Ty Mawr, Y Wybrnant.
- 196 Pupils in KS2 have a sound knowledge of life in Victorian times. They have compiled a dictionary of Victorian tradesmen and have learned about the social aspects of life in the 1800s, such as houses, factories and food. They are aware of the social injustice of child labour in the mines and factories.
- 197 Across the key stage pupils develop the skill of looking at primary and secondary sources of the Victorian period, in order to discover what life was like in the nineteenth century. They have used the life of Pryce Jones, a local weaver, to discover the history of textiles in the local area, and their understanding of the industry has been enhanced by visiting the Textile Museum in Newtown.
- 198 Pupils in KS2 have an appropriate understanding of a time-line of significant events of the Victorian period, and they display a good knowledge of the life of Queen Victoria.

Shortcomings

- 199 Across both key stages there is an over-dependence on the use of work sheets and pupils do not present and record information in a range of ways,
- 200 With the exception of some internet research in KS2, pupils' use of IT to enhance their learning in history across both key stages is limited.

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

- 201 There is a good and extensive range of art work in both key stages and pupils' standards of achievement are good in both key stages.
- 202 In KS1 pupils exhibit a good awareness of simple artistic techniques. For example, they understand the mixing of colours, how to make them paler and darker, and produce effective pictures of a moon lit scene. They explore textures and carry out rubbings to produce interesting patterns.
- 203 In KS1 pupils are developing good levels of independence, making choices of appropriate paper and brush sizes for the pictures they are painting.
- 204 In both key stages good imaginative use is made of the local environment, particularly the school grounds and the playground to create effective pictures and other art work.
- 205 In KS2 pupils are developing good sketching skills. They explore and identify a range of materials for their project on making pots. They investigate ideas and gather relevant information and are gaining a good knowledge of artistic terminology and vocabulary.
- 206 They are developing a good appreciation of art. They explore and evaluate their own work and the work of others. Good links are utilised with Welsh artists and with artists and potters from around the World.
- 207 Pupils are aware of the processes involved in art. In a recently completed project pupils were successful in developing their skills of research, photography sketching, making and evaluation to produce very good and at times outstanding sculptures depicting movement.

Shortcomings

- 208 Although there are no important shortcomings, pupils - particularly those in KS1 – do not sufficiently discuss their own work and the work of other pupils, illustrators and artists.

School's response to the inspection

The inspection recognises the progress made by the school since the last inspection in July 2001, despite the very difficult circumstances prevailing at the time the latest inspection was carried out. It clearly identifies the problem posed by the serious and prolonged illness of the headteacher, who was not able to be in post and the effect this has had on aspects of school development. The Governors are delighted that the inspectors found the curriculum to be broad, balanced and stimulating, enhanced by a range of interesting and varied and in some cases outstanding learning experiences. The close links with the local community were recognised and seen as a great strength of the school.

The recommendations contained within the report were largely identified by the school in their self-evaluation review, submitted to the inspectors, before the inspection took place and plans are in place to address the issues. The major recommendation regarding the leadership and management of the school in the absence of the headteacher is already being addressed by the LEA. The other four recommendations will form a central part of the school development plan for 2007/2008. Raising standards in the key skill of bilingualism is a challenge for many schools at this time and the staff and governors at Llandinam School will make this a priority and will work with their new LEA Athrawon Bro structure to address this recommendation.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress being made to address the inspection recommendations.

The Governors and staff would like to thank the inspection team for the supportive professional way the inspection was carried out in what were difficult circumstances for everyone.

Appendix 1

Basic information about the school

Name of school	Llandinam C.P. School
School type	Nursery and Primary
Age-range of pupils	4 -11
Address of school	Llandinam, Llanidloes, Powys. SY17 5BY
Postcode	SY17 5BY
Telephone number	01686 688457

Headteacher	Miss Michelle Humphreys
Date of appointment	1 st September 2004
Chair of governors/ Appropriate authority	Mrs. Dorothy Morris
Registered inspector	Stuart Wormleighton
Dates of inspection	14 th – 16 th May 2007

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	4	5	3	5	6	3	8	4	38

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	2;18

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	63.3%	76%	93.7%
Autumn 2006	0%	95%	93%
Summer 2006	99%	94%	94.5%

Percentage of pupils entitled to free school meals	0.03
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83	In Wales	81

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	100	In the school	n/a
In Wales	74	In Wales	n/a

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 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

A team of three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited and observed:

- eighteen lessons
- all classes
- acts of collective worship
- lunch and break times
- extra-curricular activities

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- teachers, support and administrative staff, the school council and groups of children during the inspection:

The team also considered:

- the school's self evaluation report;
- eighteen responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stuart Wormleighton Registered Inspector	Key Questions 1, 3 and 5 English, Design Technology, Art
Mr Reg.Cawthorne Lay Inspector	Key Question 4
Mrs Rhiannon Harris Team Inspector	Key Questions 2, 6 and 7 Mathematics, Welsh Second Language, History

Contractor:
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Acknowledgement

The Registered Inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.