

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

A Report on the Quality of Education in

**Llandogo C.P. School
Llandogo
NP25 4TJ**

School Number: 6792263

Date of Inspection: 06/11/07

by

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15781**

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Llandogo 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 Llandogo C.P. School took place between 06/11/07 and 07/11/07. An independent team of inspectors, led by Dr. Peter David Ellis 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 **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llandogo Primary School is situated on a hillside in the village of Llandogo in the heart of the Wye Valley about half way between Monmouth and Chepstow, which are each approximately eight miles away. It serves the villages of Llandogo and Tintern and the surrounding rural area and many pupils travel to school by bus or car. A few by choice cross the border from the villages of Brockweir and St. Briavels in Gloucestershire on the other side of the river.
2. The school was originally constructed in 1975 for two classrooms and remodelled in 1985 to accommodate five classrooms together with a school hall and administrative facilities. Outside there are panoramic views over the valley. The extensive grounds, encompassing hard surfaced play areas, a playing field, an organic garden, an adventure playground and a wildlife area, spread down to the road which runs alongside the river. Within the grounds is a community floodlit multi-purpose sports facility. A village hall has recently been built adjacent to the school, which pupils use for physical education lessons and various functions.
3. The school currently caters for 85 pupils from reception to Year (Y) 6; there are at present no nursery age children in the school. The number on roll has declined over the last three years and is now similar to the figure at the last inspection; the school reports that the current level is more realistic in relation to local circumstances. Pupils are taught in three mixed age classes, reception/key stage (KS) 1, Y3/Y4 and Y5/Y6; the oldest class currently contains 32 pupils temporarily.
4. According to the school, the catchment area is relatively advantaged; around 60% of the local population has a professional background and around 80% own their own homes. The number of pupils registered as being entitled to free school meals at 6% is well below the national average and about half that of Monmouthshire overall. The attainment of pupils on entry is relatively good and the large majority have experienced some form of private pre-school education, mainly in the recently re-established playgroup in the adjoining village hall.
5. Seven pupils (around 8%) are identified as requiring special educational needs (SEN) support, which is below the national and Monmouthshire averages; three have statements and four are at the school action plus stage. No pupils are from an ethnic minority background or in care. All have English as their first language.
6. The school was last inspected in October 2001. Since then there have been considerable changes in staffing and in the use of the accommodation, because of the fluctuations in the number of classes. There have been three headteachers and two acting headteachers; the current post holder was appointed in April 2006. There has been a turnover of teachers and in 2006 there was a major staffing reorganisation, which resulted in a reduction in the

number of staff and classes, although two of the three teachers that remain in the school were present at the time of the last inspection. The building now accommodates three classes; the whole of the infant end is used by the reception/KS1 class and the vacated classroom in the junior department is used by the KS2 classes as a shared area.

7. The school received reconfirmation of the Investors in People award in 2005 and the Basic Skills Agency Quality Mark in 2007.

The school's priorities and targets

8. The school has a mission statement as part of its school improvement plan (SIP); this states:
9. 'At Llandogo all children have equal importance. Expectation of each and everyone is high. Our children need to feel valued and to know that their contributions are very important. We expect our children to work hard, to enjoy life at school and to achieve to their maximum potential. We strive to create a happy school where children will be cared for sensitively'.
10. In its prospectus the school also publishes a series of aims, devised by pupils; these cover building confidence and personalities, developing learning and imagination, preparing for the future, promoting good health and teamwork, trusting others, learning to be responsible and involving parents and the community. The school also has a number of other aims in the SIP and prospectus.
11. The school's current major priorities are to:
 - Implement, monitor and support the new school structure and how the changes might best be communicated to parents;
 - raise standards and ensure progression in science;
 - continue to implement the STEPS approach to the teaching of writing;
 - improve information and communications technology (ICT) hardware and develop an internet safety policy;
 - create a register of more able pupils and to raise the level of challenge for them.

Summary

12. This is a good school with several outstanding features, particularly in the quality of teaching, the care and support for pupils and leadership and management. Much has been achieved in a short time since the appointment of the new headteacher during a period of considerable change.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
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?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

13. The inspection team agreed with the school's judgements in only two of the seven key questions. In the five key questions that differ the team's judgements were one grade higher than the school's. This was because the staff and governors were naturally cautious in their assessment, due to the major changes that have taken place recently, and because they expect even greater progress in the near future than has already been achieved.
14. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
15. In KS1 in 2007 all pupils attained the expected level 2 in all three core subjects, except for two pupils in English, although none attained level 3. These results were above the national averages in all three subjects and above the Monmouthshire figures in mathematics and science and similar to them in English. The core subject indicator (CSI), which is the percentage of pupils gaining at least level 2 in all three subjects, was 87.5% compared to 81% nationally for 2006.
16. In KS2 in 2007 more pupils on average attained the expected level 4 in English and science than nationally and in Monmouthshire and more attained level 5, but the comparative results in mathematics were lower. The CSI, which is the

percentage of pupils gaining at least level 4 in all three subjects, was 80% compared to 74.2% nationally.

17. In relation to schools of a similar type, the data over the last few years (2004-6) fluctuates, due particularly to small cohorts. However, in both key stages there is evidence of general improvement and the results for 2007 indicate further progress is being made.
18. In KS1 boys tend to do less well in reading and writing; the school is aware of this issue and is taking action as part of its SIP to address it. There is no similar identified gender difference in KS2.
19. Pupils with SEN make very good progress through the school, commensurate with their abilities, and the more able are at times well challenged.
20. Pupils across the school make very good progress in the key skills of reading, speaking and listening and good progress overall in writing, numeracy and ICT. Their bilingual skills are somewhat variable across the school, but overall standards are good.
21. Pupils have very well developed personal, social and learning skills and this is a strength of the school. They are well motivated, have a positive attitude to learning and work productively; they sustain concentration very well and work independently and co-operatively very effectively.
22. Pupils know the targets they are set in English and mathematics and aware of where they need to improve in these subjects.
23. Relationships between pupils are very good and they take on responsibilities willingly; older ones genuinely care for those younger than themselves.
24. Pupils' behaviour is very good and reflects the emphasis the school places on caring for each other and the environment and showing consideration to all members of the school community. A calm and purposeful atmosphere pervades the school.
25. Pupils realise that bullying, harassment and any kind of anti-social behaviour are unacceptable and they know what to do if they occur. They have a good understanding of equal opportunities and diversity issues and know that they need to treat all other people with respect and understanding.
26. Attendance at an average of 93.2% for the school year 2006-7 is above the national average and about the same as other schools in Monmouthshire. Punctuality is now good.

The quality of education and training

Grades for teaching

27. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	22%	22%	6%	0%

28. The figure for Grade 1 teaching is substantially better than the last inspection and the national picture published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%. The amount of Grade 3 and Grade 4 teaching combined, however, is a little below the national average.
29. Where teaching was judged to be Grade 1, the outstanding features include:
- very clear explanations and instructions;
 - highly organised lessons with a strong emphasis on pupils devising their own means of finding answers to problems;
 - skilful and challenging questioning techniques;
 - very effective praise and encouragement; and
 - a conscious effort to give pupils self-responsibility and to make learning fun.
30. Where teaching was judged to be Grade 2, the good features include:
- explicit learning objectives;
 - pupils of all abilities suitably challenged;
 - good use of the interactive whiteboard, incidental Welsh and subject specific vocabulary; and
 - regular monitoring of pupils' progress and achievements.
31. Where teaching was judged to be Grade 3 or 4, the shortcomings include:
- too much time spent on some activities and on gaining pupils' attention and interest;
 - learning objectives not sufficiently differentiated; and
 - some learners not encouraged to focus sufficiently on their set tasks.
30. Teachers show sound subject knowledge and plan very thoroughly to meet all pupils' needs. Lessons have clear learning objectives and are well structured. The wide range of teaching methods and resources used ensures that pupils are almost always actively engaged in lessons.
31. Teachers efficiently monitor and review pupils' progress during lessons; an outstanding feature is when they ensure that the work of all abilities is positively evaluated and praised.
32. The expertise of teaching assistants has a positive impact. Throughout the school the relationships between teachers, support staff and pupils are excellent.
33. The school meets the language needs of learners sufficiently, although the use of incidental Welsh and bilingualism by staff is at times underdeveloped.

34. The promotion of equality of opportunities is firmly embedded in the school's ethos and pupils report that they are treated equally and fairly.
35. Statutory requirements for assessing, recording and reporting pupils' attainments are met. Clear targets are set and there is effective assessment of pupils' achievements and progress. A tracking system is used to ensure that pupils are appropriately challenged.
36. The moderation of pupils' performance is robust and is done in co-operation with other local primary schools. The marking system is rigorous and all work is marked up to date. Pupils, especially in KS2, become increasingly involved in self-evaluation procedures.
37. Parents are pleased with the recently improved and detailed annual pupil reports and appreciate the three formal consultation meetings held each term to discuss their child's progress.
38. The curriculum is broad and relevant and ensures coherence, continuity and progression for the full range of pupils. It meets statutory requirements and the recommended times for each key stage. It is well balanced overall.
39. Curriculum planning has been in a state of fluctuation and change over recent years, due to the school's frequent reorganisation, but it is comprehensive and appropriate.
40. Key skills are integrated into the planning process in the schemes of work and weekly plans and, particularly through the personal, social, health and cultural education (PSHCE) curriculum, teachers actively ensure that no pupil is disadvantaged. Education for sustainable development and global citizenship is effectively built into the schemes of work and is delivered across the curriculum.
41. Following consultation with the school council and parents, the homework policy has recently been revised; it allows for flexibility and choice.
42. The school provides a good range of extra-curricular sporting and musical activities in the lunch break and after school. All pupils go on regular visits to places of interest and Y6 have an annual residential experience. Several visitors also come in to the school to talk to pupils.
43. Spiritual and moral development is good and acts of collective worship meet statutory requirements. Social and cultural development is good overall; pupils work and play together very well and willingly help each other. Appropriate attention is given to the Welsh dimension across the curriculum, although the school recognises that there is scope for further development.
44. Diversity is celebrated, although the school recognises that multiculturalism also requires further development across the curriculum.
45. The partnership with parents is an outstanding feature of the school. The parent-teacher association (PTA) has recently been re-launched and parents are actively encouraged to help in school, which many do. A parents' forum has

recently been established and there is an annual survey to gauge their satisfaction with their children's education. There is regular communication, which they appreciate.

46. Links with the local community are very good and the school grounds are used regularly by local residents.
47. There are productive partnerships with many outside agencies and the world of work. Pupils develop their entrepreneurial skills by undertaking business ventures and mini-enterprises.
48. The school provides a very happy, safe, purposeful and caring environment for all pupils. It has a very welcoming ethos and is a place where all teachers and pupils are treated with equal respect. This is a strength of the school.
49. Appropriate induction arrangements are in place and transition arrangements are very good with the main receiving secondary schools. The local cluster of schools is very active.
50. Breakfast and after school clubs are provided for children of parents who have to go to work early or return late.
51. The school monitors behaviour very closely and has a very effective system of rewards and sanctions; this is an outstanding feature.
52. Registers are completed correctly and the school monitors pupils' punctuality and attendance efficiently.
53. There are effective procedures for the protection of pupils and an appropriate health and safety policy is in place; all staff, including lunch time supervisors, have received first aid training.
54. The school has achieved the 'healthy schools' status and pupils are aware of the importance of a healthy diet and the need for regular exercise to keep fit and to live a healthy lifestyle.
55. The provision for pupils with SEN is an outstanding feature; all are fully included in the life of the school. Very sound procedures are in place and individual education plans (IEP) have realistic and appropriate targets and are agreed with pupils and parents. Specialist services are effectively used.
56. Improvements have been made recently in disability access, so that no pupil is disadvantaged and all can fully participate.

Leadership and management

57. The aims of the school are explicit and underpin all aspects of school life; this is a strength.

58. The leadership of the headteacher is outstanding and she has achieved a good deal in the short time since her appointment. Together with the governing body (GB), she has had to make many difficult decisions, especially in relation to staffing, but she has managed the situation very effectively.
59. Staff work very well as a team and all initiatives are planned and implemented collaboratively. The management of teachers' planning, preparation and assessment (PPA) time is appropriate and involves teachers using their experience and expertise to help each other. Staff meetings are held regularly for both teachers and support staff and minutes are recorded.
60. The headteacher undertakes performance management reviews for all staff and targets are carefully linked to training needs and school priorities.
61. The GB is proactive, meets regularly and kept well informed. Appropriate sub-committees are in place.
62. The school has a range of relevant management policies and procedures and account is taken of national priorities. All statutory requirements are met, except in relation to the content of the annual report to parents.
63. Financial management is sound and the budget is carefully monitored. Money is spent wisely and in line with identified priorities.
64. The school has established an effective culture of self-evaluation. Arrangements are comprehensive, systematic and transparent and based on first-hand evidence. All stakeholders are involved in the process.
65. Monitoring by subject co-ordinators involves drafting, evaluating and reviewing their subjects, but they do not currently observe in classrooms systematically.
66. It is difficult to assess progress since the last inspection, since the school has changed considerably over the last six years. However, the majority of key issues have been addressed or are in the process of being implemented.
67. There are suitably qualified and experienced teaching staff to deliver the curriculum and all other staff make a valuable contribution to the life of the school.
68. Day to day administrative routines operate efficiently and the school day is well organised. The deployment of teachers and support staff is well planned and linked to the school's needs and allocated funding.
69. The accommodation is suitable, well maintained and in good decorative order. Displays effectively enhance the learning environment.
70. The extensive grounds are an outstanding feature and well used by pupils. Appropriate security measures are in place for entry to the building.

71. The level of resourcing for all subjects and areas of learning is another outstanding feature. Overall, in light of all the recent changes in staffing and school structure, the school provides very good value for money.

Recommendations

In order to improve further and to continue to raise standards, the school needs to:

- R1 share the outstanding practice in teaching across the school, particularly in relation to the level of challenge for all pupils;
- R2 continue to develop pupils' experiences of bilingualism and multicultural education across the curriculum; and
- R3 develop further the role of the subject co-ordinator, particularly in relation to monitoring standards, teaching and learning in lessons.

N.B. All three recommendations are included in the school's current SIP

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team differ from the Grade 3 judgement made by the school in its self-evaluation report, because the team did not identify any important shortcomings in the present achievements and progress of pupils.
73. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
74. National curriculum (NC) assessment results for the core subjects in KS1 and KS2 vary somewhat over the last few years, due particularly to small cohorts, but there is evidence of growing improvement.
75. In KS1 in 2007 all pupils attained the expected level 2 in all three core subjects, except for two pupils in English, although none attained level 3. These results were above the national averages in all three subjects and above the Monmouthshire figures in mathematics and science and similar to them in English. The CSI, which is the percentage of pupils gaining at least level 2 in all three subjects, was 87.5% compared to 81% nationally for 2006.
76. In KS2 in 2007 more pupils on average attained the expected level 4 in English and science than nationally and in Monmouthshire and more attained level 5, especially in science, but the comparative results in mathematics were lower. The CSI, which is the percentage of pupils gaining at least level 4 in all three subjects, was 80% compared to 74.2% nationally.
77. In relation to schools of a similar type, the data over the last few years (2004-6), particularly in KS1, fluctuates between the school being placed in the highest category, for example in science and English in both key stages, to the lowest, for example in mathematics in KS1. However, in both key stages there is evidence of general improvement, particularly in English, and the results for 2007 indicate further progress is being made, although they were not as good as expected in English in KS1 and in mathematics in KS2.
78. In KS1 boys tend to do less well in reading and writing; the school is aware of this issue and is taking action as part of its SIP to address it. There is no similar identified gender difference in KS2.
79. Pupils with SEN make very good progress through the school, commensurate with their abilities, and the more able are at times well challenged.
80. Pupils across the school make very good progress in the key skill of reading. In reception they develop good early reading habits and show a good understanding and enjoyment of books and print; they can retell stories using

appropriate language. In KS1 they demonstrate a good basic sight vocabulary and use several different reading cues to support word recognition; they talk confidently about the stories they read showing good comprehension. In KS2 they possess good pace and fluency and they are aware of punctuation to communicate meaning; they use appropriate expression to engage the listener and successfully apply more advanced skills, such as skimming and scanning.

81. Pupils develop very good skills of speaking and listening. In reception they listen well, answer questions accurately and begin to speak to their peers and adults confidently. In KS1 they pay attention well and begin to use a wider range of vocabulary; their pronunciation is good. By Y2 several show maturity in their spoken language using more complex words and phrases confidently to communicate with others. In KS2 they continue to listen and speak well overall, so that by Y5/Y6 the large majority are able to make public presentations with confidence and maturity, using a range of relevant vocabulary and technical language in appropriate contexts.
82. Standards in writing across the curriculum are generally good. In reception children begin to understand that writing conveys meaning and they learn to overwrite and underwrite competently. In KS1 they begin to write and record in different subjects and they make good attempts at spelling. In KS2 they write for a range of purposes and in different genres, so that by Y5/Y6 they are writing at length and producing good quality compositions, although the variety of recording strategies is at times limited. Presentation and handwriting overall are good.
83. Pupils make good progress in their numeracy skills across the curriculum. In reception they learn to count accurately and begin to match signs to words and symbols. In KS1 they start to apply their mathematical knowledge in various contexts and in KS2 they use their understanding to solve problems and reach answers quickly, for example by applying alternative strategies in their mental calculations. However, there is a lack of consistency in presentation, for example in the use of rulers. By Y5/Y6 pupils have well developed mathematical knowledge and skills and they use these effectively in various subjects, for example in science.
84. Pupils have well developed ICT skills. In all classes they use computers and other electronic equipment regularly. In reception and KS1 they learn to use the mouse and keyboard confidently and they can programme an electronic 'bee-bot' successfully to move in different directions. In KS2 they use computers and lap tops as a natural and integral part of their work, especially in Y5/Y6. They access the internet regularly and use the interactive whiteboards purposefully, although their use of e-mail is underdeveloped.
85. Pupils' bilingual skills are somewhat variable across the school, but overall standards are good. Welsh is used incidentally in all classes, but the quality and quantity are inconsistent. However, when it is specifically promoted, for example in sessions where 'hot seating' is used, at registration time or in the fruit tuck shop, pupils generally understand what is being said and respond well. In KS2 they are able to ask each other questions and answer these accurately in full

sentences. By Y5/Y6 their knowledge and understanding are good and they are able to switch languages confidently. Some parents are impressed by the fluency of their children's Welsh.

86. Pupils have very well developed personal, social and learning skills and this is a strength of the school. They are well motivated, have a positive attitude to learning and work productively; the large majority make effective use of their time. They show interest in the tasks set and sustain concentration very well. Across the school they work in groups very effectively and enjoy thinking for themselves, making decisions and finding their own solutions. They work independently and undertake investigations enthusiastically and successfully.
87. Pupils know the targets they are set in English and mathematics and aware of where they need to improve in these subjects. They participate in regular self-assessment exercises, for example by commenting on their work and using a traffic light system to assess it.
88. Relationships between pupils are very good and they take on responsibilities willingly; older ones genuinely care for those younger than themselves.
89. Pupils are very well behaved, polite and courteous; they know the difference between right and wrong and help to draw up class rules. They are familiar with the school's 'golden rules', which are posted in the hall. Behaviour has improved recently amongst the older pupils and reflects the emphasis the school places on caring for each other and the environment and showing consideration to all members of the school community. A calm and purposeful atmosphere pervades the school. There have been no recent exclusions.
90. Pupils realise that bullying, harassment and any kind of anti-social behaviour are unacceptable and they know what to do if they occur. The GB and parents consider that these matters are not an issue in the school and, together with the pupils, they are confident that any incidents will be dealt with quickly and efficiently.
91. Pupils have a good understanding of equal opportunities and diversity issues and know that they need to treat all other people with respect and understanding, whatever their background, beliefs or cultural traditions, even though their experiences of people with different origins and lifestyles is somewhat limited.
92. Attendance at an average of 93.2% for the school year 2006-7 is above the national average and about the same as other schools in Monmouthshire. This is an improvement over recent years, but a little below the last inspection. The school has a target to raise attendance to 94%, but a flu epidemic in the Spring term of 2007 prevented this being achieved. A few families take holidays during term time, which also reduces attendance, although the number of unauthorised absences is very low.

93. Punctuality is now good; the introduction of a late book has reduced the incidence of lateness and during the inspection all pupils arrived at school on time.
94. Pupils are introduced to the world of work through visitors to the school and visits to businesses and companies. Support is provided by Gwent Careers and a link is being developed with a local building society.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team differ from the Grade 3 judgement made by the school in its self-evaluation report, because the team identified half of the teaching to be Grade 1, although this was counter balanced by a number of lessons that were judged to have some shortcomings.
96. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	22%	22%	6%	0%

97. The figure for Grade 1 teaching is substantially better than the last inspection and the national picture published in HMCI's latest Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%. The amount of Grade 3 and Grade 4 teaching combined, however, is a little below the national average.
98. Where teaching was judged to be Grade 1, the outstanding features include:
- very clear explanations and instructions, so pupils know exactly what to do and what is expected;
 - highly organised lessons with a strong emphasis on pupils devising their own means of finding answers to problems, thinking through their investigations and reaching their own solutions by building on their existing knowledge;
 - skilful and challenging questioning techniques and the use of tangible examples;
 - very effective praise and encouragement, coupled with an infectious enthusiasm, to motivate pupils and to reinforce their learning; and
 - a conscious effort to give pupils self-responsibility and to make learning fun and enjoyable.

99. Where teaching was judged to be Grade 2, the good features include:

- explicit learning objectives that are shared with pupils;
- pupils of all abilities suitably challenged through appropriately differentiated tasks;

- good use of the interactive whiteboard, incidental Welsh and subject specific vocabulary; and
- regular monitoring of pupils' progress and achievements during the lesson.

100. Where teaching was judged to be Grade 3 or 4, the shortcomings include:

- too much time spent on some activities and on gaining pupils' attention and a lack of strategies to engage all learners to maintain their interest;
- learning objectives not sufficiently differentiated to match the age and ability of pupils; and
- some learners not encouraged to focus sufficiently on their set tasks.

101. Teachers plan very thoroughly to meet all pupils' needs. Lessons have clear learning objectives and are well structured with appropriate introductions and plenary sessions. However, at times opportunities are missed to evaluate the learning achieved or the success of the learning objectives.

102. The wide range of teaching methods and resources used ensures that pupils are almost always actively engaged in lessons.

103. Teachers efficiently monitor and review pupils' progress during lessons; an outstanding feature is when they ensure that the work of all abilities is positively evaluated and praised.

104. Teachers show sound subject knowledge and are familiar with recent educational developments; they are involved in a number of local and national initiatives.

105. Good use is made of the accommodation, both inside and outside, and the extra space that has become available is well exploited to encourage independent learning. In reception and KS1, however, when all the separate areas are being used simultaneously, supervision can be problematic.

106. The expertise of teaching assistants has a positive impact and there is close co-operation between teaching and support staff in the preparation and delivery of lessons. Throughout the school the relationships between teachers, support staff and pupils are excellent and they interact with each other very positively.

107. The school meets the language needs of learners sufficiently, although the use of incidental Welsh and bilingualism by staff is at times underdeveloped. To date, the school has not devised its own bilingual policy, but has plans to introduce more dual language texts.

108. The promotion of equality of opportunities is firmly embedded in the school's ethos.

109. The role of the planning, assessment, reporting and recording co-ordinator is well defined and includes the responsibility to offer support to all teachers on devising appropriate assessment strategies and systems. Statutory requirements for assessing, recording and reporting pupils' attainments are met.

110. Clear targets are set, especially in numeracy and literacy, and these are agreed, recorded and signed individually with parents every term. Pupils appreciate the

'leaf' system, when they are invited to place their leaves on a tree when targets have been achieved.

111. Every term the headteacher and staff discuss the progress made by every pupil within the school to ensure that appropriate measures are taken to set targets to address individual needs.
112. There is effective assessment of pupils' achievements and progress. Procedures are accurate and systematic and are successfully used to plan lessons and improve learning. A tracking system is used to ensure that pupils are appropriately challenged.
113. The moderation of pupils' performance is robust and is done in co-operation with other local primary schools. Portfolios of work in the core subjects have been developed by the cluster group and ones for the foundation subjects and different age phases are planned. Records of moderated work are kept and are very informative.
114. The marking system is rigorous and all work is marked up to date; some comments engage pupils in a dialogue and provide good feedback to help them improve, although others are less informative. Pupils, especially in KS2, become increasingly involved in self-evaluation procedures and planning for their own progress and achievement.
115. Parents are pleased with the recently improved and detailed annual pupil reports. Individual comments and targets help to move pupils forward, especially in literacy and numeracy. Some parents take advantage of the opportunity to make comments on their child's progress and these are overwhelmingly positive.
116. Parents appreciate the three formal consultation meetings held each term to discuss their child's progress and the willingness of teachers to meet them at any time through appointment to discuss any concerns they might have.

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

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. The curriculum is broad and relevant and ensures coherence, continuity and progression for the full range of pupils. It meets statutory requirements and the recommended times for each key stage. English and mathematics are taught mainly in the mornings with science and the foundation subjects being timetabled in the afternoons.

119. The curriculum is well balanced overall and each subject is taught every week, except that art and design technology alternate on a half-termly basis and history and geography are delivered in rotating half-yearly blocks; while providing concentrated periods of study, the latter form of organisation, in particular, constrains to some extent pupils' continuity of learning and skill development.
120. Learning experiences for the under-fives are planned in accordance with the Desirable Outcomes for Children's Learning and there is a good balance of regular activities across the six areas of learning, delivered through an integrated day approach. Pupils in KS1 follow a similar form of organisation, as part of the preparation for the introduction of the Foundation Phase.
121. Curriculum planning has been in a state of fluctuation and change over recent years, due to the school's frequent reorganisation, but it is comprehensive and appropriate. Long term planning currently involves a curriculum map and recently developed skills ladders for all subjects, except religious education, in preparation for the new NC to be introduced in September 2008.
122. Medium term planning for each term includes more detailed information, drawn down from the schemes of work, which are retained in full by the subject co-ordinator in comprehensive planning files. Due attention is given to learning outcomes, differentiation and cross-curricular links. Short term planning is then done on a weekly basis; these plans are seen by the headteacher, who comments on them, and teachers evaluate what has been achieved each week to inform their future planning.
123. Relevant policies are in place to guide the delivery of each subject, as well as overall curriculum matters and cross-curricular issues, such as sustainable development. A policy is in the process of being produced for the more able.
124. Key skills are integrated into the planning process in the schemes of work and weekly plans. A key skills co-ordinator and a policy are in place and an overall key skills map is being developed to cover all subjects. The school is also in the process of incorporating thinking skills in to the curriculum and specific lessons are timetabled to promote pupils' ability to problem solve. Bilingualism is also an integral part of the planning process and a new phrase is introduced each week in every class.
125. A PSHCE policy and framework are in place, based on a commercial scheme. Specific PSHCE lessons are timetabled each week in every class; they include circle time and personal relationships and sex education, for which a new scheme has recently been developed. Parents are informed of the content of these lessons and their right to withdraw their child if they so wish. In addition, a PSHCE project is being implemented by parents.
126. Particularly through the PSHCE curriculum, teachers actively promote equality of opportunity and ensure that no pupil is disadvantaged; there is equal access for all to the curriculum and all aspects of school life, including extra-curricular

activities, whatever an individual's gender or background. Pupils report that they are treated fairly and equally.

127. Education for sustainable development and global citizenship is effectively built into the schemes of work and is delivered across the curriculum. Pupils, particularly through the Eco committee, are involved in recycling, saving energy and the organic garden, which has been developed by parents and members of the community and which uses compost from the school's own wormery. The school is working towards the Green Flag award.
128. Following consultation with the school council and parents, the homework policy has recently been revised; it allows for flexibility and choice. There is a termly project and reading and weekly mathematics tasks, but work is not compulsory or marked. Y6 pupils have two terms of more formal regular homework in preparation for secondary school. Some parents at the pre-inspection meeting felt there could be more consistency and progression in the system.
129. The school provides a good range of extra-curricular sporting and musical activities in the lunch break and after school and some of the clubs offer accreditation with links to the Children's University. Parents and sports coaches make a valuable contribution. All pupils go on regular visits to places of interest and Y6 have an annual residential experience. Several visitors also come in to the school to talk to pupils. The development of a ukele band has recently received national publicity in the press and on television.
130. Spiritual and moral development is good and pupils have good opportunities to admire the wonders of the world through the use of the expansive grounds and the school's setting. Acts of collective worship meet statutory requirements and are beneficial whole school occasions, which effectively reinforce the school's ethos and sense of community. Pupils participate willingly and every week the Y5/Y6 class plan and deliver their own assembly. In the Spring term parents and members of the community are invited to whole class presentations.
131. Social and cultural development is good overall. Pupils work and play together very well and willingly help each other. Charities are regularly supported and this promotes understanding of those who live in less fortunate circumstances.
132. Appropriate attention is given to the Welsh dimension across the curriculum, which is directly addressed in the planning process. Welsh assemblies are held each month and the culture of Wales is celebrated in various ways, for example through an Eisteddfod and on St. David's Day. There is also a link with a Welsh medium primary school, which includes mutual visits. However, the school recognises that there is scope to raise the profile of the cwricwlwm Cymreig further.
133. There are no pupils currently in the school from different ethnic backgrounds, but diversity is celebrated through the study of other religions and various festivals. A world culture day was inaugurated last year and the school is planning an arts and culture week. Appropriate resources have recently been purchased and a link has been established with a school in Burundi. A particularly beneficial contact is with children from Chernobyl, who for the past

five years have been hosted in the village for a month and who subsequently attend the school and join in with events such as sports day. However, the school recognises that multiculturalism also requires further development across the curriculum, in order to enhance pupils' experiences and understanding of living in a pluralistic society.

134. The partnership with parents is an outstanding feature of the school. The PTA has recently been re-launched and it raises considerable sums of money for school resources. Parents are also actively encouraged to help in school, which many do. They report that there is a welcoming and open ethos and they feel valued and appreciated. Workshops are provided for them to hone their skills.
135. A parents' forum has recently been established, in which parents can express their views about the school, such as homework, and this has proved a success; recommendations agreed in the forum are made public. Parents are also surveyed annually to gauge their satisfaction with their children's education; the results are analysed and feed into the SIP.
136. There is regular communication with parents through newsletters, consultation evenings, annual reports and a new termly curriculum information leaflet for each class, which is designed to address concerns some parents have about not receiving enough information about what their children are learning. A school web site is being produced. The headteacher also meets and greets parents at the school gate on a daily basis and subject co-ordinators make presentations to parents at curriculum evenings and at the GB's Annual Meeting. Parents appreciate the information they receive.
137. All parents receive a prospectus when their child starts at the school and this is attractive and informative. Similarly, the Annual Governors' Report to Parents is very well produced and innovative, although it has several omissions in relation to statutory requirements.
138. There is an appropriate home-school agreement, which almost all parents have signed.
139. Links with the local community are very good. The school is a focal point for the village and relationships are enhanced by having the hall next door. There are strong links with the church; the team ministry, which includes the local vicar, visits to lead collective worship regularly. Pupils take gifts to members of the community, who are also invited in to school for various occasions.
140. The biodiversity trail and the organic garden have been developed with the help of members of the community and the intergenerational project will involve senior citizens working with pupils. The school grounds are also used regularly by local residents.
141. Links, especially in the core subjects and SEN, with the local secondary schools are very good and the local cluster of schools is very active; staff work very well together to produce policies and portfolios of work, as well as making joint bids

for funded projects and working on co-operative initiatives, such as the intergenerational project.

142. The school provides placements for students from local further and higher education institutions.
143. Although there is no specific policy for developing links with industry, there are productive partnerships with many outside agencies and the world of work, such as the local newspaper and training agencies. The school has a useful link also with a local bank, which has donated an interactive whiteboard.
144. Pupils develop their entrepreneurial skills by undertaking business ventures and mini-enterprises, such as running the fruit tuck shop, selling fruit and vegetables they have grown in the organic garden and organising the Friday feasts, which each class takes a turn to manage, including collecting in money and calculating profit and loss.

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

Grade 1: Good with outstanding features

145. The findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report, because the team identified some outstanding features in the care, guidance and support of pupils.
146. The school provides a very happy, safe, purposeful and caring environment for all pupils. It has a very welcoming ethos and is a place where all teachers and pupils are treated with equal respect. All relevant policies are in place and effectively implemented. This is a strength of the school.
147. Appropriate induction arrangements are in place and when pupils start school they settle in quickly. There are good relationships with the playgroup in the adjacent village hall and meetings for parents and introductory sessions for children are provided. There is a very helpful parents' reception handbook.
148. Transition arrangements are very good with the main receiving secondary schools; there are Y6/Y7 and SEN co-ordinator (SENCO) staff meetings and Y6 pupils visit the secondary school for various purposes prior to their transfer. There is also a common transfer system for documentation.
149. Older entrants to the school are encouraged to attend for half a day before starting and once in school they are supported well by a buddy system. The school is currently reviewing its transition arrangements for KS1/KS2, as some shortcomings were noted last year.
150. The buddy system is also designed to ensure that older pupils look after younger ones in the playground. Y6 pupils serve as prefects and undertake various responsibilities which encourage leadership qualities.

151. Breakfast and after school clubs are provided for children of parents who have to go to work early or return late; a range of activities and a healthy choice of food are available.
152. A representative is elected every year by pupils in each class to serve on the school council. Detailed minutes are kept by the school secretary of the council's deliberations and suggestions and these are discussed by staff.
153. Pupils are also invited to volunteer to be members of the school's Eco council. This ensures that recycling and care for the environment have high profiles within the school. There is also an annual citizenship week, which looks at rights and responsibilities and this is when elections for the school council and Eco committee take place.
154. The school monitors behaviour very closely and has a very effective system of rewards and sanctions; this is an outstanding feature. Pupils respond enthusiastically to the weekly house points system and to the accolade of being appointed a 'pupil of the week'.
155. Appropriate procedures, which involve parents, are in place for dealing with any poor behaviour that might occur. The school also has a handling agreement, drafted in consultation with staff, the headteacher, the SENCO and parents, although no cases have yet arisen which require its implementation. Each class has its own behaviour plan with class rules that are negotiated with pupils.
156. The school's behaviour management and anti-bullying policies have been devised by the local cluster group jointly; they are consistently applied and are being currently revised to take account of the school's new peer support and mentoring systems.
157. The school is participating in developing a cluster anti-bullying initiative, established through a Welsh Assembly Government (WAG) pilot scheme. All teaching and support staff have received behaviour management and positive handling training.
158. There is a very good standard of supervision at break and lunch times and supervisors ensure they position themselves in appropriate locations, so that they can see everyone in their care. They know the rules and routines, although they have not recently received any training.
159. Registers are completed correctly and the school monitors pupils' punctuality and attendance efficiently; parents are asked to inform the school as soon as possible if their child will not be attending due to ill health. On the first day of absence, if an explanation has not been received, the school makes a first day response and contacts parents by phone or letter. There is a record kept of consultation visits made to parents by the Education Welfare Officer (EWO).
160. The school has effective procedures for the protection of pupils; the headteacher is the named person with responsibility for this aspect and there is a designated school governor. A Criminal Records Bureau (CRB) register is kept in the

headteacher's office. All parents who assist in the school on a voluntary basis are checked through this process. Training in child protection has also been held for all staff and governors.

161. An appropriate health and safety policy is in place, which covers such matters as the administration of medicines and smoking. Health and safety is an item on the agenda of every GB meeting and appropriate risk assessments are undertaken. Safety equipment is properly monitored and maintained and fire drills are carried out termly. Fire brigade and road safety officers visit the school regularly. All staff, including lunch time supervisors, have received first aid training and this is constantly updated.
162. The school nurse visits regularly and provides advice and support for staff and parents. She is also available to assist teachers with sex and relationships lessons in Y5/Y6.
163. The school has achieved the 'healthy schools' status and pupils are aware of the importance of a healthy diet and the need for regular exercise to keep fit and to live a healthy lifestyle. Water is provided during lessons to keep pupils alert and the fruit tuck shop encourages healthy eating.
164. The provision for pupils with SEN is an outstanding feature; all are fully included in the life of the school. Very sound procedures are in place, which have recently been revised. The SENCO and the governor with responsibility for SEN work very closely together and IEPs have realistic and appropriate targets and are agreed with pupils and parents. Teachers make good use of IEPs in lesson planning to ensure the needs of learners of all abilities are met.
165. Specialist services are effectively used to assist pupils with their learning. For example, speech therapists, an experienced SpLD teacher and county advisers for the visually impaired, as well as personnel from occupational therapy services, visit the school as and when necessary. Services provided by the neighbouring county of Gloucester are also utilised for the benefit of a small number of pupils attending the school from across the border.
166. The provision for equal opportunities is good. Gender equality and good race relations, as well as respect for diversity, are specifically promoted through aspects of the curriculum, despite the homogenous nature of the school's pupil complement. Pupils report that they are treated fairly and equally.
167. Improvements have been made recently in disability access, so that no pupil is disadvantaged and all can fully participate. A Disability Equality Scheme and an accessibility plan are in place. Space has been identified for a disabled toilet.

Leadership and management

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

Grade 1: Good with outstanding features

168. The findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report, because the team identified some outstanding features in leadership and management.
169. The grade for this key question differs from that in Key Question 1, because there is evidence that the outstanding leadership of the new headteacher and the introduction of new initiatives are having a significant effect on the school's performance, but these inevitably take time to impact on standards, especially following a period of substantial change.
170. The aims of the school are explicit and underpin all aspects of school life; they are shared with pupils and parents and they are regularly reviewed by the GB at the beginning of each academic year as part of the school improvement cycle. This is a strength of the school.
171. The leadership of the headteacher is outstanding and she has achieved a good deal in the short time since her appointment in April 2006. Together with the GB, she has had to make many difficult decisions, especially in relation to staffing, but she has managed the situation very effectively. She has a clear vision for the future and is keen to move the school forward. Governors, parents and the local education authority (LEA) are extremely supportive of her and praise her leadership style, efficiency and achievements. Parents agree that attitudes to the school are now much more positive and that considerable improvements have been made since she arrived.
172. Staff, including teachers and support personnel, work very well as a team and all initiatives are planned and implemented collaboratively. Teachers are provided with PPA time in line with statutory requirements for reducing teachers' workload.
173. Staff meetings are held regularly for both teachers and support staff and minutes are recorded. There is a staff handbook, which includes all necessary information for staff and any visiting or supply teachers to familiarise themselves with the good practices and procedures adopted by the school.
174. Subject co-ordinator responsibilities are allocated evenly, but, because of the small number of staff, each teacher has to cover a number of subjects. In addition, due to the recent staff reorganisation, they have had to take on different and extra responsibilities, which has increased their workload.
175. The headteacher and governors meet with parents regularly to keep them informed, especially about major issues, such as school reorganisation. Parents

are confident that their views are heard and that any suggestions or complaints they have will be dealt with quickly and efficiently.

176. The headteacher undertakes performance management reviews for all staff and targets are carefully linked to training needs and school priorities.
177. The GB is proactive, meets regularly and kept well informed through the headteacher's termly reports, meetings, attendance at training events and visits to the school, for example as 'governor of the month'. Appropriate sub-committees are in place and the chair frequently meets with the headteacher.
178. The GB has agreed on the structure of the teaching and learning responsibility (TLR) posts, but has not yet made any appointments.
179. The school has a range of relevant management policies and procedures and account is taken of national priorities. All statutory requirements are met, except in relation to the content of the annual report to parents.
180. Financial management is sound and the budget is carefully monitored; this is especially the case at present, since due to a falling roll and the consequent need to reduce staff, the LEA has allowed the school to run a small deficit temporarily. Money is spent wisely and in line with identified priorities. All recommendations from the most recent auditor's report in 2001 have been addressed.

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

Grade 2: Good features and no important shortcomings

181. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
182. The school has established an effective culture of self-evaluation. Arrangements are comprehensive, systematic and transparent and based on first-hand evidence. A new cycle is being introduced.
183. All stakeholders are involved in the self-evaluation process. Parents and governors are regularly canvassed for their views and pupils' opinions are obtained through the school council and listening to learners.
184. The school's self-evaluation report is a thorough document that directly addresses each key question of the Common Inspection Framework; judgements are supported by relevant evidence, although there is no reference to the previous inspection.
185. The inspection team agreed with the school's judgements in only two of the seven key questions. In the five key questions that differ the team's judgements were one grade higher than the school's. This was because the staff and

governors were naturally cautious in their assessment, due to the major changes that have taken place recently, and because they expect even greater progress in the near future than has already been achieved.

186. The SIP contains a three year plan with realistic and achievable targets, costs, timescales and a built-in checking system; when a target is achieved, this is noted by the person responsible on a copy of the SIP posted in the staff room. The document also contains a review of the previous year's targets, all of which were achieved, and an explanation of the methodology that is used to draw up the SIP. Only the major targets, however, are outlined in detail.
187. The school analyses performance information, trends over time and benchmarking data systematically and diagnostically to inform the self-evaluation process and to determine priorities. Support in interpreting the data is provided by the LEA and staff and governors use it knowledgeably to assess how the school is performing.
188. There is an excellent relationship with the LEA. The school has been part of several LEA initiatives and an audit has been undertaken of the school's progress, the outcomes of which helped to inform the self-evaluation process.
189. Monitoring by subject co-ordinators involves drafting, evaluating and reviewing their subjects through looking at planning, auditing resources, scrutinising pupils' work and talking with staff, pupils, parents and governors. They produce an annual review according to the seven key questions of the Common Inspection Framework. If a subject is part of the current SIP, then the staff look at work in that subject all together.
190. Subject co-ordinators, however, do not currently observe in classrooms systematically, although they have worked alongside each other. The school is planning to introduce a programme of regular classroom observation to monitor standards, teaching and learning.
191. The headteacher undertakes an active monitoring role through conducting performance management reviews, observing systematically in the classroom using agreed targets and feedback sheets, scrutinising weekly planning and assessing pupils' work. She provides feedback to all staff on areas of strength and development.
192. It is difficult to assess progress since the last inspection, since the school has experienced many changes over the last six years. However, there is now more support available in the reception/KS1 class, although there are issues about where and how the non-teaching assistants and other adult helpers are deployed. The monitoring role of the subject co-ordinators has developed to some extent, but they do not systematically observe in each other's classrooms and the sharing of good practice remains a recommendation in this report. A strategy for providing more challenge for more able pupils is being developed, but this has not yet been fully implemented. The security arrangements for entry into the building have been addressed, although some parents still have some concerns about access onto the school grounds. The key issue about reducing

the budget underspend from the last inspection is now redundant, as the school is currently carrying a small deficit.

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

Grade 1: Good with outstanding features

193. The findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report, because the team identified some outstanding features in the use and management of resources.
194. There are suitably qualified and experienced teaching staff to deliver all areas of the curriculum. Due to the reduction in the number of teachers and the reorganisation of the class structure, some teachers have taken on new subject responsibilities and different age groups from September 2007, but they are being well supported by the headteacher and colleagues.
195. Support staff make a valuable contribution to pupils' learning and the life of the school. They work collaboratively with teachers in preparing and delivering lessons according to an agreed timetable, and provide good support, particularly for those with SEN; they are fully involved in the preparation and reviewing of IEPs. All have National Vocational Qualification (NVQ) level 3, except for one, who is working towards this. They have been trained in child protection procedures and in supporting the teaching of Welsh.
196. Administrative, cleaning and supervisory staff carry out their duties conscientiously and make a significant contribution to the efficient running of the school; some, such as the secretary, have dual roles. Day to day administrative routines operate efficiently and the school day is well organised.
197. The headteacher teaches for two days per week. On one day she covers the PPA time for the two KS2 teachers and the other day she takes the Y3/Y4 class, supporting the class teacher in the morning, who is new to this age group, and releasing her in the afternoons to work in the reception/KS1 class, where she taught previously, for PPA purposes.
198. The management of PPA time is appropriate and involves teachers using their experience and expertise to help each other. Similarly, the deployment of teachers and support staff is well planned and linked to the school's needs and allocated funding. There are up to date job descriptions for all staff.
199. Effective procedures are in place to identify staff development needs and a careful record is made of courses that are attended and their impact on the curriculum, although those that are required are not always available through the LEA's in-service education and training (INSET) programme.
200. The accommodation is suitable, well maintained and in good decorative order and good use is made of the additional space to promote pupils' independent

learning. Displays effectively enhance the learning environment. The toilets are clean, but, since there is no extractor fan, they can emit an unpleasant odour.

201. The extensive grounds are an outstanding feature and well used by pupils, such as the Eco pond and the organic garden. The school has won an award for the Best Kept School for the last eight years.
202. A secure play area has been developed in preparation for the Foundation Phase and KS1 have a separate play area to KS2.
203. Appropriate security measures are in place for entry to the building.
204. The level of resourcing for all subjects and areas of learning is another outstanding feature. There are three interactive whiteboards and pupils make very efficient use of the fifteen laptop computers available. There are also five desktop computers in classrooms.
205. The two libraries are well stocked with a wide range of books in good condition. They effectively support independent learning and makes a positive contribution to raising standards of achievement.
206. The use of resources is regularly reviewed to ensure value for money. The purchase of new resources is prioritised through the SIP and good use is made of the Better Schools funding to improve resources and support INSET. The school makes full use of the county's library and museum services.
207. Overall, in light of all the recent changes in staffing and school structure, the school provides very good value for money.

School's response to the inspection

208. The staff and governors of the school welcome the inspection report. We are delighted with the grades awarded and acknowledge that we have been very demanding of ourselves in our school self-evaluation judgements. We see the findings of the inspection as a positive reflection of the ambition of all who are involved with the school and as an indication of the high expectations we all hold, in order to provide the very best educational experience for the children in our care.
209. We are naturally pleased to have been awarded a Grade 1 for Key Questions 4, 5 and 7. We pride ourselves on creating an environment in which children feel cared for and valued. The 'calm, purposeful atmosphere' creates the context for meaningful learning and ensures that all children can achieve their potential.
210. We consider the Grade 2 for Key Questions 1, 2, 3 and 6 as an accurate reflection of our school. We constantly strive to improve both our teaching and learning outcomes. The three recommendations made are already included in our SIP and will be given appropriate attention as a result of the report.
211. Situated within such a beautiful setting, we know that children will continue to benefit from the wonderful opportunities afforded by our school.
212. The staff and governors would like to thank the inspection team for their positive contribution to our future school improvement and for their courtesy and professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Llandogo C.P. School
School type	Primary
Age-range of pupils	4 – 11 years
Address of school	Holmfield Drive, Llandogo, Monmouthshire
Postcode	NP25 4TJ
Telephone number	01594 531073

Headteacher	Mrs. Nicola Sutherland
Date of appointment	April 24 th 2006
Chair of governors/ Appropriate authority	Ms. Jackie Keeley
Registered inspector	Dr. P. David Ellis
Dates of inspection	6/11/07 – 7/11/07

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	0	10	6	10	16	11	18	14	85

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
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	28
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	N/A	94.7	95.7
Spring 2007	N/A	79.7	88.7
Summer 2007	N/A	93.5	93.9

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

National Curriculum Assessment Results End of key stage 1: (compared with 2006 national results)

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					16
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	13	88	0	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	13	69	19	
		National	0	2	10	63	24	
En: writing	Teacher assessment	School	0	0	13	88	0	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	6	94	0	
		National	0	4	14	55	27	
Mathematics	Teacher assessment	School	0	0	0	100	0	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	0	100	0	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87.5%	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: (compared with 2006 national results)

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					14			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	0	53	40
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	7	13	60	20
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	7	0	40	53
		National	0	0	0	1	0	2	12	52	34

by teacher assessment	
In the school	80%
In Wales	74.2%

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

Three inspectors spent a total of five inspector days in the school. There was also a peer assessor and nominee on the team.

The inspection team visited:

- eighteen lessons or part-lessons;
- all classes; and
- two acts of collective worship.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- twenty-nine responses to the parents'/carers' questionnaire; around 93% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context, Summary and Recommendations Key Questions 1, 3, 5 and 6
Mr. Dafydd Treharne Team Inspector	Key Questions 2, 4 and 7
Mrs. Rhiannon Boardman Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Lynne Bowen-Jones Peer Assessor	Observing lessons and attending meetings
Mrs. Nicola Sutherland Nominee and Headteacher	Contributing information and attending meetings School's response

Acknowledgement

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

Contractor

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