

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

**A Report on the Quality of Education in**

**Llandrindod Wells C.I.W. School  
Trefonnen Lane  
Llandrindod Wells  
Powys  
LD1 5EB**

**School Number: 6663030**

**Date of Inspection: 26 November 2007**

**by**

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Llandrindod Wells C.I.W. 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 Llandrindod Wells C.I.W. School took place between 26/11/07 and 28/11/07. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Llandrindod Wells Church in Wales School is located in the historical town of Llandrindod Wells, Powys. There are 188 pupils between 4 and 11 years of age on the school register. The school admits pupils at the beginning of the term following their fourth birthday. Pupil numbers have remained fairly constant in recent years.
2. The school draws its pupils from the town and the immediate rural hinterland, and the catchment area includes more prosperous and economically disadvantaged areas. Thirty-two per cent of pupils are registered to receive free school meals, a figure that is significantly higher than the local and national averages. The ward in which the school is situated is known as an area of deprivation with figures quoted in 2005 indicating child poverty in the ward as ranking 93<sup>rd</sup> highest in Wales.
3. Pupils attending the school represent the full range of ability. There are 65 pupils (35%) designated as having additional learning needs including 12 pupils who have a statement of special educational needs outlining their entitlement to further additional support. This figure is considerably above both local and national averages. A significant number of children's attainment on entry is judged to be below the county average.
4. The school provides education through the medium of Welsh or English in two separate streams. There are five classes in the English medium stream with pupils learning Welsh as a second language, and three classes in the Welsh stream with pupils being taught through the medium of Welsh and English. Most pupils come from homes where English is the main language spoken.
5. The school is in receipt of a Welsh Assembly Government grant 'Raising Attainment and Individual Standards of Education' (RAISE) which provides additional funding to support pupils who are disadvantaged, including groups of pupils seen as underachieving. The school provides a breakfast club and an after-school care club for its pupils.
6. The school has been awarded the Basic Skills Quality Mark and it has gained the Eco-Schools Silver Award and the Healthy Schools Award (Phase 2).
7. As the school is a Church in Wales Voluntary Controlled School, an inspector appointed by the Church undertook a separate inspection of collective worship and of pupils' spiritual and moral development.
8. The school was last inspected in 2001. The head teacher has been in post since January, 2003.

### The school's priorities and targets

9. The school's main aim is to provide a broad, balanced and lively curriculum which aims to bring out the best in each child.
10. The school's major priorities and targets for 2007-08 include:
  - to continue to promote new teaching and learning initiatives;

- to develop assessment approaches further;
- to continue to develop the principles of the Foundation Phase;
- to monitor and review bilingualism;
- to continue to improve attendance;
- to seek urgent improvements to the main school building.

## Summary

11. Llandrindod Wells Church in Wales School is an improving school. Its main strengths include the clear commitment of staff to pupils' educational development, the good quality of many of the learning experiences provided, and the high quality of the care, guidance and support offered to all pupils. Since the last inspection, the school has maintained the good standards and improved standards further in many subjects. Nevertheless, the school recognises the need to develop aspects of its provision and has good initiatives in place which are succeeding in improving pupils' standards of achievement further.
12. The self-evaluation report, produced by the school before the inspection, is concise and clear and identifies strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in six of the seven key questions. A lower grade was awarded to key question 7, as aspects of provision relevant to the key question have shortcomings that require further attention.

### Table of grades awarded

13. The inspection team judged the work of the school as follows:

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

### Standards

14. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0 %	68%	32%	0%	0%

15. The school meets the Welsh Assembly Government target for 2007 that standards of achievement are at least Grade 3 in 98% of classes inspected and Grade 1 and 2 in 65% of classes inspected. The figures also compare favourably with the findings of Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall standards in primary schools nationally are reported to be Grade 2 in 65% of lessons. The outcomes, however, are below the 12 % judged to be Grade 1.

### Early years

16. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments and school data indicate that a significant number of children's attainment on entry is below the county average. The children in the reception class make good progress from this low baseline.

### Areas of learning for under-fives

17. In the six areas of learning inspected, the children's standards of achievement are as follows:

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

### Grades for standards in subjects inspected

18. In Key Stage 1 and Key Stage 2, the standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Science	Grade 3	Grade 3
Welsh first language	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Music	Grade 2	Grade 2

19. Overall, the educational provision made by the school meets the range and needs of pupils well. The great majority of pupils, including pupils with additional learning needs, make consistent progress in gaining new skills, knowledge and understanding and achieve their personal targets.
20. At the end of Key Stage 1, in the National Curriculum assessment tasks in 2007, pupils' attainments according to teacher assessment in English, mathematics and science are above the national and county averages, but are below in Welsh. In mathematics and Welsh reading, however, the percentage of pupils achieving Grade 3, the highest level, is higher than the national averages. When compared with similar schools in Wales, on the basis of free school meals, the pupils' attainments are in the upper 25% in English, mathematics and science and in the lower 25% in Welsh. In most subjects, this is a significant improvement over the previous two

years. Over a three-year period, however, pupils' attainments overall are uneven in most core subjects.

21. At the end of Key Stage 2, in the National Curriculum assessment tasks in 2007, pupils' attainments according to teacher assessments are below the county averages in all core subjects. They match the national averages in English, are above the national averages in mathematics, and are below in science and Welsh. In Welsh and scientific enquiry, however, the percentage of pupils overall achieving Grade 5, the highest level, is higher than the national averages. When compared with similar schools in Wales, on the basis of free school meals, the pupils' attainments in English, mathematics and science are in the upper 50% in each subject. This is a consistent outcome in most subjects for the previous three years. Pupils' attainments in Welsh are in the lower 50% of schools. In the previous three years, however, pupils' attainments have been in the upper 25% of schools in most years.
22. In the Welsh stream, as the number of pupils assessed in Welsh first language varies significantly from year to year and is often small, national comparisons are not always reliable.
23. In the National Curriculum assessments, the high percentage of pupils with additional learning needs is a significant factor that affects overall outcomes. An analysis of the school data for 2007 indicates that most pupils attain the expected levels and that many of the less able pupils make clear gains attaining, and sometimes exceeding, the expected levels.
24. Early Years children make good progress in listening, speaking, early reading, writing, numeracy and using information and communication skills.
25. In both Key Stages, good features outweigh shortcomings in pupils' use of their literacy, numeracy and information and communication skills across the curriculum. The great majority of pupils listen well and the more able pupils respond effectively in group and whole-class discussions. In both Key Stages, pupils make appropriate use of their reading and writing skills in their work across the subjects. The best work is of a good standard but the less able pupils' written work is hampered by errors in syntax, spelling and punctuation. Pupils make appropriate use of their numeracy and information and communication skills in other subjects and the best work is of a good standard. In general, however, pupils do not extend and improve their key skills progressively across the Key Stages.
26. Pupils' bilingual competence has good features that outweigh shortcomings. Pupils of all ages communicate readily in English and in the Welsh stream, pupils communicate well in Welsh. In the English stream, most pupils develop increasing knowledge and understanding of the Welsh language and use their developing vocabulary to communicate with increasing accuracy. However, a significant number of pupils lack confidence in speaking in Welsh in informal situations during the school day.
27. Pupils have a good awareness of the Cwricwlwm Cymreig (The Welsh Curriculum) through their studies in history, geography and art. They also demonstrate a good awareness of the social and cultural traditions of other faiths and cultures.

28. More able pupils' skills in problem-solving are developing well in subjects such as science and history, but a significant number of less able pupils rely extensively on adult support to assist them with their tasks. Pupils show good development in their creative skills throughout the school.
29. In a minority of classes, pupils are aware of their targets and can discuss well the strengths and some aspects of their work that need to improve. In general, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed. The school has identified this appropriately as an area for development.
30. Most pupils' attitudes to their learning and the interest they show in their work are good. The great majority of pupils show good development in their personal and social skills, and in their ability to work together. Pupils' ability to sustain concentration is more variable with a significant minority of pupils demonstrating limited retention and recall skills.
31. Pupils' moral, social and cultural development is good. Pupils have a good awareness of those less fortunate than themselves and contribute well to good causes.
32. Most pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others.
33. Pupils' behaviour is good overall. Pupils have a clear understanding of what is expected of them and are courteous to staff and to visitors to the school.
34. Pupils' knowledge of their own community is good. Visits, and the contribution of visitors to the school effectively broaden their understanding of their own community and offer a good insight into the world of work.
35. Attendance levels are satisfactory. The average attendance for the three terms prior to the inspection is 91%. Most pupils attend regularly and arrive at school on time. Punctuality during school hours is very good. Pupils' attendance is carefully recorded and the school takes full account of circular 3/99.

## **The quality of education and training**

### **Grades for teaching**

36. In the lessons inspected, the quality of teaching was judged as follows:

<b>The quality of teaching in the subjects and areas of learning inspected</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	0 %	62%	38%	0%	0%

37. These figures match the national findings reported in the Chief Inspector's Annual Report for 2005-6 which notes that the quality of teaching is Grade 2 in 62% of lessons inspected. However, they are below the 17% which were judged as Grade 1.

38. The good teaching includes characteristics such as stimulating presentations, clear explanations, skilled questioning and effective interaction between teacher and pupil. Where the teaching is less effective, the teaching lacks pace, there is overuse of worksheets, and tasks are not consistently well matched to pupils' learning needs and abilities.
39. Assessment, recording and reporting procedures have good features which outweigh shortcomings. The school uses a range of procedures to assess pupils' achievements and progress fairly and accurately but on-going assessment is not consistently used to plan future teaching and learning. The annual reports to parents conform to statutory requirements and note pupils' achievements and skills clearly.
40. The school provides a broad, balanced curriculum that encompasses the National Curriculum, the Desirable Outcomes for Children's Learning and religious education. There is a strong focus on developing and improving pupils' basic skills. In the best practice, there are good opportunities for pupils to develop their key skills, namely literacy, numeracy and information and communication skills, in their work across the curriculum. Overall, there is no whole school strategy for their progressive development across the Key Stages. This area has been identified appropriately by the school for further development.
41. There are good features in the school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship. There is strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.
42. The school's partnerships with parents, other schools, institutions and the local community are good and enrich pupils' learning experiences. There is a particularly good partnership with parents who praise the school's quality of care and communication.
43. The school offers its pupils high quality care and support. This is an inclusive school which gives high priority to pupils' welfare and well-being. They feel safe and secure in a friendly environment. Supervision at playtimes is well-managed. There is a suitable policy for child protection and all staff are aware of its guidance.
44. Provision for pupils with additional learning needs is good and meets the requirements of the Code of Practice. In classes and during withdrawal sessions, teachers and experienced support staff offer pupils good support. The great majority of pupils with additional learning needs make good progress relative to their abilities and stage of development.

### **Leadership and management**

45. The head teacher provides effective leadership, which steers school development and improvement. His high expectations, a strong commitment to ensuring equal opportunities for all, and his perseverance in improving standards are apparent to staff, governors and parents and are well reflected in the work of the school. There is a strong sense of mutual support in order to further pupils' educational development and achievements.

46. The governing body is very supportive and involved in the life of the school. Governors help to set the school's strategic direction and their role in monitoring the quality of provision and pupils' standards of achievement is developing but remains an area to be extended further. The school has a range of relevant management policies, which reflect its commitment to equality and school improvement.
47. The school development plan is a comprehensive document that clearly sets out the school's priorities and is informed by a wide range of evidence identifying the school's needs. However, it does not give sufficient priority to raising standards in pupil performance by including specific targets and activities to assist in achieving improvement. The areas identified in the self-evaluation report are not clearly prioritised in the school development plan.
48. The present monitoring and evaluation procedures provide the school with useful information on aspects of its provision. In the best practice, curriculum leaders have a good overview of planning, provision and standards in their particular areas of responsibility.
49. Overall, the school has made steady progress since the last inspection in addressing most of the key issues. In particular, good progress has been made in raising standards in information technology in both Key Stages. Improving standards of teaching, assessment procedures and the quality of monitoring of the curriculum remain to be addressed further.
50. Good features outweigh shortcomings in the management and use of resources. Financial management is good and the school provides value for money. The head teacher and finance sub-committee regularly review and monitor expenditure which ensures that resources are managed efficiently. There are enough experienced and suitably qualified teachers and support staff to carry out the work of the school. There is an adequate supply of resources and they are used effectively to facilitate the teaching and learning. Effective use is made of the local environment and the community to enrich the pupils' learning.
51. There are shortcomings, however, in the quality of the learning environment for pupils both within a large section of the building and outside. The headteacher and governors are working with the Local Education Authority to plan the refurbishment of a large section of the building. It would be appropriate to proceed with this with a minimum of delay in order to improve the learning environment for pupils.

## Recommendations

In order to improve further, the school needs to:

- R1 continue to raise standards in history in Key Stage 2, and in science in both Key Stages;
- R2 extend the good features in teaching, assessment and planning to achieve greater consistency across the school;
- R3 continue to improve the planning of key skills to ensure their progressive development across the school;\*
- R4 strengthen school improvement processes further, including a clearer focus on standards of achievement;
- R5 continue with the good efforts to improve pupil attendance;\*
- R6 continue to work with the Local Education Authority to seek urgent improvements to the learning environment provided for pupils in the main school building.\*

*(The aspects of the recommendations marked with an \* have been identified by the school in its development plan.)*

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

## Standards

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

#### Grade 3 : Good features outweigh shortcomings

52. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
53. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0 %	68%	32%	0%	0%

54. The school meets the Welsh Assembly Government target for 2007 that standards of achievement are at least Grade 3 in 98% of classes inspected and Grade 1 and 2 in 65% of classes inspected. The figures also compare favourably with the findings of Her Majesty's Chief Inspector's Annual Report for 2005-6, where standards overall in primary schools nationally are reported to be Grade 2 in 65% of lessons. The outcomes, however, are below the 12 % judged to be Grade 1.

### Early Years

55. The overall quality of the educational provision for the under-fives is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. Baseline assessments and school data indicate that a significant number of children's attainment on entry is below the county average. The children in the reception class make good progress from this low baseline.

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

56. In Key Stage 1 and Key Stage 2, the standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Science	Grade 3	Grade 3
Welsh first language	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Music	Grade 2	Grade 2

57. Starting from a below average base, the great majority of pupils, including pupils with additional learning needs, make consistent progress in gaining new skills, knowledge and understanding and achieve their personal targets.
58. At the end of Key Stage 1, in the National Curriculum assessment tasks in 2007, pupils' attainments according to teacher assessment in English, mathematics and science are above the national and county averages, but are below in Welsh. In mathematics and Welsh reading, however, the percentage of pupils achieving Grade 3, the highest level, is higher than the national averages. When compared with similar schools in Wales, on the basis of free school meals, the pupils' attainments are in the upper 25% in English, mathematics and science and in the lower 25% in Welsh. In most subjects, this is a significant improvement over the previous two years. Over a three-year period, however, pupils' attainments overall are uneven in most core subjects.
59. At the end of Key Stage 2, in the National Curriculum assessment tasks in 2007, pupils' attainments according to teacher assessments are below the county averages in all core subjects. They match the national averages in English, are above the national averages in mathematics, and are below in science and Welsh. In Welsh and scientific enquiry, however, the percentage of pupils overall achieving Grade 5, the highest level, is higher than the national averages. When compared with similar schools in Wales, on the basis of free school meals, the pupils' attainments in English, mathematics and science are in the upper 50% in each subject. This is a consistent outcome in most subjects for the previous three years. Pupils' attainments in Welsh are in the lower 50% of schools. In the previous three years, however, pupils' attainments have been in the upper 25% of schools in most years.
60. In the Welsh stream, as the number of pupils assessed in Welsh first language varies significantly from year to year and is often small, national comparisons are not always reliable.
61. In the National Curriculum assessments, the high percentage of pupils with additional learning needs is a significant factor that adversely affects overall outcomes. An analysis of the school data in 2007 indicates that most pupils attain the expected levels and that many of the less able pupils make clear gains attaining, and sometimes exceeding, the expected levels.
62. Teacher assessments indicate variations between the performance of boys and girls in most years, but no clear pattern emerges. Nevertheless, the school is aware of these factors and is constantly reviewing its teaching support and grouping strategies with increasing success.
63. Early Years children make good progress in listening, speaking, early reading, writing, numeracy and using information and communication skills.
64. In both Key Stages, good features outweigh shortcomings in pupils' use of their literacy, numeracy and information and communication skills across the curriculum. The great majority of pupils listen well and the more able pupils respond effectively in group and whole-class discussions. In both Key Stages, pupils make appropriate use of their reading skills to gather information, and they write for a good range of purposes across the subjects. The more able pupils' work demonstrates accurate use of language but there are fewer examples of extended writing. The less able pupils' work is hampered by errors in syntax, spelling and punctuation.

65. In both Key Stages, pupils apply their numeracy and information technology skills appropriately in other subjects and the best work is of a good standard. Overall, pupils do not develop and improve their key skills progressively across the school.
66. Pupils' bilingual competence has good features that outweigh shortcomings. Pupils of all ages communicate readily in English. In the Welsh stream, pupils communicate well in Welsh. In the English stream, pupils are developing a basic vocabulary in Welsh and use familiar language patterns appropriately to respond to questions. However, a significant number of pupils lack confidence in speaking in Welsh in informal situations during the school day. Pupils have a good awareness of Y Cwricwlwm Cymreig through their studies in subjects such as music, history, geography and art.
67. Pupils' moral, social and cultural development is good. Most pupils work together effectively in a range of educational and social activities. They show consideration of others less fortunate by collecting money for various charities.
68. Most pupils' attitudes to learning and the interest they show in their work are good. Pupils' ability to sustain concentration is more variable with a significant minority of pupils demonstrating limited retention and recall skills.
69. More able pupils' skills in problem-solving are developing well in subjects such as science and history. A significant number of less able pupils rely on adult support to assist them with their tasks. Pupils show good development in their creative skills throughout the school.
70. In the best practice, pupils know their targets and can discuss well the general strengths and weaknesses in their work. Overall, pupils' ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This is an area appropriately identified by the school for further attention.
71. In the best practice, pupils' capacity to work independently is developing well, as demonstrated in Early Years classes and in subjects such as information technology and history in both Key Stages.
72. Overall, pupils make good progress regardless of their social, ethnic or linguistic background. Pupils of all abilities benefit from the additional support that they receive and make steady progress towards fulfilling their potential. Pupils with additional learning needs benefit well from the individual programmes of support provided by the school and other agencies.
73. Most pupils' behaviour is good and they move around the school in an orderly manner. Individuals demonstrate limited self control, but respond well to the effective calming strategies of the teaching and non-teaching staff. The pupils are courteous to staff and to visitors to the school.
74. Pupils' awareness of equal opportunities issues is developing well. They understand that everyone should be treated equally and fairly. Through their work in subjects such as history and religious education, pupils show good awareness of the range of beliefs and cultural traditions within society.
75. Pupils' knowledge of their own community is good. The numerous visits to the local community and to places of interest, often linked to class themes, effectively broaden

pupils' awareness of their own community. Older pupils have a good awareness of some elements of business associated with the management of the school's tuck shop. Overall, pupils' entrepreneurial skills are underdeveloped. The school has appropriately identified this aspect as an area for development.

76. The average attendance for the three terms prior to the inspection is 91% with snow days, illness and school term holidays impacting on this attendance level. Punctuality has improved significantly since the last inspection with most pupils arriving on time. Unauthorised absence is very low as the school is proactive in contacting parents and justifying absent pupils. The school monitors and records pupils' attendance accurately in accordance with Circular 3/99.

## The quality of education and training

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

#### Grade 3 : Good features outweigh shortcomings

77. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
78. In the lessons inspected, the quality of teaching was judged as follows:

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0 %	62%	38%	0%	0%

79. These figures match the national findings reported in the Chief Inspector's Annual Report for 2005-6 which notes that the quality of teaching is Grade 2 in 62% of lessons inspected. However, they are below the 17% which were judged as Grade 1.
80. In lessons where teaching was judged to have no important shortcomings, the good features include:
- clear objectives that are shared with the pupils;
  - stimulating presentations and clear explanations that focus on the lesson objectives;
  - skilled questioning which encourages pupils to think and consider before offering an answer;
  - effective interaction between teacher and pupil;
  - good use of resources and artefacts to engage pupils' interest in their learning; and
  - plenary sessions at the end of lessons that succeed well in consolidating pupils' understanding.
81. The most common shortcomings in the teaching include:
- imprecise learning objectives;
  - tasks not always well matched to meet pupils' learning needs;
  - over-long introductions at the beginning of lessons and a lack of pace in the teaching;
  - the overuse of worksheets;

- over-direction of teaching and a lack of opportunities for pupils to contribute to lessons; and
  - insufficient attention to pupils' standards of presentation, particularly in their written work.
82. Overall, teachers have a good knowledge of the National Curriculum subjects, religious education, the Desirable Outcomes, and of the common requirements.
83. Pupils' bilingual competence is nurtured effectively overall. In the best practice, teachers make good use of incidental Welsh in lessons and in activities throughout the day. There is a good emphasis on developing the Welsh dimension within subjects such as history, geography, art and music.
84. The good relationships between teachers and pupils facilitate effective learning and, in the best practice, create a positive work ethos in classes. All the staff treat the pupils equally, irrespective of their gender, race or ability.
85. Lessons are planned to include a range of appropriate activities. In the best practice, planning is detailed and of consistently good quality. In these classes, teachers plan and cater well for the differing learning needs of their pupils and match work effectively to pupils' needs building on prior learning and achievement. They regularly monitor and review pupils' work, and the tasks provided. In a small minority of classes, however, teachers' planning lacks sufficient structure and detail to ensure effective continuity and progression in pupils' learning.
86. In most classes, teachers use a good range of teaching strategies and a variety of resources which secures the active engagement of pupils in the learning experiences provided. Classroom assistants and support staff are well deployed to support pupils' learning.
87. The use of subject specialists for certain lessons to teach subjects, such as music, Welsh second language and science, is having an effective impact on pupils' progress.
88. Teachers successfully challenge stereotypical images and views and all pupils are actively encouraged to participate in the full range of activities provided.
89. Assessment, recording and reporting procedures have good features which outweigh shortcomings. The school uses an appropriate range of procedures to assess pupils' achievements and progress fairly and accurately. Although teachers' planning identifies assessment opportunities, on-going assessment does not inform planning for all abilities in a sufficiently consistent and rigorous manner.
90. Statutory baseline assessment and end of Key Stage assessments are effectively carried out. In both Key Stages, standardised tests are undertaken in the core subjects at the end of the school year. However, insufficient use is made of the test results when planning future work. The assessments of pupils with additional learning needs comply fully with current requirements.
91. The recent introduction of an electronic assessment and reporting software package in Key Stages 1 and 2 has had a significant effect in improving consistency of approach. Teachers are able to access up to date information about particular year groups and more specific groups of pupils. This is a good development.

92. All work is marked with supportive comments that in the best examples indicate what pupils can do to improve. In a small minority of classes, pupils have a good understanding of their targets and can discuss their purpose well. Overall, pupils are not sufficiently involved in planning their own progress and improvement.
93. Portfolios of levelled work are currently being developed and individual pupil portfolios are kept for all pupils containing agreed levelled examples of work across the curriculum. These are useful documents which help strengthen teachers' understanding and promote consistency and standardisation in assessing pupils' achievements across the school. Teachers collaborate effectively in compiling these documents.
94. The school provides very informative reports for parents at the end of each year. These comply fully with statutory requirements and include comments on achievements and attitudes to learning. However, they do not include targets for improvement.
95. The school operates an open door policy and parents are given regular opportunities to discuss their child's progress with teachers. These include a formal appointment during the summer term and a more informal open evening. The effective use of the home school contact book is a good feature.

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

<b>Grade 2 : Good features and no important shortcomings</b>
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96. The findings of the inspection team match the judgement made by the school in its self- evaluation report.
97. The school responds appropriately to pupils' learning needs and offers equal access to a broad and balanced curriculum in the Early Years and across the Key Stages. The curriculum meets the requirements of the National Curriculum and religious education, and the Desirable Outcomes for children under five.
98. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Children in the Early Years classes are offered a curriculum rich in investigative and creative experiences.
99. Although there are policies and schemes of work in place for all subjects, the school continues to refine its plans to update them. Medium term planning helps to promote progression and continuity in most subjects and in the best practice, teachers' short term planning is good and includes specific lesson objectives. Some short term planning, however, does not identify clearly the provision for pupils of different ages and abilities.
100. The good link between the class teachers and the additional learning needs teacher is increasingly targeting provision to ensure that the needs of pupils with additional learning needs are addressed. This is a good development.
101. Teachers are aware of the need to ensure that every pupil gains proficiency in key and basic skills. There is a strong focus on developing and improving pupils' basic skills.

There are also good opportunities for developing pupils' creative skills particularly in music, art and Welsh. In the best practice, there are good opportunities for pupils to develop their key skills in their work across the curriculum. Overall, however, there is no effective strategy for their progressive development across the school. This area has been identified appropriately by the school for further development and the initial work for developing a whole school strategy has begun.

102. The school strives effectively to promote pupils' bilingual skills. In the best practice in both the Welsh and English streams there is good use of incidental Welsh and every opportunity is taken to develop pupils' language skills. The Welsh language also features in many displays around the school.
103. The Cwricwlwm Cymreig is a strong element and the provision of visits successfully reinforces pupils' awareness of their heritage and their links with the local church. Members of the community, including the local vicar, contribute effectively to this aspect. Members of the community also work with pupils on different projects, for example, developing pupils' spinning and weaving skills. There are also appropriate curricular opportunities to further pupils' knowledge and understanding of other cultures such as the link with Mozambique
104. The extra-curricular learning opportunities and the range of experiences provided for pupils are good. Pupils benefit from taking part in Urdd activities including a stay in a residential camp. They compete regularly in eisteddfod competitions including the Llandrindod Eisteddfod. After-school clubs include an Eco club, Netball club, 30/40/50 exercise club and a Young Voices Club. The Young Voices Club enables pupils to perform annually in the Young Voices Choir in Birmingham and the success of this club enhances the quality of singing throughout the school.
105. Provision for pupils' moral, social and cultural development is good. There are very good opportunities to reinforce pupils' caring values and to emphasise the difference between right and wrong. Pupils' awareness of those less fortunate is raised and they respond very effectively and make an effort to contribute to children who are less advantaged in Mozambique. These experiences contribute well to pupils' awareness of global citizenship.
106. Planning and provision for pupils' personal and social education are good. Through a range of activities, including circle time, pupils are encouraged to share concerns and to express opinions. Pupils have access to water beakers in the classroom and a healthy tuck shop is manned by pupils daily. This is part of their Health Promoting School initiative. The school has a clear action plan to develop the school ethos, and to promote pupils' emotional health and well-being. The Eco Club and Parenting Workshops contribute to this. The school council is active and supports school initiatives such as the school's exercise pathway.
107. The school's relationship with parents is good with an 'open door' policy. Open evenings and regular newsletters encourage parents to attend all school events. The parent-child initiatives that are organised, for example the computer skills programmes, strengthen parent school links. An appointed member of staff liaises with a community-focused officer to organise basic skills parents' sessions on two afternoons a week. The school benefits from parental support with classroom aid, reading support and clubs and trips. There is an active and generous Friends of Trefonnen Association. These are good and effective features of the school's provision.

108. Every pupil has equal access to all the school's activities and it treats those who are socially disadvantaged very well. The school firmly challenges all forms of stereotyping. These are strengths of the school.
109. The provision to develop pupils' awareness and understanding of sustainable development and global citizenship is good. Even the very young pupils are aware of the need for litter control, energy conservation and recycling and good practice is evident in the school. The school monitors collect paper from each classroom for recycling, make sure that lights are put out when the classrooms are empty, and check taps to ensure that water is not wasted. The school has already gained the Silver Eco School Award. The whole school works in a sustainable manner and pupils' growing awareness and understanding is effectively supported by after school clubs and activities.
110. There are good procedures for receiving children into school as the Toddler and Nursery schools are situated on site. Transition links for years 5 and 6 to the local secondary schools are well established. Year 6 pupils speak confidently about visits, joint activities and subject projects. The school is an active member of a cluster of primary schools which organises events such as Sports Days. The links with local colleges are good and the school offers good experiences for older pupils and students to work together. Students attend school to teach computer skills to pupils and parents together. There are good links with 'Theatr Powys', with pupils developing a good awareness of theatrical productions.
111. Pupils experience the world of work through visits to local shops and businesses, as part of their studies in subjects such as geography and history, and through the contribution of members of the community who visit the school to talk about their jobs. Provision to develop pupils' entrepreneurial skills is underdeveloped. The school has appropriately identified these aspects of provision as areas for further development.
112. The school is successfully laying the foundations for lifelong learning and community involvement. National priorities are well reflected in its life and work and staff effectively raise pupils' awareness of the skills they will need as members of the community. Learning experiences of good quality encourage pupils to become more confident and adaptable individuals who take more responsibility for their own learning.

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

<b>Grade 2 : Good features and no important shortcomings</b>
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113. The findings of the inspection team match the judgement made by the school in its self- evaluation report.
114. The school offers pupils high quality care and support. They feel safe and secure in a friendly environment. Staff know their pupils and their families well and give high priority to their welfare and well-being. This is a major strength of the school.
115. The school has well-established positive partnerships with parents and carers. They have ready access to the head teacher and staff and feel very satisfied that their views are well considered.

116. Induction programmes are good and pupils settle well into their classes. There are good links with the secondary schools, which effectively support the transition of pupils from year 6 to year 7.
117. Good provision is made for personal and social education. Pupils foster positive attitudes and behaviour towards others and the environment. The Health Promoting School initiative is well implemented through the school's fruit tuck shop for example. The 30,40,50 trail on the school grounds encourages active participation and promotes the healthy development of pupils.
118. There are appropriate policies and arrangements for sex education, first aid, the recording of accidents and for dealing with appeals and complaints. A health and safety policy and appropriate risk assessment procedures are in place for most areas. Nevertheless, there are a small number of issues relating to health and safety matters that require attention. These were discussed fully with the head teacher, staff and governing body.
119. The school has a child protection policy which identifies appropriate arrangements. There are nominated staff members and a designated governor with responsibility for child protection. All members of staff have received training in appropriate procedures.
120. Attendance and punctuality are monitored closely with proactive systems for ensuring that absences are authorised. Behaviour is also monitored actively. Positive behaviour is praised and strategies for ensuring that negative behaviour does not arise or persist are good.
121. The school adopts an inclusive approach to the support of pupils with additional learning needs. They are taught mainly in classes where they are well supported, both individually and in small groups, by effective support staff. Pupils are also withdrawn for more specialist support. Programmes, such as 'Catch Up' and 'Springboard', are used very effectively to support identified groups of pupils.
122. Procedures for the early identification and provision for pupils with additional learning needs are very good. They comply with the requirements of the latest Code of Practice. Individual Education Plans set appropriate targets for pupils which effectively cater for the full range of their needs. They are regularly reviewed and updated.
123. Effective systems have been implemented recently with the appointment of a new additional learning needs co-ordinator who has successfully reviewed and revised procedures and given more rigour and clarity to the processes. She undertakes her role efficiently, liaising with teachers and working well with external agencies. The needs of pupils with statements are met effectively. They receive very good additional support and equal access to the curriculum. Pupils with additional learning needs make good progress appropriate to their age and ability.
124. Outside agencies are used extensively by the school to ensure that pupils receive quality support. Specialist visitors include education welfare officers, occupational therapist, educational psychologist, Social Services personnel, speech and language therapist and health workers.

125. The provision and arrangements to meet the needs of pupils who are looked after by the local authority are well managed.
126. The school has effective measures to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment. Good behaviour and attitudes are promoted by praising pupils for their efforts on a regular basis, encouraging them to respect their peers, and discussing problems that arise. Collective worship and circle time are used to advantage. When negative behaviour arises, the school deals with and monitors these situations effectively.
127. The Friendship Stop peer support system operates effectively at break times. Older pupils are encouraged to support and befriend younger pupils and those in need of support and friendship.
128. There are effective policies for equal opportunities, disability and racial awareness. The school actively promotes equal opportunities and all pupils have access to the full range of school activities. The school's policies, associations and enriching activities nurture positive attitudes amongst pupils on issues such as recognizing and respecting the cultures, traditions and faiths of other communities, and their problems.
129. The school takes all reasonable action to ensure that disabled pupils and adults are treated equally throughout the school. There is a short statement on ensuring physical access to the school within the limits of the current accommodation and an action plan is in place as part of the school refurbishment programme to address this further. The school's policies and documentation reiterate its commitment to equality of access for all. Whereas provision is good, the school is aware of the need to record all relevant aspects of its provision fully within its Disability Equality Scheme.
130. The school council is well established, active and successful. Meetings are conducted very well. This year's mature group is confident in their role as advocates for their school, their peers and for charitable causes.

## **Leadership and management**

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

#### **Grade 3 : Good features outweigh shortcomings**

131. The findings of the inspection team match the judgement made by the school in its self- evaluation report.
132. The school is well led and managed. The head teacher's effective leadership ensures that the school's core aims, values and objectives are actively promoted. Pupils feel valued and have an equal opportunity to succeed regardless of ability, race or gender.
133. The head teacher is very clear about the future direction of the school to ensure further improvement, particularly in relation to pupils' standards of achievement. Aspects are clearly recorded in the school development plan and self-evaluation report. An analysis of the school assessment data in 2007 indicates that more able pupils achieve the expected levels and that many average and less able pupils make clear gains attaining, and sometimes exceeding the expected levels. The RAISE

programme is an example of a successful initiative which is improving standards in aspects of the school's work.

134. There is a common sense of purpose amongst the staff and governors to provide the best for the pupils. This is reflected in high ideals for pupils' well being and the fulfillment of their potential. This is a notable feature of the school.
135. Performance management procedures are well-established and meet national requirements. The arrangements include focused staff appraisals which set achievable personal targets for each staff member. These are effectively balanced with the priorities of the school development plan. Staff training needs are considered regularly and, overall, their continuous professional development is well promoted. This includes good use of General Teaching Council grants in supporting individual needs.
136. The school's approach to managing and improving the performance of individual staff, teams and departments has good features that outweigh shortcomings. The performance of newly and recently appointed staff is well managed. Overall, however, the school makes insufficient use of the good teaching that exists to ensure consistency across the school.
137. The school takes good account of national initiatives including projects on developing pupils' understanding of a healthy lifestyle, sustainable development and global citizenship, and the personal and social education programme. These activities contribute effectively to raising pupils' awareness of environmental, health and global issues and impact effectively on their personal and social development.
138. The school constantly seeks to raise standards in literacy and numeracy and has gained the Basic Skills Quality Mark. The school focuses well on the promotion of pupils' information and communication skills. There is clear evidence that the initiatives have contributed well to developing the school's provision and to raising standards in aspects of the curriculum including pupils' basic skills. The school works effectively with secondary schools on curricular and transition activities. The local cluster of schools collaborates well in planning joint activities such as music activities for children and a video conferencing project.
139. There are appropriate processes in place to set realistic targets for pupils at the end of the Key Stages. The targets are based on the likely performance of each pupil. The great majority of pupils achieve and on occasion exceed their targets.
140. The school development plan is a useful document for setting a strategic direction for the school. It contains relevant targets and implementation plans. The head teacher, the senior management team and governors play their part appropriately in identifying priorities and in planning improvements. The budget is managed with care and expenditure is closely linked to the school's priorities.
141. The governing body, which includes new members, is very supportive and closely involved in the general life of the school. Members fully understand their roles and responsibilities and contribute appropriately to strategic planning, including the management of the school budget. Their professional experience and expertise are well utilised. However, their role as a critical friend is less well developed.

142. Governors are kept well informed about the work of the school through written and oral reports provided by the head teacher. Experienced governors take on specific responsibilities and the chairperson regularly visits the school to meet with the head teacher. The governors' role in monitoring the quality of provision and standards of achievement is developing but remains to be extended further.
143. The governing body meets regularly and fulfils its regulatory and legal responsibilities. Overall, school policies and documentation give appropriate attention to statutory requirements although aspects of a small minority have not been updated sufficiently to meet current requirements in full. There are also minor omissions in the content of the governors' annual report to parents.

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

**Grade 3: Good features outweigh shortcomings**

144. The findings of the inspection team match the judgement made by the school in its self- evaluation report.
145. The head teacher, deputy head teacher, staff and governors are committed to improving standards further. A self-evaluation policy has been drawn up and a timetable for monitoring both core and foundation subjects is in place. All staff are involved in the process. The governing body is becoming more involved in the monitoring of the quality of provision and has a developing understanding of the strengths of the school and the areas in need of improvement. The views of parents are less evident in the process.
146. The schools self-evaluation report produced prior to the inspection is a comprehensive document which identifies strengths and areas where improvements are required. The inspection team's findings correspond with the school's judgement in six of the seven key questions. The inspection team awarded a lower grade for key question 7 as aspects of the key question require further attention.
147. In the best practice, subject co-ordinators know their subjects well and gather information based on first hand evidence systematically throughout the year. This involves a range of scrutiny of evidence including lesson observations, looking at pupils' books and discussions with staff. Newer co-ordinators are developing an overview of their subjects as a basis for further evaluation.
148. All subject co-ordinators prepare a useful subject report at the end of the year identifying the strengths and the priorities for improvement. The outcomes are analysed by the head teacher and shared appropriately with staff.
149. The school development plan is a comprehensive document which identifies appropriate targets and the action plans include general costings, timetables and personal responsibilities. There are no criteria for measuring outcomes. It refers appropriately to most National Curriculum subjects. However, it does not give sufficient priority to raising standards in pupil performance by including specific targets and activities to assist in achieving improvement. The areas identified in the self-evaluation report are not clearly prioritised in the school development plan.

150. The head teacher effectively analyses baseline and core subject performance data, trends over time and benchmarking information supplied by the Local Education Authority. Staff understand the data and know how the school is performing. Appropriate use is made of the information collected to set future targets for pupils. Assessment results are discussed with governors which ensures that the full governing body has a secure awareness of pupils' progress overall, and of how the school outcomes compare with similar schools, both locally and nationally.
151. Overall, the school has made steady progress since the last inspection in addressing the key issues. In particular, good progress has been made in raising standards of information technology in both Key Stages. Improving standards of teaching, developing assessment procedures and the monitoring of the curriculum remain to be addressed further.

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

**Grade 3: Good features outweigh shortcomings**

152. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question. The good features of the provision include the number of qualified, specialist and experienced teaching and support staff. All pupils have access to appropriate learning resources and there are good improvements in the provision for information technology. There are shortcomings, however, in the quality of the learning environment for pupils both within a large section of the building and outside.
153. Pupils are supported by sufficient, suitably qualified and experienced teachers. Staff have a clear understanding of their roles and responsibilities. Arrangements for workforce remodelling are being implemented appropriately. Statutory requirements are met, and resources are managed efficiently. The governing body has agreed on the structure of the teaching and learning responsibility (TLR) posts. Arrangements for providing teachers with time for planning, preparation and assessment are successfully implemented and contribute well to extending the curriculum offered to pupils.
154. The number of teaching staff provides a favourable pupil: teacher ratio which includes a full time teacher to cover for teachers' planning, preparation and assessment time, and a specialist additional learning needs teacher. Effective use is made of subject specialisms as teachers, on occasion, exchange classes in subjects such as science and music.
155. Peripatetic teachers who visit the school make a good contribution to the school's curriculum. This includes the Athrawes Bro who effectively supports Welsh second language teaching in the English stream. The school has good support from the two administrative staff that provide full time cover each week. Members of staff have job descriptions which are being updated as roles change.
156. Teachers update their curricular knowledge by following a training programme and by receiving support visits from Local Education Authority advisors. All teaching assistants have received Behaviour and Epi Pen training. Some teachers have received national grants to fund training, which has proved beneficial in areas such as provision for pupils with additional learning needs.

157. The quality of resources for teaching and learning is sufficient and they are convenient for pupils to use. On the whole, they are used effectively. Every classroom has an Interactive Whiteboard and there is a new computer suite which is timetabled for pupils. The school is aware of the need to extend the provision of resources and there is a rolling programme in place. This includes additional large play equipment for children under five. Each subject has been allocated some funding allowance this year. The school has appropriately identified the need to rearrange the library area and to extend the provision for Welsh and English books to support pupils' learning across the curriculum. Effective use is made of the local environment and the community as resources to enrich the pupils' learning.
158. The general quality of the buildings and facilities are generally good in the Welsh Stream and in a minority of areas in the main building. The size and layout of some classrooms do not always provide a suitable teaching and learning environment for pupils. The school's storage facilities are limited and results in some clutter in areas of the building. School governors are working with the Local Education Authority to refurbish a large section of the building. It would be appropriate to proceed with this with a minimum of delay in order to improve the learning environment for pupils.
159. The school environment is enhanced by tasteful and interesting displays. This is a good feature of several classes. The hall is used appropriately for physical education and club activities and is also the dining room at lunchtime. Although the current building does not have full disabled access, good provision is made for disabled pupils during the school day.
160. Financial management is good. The head teacher and governing body monitor the budget on a regular basis and the school offers value for money. Priority has been given during the last few years to the maintenance of staffing levels, as pupil numbers on the whole stay stable. Planning the budget, however, is made more difficult by the number of pupils who move in and out of the school annually. The school benefits from generous contributions from the Friends of Trefonnen Association, which are used to acquire additional learning resources and facilities, for example, the school's exercise pathway.

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

### **Under 5s**

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

##### **Grade 2: Good features and no important shortcomings**

###### **Good features**

161. In both streams, the great majority of the children listen well to whole class presentations, stories and to their peers. In the English stream, a significant number of children speak confidently, clearly and accurately and are eager to take part in class discussions. Individuals possess a very good range of vocabulary. In the Welsh stream, the older children speak readily and use a basic vocabulary accurately. All children display an interest in books and are beginning to behave as readers. The more able children can sequence the events of a story correctly. Individuals can identify letters and their sounds, and some simple words. They enjoy mark making in various purposeful situations. The most able can over-write and copy out words and simple phrases and understand what they have written. Individuals can correctly and independently write their names.
162. All the children respond positively to learning and using Welsh. In the Welsh medium class, the great majority of children speak Welsh readily and with increasing accuracy. In the English medium class, the children show an increasing ability to understand and respond to simple instructions in Welsh.

###### **Shortcomings**

163. In the Welsh stream, a small minority of children lack confidence when speaking.

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

##### **Grade 2: Good features and no important shortcomings**

###### **Good features**

164. The children quickly develop confidence as learners. Most children are well motivated and take responsibility for their tasks. They concentrate and persevere with their activities for increasing lengths of time. They listen carefully and demonstrate good attitudes towards their work. The children have a good awareness of their own needs and demonstrate a caring attitude to others. They behave responsibly, take their turn, share, and display good self-control. They play and work together effectively. Increasingly, they become responsible for their own personal hygiene, and they learn to dress and undress for physical activities and other outdoor activities that are planned
165. The children have a good awareness of their own culture. They are aware of the significance of St David's Day and they enjoy taking part in school celebrations. They learn well about the traditions and celebrations of different cultures, for example the Chinese New Year and the Diwali festival.

## Shortcomings

166. There are no significant shortcomings.

### Mathematical development

#### Grade 2: Good features and no important shortcomings

##### Good features

167. By means of practical activities and discussion, children develop a good understanding of number in a variety of contexts. At their level of development, the great majority of the children can sort, match, order and sequence objects, and complete number games successfully. They can recall a range of number rhymes. The more able children can count, read, compare and arrange numbers, and recognise patterns and sequences. They have a good understanding of mathematical vocabulary which is related to number. By means of role-play, the children develop an appropriate awareness of the use of money. The more able children can recognise different coins. The children develop a secure knowledge of more familiar two-dimensional shapes.

##### Shortcomings

168. There are no important shortcomings.

### Knowledge and understanding of the world

#### Grade 2: Good features and no important shortcomings

##### Good features

169. The children are aware of chronology as they discuss the events of the day and their families. Following visits to the local museum and to the Judge's Lodge, the children have a good awareness of old and new. They can describe well the different kinds of houses in which they live and can note their main characteristics. Their early mapping skills are good as they draw and record accurately the main features of the street outside their school. As a result of visits to places in the locality, the children can discuss well the jobs that different people do, for example, the firemen. The children can discuss these features knowledgeably. The children's observational skills are good as they investigate sound patterns and they use accurate terms to describe their observations. Through planting and observing the growth of broad beans, for example, they have a good awareness that plants need water and light to grow. The children also recognise that different materials change when they are cooked. The children use the interactive whiteboard confidently as they create big pictures and patterns.

##### Shortcomings

170. There are no significant shortcomings

## **Physical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

171. By means of physical play, practical experiences and a range of stimuli, the children develop a good understanding of how their bodies move. During movement lessons in the hall, the children demonstrate good control over their bodies when creating and presenting a sequence of different movements. They demonstrate a good awareness of others as they move around. By means of physical play and experiences with a variety of outside equipment, the vast majority of children move safely with good control and co-ordination. Most children develop good manipulative skills using tools, markers, cutters and scissors with increasing skill.

#### **Shortcomings**

172. There are no significant shortcomings.

## **Creative development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

173. The children work enthusiastically with paint and other creative media and use a variety of techniques with increasing skill and understanding. They conduct detailed observations and their drawings of owls, for example, are of a very good standard.
174. Through creative movement and action songs, the children develop a good awareness of rhythm and sounds. They sing a variety of songs and rhymes demonstrating a good knowledge of the words and content. The children experiment effectively with different sources of sound as they make simple instruments. Through various role-play situations they increasingly develop their imagination and confidence.

#### **Shortcomings**

175. There are no important shortcomings.

## **Welsh first language**

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

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

#### **Good features**

176. In both Key Stages, pupils' listening skills are good. They display an increasing ability to listen attentively to teachers' presentation and to each other's contributions.
177. In Key Stage 1, the more able pupils in year two are eager to respond and participate in discussions. They use appropriate vocabulary and can describe historical events

effectively. They offer comments confidently as they give oral evaluations of their work.

178. Pupils make appropriate progress in their reading skills and standards are good. They gain enjoyment from books and from reading a range of reading material. They read aloud, paying appropriate attention to punctuation marks and voice intonation. They use specific strategies to respond to unfamiliar words.
179. Pupils write for a range of purposes. Overall, they make correct use of syntax and basic sentences. They vary the way in which they begin sentences and succeed in making good use of punctuation. They produce effective pieces of writing for personal, creative and factual purposes. They have an increasing understanding of story characteristics and structures.
180. In Key Stage 2, pupils' oral skills are good. They respond confidently to the opportunities they receive to express opinions aloud and to take part in group discussions.
181. Pupils make good progress in their reading skills and the best readers succeed in making reading interesting to the listener by varying voice intonation appropriately. They use a range of resources effectively to gather and collate information. When reviewing books, they express their opinions clearly and succinctly.
182. The great majority of pupils write successfully for various purposes and audiences, such as producing dialogues and interviews with famous people. Pupils develop their ability to write with maturity when producing opinions on whether pupils should watch television for more than one hour each night. Overall, their punctuation and paragraphing is accurate. They respond well to visiting poets and are inspired to treat words in a thoughtful manner, including good use of humour for effect.

### **Shortcomings**

183. There are no significant shortcomings

<b>Science</b>
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### **Key Stage 1: Grade 3: Good features outweigh shortcomings**

### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

184. In Key Stage 1, younger pupils follow instructions carefully to make shadow puppets. They are beginning to understand how shadows are formed and older pupils make sensible predictions about how and why the length of shadows can change.
185. Pupils can name the different parts of the body, including the five senses, correctly and are aware of their functions. The great majority demonstrate a good awareness of the different stages in the human life cycle and can describe some of the changes that occur correctly.
186. More able pupils can describe their investigations well using correct terms. They are developing a good awareness of the importance of a fair test.

187. In Key Stage 2, year 3 pupils are able to make a circuit to light up a bulb and they show some understanding of the components of a circuit and can name them correctly.
188. In years 4 and 5, more able pupils make confident predictions of outcomes based on a good understanding of prior knowledge. They can set up an experiment well to discover the most effective insulating materials. They use a thermometer and timer confidently to make observations and record their findings accurately.
189. Older Key Stage 2 pupils make reasoned predictions about what are the most absorbent materials and carry out simple experiments to test their theories. More able pupils understand the need to repeat the experiment to ensure accuracy and reliability of results. They discuss clearly which things they will change and which they will keep the same. They work well in groups and discuss and agree the process they will follow effectively.
190. Older Key Stage 2 pupils can carry out an appropriate investigation about the effects of water on some ingredients. They understand that some ingredients will dissolve and some will not. They observe the changes closely and record their observations accurately.

### **Shortcomings**

191. In both Key Stages, pupils' ability to plan and carry out investigations independently is underdeveloped.
192. In both Key Stages, a significant minority of pupils has an insecure understanding of a fair test.
193. In Key Stage 2, a small minority of pupils has difficulty reading results accurately.

<b>Information Technology</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

194. In both Key Stages, pupils log on to the computers correctly. They select the appropriate software and most pupils complete tasks successfully. They work well in pairs and discuss their work confidently. They make effective use of the information technology suite to practise their skills and gain confidence in the use of equipment.
195. Younger pupils in Key Stage 1 demonstrate good mouse control and use it effectively to drag and drop pictures into a sequence. Older Key Stage 1 pupils are able to word process work, use the enter key to add bullet points and enhance their work with a page border, effectively.
196. Year 3 pupils are developing a secure understanding of appropriate vocabulary and are able to use cut, paste, and copy confidently. They can change font size, colour and centre their work appropriately.

197. In Key Stage 2, older pupils can create very good presentations using power point. They use a range of techniques effectively, including animation, and importing pictures and text from the Internet. They record sound effects to enhance their work. They can copy and save pictures confidently from a website and save them into their folders.
198. Older Key Stage 2 pupils understand how to change backgrounds and transitions and make informed choices about the best effects for their presentation. They are able to discuss the good features of their work and also what might be improved. They use the Internet and email to good effect and understand how to use text boxes, picture frames and word art when designing a web page. By the end of Key Stage 2, a significant number of pupils demonstrate an outstanding grasp of information technology skills and techniques.

### **Shortcomings**

199. There are no major shortcomings.

## **History**

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

### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

200. In Key Stage 1, pupils' chronological awareness is good. Younger pupils recognise changes in themselves since they were babies and they make correct use of words and phrases relating to the passage of time.
201. Most pupils have a good awareness of old and new in relation to different forms of travel and can sort pictures of different forms of travel into relevant categories of past and present. Following visits to local places of historical interest, such as the Judge's Lodge, pupils can discuss well different artefacts from the period and compare them with current household tools and materials.
202. In one class, older Key Stage 1 pupils have a good knowledge of artefacts from the Second World War. They can describe their purpose well using correct vocabulary. They record their observations accurately in different ways, including written and pictorial forms.
203. In Key Stage 2, pupils have a secure awareness of chronology, in terms of certain periods of history, and can discuss the main features of these periods appropriately. They make correct use of time lines to promote their understanding.
204. Pupils have a general understanding of the Celtic, Tudor and Victorian Periods, and can discuss the main characteristics and lifestyles of people in these periods with reasonable accuracy. They collect information appropriately from books and the Internet and record their observations in different ways, including writing, illustrations and craft.
205. In a small minority of classes, pupils are well informed about facts relating to the Second World War. They can interpret specific circumstances and dangers by

examining artefacts from the period. They have a good awareness of the hardship of the period and they display an appropriate degree of empathy.

206. In the best work, pupils make good use of their enquiry skills in conducting and recording interviews with their grandparents about the effect of the War on the local area. They record their observations and thoughts effectively in the form of letters and stories.
207. In the best work, pupils show a good understanding of different sources of information, including documents, books, artefacts and the contribution of archaeologists. They make effective use of various sources as they gather and select materials that relate to their studies.
208. The older pupils can discuss with interest the stories of some historical figures in Welsh history, such as the work of William Morgan.

### **Shortcomings**

209. In Key Stage 2, a significant number of pupils' knowledge and understanding of previous work is limited.
210. In Key Stage 2, in a small minority of classes, pupils' enquiry skills are underdeveloped.
211. In Key Stage 2, in a significant minority of classes, pupils' written accounts are often short and lack descriptive and factual detail.

<b>Music</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

212. In both Key Stages, pupils develop a secure understanding of musical elements through composing pieces of music to create a particular effect and ethos, performing and evaluating their work.
213. In Key Stage 1, pupils listen well to music. They know the names of notes such as crotchet, quavers and the rest symbol. They can differentiate accurately between high and low and quiet and strong sounds. Year 2 pupils can construct a simple rhythm using notation. They perform, and evaluate their rhythms with confidence.
214. When responding to the clock in a story, pupils can maintain a correct beat successfully and repeat a rhythm well using untuned instruments.
215. In Key Stage 2, most pupils have a secure understanding of basic composition. They work in pairs and groups effectively to prepare a performance using untuned and tuned instruments. Most pupils can understand and play a pentatonic scale well with the aid of a backing track.

216. Pupils compose and perform a variety of musical styles such as The Clean School Rap, Christmas Calypso and songs from World War Two. They can create moods and mental images effectively as they appraise music such as Euphoria. They use poetry well as a stimulus to composing.
217. Through studying the differences in drum sounds, pupils show a good understanding of how to accompany a backing track. Some pupils use a guiros, glockenspiel and chime bars well to perform together as a group.

### **Shortcomings**

218. There are no important shortcomings.

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

The inspection findings recognise that the school has maintained and improved standards in many areas since the last inspection. We are extremely pleased that the inspectors acknowledge the clear commitment of staff to pupils' educational development and the high quality of care, guidance and support offered to all pupils. The very positive comments about the leadership and direction of the school coupled with the recognition that we have an able staff, supportive governors and well-behaved pupils is a welcome feature of the report.

We are also glad that the inspection realises that we already have effective procedures in place to address those shortcomings that we ourselves had identified in our self-evaluation process. These procedures will be strengthened and existing emphases and actions to raise standards will now also encompass identified needs in history and science. School improvement planning will be an area of development, with a clearer focus on standards of achievement. Existing good practice highlighted and detailed by the inspectors within the school, in teaching, assessment and planning, will be utilised to ensure a consistently high standard of delivery of the curriculum right across the school. These measures will result in children achieving higher standards.

The inspectors will be pleased to hear that the promised refurbishment of the school's main building, for which we have worked so long and hard, has at last been finalised and work is due to start this summer to address this vital area of need.

An action plan is being prepared which will outline in detail our approaches to addressing the recommendations made. It is hoped that, with many issues already having been identified in our self-evaluation process, significant progress will swiftly be made in addressing them during the remainder of this academic year. This action plan will be sent to all parents and the governors' annual report will report on the progress made.

We would like to thank the inspection team for their courteous and professional manner, for their empathy with our aims and efforts and for their positive presentation of our strengths and needs for development.

## Appendix 1

### Basic information about the school

Name of school	Llandrindod Wells CIW Primary School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Trefonnen Llandrindod Wells Powys
Postcode	LD1 5EP
Telephone number	01597822190

Headteacher	Mr D Underhill
Date of appointment	January 2003
Chair of governors/ Appropriate authority	Canon A Loat
Registered inspector	Miss D Morris
Dates of inspection	26-28 November, 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		25	32	20	34	27	30	19	187

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.8:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23.4
Teacher (fte): class ratio	1.31:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006		93.6%	92.2%
Spring 2007	93%	87.6%	89.1%
Summer 2007		85%	91.5%

Percentage of pupils entitled to free school meals	32%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					34
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher	School	0	0	6	76	18	
	assessment	National	0	3	13	63	20	
Welsh	Teacher	School	0	0	33	67	0	
	assessment	National	.1	1	10	64	25	
Mathematics	Teacher	School	0	0	5	50	45	
	assessment	National	.3	2	10	64	23	
Science	Teacher	School	0	0	10	70	20	
	assessment	National	.3	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	85%	In Wales	81%

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

### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6:					28
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher	School	0	0	0	0	0	0	21	53	26	
	assessment	National	0	0	0	1	1	4	16	48	30	
Welsh	Teacher	School	0	0	0	0	0	0	25	25	50	
	assessment	National	1	0	0	1	1	4	18	50	25	
Mathematics	Teacher	School	0	0	0	0	0	11	5	63	21	
	assessment	National	0	0	0	1	1	3	14	48	33	
Science	Teacher	School	0	0	0	0	0	0	21	47	32	
	assessment	National	0	0	0	1	0	2	12	52	34	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	68%	In Wales	74%

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

- The inspection was undertaken by a team of five inspectors who were present at the school for eight inspector days. A nominee also formed part of the inspection team.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.
- Twenty-nine questionnaires were completed by parents and they were carefully analysed; around 96% of answers were positive.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- Twenty-six lessons were inspected, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and at the beginning and end of school sessions.
- The inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the headteacher, staff and governing body to discuss the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2a, 5, Appendices Subjects - Early Years, history
Mrs Sue Crowley Team Inspector	Key Questions 2b, 4, 6 Subjects - science, Information technology
Mrs Barbara Thorne Team Inspector	Key questions 3, 7 Subjects - Welsh first language, music
Mrs Marian Donovan Lay Inspector	Contributions to key questions 1, 2, 3, 4, 7
Mr David Underhill Headteacher/Nominee	Attending meetings and supplying information

### ***Acknowledgement***

***The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.***

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