

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

A Report on the Quality of Education in

**Llandysilio C.I.W. School
Four Crosses
Llanymynech
Powys
SY22 6RB**

School Number: 6663021

Date of Inspection: 21/09/09

by

**Michael T. Ridout
78730**

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Introduction

Llandysilio 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 Llandysilio C.I.W. School took place between 21/09/09 and 23/09/09. An independent team of inspectors, led by Michael T. Ridout 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	18
Standards achieved in subjects and areas of learning	20
English	20
Welsh second language	21
Information communications technology	22
Geography	23
Art and design	24
Religious education	25
School's response to the inspection	26
Appendices	27
1 Basic information about the school	27
2 School data and indicators	27
3 National Curriculum assessments results	28
4 Evidence base of the inspection	29
5 Composition and responsibilities of the inspection team	30

Context

The nature of the provider

- 1 Llandysilio Church in Wales Primary School is a voluntary controlled school for boys and girls aged four to eleven years. In total there are 110 pupils on roll organised in four mixed age classes. There are 17 children under five who are taught alongside pupils in Key stage 1 (KS1). Children of nursery age are admitted in the Spring term. The average class size is 22. There are five full-time equivalent (fte) teachers, including the head teacher. Three full-time and three part-time teaching assistants (TA) provide support.
- 2 The school is close to the Powys/Shropshire border, about eight miles north of Welshpool, in the village of Four Crosses. It serves a wide rural area. The two main centres of population are the villages of Four Crosses and Llandrinio. There is a mixture of housing with most being owner occupied. The locality is described as relatively advantaged and families have a range of social backgrounds. Around 11 per cent of pupils are entitled to free school meals; this is below national and local averages. No pupils are from ethnic minority backgrounds and none has English as an additional language or uses Welsh naturally. English is the predominant language and the school teaches Welsh as a second language. There are no pupils in the care of the Local Authority (LA).
- 3 Baseline assessments in reception indicate that children's attainment on entry covers the full range and is above local averages. Subsequent assessments indicate that around 18 per cent of pupils have special educational needs (SEN). This is a similar proportion to that found in most primary schools. A range of assessments indicates that around one in four pupils have high attainments.
- 4 Since the last inspection in November 2003 the number on roll has increased. An additional class was established in 2005 and the number of teachers and support staff has increased. The school has use of the community hall, set in the centre of the site. There are three demountable classrooms and the original school building, dating from 1896, contains two classrooms. In 2008 a new building was opened providing a classroom and other facilities. The outdoor learning environment is being developed to cater for the Foundation phase. The school holds the Basic Skills Quality Mark, Healthy Schools accreditation and the Eco Schools Silver award.

The school's priorities and targets

- 5 The school's vision for continued growth and development forms part of the school development plan (SDP) for 2009 – 2010 and its mission statement is 'A caring and creative environment in which ALL children can succeed.'
- 6 The SDP sets targets and action plans to:
 - raise standards in writing in Key stage 2 (KS2);
 - develop portfolios of assessed work in English, mathematics and science;
 - raise standards in Welsh second language and bilingual skills;
 - raise standards in information communications technology (ICT) and
 - continue the cycle of self-evaluation, focusing on English, geography, art and religious education.

Summary

- 7 Llandysilio Church in Wales Primary School provides a welcoming and supportive environment; it is at the heart of the local community and most parents indicate that their children enjoy attending. The school is well led and managed with the result that standards and the quality of learning are steadily improving although some variation remains.

Table of grades awarded

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 3
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 3

- 8 The inspection team agreed with the school's self-evaluation in key questions five and six but awarded one grade lower in key questions one, two, four and seven and two grades lower in key question three.

Standards

- 9 In 2009 the results of the KS1 National Curriculum (NC) teacher assessments show that the percentage attaining at least the expected level 2 in English, mathematics and science is below national figures and those for the family of schools (FOS) that have similar characteristics.
- 10 In KS2 the 2009 results are above national figures in English, mathematics and science. In comparison with the FOS standards in KS2 at level 4 and above, are above average in mathematics and below average in English and science.
- 11 In KS1 the trend in the school's results is downward, but in KS2 results improved in 2008 and 2009. In general there is no underperformance of boys compared with girls and the results in KS2 show a good measure of 'added value' in attainment from KS1 to KS2.
- 12 In seventeen lessons or parts of lessons observed standards in the six subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	47%	35%	-	-

- 13 These figures are similar to the last inspection in 2003, but they are below the overall percentage published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2007-2008, where standards in primary schools in Wales are reported to be Grade 2 or better in 84 per cent of lessons. However, they are above national figure of 12 per cent Grade 1.
- 14 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
- 15 Standards of achievement in the subjects inspected in both key stages were judged as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Information communications technology	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

- 16 Compared with the last inspection standards have been maintained in English and religious education and are similar in art, but they have declined in geography and ICT. In Welsh as a second language standards have been maintained in KS1 and have improved in KS2.
- 17 There are good features and shortcomings in pupils' achievement in the key skills of literacy, numeracy and ICT; they seldom use key skills to a sufficiently high standard in a range of work across subjects.
- 18 Pupils' competence in bilingual skills is steadily developing.
- 19 Progress is variable as pupils move through the school. Those with SEN make good progress towards the targets set for them, but the development of more able learners is not always in line with their capabilities.
- 20 Good behaviour and positive attitudes and relationships are evident throughout the life and work of the school. When lessons stimulate and challenge pupils' thinking, levels of effort and motivation increase so that they work more productively.
- 21 Attendance is good with an average of 95 per cent in the previous twelve months. This is above the average for Wales, the local authority and similar schools. However, the number of children taking holidays during term time is becoming a cause for concern. Punctuality is good.
- 22 Pupils have a good capacity to work independently, but generally they have too few opportunities to develop fully the skills for lifelong learning.
- 23 Across the school nearly all pupils make good progress in their personal, social and wider development. They take on a range of responsibilities and this helps them develop the skills of citizenship. Most show appropriate respect.

- 24 The school prepares pupils very well to become active members of their local community, but their awareness of the world of work is less well developed.

The quality of education and training

- 25 In twenty lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	45%	40%	-	-

- 26 These figures represent a decline compared with the last inspection in 2003 and they are below the national picture as published in HMCI's Annual Report for 2007-2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
- 27 Members of staff successfully establish good working relationships with pupils that promote equality and foster positive attitudes. The contribution of support staff is often good.
- 28 Teaching is most effective where good subject knowledge combines with high expectations, detailed planning and effective lesson management to engage pupils. It is less effective where the rigour of tasks planned is not sufficiently matched to pupils' needs and the pace of work is slow.
- 29 Taken overall, a good range of teaching methods and organisational strategies is used, but it is taking time for strategies such as assessment for learning and skills based approaches to become established.
- 30 The school has good systems for assessment in the core subjects of English, mathematics and science, but the provision in other subjects is less well developed. The arrangements for baseline and NC assessments and for reporting to parents meet statutory requirements.
- 31 Sound overall provision is made to meet the range of pupils' needs and interests. Very effective provision is made for those with SEN, but there is less consistency in meeting the needs of the more able.
- 32 The curriculum is broad and planning indicates that work is generally well structured in the core subjects, but there is less emphasis on the progressive development of skills in other subjects and areas of learning.
- 33 There is insufficient focus on the structured development of key skills in literacy, numeracy and ICT in cross-curricular contexts. This is most evident in writing and ICT.
- 34 The school is very successful in broadening and enriching pupils' learning experiences. The provision of extra-curricular activities is a strong feature.
- 35 The school promotes pupils' personal development well; the spiritual and moral aspects are particularly well fostered. The arrangements for collective worship

comply with statutory requirements. Social development is generally well promoted, but the provision for cultural awareness is less well developed.

- 36 Opportunities to foster the Cwricwlwm Cymreig are not always developed fully. The promotion of bilingual skills is steadily developing, but lacks consistency.
- 37 The school has effective partnerships with parents, the local community and other schools that successfully enhance learning. It also has links with several local businesses, but these are not fully built upon within the curriculum.
- 38 The promotion of education for sustainable development is successful, although the development of entrepreneurial skills is not fully established within the curriculum.
- 39 The quality of pastoral care is good and members of staff are diligent in ensuring the wellbeing of learners. There is a detailed health and safety policy and appropriate risk assessments are implemented, but a small number of issues with the potential to impact on pupils' wellbeing have been discussed with governors. The monitoring of behaviour and attendance is good.
- 40 There is a well structured programme for personal and social education (PSE) and the importance of developing a healthy lifestyle is strongly promoted. The provision for equal opportunities is good and pupils are increasingly involved in decision making through the school council and the eco committee.
- 41 The provision for pupils with additional learning needs, including those with SEN, is very well organised and effective. This is an outstanding feature.

Leadership and management

- 42 The head teacher and assistant head are successful in establishing a clear direction for the life and work of the school. This is a strong feature.
- 43 Good progress towards the school's goals to improve standards and implement a full cycle of self-evaluation is clearly evident. The school demonstrates a good capacity to continue to improve.
- 44 The governing body (GB) is strongly supportive, but has yet to formalise the monitoring of finance and the quality of provision. Furthermore, most priorities in the SDP are insufficiently precise for the GB to assess value for money. The most recent audit of financial procedures identified some shortcomings and an action plan has been implemented to address these issues.
- 45 The GB successfully fulfils its statutory obligations.
- 46 The arrangements for self-evaluation are systematic. This process is successful in identifying points for action, but in general judgements of standards are not sufficiently based on first-hand evidence, particularly in foundation subjects.
- 47 Good features outweigh shortcomings in the extent of improvement since the last inspection in 2003. There is strong evidence of improvement, particularly in KS2, over the last two to three years.

- 48 In general the use and organisation of resources is well considered and effective, but there are shortcomings in provision for the Foundation phase and in the use and organisation of lesson time across the school.
- 49 The overall provision of learning resources is good, although pupils have limited access to computers.
- 50 Taken overall the accommodation provides a suitable setting for good learning and teaching, but the size of the Foundation phase classrooms impacts on the range of activities offered and the accommodation for the large Year 3/Year 4 class is also cramped. The school uses its best endeavours to minimise the impact on learning.
- 51 Although performance indicators in KS1 show a decline since 2007, the school provides value for money in relation to the standards attained at the end of KS2.

Recommendations

The school with the support of appropriate agencies should continue to implement the SDP and its cycle of self-evaluation in order to:

- R1 raise standards in ICT, geography, art and design and in the key skills of writing and ICT*;
- R2 improve overall progress and achievement, especially for more able pupils;
- R3 improve the consistency and effectiveness of teaching;
- R4 develop further both curricular provision and planning to ensure appropriate progression across the Foundation phase and KS2*.

* the main elements of recommendations one and four are included in the SDP.

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 differ from the school's self-evaluation in that the school judged this key question Grade 2. This is because performance data indicates variation in standards between the key stages and the inspection found variable standards in the subjects inspected.
- 53 In 2009 the results of the KS1 NC teacher assessments show that the percentage attaining at least the expected level 2 are below national figures in English, mathematics and science. In comparison with benchmarked schools having between 8 per cent and up to 16 per cent free school meals standards are well below average in English, mathematics and science. The proportion attaining at least the expected level 2 in all three subjects is also well below average.
- 54 In comparison with the FOS having similar characteristics, standards in KS1, at level 2 and above, are below average in English, mathematics and science. The percentage attaining level 3 in mathematics and science is below the FOS average. No pupils attained level 3 in English.
- 55 In KS2 the 2009 results are above national figures in English, mathematics and science. In comparison with benchmarked schools standards are below average in English and above in mathematics and science. The proportion attaining at least the expected level 4 in all three subjects is above average.
- 56 In comparison with the FOS standards in KS2, at level 4 and above, are above average in mathematics and below average in English and science. The percentage attaining at least the expected level 4 in all three subjects is below the FOS average. However, the percentage attaining level 5 in mathematics is just above the FOS average and it is above in English and science.
- 57 Analysis of the school's results in KS1 shows a gradual decline in performance since 2005. In KS2 results declined between 2005 and 2007 and improved in 2008 and 2009. The results in both key stages show there is generally no underperformance of boys compared to girls. The most recent results show that, contrary to the national picture, boys outperformed girls in English in KS1 and in all three subjects in KS2.
- 58 The results in KS2 show a good measure of 'added value' in attainment from KS1 to KS2.
- 59 In seventeen lessons or parts of lessons observed standards in the six subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	47%	35%	-	-

- 60 These figures are similar to the last inspection in 2003, but they are below the overall percentage published in HMCI's Annual Report for 2007-2008, where standards in

primary schools in Wales are reported to be Grade 2 or better in 84 per cent of lessons. However, they are above national figure of 12 per cent Grade 1.

- 61 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
- 62 Standards of achievement in the subjects inspected in both key stages were judged as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Information and communications technology	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

- 63 Compared with the last inspection standards have been maintained in English and religious education and are similar in art, but they have declined in geography and ICT. In Welsh as a second language standards have been maintained in KS1 and have improved in KS2.
- 64 There are good features and shortcomings in pupils' achievement in the key skills of literacy, numeracy and ICT; they seldom use key skills to a sufficiently high standard in a range of work across subjects.
- 65 Across the school pupils' competence in bilingual skills is steadily developing.
- 66 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background, although progress is variable as they move through the school.
- 67 In both key stages new knowledge and skills are readily acquired from a wide range of experiences; pupils with SEN make good progress towards the targets set for them in individual education plans (IEP), but the development of more able learners is not always in line with their capabilities.
- 68 Across the school most learners have a sound understanding of their work. However, their awareness of targets and assessment strategies as a means of helping them to understand how they are progressing and what they need to do to improve are at an early stage of development.
- 69 By the end of KS2 many pupils have made good overall progress towards fulfilling their potential. They are very well prepared for the next stage of their education in their personal and wider development, but a significant minority have not developed their learning skills fully.
- 70 Good behaviour and positive attitudes and relationships are evident throughout the life and work of the school. Most pupils demonstrate good attitudes and, where lessons both engage and challenge their thinking, levels of effort and motivation increase so that they work productively.

- 71 Attendance is good with an average of 95 per cent in the previous twelve months. This is above the average for Wales, the LA and similar schools. However, the number of children taking holidays during term time is becoming a cause for concern. They are rarely late at the beginning of the school day.
- 72 Pupils have a good capacity to work independently. They begin to acquire the skills for lifelong learning and when given opportunities, to make decisions and solve problems. Most respond well, but they do not sufficiently develop these skills.
- 73 Across the school nearly all pupils make good progress in their personal, social and wider development. They take on a range of responsibilities and develop a clear sense of right and wrong. Most show appropriate respect to adults and to their peers.
- 74 Pupils are strongly involved in the activities of the local community and its members are regularly invited into the school. These links, combined with a range of educational visits to the neighbouring locality and further afield, prepare them well for life outside school. However, opportunities to learn about the world of work and to develop aspirations for possible future careers are more limited.

The quality of education and training

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

Grade 3 : Good features outweigh shortcomings

- 75 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. This is because the inspection found greater variation in teaching than the school had identified.
- 76 In twenty lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	45%	40%	-	-

- 77 These figures represent a decline compared with the last inspection in 2003 and they are below the national picture as published in HMCI's Annual Report for 2007-2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
- 78 Teaching is most successful in stimulating and challenging pupils to achieve their best where good subject knowledge and expertise, together with high expectations and effective lesson management, ensure a brisk pace that keeps them involved. This is evident in the highly skilled specialist teaching of Welsh as a second language and in lessons in English and religious education, especially in KS2.
- 79 On occasions, however, teaching is less effective. In such cases, although the learning is clearly explained, expectations are not high enough, the rigour of tasks is not always sufficiently matched to pupils' needs and the pace of work is slow.

- 80 All members of staff successfully establish good working relationships with learners. The contribution of support staff is good when their role is well managed by the teacher. This is most evident with younger pupils and those in Year 3 and Year 4.
- 81 Overall, members of staff have a good range of subject knowledge and through recent training are familiar with current developments in primary practice, including the foundation phase principles. However, it is taking a little time for strategies, such as assessment for learning and skills based approaches, to become embedded.
- 82 Members of staff successfully promote equality of opportunity, but there is a lack of consistency in fostering bilingual skills. The picture is similar in promoting and fully developing the key skills of literacy, numeracy and ICT in cross-curricular contexts.
- 83 Good progress is evident in adapting the provision in line with foundation phase principles for the under-fives and pupils in KS1. Both teaching and support staff are often effective, but on occasions interventions are insufficiently focused. The emphasis on engaging pupils fully in activities, challenging them to develop and organise their learning with appropriate independence and ensuring they build up their skills through first hand experience lacks consistency.
- 84 In KS2 teaching often sets high expectations, praises success and manages lessons well so that pupils understand what is expected of them. This was evident in some lessons in English, for example.
- 85 In general, lesson planning identifies clear objectives, but these are not always developed to match learners' needs or discussed sufficiently so that the purpose and challenge of tasks is fully understood.
- 86 Taken overall, a good range of teaching methods and organisational strategies is used, but use of the available resources, including lesson time, to secure the active involvement of pupils and to ensure they learn in different ways are not always fully utilised. This is particularly the case when enquiry and recording skills are not fully developed.
- 87 Records of lesson planning allow opportunity to evaluate learning, but the use made of assessments to adapt tasks in line with prior knowledge and skills is not always well enough developed to ensure progress is maintained.
- 88 An appropriate baseline assessment is implemented and results are used well to identify individual needs. A range of assessments is undertaken in both key stages and pieces of work are assessed in the core subjects of English, mathematics and science and these usefully exemplify individual progress.
- 89 The school meets statutory requirements for assessment and reporting. Appropriate arrangements are in place for end of key stage teacher assessments and to ensure the moderation of teacher assessments through working with other schools. However, assessment procedures for other subjects in the school are less well developed.
- 90 Practitioners working with the under-fives and pupils in KS1 make daily assessments by observation. In the best practice these observations are clearly linked to the skills

developed and the information is used well to inform further planning, but these evaluations are not always sufficiently focused.

- 91 In KS2 some good examples of focused assessments and the use of this information to guide the next steps in learning are evident in English and mathematics. This practice provides an exemplar, but in general it is not as well developed in other subjects.
- 92 Pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement is at an early stage of development. Work is regularly marked and this provides praise and encouragement. The school is beginning to introduce more constructive marking approaches, for example 'two stars and a wish,' to provide focused guidance for what needs to be improved. However, such practice is not yet embedded.
- 93 The arrangements for reporting attainment and progress meet statutory requirements. Parents have opportunities to discuss their child's progress both formally and informally and they receive end of year reports that inform them well about progress in all subjects and areas of learning. Appropriate targets indicate the way forward in the core subjects, but comments in foundation subjects sometimes describe provision rather than achievement.

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

Grade 3 : Good features outweigh shortcomings

- 94 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. Good progress in updating aspects of curricular provision is evident, but in some subjects and areas of learning there are shortcomings in ensuring appropriate progression in learning.
- 95 The school makes sound overall provision to meet the range of pupils' needs and interests. The curriculum is equally accessible to all and meets legal and course requirements. Very effective provision is made for those with SEN, but there is less consistency in meeting the needs of the more able. Arrangements to identify more able and talented pupils are in place and links to provide them with enhanced learning opportunities in sport, art, history and creative writing are being developed.
- 96 The school provides a broad curriculum for pupils of all ages and it has begun to review and update curricular planning in line with Foundation phase principles and the skills based curriculum in KS2. Appropriate schemes of work are in place in all subjects and areas of learning and these provide a sound framework to ensure progression and continuity in learning. The provision in religious education is in accordance with the locally agreed syllabus. However, the scrutiny of planning and learning outcomes indicates work is well structured in the core subjects of English, mathematics and science, but in foundation subjects, including ICT, geography and art and design, there is too little emphasis on the progressive development of skills.
- 97 Curricular planning is based on a thematic approach and taken overall the current planning for learning opportunities across subjects and areas of learning builds

appropriately on a range of curricular documents. Planning in lower KS2 is particularly well structured and provides an exemplar. Furthermore, across the school improvements in planning in English, mathematics and Welsh second language are having a positive impact. A clear programme is in place to review other subjects and areas of learning.

- 98 Across the school there is good emphasis on the development of basic skills in literacy and numeracy, but there is insufficient focus on the structured development of key skills in cross-curricular contexts. This is most evident in writing and ICT.
- 99 The school is very successful in broadening and enriching pupils' learning experiences. The provision includes a good range of educational visits and visitors to the school, including theatre and dance groups. Regular residential visits are provided for older pupils, for example in Cardiff or at a North Wales outdoor centre. Effective use is also made of courses at the Urdd Centre at Llangrannog.
- 100 The provision of extra-curricular activities is a strong feature. Activities include soccer, gym, cricket and choir. A weekly sports club is offered in both key stages; there are good opportunities to participate in competitive sports with other schools and regular swimming lessons are provided. A few pupils gain from instrumental music tuition provided for recorder, brass, piano, drums and guitar.
- 101 The school promotes pupils' personal development well. Their spiritual and moral development is particularly well fostered. Throughout the school good use is made of circle time during PSE sessions to encourage pupils to consider life's fundamental questions, to understand different religious practices and beliefs and to relate religious and moral guidance to their own experience and viewpoints.
- 102 The arrangements for daily assemblies, within individual classes or as a whole school, include an appropriate act of collective worship that meets statutory requirements. Christian symbols and prayers are used well to promote a sense of wonder and to encourage quiet reflection. Pupils' awareness of the heritage and culture of Wales is appropriately promoted through the celebration of St David's Day and participation in local Eisteddfods, but opportunities to promote the Cwricwlwm Cymreig are not always developed to the full in cross-curricular contexts.
- 103 Pupils' social development is generally well promoted throughout the life and work of the school, but the provision to promote wider cultural development is less well developed. The study of religions is evident in religious education, but there is too little emphasis on different cultures in other subjects.
- 104 The school has effective partnerships with providers from the local community and beyond that successfully enhance learning. There is a good relationship with parents and strong links with the local church and community organisations. Services held in church celebrate Christian festivals and the vicar regularly leads school assemblies. The school benefits from use of the community centre. A 'reading task force' of volunteers, including parents and retired professionals, provide valuable assistance with structured reading sessions. Local businesses also provide financial sponsorship for events, such as the annual 'Super Star' sports, and the school regularly contributes written and art work to a local magazine. These activities exemplify well the school's strong links with the local community.

- 105 The school has beneficial partnerships with three teacher training universities that enhance the curriculum. It regularly mentors student teachers, provides placements for students studying vocational courses and offers work experience opportunities for high school students.
- 106 There are strong links with two receiving secondary schools and well established transition arrangements help to ensure that pupils are well prepared to make the move from primary to secondary education. In the case of the secondary school that most opt for, the transition process is especially effective. A particular feature is the enrichment of music lessons in the primary school and the provision of Saturday sessions at the secondary school. The school also meets regularly with a cluster of local primary schools to share good practice and training opportunities.
- 107 Although the school has links with several local businesses, these are not fully built upon within the curriculum in order to raise pupils' awareness of the world of work. For example, teachers have not undertaken short-term placements to develop work-related learning activities and projects.
- 108 The promotion of pupils' bilingual skills is steadily developing although the provision lacks sufficient consistency. An experienced athrawes fro provides an exemplar in the development of bilingual skills within subjects, but in general the promotion of these skills is limited to particular times in the school day. However, initiatives such as helpwr heddiw, 'hot seating' and a weekly award, Siaradwr yr Wythnos, encourages the incidental use of Welsh by pupils, teachers and support staff.
- 109 The school makes good efforts to address issues of social disadvantage and, although there is no formalised approach to raise pupils' awareness of the inequalities they will face in the outside world and to challenge stereotyping, these aspects are generally addressed well within the life and work of the school. Equality of access is provided and, although most pupils achieve well by the end of KS2, the opportunity provided for more able pupils to achieve their potential is limited.
- 110 The school successfully promotes education for sustainable development. It places increasing emphasis on energy conservation and recycling with all classes involved in recycling paper, clothes, plastic, printer cartridges and waste to compost. The Eco committee is enthusiastic and members have visited an alternative technology centre and attended a conference on natural resources in Snowdonia. In discussion they show that they are well aware of the importance of recycling, but they are less clear as to the reasoning behind these initiatives and the consequences for the environment of not carrying them out.
- 111 The school does not have a specific programme for the development of entrepreneurial skills across the curriculum. Pupils are made aware of the principles of fair trade and they help run a tuck shop selling healthy foods, including fair trade products. Opportunities to develop their skills in producing, marketing and selling products are underdeveloped within the curriculum and through the school council and eco committee. However, each pupil is involved in a related activity once a year. For example, pupils in Year 2 make bookmarks and cakes to sell, pupils in Year 3 and Year 4 plan a fund-raising coffee morning and those in Year 5 and Year 6 help plan their residential visit.

112 Appropriate emphasis is given to national priorities for lifelong learning and pupils are well prepared to contribute to community regeneration in later life. The provision of homework, particularly for those in KS2, provides considerable scope for them to study independently and to develop problem solving, decision making and research skills. However, these skills are seldom fully developed in much of their work in school.

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

Grade 2 : Good features and no important shortcomings

113 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. Although the school provides good overall standards of care and support, the inspection did not identify outstanding features in line with the higher grade.

114 The school plans and manages care arrangements well, especially for those with additional learning needs. The quality of pastoral care provided by all members of staff is good and there is effective liaison with supporting agencies including educational services, medical professionals and social services where appropriate.

115 The school works very closely with parents and carers to ensure their children receive high levels of personal care, support and guidance. Nearly all parents, whose opinions were received during the inspection, expressed satisfaction in the way their views were sought and valued. An appropriate home-school agreement is implemented and nearly all parents have signed and returned the document.

116 Pupils are also involved in the school's decision making process through the school council, which is representative of pupils in Year 3 to Year 6 and democratically elected. The council is proactive and has lobbied external agencies, for example the LA and the Highways Agency, when raising concerns about the playground and road safety. However, members are not empowered, for example, through taking responsibility for a budget and in developing fully the skills of citizenship and independence through their designated roles.

117 There is an effective induction programme that helps new entrants to settle in to the school's routines and practices. For children under five appropriate liaison between the school and pre-school settings assists the process well and their admission to reception is phased over a short period. For older ones good account is taken of information provided by parents and their previous school.

118 There is a well structured PSE programme based on appropriate schemes of work for each key stage and the arrangements include inputs from external agencies, for example, the fire service, the police and the school nurse. There is appropriate emphasis on a range of personal safety issues, including raising awareness of substance misuse and for older pupils a sex education programme is implemented that has been approved by parents.

119 The school has good procedures for monitoring attendance and punctuality and these contribute well to the high level of attendance. Reward systems are effective and the school is currently seeking to dissuade parents from taking their children on

holiday during term time. One pupil was temporarily excluded during the last twelve months. The appropriate procedures were followed.

- 120 Procedures to promote and monitor behaviour are consistently applied across the school and these contribute well to the good standard of behaviour. Pupils' academic performance is systematically monitored in the core subjects of English, mathematics and science, but monitoring is less rigorous in other subjects and areas of learning.
- 121 The school has a very detailed health and safety policy with clear levels of responsibility identified for each member of staff and for governors. Appropriate risk assessments are carried out for all educational visits and activities. While the arrangements are, on the whole, appropriate, governors have been alerted to some issues with the potential to impact on the wellbeing of learners.
- 122 The importance of developing a healthy lifestyle is strongly promoted across the school. Pupils are taught the constituents of a healthy diet and are encouraged to buy fruit during the morning break. They also appreciate the value of the vegetables they grow in the school garden. Personal hygiene is strongly promoted through a focused programme implemented by the school nurse and the whole school takes part in a health promotion day. Each class completes a different project, for example making fruit kebabs and working out the 'food miles' for a range of products. The importance of regular exercise is promoted appropriately in physical education and strongly reinforced in the many sporting activities run by the school.
- 123 The arrangements for the protection of children are in line with the all Wales procedures and local guidelines. The head teacher, as the designated person responsible, has received appropriate training to effectively carry out this role. She regularly ensures that all staff members are made aware of the signs and symptoms of abuse and that they know the procedures to follow should concerns arise.
- 124 The provision for pupils with additional learning needs, including those with SEN, is very well organised and effective. The school makes very good use of a range of standardised assessments to identify learning difficulties and teachers discuss concerns with parents at an early stage. Appropriate intervention strategies or referrals to outside agencies are implemented promptly.
- 125 The arrangements for pupils with SEN conform to the requirements of the Code of Practice and a staged approach is followed. An appropriate register of SEN is maintained and kept under review. Pupils receiving additional support have detailed IEPs that provide clear targets and details of their learning programme. These are regularly reviewed and parents are invited to contribute. The involvement of older pupils in reviewing progress towards their IEP targets, the careful monitoring of progress prior to including a pupil on the SEN register and the well organised focused support provided are outstanding features.
- 126 The provision for SEN is well managed by an experienced coordinator. A designated governor maintains appropriate oversight and the support provided for pupils with a statement of SEN are in line with their needs.

- 127 Effective support is provided for pupils who sometimes present challenging behaviour that impedes their progress and that of their peers. Where there is need the school draws on the advice of outside agencies in planning individual programmes and has achieved success in their implementation.
- 128 The provision to ensure equal opportunities is good overall. Appropriate account is taken of pupils' differing backgrounds and needs and there is an increasing emphasis on addressing areas of underachievement for targeted groups at the beginning of KS2.
- 129 In general the school promotes gender equality well. All pupils have equal opportunity to take part in school activities and boys and girls readily work together. Mixed school sports teams are encouraged and the school is proactive in ensuring that pupils encounter a range of role models as a means of challenging stereotyping.
- 130 Appropriate policies and action plans are in place to promote good race relations and eliminate all forms of harassment, including bullying. Members of staff deal with any disputes between pupils appropriately. Many parents whose views were received during the inspection stated the school was effective in eliminating oppressive behaviour and some commented that the provision of a 'worry box' at school, into which children can post a note stating any worries they might have, is an effective strategy in this regard.
- 131 Although there are currently no pupils or members of staff with physical impairment at the school, an appropriate disability equality scheme and action plan has been agreed. Suitable ramps ensure wheelchair access to classrooms and there is a disabled toilet.
- 132 Although awareness and respect for cultural diversity is promoted well through assemblies and religious education, opportunities to promote awareness of the diversity of cultures and traditions that contribute to society are seldom fully developed across the curriculum.

Leadership and management

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

Grade 2 : Good features and no important shortcomings

- 133 The findings of the inspection team match the judgement made by the school in its self-evaluation report. Although there is variation in standards, the inspection identified that effective leadership and strategic management impact well on standards. There is strong evidence of a gradual improvement over two to three years and this is sufficient to award a higher grade to that for Key Question one.
- 134 The head teacher and assistant head, together with the support of the GB, are successful in establishing a clear direction for the school. This is a strong feature. Values, aims and broad objectives are clearly stated so that teachers and support staff understand the purpose of initiatives and, as a result, they convey a shared sense of purpose in their work.

- 135 The school's mission and aims reflect a strong commitment to promoting equal opportunities and this is well reflected in the life and work of the school. A good example is the focus on raising achievement at the beginning of KS2.
- 136 The school takes good account of national and local priorities. This is evident, for example, in recent curricular developments within the school and the positive impact of its partnerships with nearby schools.
- 137 The school achieves increasing success in meeting or exceeding its end of key stage targets for attainment in KS2 and is making good progress towards its goals to improve standards and to implement a full cycle of self-evaluation.
- 138 Good arrangements, in line with statutory requirements, are in place to improve the performance of members of staff. The arrangements for appraisal and professional review are systematic and the head teacher makes good use of the information gained in making strategic decisions. However, the impact of recent training is not yet securely embedded in some aspects of the school's work.
- 139 The GB is strongly supportive of the school and is well informed. It is appropriately involved in endorsing policies and in considering key documents, for example, the SDP. The work of governors, including their link roles is being developed, but the role of the GB as an effective critical partner in monitoring the budget and forming an overview of strategic needs is not always sufficiently rigorous.
- 140 Governors have yet to formalise their contribution to monitoring the quality of provision and at present the priorities in the SDP are insufficiently precise to enable the GB to assess value for money.
- 141 The GB successfully fulfils its statutory obligations.

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

Grade 2 : Good features and no important shortcomings

- 142 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The cycle of self-evaluation is strategically planned and the strong focus on improving standards and the quality of learning impacts well on the school's work.
- 143 Members of staff are well informed about the school's performance in the core subjects of English, mathematics and science. A good range of performance information, including comparative data, teachers' records and previous work are reviewed and analysed. This process is used well to identify trends and areas for improvement in the SDP and it results, for example, in focused provision to raise standards in Year 3 and Year 4.
- 144 The arrangements made for self-evaluation are systematic. Some lesson observations are conducted and teachers review provision in the subjects identified for evaluation in the SDP. This process is successful in identifying points for action, but in general judgements of standards are not always sufficiently based on first-hand evidence, particularly in foundation subjects.

- 145 The school is proactive in seeking the views of stakeholders. Pupils contribute through the school council and eco committee. Parents and members of the wider community are invited to complete questionnaires and the results are analysed. The views and opinions received by inspectors before the inspection closely match those found in a recent survey conducted by the school.
- 146 The self-evaluation report is suitably detailed, draws on a good range of evidence and clearly identifies both strengths and areas to improve. There is a good match to the priorities identified in the SDP. Furthermore, the carefully planned cycle of evaluation is effective in guiding the school's work. In particular, the focused use of assessment impacts well on standards in KS2 and planning to address SDP targets provides a clear framework for further improvement.
- 147 The inspection team agreed with the school's self-valuation in key questions five and six, but awarded one grade lower in key questions one, two, four and seven and two grades lower in key question three. Although the inspection team did not agree with the grades awarded by the school in most key questions, it finds that its self-evaluation is successful in identifying key areas for improvement in the school.
- 148 The self-evaluation process is far reaching and involves all stakeholders appropriately. The head teacher, governors and staff are committed to improving standards and all members of staff are effectively involved in the self-evaluation arrangements. The school demonstrates a good capacity to continue to improve.
- 149 Subject leaders formulate action plans to bring about improvement and these are integral to the SDP. A good example is the planning to improve standards in writing. However, although clear priorities and actions are planned the goals set in the SDP seldom embody sufficiently precise and measurable targets.
- 150 Priorities in the SDP are supported well through the allocation of funding. The GB agrees the overall budget and the head teacher ensures sufficient resources are allocated to enable targets to be achieved.
- 151 The school can show that actions taken result in measurable improvements in standards in the core subjects in KS2. Current initiatives have yet to impact fully on standards in KS1 and this inspection identifies variable standards in key skills and in some foundation subjects across the school. Since the last inspection in 2003 standards in Welsh as a second language and mathematics have improved, standards in ICT, geography and art remain variable and the school continues to focus on improving its long and short term planning of learning and teaching.

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

Grade 3 : Good features outweigh shortcomings
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- 152 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. In general the use and organisation of resources is well considered and effective, but there are shortcomings in provision for the Foundation phase and in the use and organisation of lesson time across the school.

- 153 There are sufficient qualified specialist and experienced teachers and support staff. The high level of expertise of the athrowes fro effectively enhances provision for one day each week and the school has recently increased the number of support staff, in line with curricular and individual needs. This provision is good.
- 154 The school uses resources for workforce remodelling well. Teachers receive the required allocation of time to undertake planning, preparation and assessment tasks. The teaching provided in their classes during this time has a positive impact on standards, for example in religious education. However, the school finds it has insufficient resources to deploy support staff to assist teachers with administrative tasks.
- 155 The overall provision of learning resources is good and pupils have access to appropriate resources in most subjects and areas of learning. The quantity of books for guided reading is good, but the range of texts in the library is limited. Some subject resources are centrally stored; this facilitates easy access and good use is made of topic boxes from the schools' museum service. The school has a small computer suite, but pupils have limited access to computers.
- 156 Taken overall the accommodation provides a suitable setting for good learning and teaching. There are sufficient classrooms, use of the community hall is a tremendous asset and the recently built accommodation is of a high standard, but facilities for the Foundation phase limit opportunities for continuous provision. The school has developed outdoor learning areas well, but these are not adjacent to and readily accessible from the Foundation phase classrooms and there is no outdoor covered area. The size of the Foundation phase classrooms impacts on the range of activities offered and the accommodation for the large Year 3/Year 4 class is also cramped.
- 157 The school site provides a games field, garden area, adventure playground and sufficient playground space. The 'in the zone' provision of different activities is successful and well utilised by pupils at break time and during the lunch hour.
- 158 For the most part the management of available resources is efficient and effective. Careful attention is paid to the needs of pupils in Year 2 through the creation of an additional single age transition class during the summer term. However, the organisation of the school timetable in three lengthy sessions sometimes results in a slow pace of learning and a consequent limitation to the range and depth of study.
- 159 The deployment of teaching and support staff is effective and arrangements for their continued professional development are appropriate. One teacher has benefited from a national grant to fund specific training. Staffing and financial resources are well matched to the needs and priorities of the school. For example, the recent reorganisation of support for learners with additional learning needs is both efficient and effective.
- 160 Members of staff regularly audit the quality, use and availability of resources in subjects and areas of learning and the school follows appropriate procedures to ensure best value in making purchases. The GB agrees an annual budget plan and maintains broad oversight of income and expenditure, but it is not always sufficiently rigorous and there is no finance committee. The most recent audit of financial

procedures identified a number of shortcomings and an action plan has been implemented to address the issues raised.

- 161 The school provides value for money in relation to the standards attained at the end of KS2, but this inspection identifies that more able pupils only seldom achieve the high standards of which they are capable. Furthermore, performance indicators in KS1 show a decline in standards.

Standards achieved in subjects and areas of learning

English

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

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

Good features

- 162 Nearly all pupils develop the skills of speaking well in a variety of contexts, such as recalling their learning, presenting ideas to the class and through presentations during assemblies. Many enthusiastically respond to questions, express themselves confidently and extend their vocabulary well when discussing their work.
- 163 Standards in reading develop well throughout the school. Pupils read an appropriate range of texts. In KS1 most steadily gain confidence and skills in reading and learn about spelling patterns and punctuation, as well as identifying the features of books and distinguishing between fiction and non-fiction. Older ones use picture cues and phonic skills well to 'sound out' new words and more able pupils read with increasing independence and confidently recall and sequence what they have read.
- 164 In KS2 good progress is maintained in reading and pupils learn about libraries and how to locate information by using the contents and index. In Year 3 and Year 4 many pupils read with confidence and expression. A few more able pupils discuss books that they have read and confidently express preferences. In Year 5 and Year 6 most demonstrate a good knowledge of books and distinguish between different genres. They enhance their skills well through guided reading and comprehension tasks.
- 165 Writing skills are suitably developed across the school. A minority in Year 1 write simple sentences with the aid of writing frames. They successfully locate key words and copy them to complete sentences and a few in Year 2 sequence events and write in structured sentences, for example, when creating imaginative story endings.
- 166 Younger pupils in KS2 have good ideas and use language imaginatively when writing. A majority in Year 4 and a minority in Year 3 punctuate writing accurately, including the use of speech marks.
- 167 Older pupils in KS2 have a sound understanding of grammar and use their knowledge well to structure a range of writing. For example, a few use bullet points to organise their ideas for creating animals with human characteristics. Previous work shows good progress in different styles of writing, including recounts, stories,

poems and letters. The standard of spelling, punctuation and handwriting is generally good and most pupils skilfully use a dictionary and thesaurus.

Shortcomings

168 There are no important shortcomings.

Welsh second 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

- 169 Across the school, during lessons in Welsh, most pupils' oracy skills are good. They enthusiastically use an increasing vocabulary accurately for a range of purposes. They listen attentively; many show good competence in speaking and confidently use a variety of methods to consolidate their learning, for example role play and 'hot seating' activities.
- 170 In KS1 most pupils show very good recall of vocabulary and patterns, for example in their role play of Tedi Twt and the doctor. They build well on previously acquired language and steadily increase their vocabulary through a range of everyday themes and topics.
- 171 In KS2 many pupils develop good reading skills through guided reading sessions. They confidently read aloud with appropriate expression and good accents.
- 172 Many pupils in KS2 answer questions with enthusiasm and at a good pace. They mostly need little prompting, confidently performing dialogues without hesitancy and pronouncing familiar words and phrases accurately.
- 173 In Year 3 and Year 4 many pupils relate their birthday dates accurately, indicating their familiarity with months of the year and numerals. They know the names of a wide range of animals and pets and can tell their peers whether or not they have pets of their own. They have a sound understanding of masculine and feminine nouns, especially in the animal world.
- 174 Many pupils in Year 5 and Year 6 have mastered an extensive vocabulary and a good range of basic language patterns. Their oral responses are almost always given in full sentences and they use an increasing variety of adjectives well to enhance their responses. They confidently express their views on what they enjoy or alternatively what is of little interest to them, often offering short and pertinent explanations for their standpoints.
- 175 In Year 5 and Year 6 most pupils write sequentially, succinctly and accurately when they relate an account about, for example, family members and personal interests. They make appropriate use of grammar and punctuation, including soft and other mutations. They use a good range of strategies to spell correctly and to check their spelling before completing their written exercises.

Shortcomings

176 There are no important shortcomings.

Information communications technology

Key stage 1: Grade 3 : Good features outweigh shortcomings

Key stage 2: Grade 3 : Good features outweigh shortcomings

Good features

- 177 In Year 1 and Year 2 most pupils develop basic keyboard skills and control of the mouse well; they readily follow directions on screen when operating a games program. A few independently select font and style and know how to edit text on the screen.
- 178 When using a graphics program many pupils in KS1 select different tools and colours to create colourful images with appropriate independence and they use the on screen command to print their work.
- 179 In Year 3 and Year 4 most pupils confidently use a range of programs to support their learning, for example in literacy and numeracy. They acquire appropriate skills in word processing including the use of basic editing tools. A few successfully combine text and graphics to good effect.
- 180 Previous work shows that most pupils' basic skills in word processing develop appropriately across Year 5 and Year 6. They make a sound start in using a multimedia program and confidently explain their skills, often gained at home, for combining text, image, graphics and sound. A few skilfully locate images and text on selected Internet sites and copy these as a basis for research or to enhance their work.

Shortcomings

- 181 In KS1 most pupils do not develop sufficient competence in word processing and their skills in using communications technology, including modelling programs and databases, are underdeveloped.
- 182 Across KS2 many pupils' skills in using modelling and simulation programmes and in handling information are insufficiently developed, as are their skills in presenting work in a variety of ways.

Geography

Key stage 1: Grade 3 : Good features outweigh shortcomings

Key stage 2: Grade 3 : Good features outweigh shortcomings

Good features

- 183 Most pupils in KS1 have a developing knowledge of place. They confidently name features in the school and the local environment, for example the church.
- 184 A few older ones in Year 2 recall identifying Italy, China, Russia and Australia on a map and they name the countries that make up the UK. They also recall observing changes in the weather and relate types of weather to the seasons.
- 185 In discussion a few pupils in Year 3 and Year 4 recall studying Africa and researching people's lifestyles and the characteristics of different countries.
- 186 In Year 5 a few pupils recall compiling fact files for different countries, mainly in Africa.
- 187 A few pupils in Year 6 talk about their study of the water cycle and the journey of a river. They also recall comparing playgrounds in contrasting locations and readily explain the content of a tourism leaflet about Four Crosses they have prepared.
- 188 Previous work indicates older pupils in KS2 develop appropriate map reading skills in fieldwork and consider the impact of a proposed bypass on the local environment.

Shortcomings

- 189 In both key stages most pupils' knowledge of physical and human features and their skills in interpreting maps are underdeveloped. Their knowledge of appropriate geographical terms is limited.
- 190 Most pupils in both key stages do not sufficiently develop the skills of geographical enquiry and seldom develop their studies in sufficient depth to enable them to make comparisons and draw conclusions.
- 191 In KS2 most pupils' understanding of different localities in Wales and further afield is underdeveloped. They lack sufficient skills in gathering evidence, forming conclusions and answering geographical questions.

Art and design

Key stage 1: Grade 3 : Good features outweigh shortcomings

Key stage 2: Grade 3 : Good features outweigh shortcomings

Good features

- 192 Nearly all pupils in Year 1 and Year 2 show good progress in the development of drawing skills in their sketches using pencil and charcoal. They have a good grasp of tone that they use to good effect. Most are familiar with subject vocabulary, for example, light and dark, shaded, matching and tone and they use these terms accurately. A few more able pupils benefit from working with a specialist to produce work of a good standard in the style of Picasso.
- 193 Most pupils in Year 2 understand that primary colours cannot be created though mixing other colours and know the combinations required to produce secondary colours, for example, orange. Their pastel drawings of ladybirds, finger paintings of spiders and their self portraits are skilfully executed.
- 194 A few pupils in Year 2 understand the commercial use of art to attract buyers, they have designed interesting outer packaging for 'Farmers Crisps' and most pupils' drawings, linked to a food and farming project, indicate well developed drawing skills.
- 195 In Year 3 and Year 4 most pupils develop the skills of portrait painting well. Their work shows good attention to the eyes and other facial features and they constructively evaluate their own and others' work.
- 196 In Year 5 and Year 6 pupils study the work of different established artists, for example Renoir's 'Umbrella' and Picasso's 'Guernica', and most make good attempts to replicate the artist's use of colour and brushwork techniques in their own pictures.
- 197 Across the school previous work indicates that, appropriate to age, many pupils develop design, drawing and colour mixing skills well to produce good visual effects with ICT. In KS2 most older ones develop observational drawing skills well through fieldwork; they design for example, leaflets entitled 'Top Ten ways to save the Environment' and younger ones produce attractive pictures depicting Roman gods.

Shortcomings

- 198 In both key stages most pupils do not progressively develop their artistic skills and seldom use a sufficient variety of media and tools.
- 199 In both key stages many pupils' skills in a range of artistic techniques, including sculpture are insufficiently developed.
- 200 Across the school most pupils' knowledge of Welsh artists and designers is limited.

Religious education

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

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

Good features

- 201 A majority of children under five and pupils in KS1 have an increasing understanding of Christian festivals and Bible stories. Many older ones begin to understand the chronology of the Bible and a few know that the Old Testament relates to the period before the birth of Christ.
- 202 In Year 3 and Year 4 many pupils readily think of appropriate adjectives to describe Jesus and enthusiastically match these to stories and parables that they are familiar with from the Christian New Testament. They consider images of Jesus by artists from different cultures and Christian denominations and show increasing awareness that the 'home culture' influences how Jesus' physical appearance is depicted.
- 203 Older pupils in Year 5 and Year 6 are familiar with and many discuss knowledgeably the structure of the main sections of the Christian sacred texts and they know the languages in which they were originally written. Most read religious texts accurately and with an appropriate level of understanding. They make simple comparisons between the main features of the sacred texts of the world religions they study and understand the importance of religious festivals, including the Passover, Easter, Ascension, Eid ul Fitr and Divali.
- 204 In Year 5 and Year 6 many pupils recall effectively key aspects of the healing ministry of Jesus and know that caring for people's health in the Western world is grounded on Christian belief and the need to care for one another. They meaningfully explore the Ten Commandments and produce their own agreed set of rules to be observed for acceptable classroom behaviour and respect for each other.
- 205 Previous work and discussions indicate that older pupils study and recall in detail the story of Creation as depicted in Genesis. They compose appropriate prayers thanking God for the creation and they begin to understand the stewardship role of people in every generation. They explore the use of symbolic and figurative language and have a good knowledge of the parables and the way in which they convey meaning.
- 206 Most older pupils in Year 5 and Year 6 confidently name and describe the features of places of worship, for example, synagogue, temple, mandir, church and chapel. They know to which religion they belong and describe the differing ways believers worship and pray. They are familiar with the main artefacts and features of the local church and further their study skills appropriately through using a range of information sources including ICT.

Shortcomings

- 207 There are no important shortcomings in pupils' knowledge of religious education, but they seldom produce a sufficient range of work to exemplify their studies.

School's response to the inspection

- 208 The head teacher indicates that the school agrees with the inspection outcomes, but after consultation with the LA the GB has chosen not to provide a response for inclusion in the report.

Appendix 1

Basic information about the school

Name of school	Llandysilio C.I.W. School
School type	Voluntary Controlled Primary inc Foundation Phase
Age-range of pupils	4 – 11 years
Address of school	Four Crosses Llanymynech Powys
Postcode	SY22 6RB
Telephone number	01691 830339

Head teacher	Mrs. Alison Ellis
Date of appointment	May 1996
Chair of governors / Appropriate authority	Mr. Terry Ingram
Registered inspector	Mr. Michael T. Ridout
Dates of inspection	21 st – 23 rd September 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	17	17	16	20	12	15	13	110

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22 : 1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.25 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	-	96.9	93.6
Spring 2009	92.8	96.8	96.1
Summer 2009	94.4	96.0	95.6

Percentage of pupils entitled to free school meals	11
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2009			Number of pupils in Y2:		20		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	5.0	30.0	65.0	0.0
		National	0.3	3.5	13.4	62.6	20.2
En: reading	Teacher assessment	School	0.0	5.0	35.0	50.0	10.0
		National	0.3	3.9	14.7	54.5	26.6
En: writing	Teacher assessment	School	0.0	10.0	40.0	50.0	0.0
		National	0.3	4.8	16.2	66.6	12.1
En: speaking and listening	Teacher assessment	School	0.0	0.0	35.0	65.0	0.0
		National	0.3	2.5	10.1	63.0	24.1
Mathematics	Teacher assessment	School	0.0	0.0	20.0	75.0	5.0
		National	0.2	2.0	10.7	64.9	22.1
Science	Teacher assessment	School	0.0	0.0	20.0	70.0	10.0
		National	0.3	1.7	8.1	65.4	24.5

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	65.0%	In Wales	81.1%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results End of Key stage 2:

National Curriculum Assessment KS2 Results 2009			Number of pupils in Y6:		12				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	0.0	16.0	42.0	42.0
		National	0.2	0.5	0.7	3.0	14.5	53.0	27.8
Mathematics	Teacher assessment	School	0.0	0.0	0.0	0.0	8.0	59.0	33.0
		National	0.2	0.5	0.5	2.6	13.6	53.1	29.2
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	8.0	42.0	50.0
		National	0.2	0.5	0.4	1.8	10.6	55.7	30.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	83.0%	In Wales	77.0%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Three inspectors spent the equivalent of six inspector days in the school and met as a team before the inspection. Estyn appointed a peer assessor. The head teacher liaised closely with the inspection team and undertook the role of nominee.

These inspectors visited:

- twenty lessons or part lessons, across areas of learning and statutory subjects (no lessons were timetabled in ICT during the inspection and only two lessons in art and one in geography);
- registrations, assemblies and acts of collective worship and a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- the head teacher, teachers, support and administrative staff;
- groups of pupils representing each year group; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- thirty-one responses to a parents' questionnaire, of which 94 per cent were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection:

- the registered inspector held meetings with the head teacher, the staff and governors; and
- a representative of the LA attended the meeting with governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? Key Question 6: How well do leaders and managers evaluate and improve quality and standards? English, information communications technology and geography.
Mr. Dafydd Treharne Team inspector	Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key Question 4: How well are learners cared for, guided and supported? Key Question 7: How efficient are leaders and managers in using resources? Welsh second language, Art and design and religious education.
Mr. Ted Tipper Lay inspector	Aspects of Key Questions 1, 3 and 4.
Mr. David Evans Peer Assessor	Observing lessons and taking part in discussions.
Mrs. Alison Ellis Head teacher	Nominee

Acknowledgement

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

The Contractor:

E.L.L.I.S. (Cymru) Limited.
Jasmine Enterprise Centre
Unit 1
Treseder Way
Cardiff
CF5 5BQ