

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

***LLANDRINDOD WELLS CHURCH IN
WALES PRIMARY SCHOOL
TREMONT ROAD
LLANDRINDOD WELLS***

School Number: 666 3030

Date of Inspection: 19-23 November 2001

by

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Registered Inspector

Date: 10 January 2002

Under Estyn Contract Number: CT67/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Llandrindod Wells Primary School, a voluntary controlled Church in Wales establishment, occupies a pleasant, elevated site on the northern outskirts of the town. The main building, a single storey structure of red brick, was built in 1977 to replace the old school. A smaller building was added in 1994 to house the Welsh 'Unit'. There are also two demountable classrooms and a community centre on site. The interior of the main building is of an open-plan structure.

There were 182 pupils on roll at the time of the inspection including 11 children of nursery age. The pupil population, which numbered 227 in 1998, has decreased slowly but steadily over recent years. Currently, 131 pupils are taught in the main building and 51 in the Welsh 'Unit' which provides mainly Welsh-medium education from nursery through to Year (Y) 6. A temporary drop in pupil numbers in the 'Unit' has now been replaced by a period of growth. Most of the pupils come from the immediate vicinity of the school but a small minority are from other parts of Llandrindod Wells and the surrounding area.

Whilst the catchment area is not outwardly deprived, it has some features of economic disadvantage associated with a hard pressed or declining rural-based economy. About 30% of the pupils are entitled to free school meals and 53 (29%) are identified as having special educational needs (SEN) including five pupils with a statement of SEN. Only a small number of pupils come from homes where Welsh is the first language.

The school provides a clear statement of its principal aims and objectives. It is a basically Christian community where worship and learning are both valued. Pupils are encouraged to grow strongly in their spiritual, moral and physical awareness and to achieve their full potential in terms of acquiring skills, knowledge and understanding.

The School Development Plan (SDP) includes a review of the programme of developments introduced at the beginning of the previous school year as well as identifying a number of new targets for 2001-2002 and beyond. Among the current targets are: raising standards in literacy, improvements in identified aspects of numeracy, the strengthening of monitoring procedures and practice throughout the school and an improvement in attendance figures. In addition, performance targets are set for individual progress through the year and for improving pupils' attainment in the national tests.

The school was last inspected in the summer term of 1996. The present head has been in post for just under seven months.

2. MAIN FINDINGS

The main findings of the report

Standards of achievement are satisfactory or better in 94% of the work; they are good in 49% of the work.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

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

Creative development	Good
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- In Key Stage (KS)1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and in religious education are as follows:

Subject	KS1	KS2
Welsh (first language)	Satisfactory	Good
English	Good	Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Welsh (second language)	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Satisfactory
Religious education	Good	Satisfactory

- In the school's NC assessment results in 2001, the percentage of pupils at the end of KS1 that reached at least level 2 in English reading and writing and in mathematics was well above the national average. As the number of pupils in the Welsh stream who took the NC assessment at the end of KS1 was below 10, overall performance indicators only are included in this report (see Appendix). In KS2, the percentage of pupils that achieved level 4 or above in English was some way below the national average and that in Welsh was well above; in the case of the latter, however, no pupil achieved level 5. The results in mathematics were slightly above the national figures and those in science slightly below.
- In key skills across the curriculum, the under-fives in the English-medium class achieve good standards in literacy and those in the Welsh stream satisfactory standards; standards overall in numeracy are satisfactory and those in the use of information and communications technology (ICT) good. In KS1 and KS2, standards achieved in English across the curriculum are good in listening, speaking and reading and satisfactory in writing. In Welsh, standards in KS1 are good in listening and satisfactory in speaking, reading and writing, and in KS2 they are good in listening and reading and satisfactory in speaking and writing. In KS1 and KS2, standards in numeracy and ICT are satisfactory overall but in some classes they are both insufficiently applied across the curriculum.
- The school is increasingly aware of its responsibility to promote pupils' bilingualism in English and Welsh and the steps for achieving this are clearly outlined in its bilingual policy. The aim of enabling pupils to be confidently bilingual in Welsh and English is being achieved to a large extent in the Welsh stream and pupils in the English classes are also making good progress in their knowledge and use of Welsh as a medium of communication.
- The quality of teaching was satisfactory or better in 92% of the lessons inspected, including 48% where it was good and four per cent very good. Eight per cent of the teaching was judged to be unsatisfactory. Teachers prepare their lessons thoroughly and whole-class presentations are for the most part clear and of suitable length. The

pace of the work is generally brisk and, apart from a few exceptions, pupils are set appropriate tasks. In a small number of lessons, the teaching style adopted does not sufficiently engage the pupils and the work is not always appropriately matched to pupils' needs.

- Pupils participate daily in an act of worship (as the school is voluntary controlled, a report on the pupils' spiritual development will be issued separately), and their moral, social and cultural development is generally good. Within its personal, social and health education programme the school makes good use of 'circle time', the school council and class meetings to develop pupils' personal and social skills, and in the section on 'Race', in its equal opportunities policy paper the importance of developing pupils' awareness of the diversity of cultures and the value of differences as well as similarities are appropriately emphasised. Pupils' response is good on the whole.
- The overall standard of pupils' behaviour and their attitude to work is generally good. A few pupils occasionally lose concentration and interest in their work.
- Attendance is satisfactory and unauthorised absences have fallen in recent months; however, a substantial number of pupils arrive late to school in the mornings.
- The quality of the school's assessment is generally unsatisfactory. The assessment policy is out-dated and insufficient use is made of assessment of pupils' work to promote higher standards. The quality of recording and reporting is satisfactory.
- The curriculum is broad and balanced and sufficient time is allocated to each subject. Some schemes of work are of good quality, others are being up-dated and/or amended in turn. The quality of planning has been variable. Whereas teachers' short-term planning is generally good it is only recently that the staff have begun work on a whole-school and long-term plan which can be appropriately audited and monitored.
- Pupils benefit from a wide range of extra-curricular activities and team games.
- The quality of provision for SEN pupils is good and they make good progress in the basic skills. Pupils' individual education plans (IEP's) are for the most part clear and precise.
- The quality of self-evaluation and planning for improvement is at least satisfactory at present and a number of important strategies, only recently introduced, are now beginning to make an impact. Among her priorities the head lists: a clear responsibility to identify weaknesses, prioritise the work and plan the programme of school improvement. A useful review has been undertaken of the programme of developments introduced at the beginning of the previous year and an appropriate list of targets, carefully prioritised, has been included in the current SDP. The school is beginning to monitor its performance on a number of levels, and performance targets are set for individual progress through the year and for improving pupils' attainment in the NC tests.
- Since her arrival, the head has identified how she wishes to lead the school forward, and in which direction, and she has already made good progress. She has a good general overview of practice, quality and standards in the school gained through a range of formal and informal monitoring activities. She provides firm leadership and is committed to improving quality and standards. Subject co-ordinators have begun monitoring in the three core subjects and the governors are very supportive of the school in all its aspects.

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- Most of the key issues identified in the 1996 report have now been addressed. Standards in mathematics in KS2 are now good. Standards in oral skills of pupils receiving education through the medium of Welsh and of religious education in KS2, both of which were judged to be unsatisfactory in the 1996 report, are now satisfactory; however, in the case of both of these, there is room for further improvement. In a few areas, insufficient progress has been made, for example, whereas recording pupils' achievement is now of better quality, the school's assessment policy is out-dated and too little use is made of assessment to inform the teaching and to ensure that work is appropriately matched to pupils' needs.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement were judged to be good in 49% of the work, satisfactory in 45% and unsatisfactory in six per cent.

- The under-fives make good progress overall in the six areas of learning. Children in the English-medium class are achieving good standards in their language, literacy and communications skills and those in the Welsh stream make at least satisfactory progress. All are achieving good standards in the other five areas of learning, including their mathematical development and their personal and social development.
- In KS1, in the core subjects, standards of achievement are good in listening, speaking and reading in English and satisfactory in writing. In Welsh, they are good in listening and satisfactory in speaking, reading and writing. In KS2, pupils achieve good standards in listening, speaking and reading in English and satisfactory in writing and they achieve good standards in listening, reading and writing in Welsh (first language) and satisfactory in speaking. In both key stages, standards in mathematics are good and those in science satisfactory.
- In KS1, in the foundation subjects, pupils' standards of achievement are good in Welsh (second language), geography, art, music, physical education and religious education and they are satisfactory in design and technology, information technology and history. In KS2, standards are good in Welsh (second language), geography, art and music and satisfactory in design and technology, information technology, history, physical education and religious education.
- In KS1 and KS2, whilst girls achieve at a much higher level than the boys in English and Welsh (first language), in the other core subjects progress is broadly similar. Pupils with SEN pupils are making good progress in the basic skills.
- In the school's NC assessment results in 2001, the percentage of pupils at the end of KS1 that reached at least level 2 in English reading and writing and in mathematics was well above the national average. As the number of pupils in the Welsh stream who took the NC assessment at the end of KS1 was below 10, overall performance indicators only are included in this report.
- In the school's NC KS2 results for 2001, the percentage of pupils that achieved level 4 or above in English was some way below the national average and that in Welsh was well above; in the case of the latter, however, no pupil achieved level 5. The results in mathematics were slightly above the national figures and those in science slightly below. Although girls continue to attain higher percentages than boys in the core

subjects, the gender difference in English was this year significantly reduced from 22% to nine per cent. However, the core subject indicator (which is the percentage of pupils attaining at least level 4 in three core subjects in combination) was 66% for girls, markedly higher than the 52% for boys.

3.2 Standards Achieved in Key Skills across the Curriculum

Pupils' achievement and progress in key skills across the curriculum vary from satisfactory to good in the early years and in KS1 and KS2.

- The under-fives make good progress in listening in both the English and Welsh streams. In the English-medium class, standards in literacy are good and they are satisfactory overall in the Welsh stream. Standards in numeracy across the curriculum are satisfactory and those in the use of ICT are good overall.
- In KS1 and KS2, pupils listen well in almost all classes. They are attentive to the teacher's presentation and direction and to other pupils' contributions. Pupils in the English stream make good progress in speaking and satisfactory progress in writing; those in the Welsh stream make satisfactory progress in speaking and writing. The more able pupils in both streams speak confidently and with good expression and write for a range of different purposes. Pupils in KS2 achieve good standards in reading in Welsh, as do the pupils in the English-medium classes in both key stages. Pupils enjoy reading and they consult books regularly in, for example, science, geography and art lessons.
- Pupils with SEN make good progress on the whole in listening, reading and writing.
- Standards in numeracy across the curriculum are satisfactory in both key stages. Aspects of numeracy feature in science and geography from time to time, but they are insufficiently applied in other subject areas.
- Whilst some pupils achieve good standards in the use of ICT in one or two classes in KS1 and KS2, overall pupils' ICT skills are insufficiently applied across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

As Llandrindod school is voluntary controlled, inspection of pupils' spiritual development was undertaken and reported on separately. Pupils' moral, social and cultural development is good.

- The school meets statutory requirements to provide a daily act of collective worship and pupils are given opportunities at these times, and in some lessons, to reflect.
- Pupils' moral development is fostered well through many aspects of school life. The school has clear aims reflecting a caring and positive ethos. School rules are clear and straightforward and the principles of thoughtfulness and mutual respect are evident in the life and work of the school. Pupils demonstrate a good understanding of right and wrong and they realise the need to respect and interact with others whatever their background and race. Pupils partake in fund-raising events to support good causes and charities.

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- Pupils' social development is accorded high priority by the school. The quality of relationships between pupils and teachers and among pupils themselves is generally good. Pupils collaborate well in pairs and in groups and are good at sharing resources and ideas with their fellow pupils. The school council, with representatives from Y2 to Y6, is successful in promoting an understanding of responsibility and co-operation. Social skills are also promoted through a range of extra-curricular activities and regular links with members of the local community.
 - Pupils' cultural development is generally good. Pupils have an increasing awareness of their Welsh identity and the use of incidental Welsh in areas of the school enhances their feeling of being part of this culture. Annual celebrations, for example the local Eisteddfod, further encourage pupils' cultural development. Pupils' understanding of other cultures is also developing well, mainly through work in religious education, geography and music. Pupils are increasingly aware of the diversity of cultures and of the value of differences as well as similarities.

4.2 Behaviour and Attitudes

The overall standards of pupils' behaviour and their attitude to work is generally good.

- The school has in place a well thought out and suitable policy for discipline which is implemented.
- Behaviour in class is good with most pupils maintaining self discipline. A few pupils occasionally lose concentration and interest in their work.
- During play time and when participating in out-door activities, pupils show a friendly disposition and co-operate well. Display of ill-will is rare and boys and girls play together happily.
- Most pupils are confident and converse with adults sensibly.
- No incidence of bullying was witnessed or reported during the inspection.
- Two pupils were excluded during the last 12 months. In both cases the proper procedures were followed.

4.3 Attendance

Pupils' attendance is satisfactory with an average figure of 92.3% over the previous three terms. Unauthorised absences, while still relatively high, are falling. The punctuality of a substantial number of pupils in the mornings is unsatisfactory.

- The school has recently changed its systems of registration and present registers are complete and correct.
- Registration is taken correctly and teachers keep parents' letters and a record of phone calls concerning absences.
- The governing body has targeted unauthorised absences to seek a reduction; this has led to a significant improvement.
- The school operates its timetable punctually.
- Despite recent efforts by the school to address the problem, pupils' punctuality in the mornings is unsatisfactory with a large number of pupils arriving after 9.00am.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was good in 48% of the sessions inspected, very good in four per cent, satisfactory in 40% and unsatisfactory in eight per cent. In a number of classes the teaching is consistently good and in the vast majority it is never less than satisfactory and is often good.

- Teachers have a sound knowledge of the requirements of the NC, but a few are unclear about the requirements of religious education within a voluntary controlled church school.
- Teachers have clear aims and objectives for each session and they prepare their lessons thoroughly.
- Whole-class presentations, though occasionally rushed, are for the most part well focussed and of appropriate duration. Pupils are provided with clear directions and explanations and individuals and groups are effectively involved by means of purposeful questioning.
- Good use is made of a range of teaching approaches and teachers ensure a good balance between class work, group work and individual work.
- The pace of lessons is generally brisk and, apart from a few exceptions, pupils are set appropriate tasks.
- In one or two lessons, the teaching style adopted does not sufficiently engage the pupils with the result that a small number become restless and occasionally disruptive.
- In a few classes, the tasks set are not always appropriately matched to pupils' needs.

5.2 Assessment, Recording and Reporting

The quality of assessment is unsatisfactory. The quality of recording and reporting is satisfactory.

- Whilst teachers make regular informal observations on their pupils, the school's policy for assessment, which is out-dated, has little influence on current practice.
- Assessment is not used effectively to ensure that planning of future work is suitably differentiated to promote challenge and progress for all pupils.
- Teachers do not have a common expectation of pupils' achievement, and learning outcomes between classes of the same year groups are inconsistent. The process of moderating as a whole school in order to exemplify standards is underdeveloped.
- The school keeps samples of work but they are not evaluated accurately, using clear criteria applied consistently across the curriculum.
- Work has started on developing a system of assessment linked to whole-school planning and teachers' long and short-term plans, but this has not yet influenced practice to a significant degree.

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- Marking is done regularly but is of varied quality. It is at its best when teachers acknowledge the efforts of their pupils and identify the next steps for further progress.
 - On entry a baseline assessment of Nursery/Reception pupils is undertaken. Results are not used at present as an aid to tracking pupils' progress.
 - The school carefully analyses NC test results to identify strengths and weaknesses. Specific areas for improvement, for example, boys' writing, have been identified and strategies implemented.
 - Parents visit the school to discuss their child's progress on two occasions in the year.
 - Annual reports to parents vary in quality from good to satisfactory. In some cases, comments are restricted to work done and do not provide a picture of the individual pupil's level of achievement. Individual targets based on discussions involving parent, pupil and teacher have recently been included.
 - Procedures for assessing, recording and reporting the progress of pupils on the SEN register are satisfactory. The school follows the SEN Code of Practice in these aspects.

5.3 Curriculum

The quality and organisation of the curriculum is good in the early years and in KS1 and KS2. The curriculum is broad and balanced and meets statutory requirements.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning and all six areas of learning are sufficiently reflected in the planning.
- In KS1 and KS2, the curriculum includes the NC subjects and religious education and reasonable time is allocated to each one. However, planning for the development of key skills across the curriculum is no better than satisfactory at present.
- Subject policies are of generally good quality as are some schemes of work which have recently been reviewed and up-dated. A number of others are in the process of being amended to reflect latest developments.
- Teachers' short-term planning is generally good but medium and long-term planning incorporating a whole-school perception has only recently been introduced.
- Planning and provision of the *Cwricwlwm Cymreig* is satisfactory.
- In KS1, and until recently in KS2, much of the curriculum is delivered through termly themes. Although connections continue to be made in the junior classes whenever possible, a number of subjects are now taught discretely.
- Homework is set regularly in both key stages in the English stream and the activities have a positive effect on pupils' standards of achievement. In the Welsh stream, there is some inconsistency in the nature and amount of homework set, a view expressed by a number of parents in the pre-inspection meeting.
- Pupils' personal and social education is promoted well through the curricular provision which includes a timetabled 'circle time' in some classes. This, together with the school's equal opportunities policy, and the general ethos of the school, upholds each pupil's right to full inclusion in all aspects of the school's life and work.

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- Pupils are provided with a good range of extra-curricular activities and team games, and good use is made of educational visits to support pupils' learning.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance is good and arrangements to ensure pupils' welfare are effective.

- The under-fives, in both English and Welsh streams, are taught within a supportive and welcoming atmosphere.
- The staff know their pupils well and the pupils are happy in school.
- The school has a child protection policy and the county acknowledged guidelines are followed on how to respond to any matters of concern. The head has overall responsibility for child protection procedures and all members of staff are familiar with them.
- Health education, including sex education, is mainly taught within the curriculum.
- A fire drill is held three times a year. A named member of staff is qualified in first aid.
- Appropriate emphasis is placed on social inclusion and equal opportunities within the school's programme of work and activities.

5.5 Provision for Pupils with SEN

The quality of provision and support for pupils with SEN is good and they make good progress in the basic skills.

- There are 53 pupils identified at Stages 1-3 of the Code of Practice, and five have a formal statement.
- A suitable policy document is in place, which sets out appropriate procedures for identifying and monitoring pupils with SEN.
- The SEN co-ordinator (SENCO) has a good knowledge and clear understanding of the needs and requirements of SEN pupils and support is well organised both within class and withdrawal lessons.
- The register of pupils with SEN is regularly reviewed and individual education plans are in place for all pupils on the register. A few of these plans lack sufficient detail of the small steps in learning and targets are too broad.
- The SENCO is released for one day each week to give individual support to pupils who are withdrawn for thirty-minute sessions. Class teachers are aware of their pupils' needs and work closely with the SENCO and support staff to set targets and review pupil progress.
- Pupils with SEN are supported well in lessons by learning support assistants. These pupils are included in whole-class sessions and are fully integrated into the life of the school. Teachers know their pupils well and most show great sensitivity, making timely interventions and allowing the pupils to make valued contributions, thus building self-esteem.

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- The school's internal procedures for early identification of pupils with SEN are effective. Diagnostic tests are used initially to identify pupil problems and thereafter pupils' progress is monitored appropriately.
 - There are no NC disapplications.
 - There is good liaison with the school psychological service and the welfare agencies.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The overall quality of these partnerships is good.

- The information provided for parents through letters, annual reports, the school notice board and the new prospectus is good.
- The school operates an open-door policy and parents praise the readiness of the staff to discuss any problems or anxiety parents may have.
- Two parents' evenings are held which provide parents with information about their child's education and, after the delivery of the annual report, an opportunity to discuss progress.
- There is an active Friends of the School Association which arranges social events and raises additional funds for the school.
- Parents come into the school and give in-class support as well as helping with extra-curricular activities.
- The majority of parents have signed the home-school agreement. The wording of the agreement is appropriate to a church school.
- The school plays a prominent part in the local community and maintains close links with the local church. Pupils visit the local church for seasonal services and festivals and the vicar comes into school regularly to conduct an act of worship in assemblies.
- Numerous contributions are made by the school to the social life of the area with pupils taking part in the Eisteddfod and the local carnival and entertaining various groups and bodies. Pupils also join in a Welsh carol service in the local chapel.
- The local community centre, sited on the school campus, is run in conjunction with the school.
- The school operates within the structure of a cluster and satisfactory links are maintained with the other primary schools in sports and games. Primary heads meet twice a term and regular meetings take place with staff from Llandrindod High School and Builth Wells High School. Year 6 pupils attend familiarisation days at the high school of their choice prior to transfer. The Welsh stream is involved with three other schools in the area in the Mid Powys Project which helps promote the teaching of Welsh.
- The school receives students teachers from Aberystwyth University and NNEB students from Coleg Powys.
- The school makes full use of the relevant services provided by the local education authority (LEA).

5.7 Partnership with Industry

Partnership with industry is satisfactory.

- Pupils learn from visitors to the school and from visits they themselves make to a local hospital and fire station, about different types of work.
- Pupils visit a local supermarket to see how a large store operates.
- When circumstances allow, pupils visit a neighbourhood farm, an allotment and a windfarm.
- Local businesses contribute prizes and gifts to the school.
- Insufficient use is made of ICT to provide the older pupils with a wider perspective of the world of commerce and industry.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is at least satisfactory at present and a number of important strategies, only recently introduced, are now beginning to make an impact.

- Among her priorities the head lists: a clear responsibility, with the help of her colleagues, to identify weaknesses, prioritise the work and plan the programme of school improvement.
- Since the head's arrival, the school has undertaken a wide-ranging review of the programme of developments introduced at the beginning of the previous year, as well as other aspects touching on issues of management and the curriculum.
- The review has enabled the staff to identify a number of strengths and developing needs and the latter have been included, in order of priority, in the most recent SDP.
- The SDP is a useful document which sets targets and success criteria, identifies responsibilities and training needs and is costed. The head regularly adds hand-written comments on progress in the Review Notes section at the bottom of each sheet.
- The present objectives for improvement include raising standards in literacy and aspects of numeracy and the strengthening of monitoring procedures and practice throughout the school. These are appropriate to the current needs of the school.
- Plans to implement a programme of monitoring of pupils' work by curriculum co-ordinators are already under way and two members of the staff have been appointed to begin work on developing a cohort tracking system and a whole-school planning matrix.
- The school carefully analyses its performance in the NC assessments and performance targets are set for individual progress through the year and for improving pupils' attainment in the tests.

6.2 Leadership and Efficiency

The school is well led and managed.

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- The school has aims and values appropriate to its status as a church school; these have a positive influence on its daily life and work.
 - Since her arrival, the head has identified how she wishes to lead the school and in which direction, and she has already made good progress in a short period of time. She has a good general overview of practice, quality and standards in the school gained through a range of formal and informal monitoring activities. She provides firm leadership and is committed to improving quality and standards.
 - Since the beginning of the present term, specific time has been made available to subject co-ordinators for monitoring in the three core subjects which entails visiting classes and scrutinising pupils' books. Co-ordinators also attend courses in subjects for which they have responsibility, organise resources and provide specialist support to colleagues.
 - The governing body is very supportive of the school. The governors are well informed about its life and work and closely involved in making key policy and planning decisions. Individual governors, linked to specific subjects, have visited lessons, met with curriculum co-ordinators and the headteacher for discussions and then reported their findings at a full meeting of the governing body.
 - The head, finance committee and governing body effectively exercise their responsibilities for oversight of the budget. Budget planning is undertaken with a three-year overview and decisions on expenditure are closely linked to priority areas identified in the SDP.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are generally good.

- There are sufficient qualified teachers to meet the demands of the curriculum. Staffing levels are good for the number of pupils on roll, three classes having 18 or fewer pupils.
- Under the leadership of the head, the teaching staff are beginning to work closely as a team and effective use is made of teachers' expertise in areas such as music, science and physical education.
- The head takes some KS2 classes for physical education thus enabling the deputy head and the one newly qualified teacher (NQT) on the staff to have non-contact time.
- The caretaker and ancillary staff make a valuable contribution to the life and work of the school. The support staff throughout the school sensitively support pupils and adopt positive techniques to include them in the general activities of the school.
- The school provides a bright, cheerful and clean learning environment. Good quality displays for a variety of purposes are an eye-catching feature of the school environment. Overall, good use is made of teaching areas.
- The school grounds are well-kept and although not spacious, they are adequate for the number of pupils. The grassed area is attractive with newly planted trees, a rockery and shrubbery. The early years units have their own outdoor activity areas including a raised flowerbed.
- The school building has been fitted with a security entry system and closed circuit television cameras.

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- The school's learning resources are generally good. Books and other resources are well organised and generally enhance the quality of work in different subjects and areas of learning. The school has plans to increase its repertoire of books.
 - The quality and quantity of early years equipment is good.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall provision for the under-fives is appropriate to their needs and they are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Children's development in language, literacy and communicational skills is good overall.

Good features

- Children communicate their needs effectively and enjoy recalling songs and rhymes.
- They enjoy listening to stories and the use of Big Books and story sacks contribute positively to their development.
- Children respond enthusiastically to opportunities to talk about experiences.
- Children develop their use of language in a variety of role-play situations, for example, the post office. Vocabulary is developed and extended effectively in situations when adult helpers interact with the children during activities such as making cakes, and drama sessions.
- All children recognise their own names. The children generally know the letter sounds and many are coping well with early writing.
- The children who are introduced to Welsh as a second language can sing Welsh songs and understand simple commands.

Shortcomings

- In the Welsh stream, children have difficulty in understanding on occasions and do not respond appropriately.

Personal and social development

Children's personal and social development is good.

Good features

- Children's personal and social skills are developing well. They take turns to share equipment and work and play co-operatively together.
- Children demonstrate independence in selecting activities and resources. They are able to dress and undress themselves and take responsibility for personal hygiene. Most pupils feel secure enough to contribute confidently, sharing ideas during circle-time on the carpet. Children are enthusiastic and respond well to adult stimulation.

Shortcomings

- At times, a few children do not follow instructions and persevere in their activities and tasks.

Mathematical development

Children's mathematical development is good.

Good features

- Progress in mathematical skills is good. Children develop understanding and accuracy in counting through rhymes, songs and sorting activities. Children are able to order and recognise numbers to 10 consistently. They can sequence and match shapes and know the names and properties of 2-D and some 3-D shapes.
- The children make good use of mathematical language which they apply in different situations, for example, in the post office when organising parcels of different size.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

Children's knowledge and understanding of the world is good.

Good features

- Children develop a good knowledge of life and living things through practical experience and role-play. They walk around the school collecting leaves; they plant bulbs and flowers and they are taken on interesting visits, for example, to a judge's chambers, the park and a farm.
- Children look closely at objects such as various fruits, noticing similarities and patterns.
- Children find their homes on a large map of their local areas and describe simple routes.
- Children experience changes in different materials through activities such as cooking.
- Most children use the computer confidently to listen to stories and to play a range of games which promotes their learning.

Shortcomings

- There are no significant shortcomings.

Physical development

Children's physical development is good.

Good features

- Children move confidently and imaginatively. They use the space in the hall well and follow instructions accurately.
- Children ride bikes and trucks with good control, showing an awareness of others.
- Children have good opportunities to develop fine motor skills through creative activities, using glue, crayons and scissors with good skill. They make soft toys showing increasing control in handling needles.

Shortcomings

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- Some children do not consistently use big play equipment.

Creative development

Children's creative development is good.

Good features

- Children paint, draw and colour with increasing control. They have a good knowledge of colour and early colour mixing skills.
- They observe carefully when they are drawing objects, for example, exotic fruit, resulting in good quality representational images.
- Children respond well to suggestions in music and movement sessions and enjoy imaginative drama.
- They enjoy singing rhymes and songs. Most are beginning to recognise and name some musical instruments and are beginning to explore the different sounds they make.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards of achievement are satisfactory in KS1 and good overall in KS2.

Good features

- Pupils in both key stages listen attentively to lesson presentations and instructions.
- After listening to stories, most KS1 pupils show their understanding of the contents by responding accurately, if briefly, to the teacher's questions.
- Pupils develop a satisfactory knowledge of phonics and, by Y2, the ablest read well and can convey the sense of what they are reading.
- Key Stage 1 pupils are developing early writing skills satisfactorily; they label their work and compose sentences of varying length to describe their personal experiences.
- In KS2, pupils gain in confidence in their speaking, the more able using the correct verb and syntax.
- Pupils read accurately and have a good understanding of what they read. Most read with fluency and expression. A few have the ability to find and use information from a range of printed material as part of their work across the curriculum.
- Pupils write regularly and in a variety of forms including factual, descriptive, and creative pieces and some poetry. Pupils plan their tasks well and in some cases follow a drafting process. Occasionally, this involves the use of ICT.
- Overall standards in handwriting and presentation are good.

Shortcomings

- In KS1, many pupils lack confidence to speak Welsh in lessons or on their own. Few are able to develop an idea or report on their experiences at length.

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- In KS1, while reading skills are developing, pupils' reading is somewhat limited in scope.
 - Pupils do not always respond well in writing. In some cases, answers are too brief and simple, and there are shortcomings in aspects of language accuracy.

English

Standards are good overall in KS1 and KS2. Standards in listening, speaking and reading are good and those in writing are satisfactory.

Good features

- In KS1, pupils speak confidently and most listen attentively and respond enthusiastically to their teacher.
- Most of the older pupils ask and answer questions sensibly and they are developing appropriate vocabulary as they contribute to class discussions in different subjects.
- Pupils develop well in the mechanics of reading. They increase their sight vocabulary appropriately and are using strategies effectively to apply their phonic knowledge. Pupils can sequence stories and are learning early dictionary skills.
- Younger pupils in KS1 copy words, phrases and sentences. Some of the more able are developing successful strategies for spelling and are attempting to write independently for a range of purposes. Pupils are able to re-draft their work and on these occasions presentation is good.
- In KS2, pupils' speaking skills develop further. They are confident and keen to explain their work to visitors. The majority of pupils are able to listen attentively to their teachers and to their peers.
- By the end of KS2, pupils can communicate information effectively. 'Hot Seating' and role-play is used to develop confidence. These pupils are good at offering points of view and they collaborate well in groups. Questioning skills are well developed.
- Standards of reading at the lower end of KS2 are very good. The shared reading sessions are particularly effective in promoting confidence and expression.
- Most pupils make effective choices of literary and reading material, selecting from a wide range of texts including poetry. Pupils are able to discuss the main elements of a book and most have a clear understanding of what they read and can express an opinion about their choices.
- Pupils are introduced to a wide range of texts including works by Shakespeare and Dickens.
- Pupils in Y3 and Y4 write imaginatively in a wide range of forms and style, for example, play scripts and postcards. They benefit from frequent opportunities to work in pairs and small groups, sharing ideas effectively.
- Most pupils appropriately use the main conventions of punctuation by the end of KS2. Accuracy of spelling progresses throughout the key stage, and handwriting is usually joined and legible.
- By the end of the key stage, pupils make some mature written responses to classical literature.

Shortcomings

- A few pupils do not always listen appropriately to one another and have difficulty in selecting forms of oral expression to convey exactly what they mean.
- Some KS2 pupils in the Welsh stream do not extend their writing skills sufficiently.

Mathematics

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 are developing well in their understanding and use of number. They are familiar with small numbers and understand place values.
- Pupils can count forwards and backwards in two and tens and they distinguish effectively between odd and even numbers. They use a good range of mathematical terms and expressions associated with number.
- Pupils have a good knowledge of simple fractions which helps them in their understanding of the concept of time. They can tell the time to the hour, half hour and quarter hour.
- Pupils are developing a good understanding of the use of standard and non-standard measures. They can estimate well and measure in centimetres accurately.
- In KS2, pupils know their tables well and answer quickly in mental mathematical sessions.
- They are able to identify common 2-D and 3-D shapes and talk confidently about their features. Pupils in Y3 understand reflective symmetry.
- The older pupils understand the concept of average and are developing this into an understanding of mode, median and the mean in relevant contexts.
- Pupils collect information and represent it in graphs and diagrams, and they appreciate the usefulness of such activity when analysing situations and coming to conclusions.
- Pupils' knowledge of fractions and decimals is developing well.
- Pupils have a good grasp of area and volume and they use standard units of measurements appropriately.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils have knowledge of plants as organisms and understand the conditions under which plants will flourish. They can also name parts of a flower.

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- Pupils carry out simple investigations, for example, the making of a basic circuit when learning about light, and the making of spinners to observe what happens to colour.
 - Older pupils can sort, classify and describe materials and their properties. They understand the difference between man-made and natural objects. They are beginning to understand the principle of a fair test.
 - Pupils can record their findings, mainly by simple drawings.
 - In KS2, pupils extend their understanding of investigative science and make satisfactory progress in their ability to plan aspects affecting fair testing.
 - Older pupils in KS2 demonstrate a satisfactory knowledge of materials and their properties. They know that some materials are good conductors of heat and electricity whilst others are effective insulators. They use this knowledge to discover which material is most suited for a spaceman's suit.
 - Some pupils appreciate the need to manage variables carefully in order to ensure that a test is fair and the results reliable.
 - Pupils demonstrate a good knowledge of the human body and how muscles support their body and help them move. Most pupils can name the major organs of their body and describe their functions in relation to their digestive system.
 - Pupils are developing their knowledge and understanding of healthy living and how attitude and practical application can influence the quality of life.

Shortcomings

- Pupils' recording skills are limited in both key stages. Pupils copy a considerable amount of work which does little to promote independent thinking.
- The investigative skills of some pupils in both key stages are underdeveloped. Whilst pupils benefit from observing experiments guided by the teacher, they conduct too few investigations of their own.

Welsh second language

Owing to difficulties encountered by the authority in finding a suitable replacement for a peripatetic teacher who is on maternity leave, no Welsh second language lessons were observed during the inspection. Based on a scrutiny of pupils' books, discussion held with the pupils and listening to a representative number read, standards overall are judged to be good.

Good features

- In KS1 and KS2, pupils respond positively to opportunities to use Welsh as a second language and their learning is reinforced through the occasional use of incidental Welsh. They regularly sing songs and hymns in Welsh.
- In KS1, pupils know a range of useful sentence patterns to describe where they live and how they feel, and they know the Welsh words for the main colours and some foods.
- Pupils know and use a number of greetings and they can ask simple questions in Welsh.

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- Pupils read books appropriate to their age and ability and they write brief answers to questions about the content.
 - In KS2, most pupils respond accurately, if briefly, to a range of greetings and questions.
 - Pupils enjoy reading books in Welsh and many are able to read intelligently and with expression.
 - Pupils write to a good standard when undertaking tasks such as composing simple dialogues to consolidate oral work.

Shortcomings

- A small number of pupils in both key stages are lacking in confidence when speaking Welsh and only a few pupils can respond appropriately in a variety of circumstances.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils make a variety of products from an appropriate range of materials and components.
- In their work making cards and puppets, pupils use a variety of tools effectively to assemble materials.
- Pupils use textiles to make attractive wall hangings. At the top end of the key stage, pupils make good use of construction equipment and these are effectively displayed.
- In KS2, pupils make good use of planning sheets to form initial ideas.
- Pupils understand moving parts and how simple mechanisms can be incorporated to produce different types of movement. In one class, pupils' work on moving books is of good quality.
- Pupils in Y5 and Y6 understand the place of design and technology in meeting society's needs. Pupils in Y5 show a good understanding of the links between designing and making. In their work designing pizza boxes they succeed in producing original work which meets a clear need and fitness for purpose.
- Pupils also design and make a pizza as part of their work in food technology. They use information sources to find out the most popular ingredients and these are then incorporated in their work.
- Older KS2 pupils applied some well-developed skills when designing and devising games, making good use of their knowledge of electric circuits and magnets. Designs were evaluated and modified in order to ensure that the product was fit for the purpose.
- Most work has appropriate cross-curricular links, for example, Victorian samplers, and the horse and cart linked to history work.

Shortcomings

- In both key stages, pupils do not present their initial design in sufficient detail, nor do they note adaptations or improvements.

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- Pupils do not often apply appropriate knowledge from other subjects, especially science and mathematics, nor do they use a variety of techniques and skills, for example, ICT systems to control equipment and achieve specific outcomes.
 - Pupils have limited use of construction equipment, and their understanding of mechanisms such as pulleys, gears and coils are underdeveloped.

Information technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils are able to use the mouse and cursor satisfactorily to complete simple language and number programs independently.
- Pupils make satisfactory use of the computer for word processing purposes and to transfer and handle simple data.
- Some pupils in Y2 make satisfactory use of the computer in their art work.
- In KS2, most pupils use the computer competently to develop their word processing skills. They produce first and amended drafts and are able to print out their own work.
- Pupils can create and interpret different forms of graph and the ablest can scan data and pictures and include them in their work.
- Pupils make satisfactory use of CD-ROMs to find additional information about various topics.
- Older pupils are aware of being connected to the Internet and are able to send and receive electronic mail.

Shortcomings

- In KS1, some pupils are less confident in their use of the computer and have insufficient knowledge to handle information technology programs independently.
- In KS2, pupils' ability to use equipment and software to organise, reorganise and analyse ideas and information is limited.
- Pupils' experience of information technology is constrained, as computers are not fully utilised across the curriculum.

History

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils' understanding of the passing of time is developed satisfactorily as they learn about the changes in the seasons and discuss familiar events in the recent past.
- Pupils look at objects such as books and bicycles from different periods and discuss satisfactorily the differences between them.
- By looking at pictures of houses in the past, pupils are gaining an insight into the way people used to live and are learning to make comparisons with their own lifestyles.

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- In KS2, the younger pupils have a satisfactory knowledge of the Celts and can describe the implements they used to cultivate the land and the crops they grew for food.
 - Pupils study the Tudors and can recall details about significant events from the period. They can describe satisfactorily features of the social order such as the difference between rich people and poor people.
 - Pupils have a satisfactory knowledge of aspects of life in the Victorian age and the more able can make effective comparisons between the circumstances and customs of the people living then and those of today.

Shortcomings

- In KS1 and in most, though not all, classes in KS2, pupils' historical skills and their recording skills are insufficiently developed.
- Pupils' understanding of the causes and consequences of some important events tend to be superficial.

Geography

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils' mapping skills are developing well; they successfully make maps and plans of real places using pictures and symbols and keys.
- Pupils are developing good observational skills and many describe accurately features on aerial photography of the school and the surrounding area. The older infants are knowledgeable about some environmental issues and can talk about the effect of change on their own locality well.
- In KS2, pupils use an atlas and textbooks well to carry out research work. They have a good knowledge of some of the main features of the world's landscapes.
- Pupils correctly use co-ordinates to identify places on a map.
- Pupils' awareness and understanding of contrasting areas is developing well through their study of St Lucia.
- The older pupils have a sound grasp of the water cycle movement and how it influences weather conditions in different localities.
- Pupils have conducted a study of a river's journey from its source to the sea noting its effects on the landscape.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good in both key stages.

Good features

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- Pupils in both key stages develop an appreciation of art through the many attractive displays of their own work and that of other artists that are evident throughout the school.
 - In KS1, pupils make good use of line, tone, shape and movement in their work. They are starting to mix colour and to use a variety of painting techniques with good effect.
 - Pupils successfully draw and paint from direct observation, for example, their toys. They also produce work in the style of famous artists such as Kyffin Williams and Kandinsky.
 - Pupils experiment with a variety of media including dough, clay and papier mâché.
 - Older pupils in Y2 and pupils in Y3 produce miniature clay people based on the work of sculptor Antony Gormley.
 - In KS2, pupils carefully select the colour they think will be most effective for different images, carefully combining pattern and shape.
 - Pupils use a range of media to express their visual ideas, including tie and dye, weaving, fabric printing and textile work. The work on printing linked to Celtic patterns is particularly effective.
 - Older pupils in KS2 are beginning to discover the power of bold lines and subtle shading. They demonstrate a clear understanding of terms such as line, tone, shape and form and apply this in their work. They are able to record images from direct observation, effectively using perspective and shading to produce still life drawings.
 - Year 6 pupils' work in pastels, in the style of Monet, Van Gogh and Leonardo de Vinci, is expressive and effective. The work in black and white, depicting aspects of Victorian life, captures the mood of the time.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils know a variety of Welsh and English songs and sing them tunefully. Words are enunciated clearly and the chosen repertoire is challenging.
- Pupils recognise a number of percussion instruments and can use them effectively to accompany their singing, keeping a steady beat.
- In KS2, pupils demonstrate knowledge of pitch, pace and dynamics. Most pupils listen attentively and they respond eagerly to their own and other's performances.
- Pupils appraise music from a broad range of styles and cultures.
- Pupils demonstrate technical competence. Year 5 pupils can compose a piece of music on a pentatonic scale, working in pairs. Outcomes are expressive and imaginative. Pupils compose in response to various stimulation, for example, setting a Welsh poem to music, using a variety of instruments. They collaborate well.
- Pupils in some KS2 classes learn to play the recorder and can play simple notations and rhythms well.

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- A good range of music teaching is available in the school, which is impacting positively on standards.

Shortcomings

- There are no significant shortcomings.

Physical Education

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- All pupils dress appropriately and are generally good at listening to instructions.
- In KS1, pupils respond well to the choice of music for warm-up. They make good use of space when moving around the hall.
- Pupils demonstrate good body control, using tension and relaxation appropriately.
- Pupils make good shapes, tall and small, utilising various body parts appropriately on the floor and on the benches.
- All pupils work co-operatively in pairs and in groups.
- In KS2, most pupils' ball skills are developing well.
- Pupils repeat movements with increasing accuracy and control. They sustain a good level of activity when working alone and with others as when, for example, they practise ball-skills.
- Some pupils are able to think ahead and anticipate the response of others. They are developing the skills of accurately gauging throwing distances and hitting distances when practising ball-skills with a partner.
- Key Stage 1 and KS2 pupils have swimming lessons and are said by the school to reach high standards. The school is keen to promote other team games including hockey and rugby.

Shortcomings

- The quality of some of the work is marred by a lack of concentration.
- In KS2, pupils have, as yet, only acquired a limited range of skills. The programme of utilising staff expertise for all pupils has only recently begun.
- Pupils do not evaluate their own or other's performance or make judgements about how to improve.

Religious Education

Standards of achievement are good overall in KS1 and satisfactory in KS2.

Good features

- Pupils in both key stages have a good understanding of the importance and significance of worship within the Christian religion.

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- In KS1, pupils add to their understanding of the importance of tolerance and caring through listening to stories from various parts of the Bible and discussing some of the issues that arise.
 - In Y2, pupils appreciate that religions have their peculiar festivals and customs and that there are similarities and differences between them. Pupils learn about Judaism and they understand the meaning of torah, shalom and kippah. The ablest can describe the main features of Diwali.
 - In KS2, pupils' knowledge of Christian worship and festivals is further extended.
 - Pupils continue their study of stories in the Bible and they visit the local church and chapel and note their distinctive features. They also appreciate the significance of places of worship in their community.
 - Year 5 pupils learn about parables and they try to interpret some of them in a contemporary context. On the whole they do this satisfactorily.
 - Pupils in the Welsh stream have a good knowledge of Sikhism and can explain the symbolic significance of some of their artefacts.

Shortcomings

- In one or two classes in KS2, pupils' perception and understanding of religion is somewhat limited in scope and progress in their written work is slow.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The key issues identified in the previous inspection which was held in the summer term of 1996 were as follows:

There was a need to:

- raise standards in mathematics and religious education in KS2;
- raise standards in oral skills of pupils receiving education through the medium of Welsh;
- improve the system for managing, monitoring and evaluating the taught curriculum;
- review, improve or develop schemes of work where necessary;
- improve the quality of teachers' short term planning;
- develop a consistent policy for assessing and recording pupils' achievement across the school and in all subjects;
- increase overall teaching time in accordance with Welsh Office recommendations;
- involve the governing body more fully in all aspects of the school.

Most of the key issues identified in the 1996 report have now been addressed. Standards in mathematics in KS2 are now good. Standards in oral skills of pupils receiving education through the medium of Welsh and of religious education in KS2, both of which were judged to be unsatisfactory in the 1996 report, are now satisfactory; however, there is still room for further improvement. There have been improvements in the system for managing, monitoring and evaluating the taught curriculum and in the teachers' short term planning. There has been an adequate increase in the overall teaching time and the school governors are now much more fully involved in all aspects of the school. There has been insufficient progress, however, in assessment. Whereas recording pupils' achievement is now of better quality, the school's assessment policy is out-dated and too little use is made of assessment to inform the teaching and to ensure that work is appropriately matched to pupils' needs.

8.2 Key Issues for Action

There is a need to:

- raise the standards achieved by pupils in the subjects or aspects of subjects where shortcomings were identified;
- improve pupils' progress and standards of achievement in key skills across the curriculum, in particular numeracy and the use of ICT in KS1 and KS2;
- improve the quality of assessment and make more effective use of assessment to ensure that tasks are better and more consistently matched to pupils' needs;
- further develop monitoring and evaluation strategies to ensure that improvements that have already begun to impact positively on pupils' standards of work continue;
- improve the punctuality of a substantial number of pupils who arrive late to school in the mornings.



APPENDIX

A. Basic Information About the School

Name of School	Llandrindod Wells Church in Wales School
School type	Voluntary controlled Primary
Age-range of pupils	4-11
Address of school	Tremont Road Llandrindod Wells Powys
Post-Code	LD1 5EB
Telephone Number	01597 822190

Headteacher	Mrs K Topley
Date of appointment	April 2001
Chair of Governors	Reverend A Loat
Registered Inspector	Mr E Lloyd Williams
Dates of inspection	19-23 November, 2001

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11	27	22	21	22	24	30	25	182

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17:1
Average class size, excluding nursery and special classes	19
Teacher (fte) : class ratio	1.13:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Autumn 2000	93.1	94.8	93.9	93.9
Spring 2001	91.6	87.1	92.6	90.4
Summer 2001	91.6	92.1	92.2	91.9

<i>Number of pupils excluded during 12 months prior to inspection</i>	2
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS1 Results: School 2001, Wales 2000			Number of pupils in Y2: 15					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	13	87	0	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	0	13	80	7	0
		National	0	4	14	57	25	0
	Task/Test	School	0	0	13	60	27	0
		National	0	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	0	33	66	0	0
		National	0	5	14	70	11	0
	Task/Test	School	0	0	6	87	7	0
		National	0	6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	6	94	0	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	0	20	80	0	0
		National	0	2	10	65	23	0
	Task/Test	School	0	0	6	47	47	0
		National	0	2	7	63	27	0
SCIENCE	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	11	70	17	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school (2001):	83	In Wales (2000):	80

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

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS2 Results: School 2001, Wales 2000										Number of pupils in Y6: 55				
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	n/a	0	0	11	24	46	19	0	
		National	0	0	1	n/a	1	1	6	21	48	22	0	
	Test/Task	School	0	0	0	0	n	n	7	24	46	19	n	
		National	0	2	1	1	n	n	5	17	48	26	n	
Welsh	Teacher assessment	School	0	0	0	n/a	0	0	0	18	82	0	0	
		National	2	0	1	n/a	0	1	5	24	49	18	0	
	Test/Task	School	0	0	0	0	n	n	0	18	82	0	n	
		National	2	2	0	2	n	n	4	22	50	18	n	
Mathematics	Teacher assessment	School	0	0	0	n/a	0	0	11	19	50	20	0	
		National	0	0	1	n/a	0	1	5	22	47	24	0	
	Test/Task	School	0	0	0	0	n	n	9	16	56	15	n	
		National	0	2	1	1	n	n	5	22	44	25	n	
Science	Teacher assessment	School	0	0	0	n/a	0	0	9	19	50	22	0	
		National	0	0	1	n/a	0	0	4	17	53	25	0	
	Test/Task	School	0	0	0	0	n	n	2	22	56	20	n	
		National	0	2	0	0	n	n	3	14	55	26	n	

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 (2001):	66	In the school (2001):	59
In Wales (2000):	64	In Wales (2000):	63

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
- A Pupils who have failed to register a level because of absence.
- N Pupils who have failed to register a level for reasons other than absence.
- B Pupils not entered for tests because they are working outside the levels of the tests.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
- n Tests do not cover these levels.
- n/a not applicable.

D. The Evidence Base of the Inspection

- Three inspectors, including the lay inspector, visited the school for a total of 11 inspector days.
- Fifty-six lessons or parts of lessons were observed.
- A number of pupils, representing different ages and abilities, were listened to reading. Many pupils were spoken to and asked about their attitudes to their work.
- Samples of pupils' written work and practical work in all of the subjects were examined.

- The inspectors held discussions with the teachers on a wide range of issues regarding the school's work. Consideration was given to the school's planning documents and various files and records.
- Fourteen parents attended the pre-inspection meeting and 45 questionnaires were completed.
- The inspectors held a meeting with the governing body before and after the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr E Lloyd Williams	Rgl	1 Context 2 Main findings 3 Educational standards achieved by pupils 5.1 Quality of teaching 5.3 Curriculum 5.4 Support, guidance and social welfare 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8 School improvement	Welsh first and second language mathematics information technology history geography religious education
Mrs A Roberts	Team	4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.5 Provision for pupils with special educational needs 6.3 Staffing, accommodation and learning resources	early years English science design and technology music art physical education
Mr G Morris	Lay	4.2 Behaviour 4.3 Attendance 5.6 Partnerships with parents and community, schools and other institutions 5.7 Partnership with industry	

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