

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

**LLANELWEDD CHURCH IN WALES  
VOLUNTARY CONTROLLED SCHOOL  
LLANELWEDD  
BUILTH WELLS  
POWYS  
LD2 3TY**

**SCHOOL NUMBER: 666/3037**

**DATE OF INSPECTION: 1-2 OCTOBER 2001**

**BY**

**MR MEURIG THOMAS  
REGISTERED INSPECTOR: WO93 17639**

**DATE: 19 NOVEMBER 2001**

**UNDER ESTYN CONTRACT NUMBER: C/T/68/01P**

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## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

## GRADE DESCRIPTIONS

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

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

## LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CoP	-	Code of Practice
CD-ROM	-	Compact Disk Read Only Memory
EBP	-	Education Business Partnership
EWO	-	Education Welfare Officer
GB-		Governing Body
HMI	-	Her Majesty's Inspectors
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
KS	-	Key Stage
LEA	-	Local Education Authority
NAfW	-	National Assembly for Wales
NC	-	National Curriculum
NOF	-	New Opportunities Fund
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
Y	-	Year

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## **PART 2: THE INSPECTION SCHEDULE**

### **1. CONTEXT**

#### **The school and its priorities**

The school is situated in the small village of Llanelwedd, just across the river from Builth Wells. The school grounds back onto the site for the Royal Welsh Showground. The oldest parts of the main building date from the late nineteenth century. Comparatively recent modifications have been added, including a community hall adjacent to the buildings, which provides additional facilities and space for use by the school.

The school serves a largely rural community of surrounding farms and villages; a small number of pupils attend from Builth Wells. The area has suffered in the recent outbreak of Foot and Mouth disease and, as a result of quarantine restrictions, a few pupils have had prolonged absences. The area is described by the school as one that is mainly neither prosperous nor economically disadvantaged; 20% of pupils are eligible for free school meals.

All pupils are from English speaking homes and Welsh is taught as a second language. There are currently four pupils with a statement of SEN and a further ten identified as having special needs.

The school, which was last inspected in 1996, describes its main aims as:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning; and
- to enable children to be positive citizens in society.

After the first day of the two day inspection, the registered inspector was unable to continue due to a personal bereavement; two HMI attended in his place on the second day. Also during the inspection one teacher was absent on ill health; a part-time support teacher, already working in the school, was acting as supply.

### **2. MAIN FINDINGS**

#### **The main findings of the report**

Llanelwedd Church in Wales Primary School provides education for pupils in a caring Christian ethos.

- The educational provision for the under-fives, taken overall, is appropriate to their needs and children make satisfactory or better progress towards the Desirable Outcomes for Children's Learning. However, there are some shortcomings, principally in

accommodation, resources and planning. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Mathematical Development	Good
Personal and Social Development	Good
Knowledge and Understanding of the World	Satisfactory
Physical Development	Satisfactory
Creative Development	Satisfactory

- Standards of achievement, overall, are satisfactory or better in around 97% of lessons observed, of which about 47% is good or very good. In KS1 and KS2 standards of achievement in the NC subjects are as follows:

SUBJECT	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good
Science	Satisfactory	Satisfactory
Welsh second language	Good	Good
Design and technology	Satisfactory	No judgement made
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Good
Art	No judgement made	No judgement made
Music	Satisfactory	No judgement made
Physical Education	Good	Good

- Most pupils achieve good standards in English by the end of KS2. No judgements were made in art in both key stages and in music and design and technology in KS2 due to insufficient evidence in the school.
- In KS1 the percentage of pupils achieving level two or above in NC tests or tasks in 2001 was around the national norm, but fewer pupils achieved the higher level three in reading, writing and science. Results in the NC tasks and tests in 2000 compared well with similar schools across Wales, but the percentage of pupils attaining at least level two in all three core subjects was lower than similar schools in the LEA.
- In KS2 pupils' achievements in the NC tests in 2001 show that all pupils reached at least national expectations (level four) in English, mathematics and science. Results are comparable to those achieved in 2000, although the percentage of pupils at the higher level five increased considerably. Results in the NC tasks and tests in 2000 compared well with similar schools across Wales and in the LEA.
- In the early years and in both key stages pupils achieve good standards in the key skills of speaking and listening, which is strength throughout the school. They achieve satisfactory standards in reading, writing, numeracy and ICT.

- The provision for social and moral development is good. Pupils act maturely and responsibly, have respect for people and property and work well together in group activities and team games. Provision for spiritual and cultural development is satisfactory, but there are too few opportunities for pupils to reflect on spiritual issues and to develop an understanding of their own and others' cultural heritage and traditions.
- The standards of pupils' behaviour and attitudes are good. The good quality of relationships in the school has a positive impact on behaviour and self-discipline. Pupils respond well to instructions and are able to sustain concentration.
- Attendance rates are satisfactory, but procedures for recording attendance do not fully comply with NafW regulations. Pupils are punctual and registration sessions and lessons start promptly.
- The quality of teaching is satisfactory or better in around 97% of lessons observed, of which about 53% is good or very good, particularly in KS2. These lessons are characterised by high expectations, challenging tasks to improve pupils' skills, knowledge and understanding, and probing questioning to extend pupils' learning.
- The quality of assessment, recording and reporting is satisfactory. Progress has been made in improving assessment procedures since the last inspection, but there is scope for further development to ensure consistency across the school.
- The curriculum is broad and balanced. Since the last inspection, the school has developed policies and schemes of work, but planning is variable in quality. The curriculum for children under five years of age is broad, but the planning is not always based on the six areas of learning, as outlined in the Desirable Outcomes for Children's Learning.
- Extra-curricular sporting activities and team games further develop and consolidate pupils' skills in aspects of the physical education programme.
- The arrangements for the support and welfare of pupils are good. There is a warm and caring ethos within the school. Pupils feel secure and confident and turn willingly to staff when they need help. This is a strength of the school.
- Provision for pupils with SEN is good and arrangements accord with the CoP. Pupils have a broad and balanced curriculum and positive attitudes to learning. Their achievements and the progress they make are commensurate with their abilities.
- The school has strong links with the local community, other schools and institutions and makes good use of local facilities. Parents are generally supportive of the school; however, the information provided for them is insufficient and opportunities for them to contribute to school life are limited. Partnership with industry is satisfactory.
- The school's procedures for evaluating its strengths and weaknesses are at a very early stage of development. Self-evaluation and planning for improvement are not fully effective in identifying priorities and in measuring success.
- The school has clear aims and the head demonstrates a high level of commitment; he is a good teaching role model and provides dedicated support for staff and pupils. However,

he is insufficiently involved in monitoring and evaluation to ensure that across the school pupils make maximum progress. Additionally, other staff with management and subject responsibilities are not yet sufficiently involved in monitoring and improving standards, teaching and learning.

- The GB is supportive, but members' involvement in school improvement is underdeveloped. The roles of governors and staff to determine and monitor the needs of the school together are not yet effective.
- The school operates within its budget. Available resources are generally used efficiently to achieve satisfactory educational outcomes, but procedures to evaluate the effects of major spending decisions to ensure best value for money are underdeveloped.
- The available accommodation generally meets the requirements of the pupils on roll, although the shared KS1 and early years classroom is cramped and the organisation and arrangement of the space limits opportunities for the youngest children to exercise choice and independence in their learning. Resources in this classroom are unsatisfactory and children have no enclosed outdoor area for physical play.
- A number of health and safety issues relating to school security and pupils' safety have been drawn to the attention of the head and GB.
- The last inspection report identified six key issues for action. While the school has made progress in improving some aspects, overall progress has been uneven.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards of achievement overall are satisfactory or better in around 97% of lessons observed, of which about 47% is good or very good.

- Despite shortcomings in the quality of provision for the under-fives, pupils make satisfactory or better progress towards the Desirable Outcomes for Children's Learning. Standards in language, literacy and communication skills, mathematical development and personal and social development are good; they are satisfactory in knowledge and understanding of the world, physical development and creative development.
- Standards in English are satisfactory overall in both key stages. Pupils make steady progress through the school in speaking, listening, reading and writing and by the end of KS2 they achieve good standards in these aspects.
- Standards in mathematics are satisfactory in KS1 and good in KS2
- Standards in science are satisfactory in both key stages.
- Standards in Welsh second language and physical education are good in both key stages.
- Standards in geography are satisfactory in KS1 and good in KS2.

- Standards in information technology and history are satisfactory in both key stages.
- Standards in design and technology and music are satisfactory in KS1, but no judgement could be reached in KS2.
- No judgement could be reached on standards in art in both key stages.
- Pupils with SEN receive additional LEA support and make progress in line with their age and abilities.
- In KS1 the percentage of pupils achieving level two or above in NC tests or tasks in 2001 were around the national norm, but fewer pupils achieved the higher level three in reading, writing and science. Results in the NC tasks and tests in 2000 compared well with similar schools across Wales, but the percentage of pupils attaining at least level two in all three core subjects was lower than similar schools in the LEA.
- In KS2 pupils' achievements in the NC tests in 2001 show that all pupils reached at least national expectations (level four) in English, mathematics and science. Results are comparable to those achieved in 2000, although the percentage of pupils at the higher level five increased considerably. Results in the NC tasks and tests in 2000 compared well with similar schools across Wales and in the LEA.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

In the early years and both key stages pupils achieve good standards in the key skills of speaking and listening and satisfactory standards in reading, writing, numeracy and ICT.

- The under-fives make good progress in applying their speaking and listening skills and in developing reading and writing across the curriculum. They are able to apply their mathematical skills to order and sequence numbers in a range of activities. They use computers confidently to enhance their learning.
- Speaking and listening are a strength throughout the school. In both key stages pupils are attentive and listen carefully. They are confident when discussing a broad range of subjects and use an appropriate vocabulary when talking about their work.
- Many pupils in both key stages are able to write competently for a range of purposes. However, at the end of KS1 and at the beginning of KS2 their use of extended writing is limited across the curriculum, although by the end of KS2 they achieve good standards. For example, in history, pupils write sensitively from the point of view of a historical character; they make imaginative vocabulary choices and show awareness of the reader.
- In KS1 and KS2 pupils' skills in numeracy across the curriculum are satisfactory, although they do not always handle number accurately in a range of other work. Standards are good, however, by the end of KS2, where pupils measure and calculate accurately in their science investigations and use co-ordinates and four-figure references in geography.

- Overall, pupils' use of ICT across the curriculum develops well and is used to support work in most curriculum areas.
- Pupils with SEN, who receive additional support, make progress in listening, reading, writing, numeracy and ICT appropriate to their age and ability. These skills help them to access subjects across the curriculum.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The school addresses pupils' moral and social development well and standards in these aspects are good. Spiritual and cultural development is satisfactory.

- Collective worship occurs daily and is in accordance with statutory requirements. Assemblies cover a range of topics and themes, which are principally Christian in character. Visiting clergy make a regular contribution.
- There are too few opportunities for pupils to reflect on spiritual issues and experiences in order to develop their spiritual awareness and knowledge of themselves.
- The school successfully promotes sound values and beliefs, which include helping pupils to become aware of the need for honesty and fair play and to have respect for people and property.
- The good quality of relationships in the school has a positive impact on pupils' behaviour and self-discipline.
- Most pupils respond positively to the ethos that prevails throughout the school. They act maturely and responsibly, treat each other and their environment with respect and work well together in group activities and team games.
- The Cwricwlwm Cymreig and understanding of other cultural traditions are underdeveloped in the wider work and life of the school.

### **4.2 Behaviour and Attitudes**

The standards of pupils' behaviour and attitudes are good.

- All pupils are clearly aware of the school's expectations for good behaviour and respond well to its high expectations and its aim to promote self-discipline.
- Pupils are friendly and courteous and respect their school environment.
- Pupils share the outdoor play area during break and lunch times. They play well together and older ones help and support those younger than themselves and set a good example for their peers.

- Pupils respond well to instructions and are able to sustain concentration.
- The school has appropriate measures to prevent and eliminate bullying.
- Pupils' good standards of behaviour and positive attitudes to work have a beneficial effect on the quality of learning and life within the school community.

### 4.3 Attendance

Attendance rates are satisfactory.

- Pupils are punctual and registration sessions and lessons start promptly.
- The school is fully aware of the small number of pupils who do not attend school regularly; there are informal strategies to improve the attendance patterns of these pupils.
- Effective links are in place with the EWO.
- Quarantine restrictions due to the Foot and Mouth epidemic and childhood illness in KS1 affected the attendance rates in summer term 2001.
- Arrangements for recording attendance do not fully comply with NAFW regulations. Registers do not identify the reasons for unauthorised absences and attendance data is absent from the school prospectus and GB's annual report to parents.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching is satisfactory or better in around 97% of lessons observed, of which around 53% is good or very good, particularly in KS2.

- The quality of teaching of children under five is always satisfactory and occasionally good. The warm teacher-child relationships effectively promote the development of personal and social skills.
- In KS1 and KS2 teachers have good relationships with pupils and generally have a secure knowledge and understanding of the subjects they teach. Training in the use of ICT is beginning to have a beneficial impact across the curriculum.
- In the best lessons, most often at the end of KS2, high expectations and challenging tasks improve pupils' skills, knowledge and understanding. The pace of work is brisk. Teachers use questions well to probe pupils' thinking and to encourage them to participate in discussions.

- Teachers' planning for literacy and numeracy is generally detailed; good account is taken of the age and ability range of pupils. Lesson planning is, however, of variable quality across the curriculum and learning objectives are not always clearly identified.
- Work is generally well matched to pupils' needs and those with SEN are well supported. At times, throughout the curriculum, the over-use of worksheets limits the development of pupils' own ideas and opportunities for more extended written work.

## 5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- Baseline assessment for children under-five is carried out and termly records are maintained of their progress. However, while this helps to inform the planning of future work, it does not take enough account of the Desirable Outcomes for Children's Learning.
- The school makes use of a range of formal assessments, including commercially produced tests. The results of these, including NC test results, are analysed and the information is beginning to be used to improve pupils' standards and to set appropriate targets for school improvement.
- Comprehensive assessment and target setting policies have not yet been fully implemented. There is some inconsistency in the way in which teachers assess and record pupils' progress and achievements. Assessment opportunities are sometimes identified in teachers' planning, but these are not always followed up.
- Pupils' work is generally marked regularly, but there are some examples of infrequent marking and teachers' written comments generally do not show pupils how their work can be improved.
- Samples of pupils' work are retained in individual achievement files. This provides a useful on-going record, but work is not always dated, which would help to indicate the progress pupils have made.
- Portfolios of work have begun to be established to exemplify expectations of standards for each year group. This is a helpful start towards ensuring the consistency of teachers' judgements.
- Annual reports to parents indicate pupils' general achievements; the best examples also include suggestions as to how parents can help their child. There are good opportunities for parents to meet with staff to discuss their children's progress.

## 5.3 Curriculum

The curriculum is broad and balanced.

- Since the last inspection, the school has developed policies and schemes of work, but planning is variable in quality.

- The curriculum for children under five years of age is broad, but planning is not always based on the six areas of learning, as outlined in the Desirable Outcomes for Children's Learning.
- In KS1 and KS2, apart from design and technology and art, satisfactory planning documents are available for all subjects of the curriculum. These are, however, in different formats and styles with no consistent identification of the key skills and common requirements of the NC.
- Where LEA schemes of work or national guidelines have been adopted, these have not been adapted sufficiently to meet the needs of the school or the statutory requirements for Wales. There is good practice, however, in geography for example, where the scheme of work more closely reflects the requirements of the school and where opportunities to develop pupils' key skills have been included.
- The school has a policy on homework. It is used appropriately to reinforce work in classrooms, especially in developing pupils' reading skills.
- There are effective strategies for the exchange of classes in music and physical education in order to offer subject expertise to other ages.
- The school offers a narrow range of extra-curricular activities comprising an after-school sports club. This is effective in developing and consolidating pupils' skills in individual and team games. A residential visit enables some older pupils to develop aspects of their personal and social skills further.
- Pupils' PSE receives good attention and the school is committed to enhancing the all-round growth and development of its pupils. The school has begun to take account of ACCAC's framework for PSE in developing further its provision.

#### **5.4 Support, Guidance and Pupils' Welfare**

The arrangements for the support and welfare of pupils are good.

- There is a warm and caring ethos in which pupils feel valued and respected; this is a strength of the school. The head and staff have good relationships with pupils who, as a result, feel secure and confident and turn willingly to staff when they need help.
- Procedures for dealing with child protection issues are well established; they are clearly understood and implemented by all staff.
- A policy is in place to promote equal opportunities. All pupils have equal access to the curriculum and other facilities within the school. Pupils with SEN have good support within classrooms.
- Pupils are well supervised at break and lunch times and procedures for dealing with accidents and illness are well established.

- The school has a policy and satisfactory procedures to promote health and safety. Risk assessment programmes, however, are insufficiently developed to highlight health and safety concerns, which were identified and reported to the head and GB during the inspection.

## **5.5 Provision for Pupils with SEN**

Provision for pupils with SEN is good and arrangements accord with the CoP.

- The school's policy for SEN is appropriate and effective arrangements are in place for early identification of pupils' needs. The school has identified 14 pupils with SEN, including four who have statements.
- All pupils with SEN have a broad and balanced curriculum. They have positive attitudes to learning and their achievements and progress are commensurate with their abilities.
- IEPs are clearly written and include specific teaching objectives and appropriate learning activities; they provide good support for pupils. Parents are fully involved in this process.
- Class teachers provide appropriate work for pupils with SEN and classroom assistants offer good support.
- Liaison with outside agencies is well established and this effectively supports the school's programme for SEN.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has strong links with the local community, other schools and institutions and makes good use of local facilities, but there are insufficient opportunities for parents to contribute to school life.

- A small number of parents help in the school and have been active in supporting projects to improve the school environment. Parents also support their children's work in reading, spelling and occasionally in project work.
- Generally, however, parents' contributions are underdeveloped. A significant number of parents, who attended the pre-inspection meeting and completed the questionnaire, expressed a desire to become more involved in the life and work of the school.
- The school provides information for parents through its prospectus and GB's annual report, but these could be enhanced to provide further detail about the work of the school. Other information for parents is generally limited. The school is currently reviewing its procedures in this respect.
- The community hall is on the school site and provides additional facilities for the school. Pupils have benefited from good links with the church, local businesses and the farming community.

- There are sound liaison arrangements with the secondary school to which most pupils transfer. This appropriately prepares pupils for transfer to secondary education.
- Good links are in place with initial teacher training institutions and local colleges and schools for work experience placements.

## 5.7 Partnership with Industry

Partnership with industry is satisfactory.

- There is no policy for partnership with industry. The school's strategy is to include business links within the curriculum, when it is relevant to the work being undertaken.
- Older pupils have worked with a local craftsman to design and make classroom equipment. This enabled them to develop and improve their design ideas.
- In KS2 learning about furniture manufacture has enriched pupils' knowledge and understanding of manufacturing processes.
- Links with the EBP have helped to enhance the development of school resources.

## 6. MANAGEMENT

### 6.1 Quality of Self-Evaluation and Planning for Improvement

The school's procedures for evaluating its strengths and weaknesses are at a very early stage of development. Currently, there are important shortcomings in the school's quality of self-evaluation, and planning for improvement has some unsatisfactory aspects.

- The SDP is a comprehensive document, but it does not include a review of the success of earlier targets nor is it informed through an on-going programme of monitoring and evaluation. Targets are not prioritised to reflect the short, mid and long term needs of the school. Measurable targets for improvement are not included within the SDP.
- The school's procedures for monitoring the progress made towards achieving its targets are underdeveloped. There are not enough opportunities for staff to work together to determine the needs of the school, to draft the SDP and to evaluate whether the school achieves its aims.
- The head and staff, who have management and subject responsibilities, are not yet sufficiently involved in monitoring standards, teaching and learning.
- The school makes satisfactory use of a range of data such as teacher assessment, commercial tests, NC test results and the comparative analysis provided by the LEA, to analyse pupils' performance. This information is beginning to be used to plan future developments.

- The GB is supportive and members are beginning to develop responsibility links for areas of the school's work. As yet, however, they do not take a prominent role in identifying strengths and areas for development and monitoring the needs of the school.

## 6.2 Leadership and Efficiency

Leadership and efficiency are effective, but some aspects of management are unsatisfactory.

- The school has clear aims and the head demonstrates a high level of commitment; he is a good teaching role model and provides dedicated support for staff and pupils.
- The head and part-time secretary satisfactorily manage day-to-day organisation and administration, although procedures agreed with the LEA for the collection of outstanding money on school meals are not effective.
- The head has a teaching commitment for four days and is allocated one day for managerial purposes. The balance between his teaching and management roles is not always well managed.
- The recent introduction of sub-committees for SEN, staffing, finance and appeals is a positive first step in governors' greater involvement in the management of the school and in providing support for the head.
- The school operates within its budget and has a small surplus, having overspent slightly last year. Available resources are generally used effectively to achieve satisfactory educational outcomes, but procedures to evaluate the effects of major spending decisions to ensure best value for money are underdeveloped.

## 6.3 Staffing, Accommodation and Learning Resources

The school has adequate staffing, accommodation and learning resources, but there are some shortcomings.

- Teaching staff are appropriately qualified for the teaching positions they hold; they are satisfactorily deployed.
- Support staff make effective contributions to pupils' learning.
- School accommodation is in one main building and an annexe. The school makes use of a community centre within the school grounds for assemblies, collective worship and physical education. On occasions, however, throughout the year, the accommodation is not available to the school, due to use by groups within the community. This impacts on the range of activities that the school is able to provide. All areas of the school buildings and grounds are maintained in a clean manner.
- Accommodation in the shared KS1 and early years classroom is restricted; at times, this impacts on pupils' attention and concentration. The organisation and arrangement of the space restricts opportunities for the youngest children to exercise choice and

independence in their learning. There is no enclosed outdoor area for physical play; despite teachers' efforts to use other parts of the school's accommodation, this limits the provision for physical development.

- The school grounds include well maintained hard and grassed play surfaces. A developing wildlife area contributes to pupils' learning experiences.
- In KS1 and KS2 resources are adequate overall. In ICT they are good and there are promising developments in the way ICT is used to support and enhance pupils' learning. Teachers have benefited from the NOF for ICT training.
- Resources for the early years are unsatisfactory. There are too few good quality resources for children's development across the six areas of learning.
- While teachers are vigilant, there are a number of important health and safety concerns in the school. These have been drawn to the attention of the head and GB.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for the under-fives, taken overall, is appropriate to their needs and children make satisfactory or better progress towards the Desirable Outcomes for Children's Learning. However, there are some shortcomings, principally in accommodation, resources and planning.

#### **Good features**

- Children make good progress in language, literacy and communication skills. They listen attentively to stories, talk about their experiences and readily answer questions. The more able can recall the text of familiar stories, describe events from pictures and predict what will happen next. Some children begin to recognise initial sounds and key words and form letters correctly.
- Children's personal and social skills are well developed. They settle well in school. They are polite and confident and co-operate well with each other in group activities. Relationships with adults and peers are good. Children develop increasing independence and begin to take responsibility for their own actions.
- Children's mathematical development is good. They can count up to 10; the more able recognise and order numerals to 10 and add one more to five. Most children can identify simple two dimensional shapes and know some of their properties. They are able to group similar objects into sets with increasing accuracy and can explain their actions.
- Children's knowledge and understanding of the world is satisfactory. They develop an understanding of the features of the seasons and the concept of time in relation to the sequence of events of their normal day. They are aware of some of the features in their

locality and become more knowledgeable of the world of work. They become increasingly confident in using computers to support their learning.

- Children's physical development is satisfactory. They move confidently and with appropriate control; they handle small tools and equipment skilfully.
- Children's creative development is satisfactory. They recall a number of songs and rhymes, which they sing tunefully and rhythmically. They produce pictures with increasing detail, using paint and collage materials.

### **Shortcomings**

- The lack of classroom space results in children being offered a narrow range of activities at any one time. The distractions of work in the adjoining class occasionally have an adverse effect on children's concentration and attention to tasks.
- Insufficient access to stimulating outdoor equipment and opportunities for role play inhibit children's physical and creative development.
- Where resources are limited and sometimes inaccessible, children have little opportunity to exploit their own potential and to develop personal skills of independent choice.

### **English**

Standards are satisfactory overall in both key stages, although pupils achieve good standards by the end of KS2.

#### **Good features**

- Throughout the school pupils listen carefully to their teachers. They respond well to questions and instructions, talk confidently about their work, using appropriate vocabulary, and can explain their ideas and thinking.
- In KS1 pupils use their phonic knowledge to read unfamiliar words. They can recall stories, describe characters and read with enjoyment. They become familiar with how to read for information.
- In KS2 pupils continue to make good progress and by the end of the key stage many read confidently and fluently with good understanding and expression. They read and use a wide range of sources of information, including ICT based reference materials.
- In KS1 most pupils develop independence in writing skills and begin to use correct punctuation, such as full stops and capital letters. Good use is made of literacy strategies to learn new vocabulary and to identify word patterns and punctuation in texts, which pupils are then able to use in their own writing.
- In KS2 pupils continue to make progress in their writing; they are able to plan and improve their work. By the end of the key stage most achieve good standards. They

produce work, particularly poetry, that is imaginative and well organised and they choose interesting words for good effect.

### **Shortcomings**

- In KS1 some pupils have a limited range of word building skills. They do not make enough use of pictorial or contextual cues.
- In both key stages, while they can write in a range of forms, pupils make more limited progress in extended narratives.
- In KS2 younger pupils' understanding of the characteristics of different kinds of writing is less well developed.
- In both key stages some pupils make slower progress in the skills of spelling, punctuation and handwriting and do not give enough attention to the presentation of their work.

### **Mathematics**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- KS1 pupils demonstrate a secure grasp of basic number processes, carry out simple calculations with a suitable degree of accuracy and develop appropriate understanding of place value. They identify simple two and three dimensional shapes and some of their properties. They measure using standard measures in length and use the language of comparison accurately.
- KS2 pupils develop flexible and efficient methods of calculating and use them with understanding to solve problems in context. They use multiplication facts confidently.
- Older pupils in KS2 can calculate using addition and subtraction to two decimal places in number and money. They understand equivalent fractions and their connection with decimals, and they demonstrate a sound understanding of the use of negative numbers in relation to temperature. They accurately calculate area of simple shapes and understand basic vocabulary associated with probability.
- Pupils identify with increasing accuracy and detail features and characteristics of two and three dimensional shapes. By the end of KS2 they are able to use their knowledge of geometric properties and relationships to solve problems.
- Throughout the school most pupils confidently discuss their work. Older ones can explain the methods they use to find answers and can compare their processes with those used by others.

## Shortcomings

- In KS1 a minority of pupils are unsure of addition and subtraction facts to 20 and some pupils have a limited recall of previous work.
- In KS1 some pupils' mathematical reasoning is limited. They do not begin to check their answers in different ways and they find it difficult to explain the methods they use.
- In both key stages, where activities are over-prescribed by teachers, pupils have little opportunity to investigate the mathematics involved.

## Science

Standards are satisfactory in both key stages.

### Good features

- In KS1 and KS2 pupils have a satisfactory understanding of the work undertaken in physical and biological science, for example in their study of life processes and living things.
- In KS1 pupils are able to relate the properties of materials and to sort and classify them correctly. They understand that some materials are more absorbent than others. They are able to relate their findings to uses in the home.
- In KS2 pupils have a satisfactory understanding of the concept of reversible and irreversible change through their work on chemical reactions.
- In both key stages pupils' skills of scientific enquiry are developed satisfactorily through investigative work. They are able to perform experiments using prepared worksheets. They have an increasing understanding of the need for a fair test and develop an appropriate scientific vocabulary.

### Shortcomings

- In KS1 and KS2 pupils' ability to structure and record their own experiments is underdeveloped, due to an over-reliance on the use of worksheets for recording.
- In KS2 older and more able pupils do not develop sufficient independence in carrying out science investigations thoroughly themselves.
- Pupils do not reflect sufficiently on ideas to make progress in their knowledge and understanding of the work. They do not present their findings in ways that reveal patterns and help them to draw conclusions or raise further questions. Their ability to generalise and apply their knowledge to new situations is underdeveloped.

## Welsh second language

Standards are good in both key stages.

### Good features

- Pupils benefit from having Welsh taught twice weekly by the visiting Athrawes Bro. Within these lessons, in familiar classroom situations, pupils in both key stages develop good skills in the use of vocabulary and language patterns. They listen attentively to Welsh language videos. They confidently and enthusiastically respond to questions posed using appropriate phrases and sentences.
- In KS1 pupils can understand and respond to simple greetings, directions and commands. They are able to convey colours, simple numbers and some weather sayings in Welsh. They sing songs well in the Welsh language.
- In KS2 some more able pupils have good writing skills. They write personal and factual accounts with increasing accuracy. They confidently read with interest, for example, when reading their own work and that of others displayed in the classroom; however, there is a limited range of materials for them.

## Design and technology

Standards in KS1 are satisfactory. In KS2 no lessons were observed and there was insufficient evidence in the school to make a judgement on standards.

### Good features

- Pupils in KS1 have the skills to mark, cut out and shape materials. They can put them together with guidance and use appropriate techniques to complete tasks.
- Most pupils know that control is integral to some everyday devices and they are able to use simple mechanisms and apply finishing techniques appropriate to the work they produce. They develop competence in programming a floor robot.

### Shortcomings

- Pupils' ability to talk about what they have made, to make decisions and use their own ideas to produce artefacts are inhibited by too much teacher preparation.
- Although class timetables indicate that teaching occurs, there was no evidence of current or previous pupils' work in KS2. Additionally, there is no scheme of work for the subject.

## Information technology

Standards are satisfactory in both key stages.

### Good features

- Throughout the school, many pupils display a range of appropriate skills. They have well developed keyboard skills and can operate the mouse and on-screen functions competently and confidently. They follow instructions carefully and demonstrate an increasing understanding of how to communicate information.
- KS1 pupils are able to use art software to support work in design and technology.
- In KS2 pupils can enter, save and edit information. By the end of the key stage they often achieve good standards. They are able to use and interpret simple databases appropriately. They use ICT for research, such as when they use CD-ROMs to obtain information on the topics they study. They use a digital camera in order to produce good quality pictures.

### Shortcomings

- In KS1, on occasions, there are limited opportunities for pupils to use a variety of technology, such as listening stations, to support their learning across the curriculum.
- In KS1 and lower KS2 there is insufficient progression in the development of some pupils' word processing skills.

## History

Standards are satisfactory in both key stages.

### Good features

- In KS1 pupils develop a satisfactory sense of chronology through making distinctions between the past and present in their own lives and those of others. For example, they understand the differences between then and now in relation to their families. They know of some of the sources for learning about the past and make satisfactory use of their skills of historical enquiry, when asking questions and learning about the locality from members of the community.
- In both key stages the range and depth of pupils' historical knowledge and understanding is satisfactorily developed through listening to stories from other periods and cultures.
- In lower KS2 pupils have a satisfactory knowledge and understanding of life in Victorian times. Older pupils in KS2 make satisfactory progress in describing the main events, people and changes in Tudor times and can empathise when making comparisons with life at that time.
- Pupils' interpretations of history are satisfactory. Through a visit to the Museum of Welsh Life, for example, they can talk about some of the ways in which the past is represented.

They are able to use artefacts appropriately to inform them further about the past and they make interesting comparisons with life today.

- Displays in classrooms and corridors of the work undertaken indicate that pupils have an increasing competence in organising and communicating their work in history. They develop an appropriate historical vocabulary.

### **Shortcomings**

- Although younger pupils recall facts about the past they are often unable to make connections between them and to develop a wider understanding necessary to interpret the information they discover.
- Some pupils are unable to use timelines with sufficient knowledge and understanding.
- Pupils do not sufficiently develop increasing independence in organising and presenting their findings in a variety of ways, for example oral presentations, extended writing and the use of ICT.

### **Geography**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- In KS1 pupils have a satisfactory awareness of some of the physical, human and environmental features in the locality. They develop a satisfactory competence in early mapping skills, alongside their acquisition of appropriate geographical vocabulary.
- In lower KS2 pupils are able to identify some of the services in the locality and are able to classify buildings according to their function. They show a growing competence in interpreting large scale maps and can find their town on a map of Wales.
- In upper KS2 pupils are able to apply and integrate their geographical skills into the study of places at a range of scales, as outlined in the NC programme of study. They have good knowledge and understanding of the physical, human and environmental features and patterns in their locality and in contrasting places in Wales through fieldwork and the use of secondary sources.
- Study packs are used to good effect to develop pupils' knowledge and understanding of a contrasting locality in an economically developing country.
- Y5 and Y6 pupils, using an enquiry approach, show good understanding of environmental issues and how these affect the local community. For example, using large-scale maps and aerial photographs they explore several options for a new by-pass around their town. In their study of the local river, their enquiry skills enable them to develop and apply some of the common requirements of the NC.
- Pupils have a satisfactory awareness of the concept of sustainable development.

## **Shortcomings**

- In KS1 pupils have difficulty in relating their work to the study of real places due to the overuse of worksheets. This often prevents them from presenting their conclusions in the most appropriate way and limits their opportunities to develop and apply many of the common requirements of the NC.
- Some younger pupils in lower KS2 show insufficient progression from KS1 in their skills of enquiry, problem solving and investigation.

## **Art**

No judgement on standards was possible in art in both key stages, due to insufficient lesson observations and only limited evidence of work in the school.

### **Good Features**

- Younger pupils experiment practically by using a range of materials and their drawings show progress in the use of different techniques, for example when they produce work in the style of Henri Matisse.
- Throughout the school pupils develop skills in the elements of shape, line, tone, colour and texture. They can record images and ideas from observation, experience and imagination using a range of resources.

## **Shortcomings**

- While there are good opportunities for studying the work of other artists, pupils have limited knowledge of the work of Welsh artists and those from other cultures.
- There is no scheme of work for art. This impacts upon the systematic development of pupils' art skills.

## **Music**

Standards are satisfactory in KS1. In KS2 no music lessons were observed during the inspection and there was insufficient evidence to make a judgement on standards, although evidence from school planning indicates that pupils receive a range of regular musical experiences.

### **Good features**

- In KS1 most pupils can keep to a steady beat; they play simple melodies and echo the teacher's example. They know some of the names of percussion instruments and can distinguish between low and high sounds.
- Throughout the school pupils sing enthusiastically and standards of singing in whole school assemblies are good.

## Shortcomings

- In KS1 some pupils find it difficult to produce accurate rhythms and their understanding of musical pace is less well developed.

## Physical education

Standards are good in both key stages. Gymnastics and games lessons were observed during the inspection.

- Evidence from the lessons observed, together with an evaluation of curriculum plans and discussion with the subject leader, indicate that the programme of work for physical education fully meets the requirements of the NC.
- Most pupils in KS1 develop good basic movement skills in their work in gymnastics. With support from their teacher, they devise sequences of movements using a range of appropriate equipment safely and proficiently. They listen carefully and respond well to instructions. They work enthusiastically and develop an understanding of the benefits of exercise.
- In KS2 pupils have a good understanding of the need for warming up before physical activity and of cooling down afterwards. They show a good awareness of space, which they use well in their gymnastic work. They display good physical control when transferring their weight to different parts of their body. Most perform a single skill with good control and accuracy and they are able to transfer this ability into games or work on apparatus. They co-operate purposefully in gymnastics and team game sessions.
- Pupils have a good knowledge and understanding of the importance of a healthy lifestyle and of the need for physical fitness, which is promoted through the exercises undertaken.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

The last inspection report identified six key issues for action. While the school has addressed some aspects, overall progress has been uneven.

**Key Issue 1:** *develop a systematic approach to whole-school curriculum planning, ensuring that:*

*the statutory requirements of the NC are met in full;  
schemes of work are drawn up for all core and foundation subjects;  
the curriculum coordinator role is effectively developed.*

**Key Issue 2:** *improve procedures for assessment and recording of progress, particularly at key stage 2, aiming for a manageable system, which can be used to plan appropriate learning programmes.*

**Key Issue 3:** *establish a comprehensive programme for professional development of staff, including:*

*an early start to the process of teacher appraisal;  
identification of personal and whole-school training needs;  
plans for training to meet identified needs.*

**Key Issue 4:** *ensure that all school policies are fully implemented and monitored.*

**Key Issue 5:** *improve the process of school development planning, in particular by addressing the need for raising standards of achievement, for advance financial planning and for regular monitoring and review.*

**Key Issue 6:** *take steps to improve the quality of the accommodation and remove existing health hazards so that all facilities can be used safely and effectively throughout the year.*

- There has been good progress in staff development in literacy, numeracy and ICT. This has had a positive effect on the development of these subjects and particularly on the use of ICT to enhance pupils' learning throughout the school. The development of other aspects of school training needs has been more limited.
- The school has been successful in improving aspects of the accommodation. The heating system has been updated and the small upstairs teaching room is now only used when a teacher is present.
- Progress has been made in improving procedures for assessment and recording of progress, although there is scope for further development.
- With the exception of design and technology and art, schemes of work have been produced for curriculum subjects, which mostly take account of NC requirements. Not all schemes, however, reflect the common requirements of the NC, including key skills, as set out in the subject orders, and where national guidelines have been adopted they occasionally lack customisation to the school.
- Procedures for the head, staff and governors to determine the needs of the school together, to assemble the SDP, and to monitor and evaluate whether the school achieves its aims and is effective in implementing its policies and schemes of work remain underdeveloped.

## 8.2 Key Issues for Action

The school needs to:

- improve the quality of educational provision and planning for the under-fives;
- improve standards of achievement by addressing shortcomings in those subjects which are satisfactory;
- further improve the quality of curriculum planning and ensure it meets the common requirements of NC2000 in Wales;
- improve the quality of leadership and management of the head, staff and governors, particularly with regard to the monitoring of standards, teaching and learning;
- ensure that NAFW statutory requirements are met in respect of recording and reporting on attendance;
- address the health and safety issues reported to the head and GB during the inspection.

**The inspectors wish to express their thanks to the governing body, head, staff, parents and pupils of Llanelwedd Church in Wales Voluntary Controlled School for their co-operation and assistance before and during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Llanelwedd Church in Wales Voluntary Controlled School
School type	Voluntary Controlled
Age -range of pupils	4-11
Address of school	Llanelwedd Builth Wells Powys
Post-Code	LD2 3TY
Telephone Number	01982 552616

Headteacher	Mr Eifion Wyn Jones
Date of appointment	November 1985
Chair of Governors	Mr Theo Jones
Registered Inspector	Mr Meurig Thomas
Dates of inspection	1-2 October 2001

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	9	8	7	14	10	7	10	67

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19:1
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1.3:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	92	94	94	93
Term 2	92	76	93	87
Term 3	92	91	93	92

Number of pupils excluded during 12 months prior to inspection.	0
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## C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2001		Number of pupils in Y2: 13							
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	8	92	0	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	0	8	92	0	0
		National	0	0	4	13	54	29	0
	Task/Test	School	0	0	0	8	77	15	0
		National	1	0	3	13	53	30	0
EN:Writing	Teacher Assessment	School	0	0	0	15	85	0	0
		National	0	0	5	13	70	12	0
	Task/Test	School	0	0	0	23	77	0	0
		National	0	1	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	8	92	0	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	8	62	30	0
		National	0	0	2	9	60	29	0
	Task/Test	School	0	0	0	8	62	30	0
		National	0	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	0	8	92	0	0
		National	0	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	89%	In Wales:	81%

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

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 8						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	25	75	0	0
		National	0	0	1	n/a	0	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	0	0	62	38	0
		National	0	2	2	0	n	n	4	14	47	31	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	25	75	0	0
		National	0	0	1	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	0	0	88	12	0
		National	0	2	1	1	n	n	4	19	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	75	25	0
		National	0	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	0	50	50	0
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	100%	In the school:	100%
In Wales:	68%	In Wales:	68%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
N Pupils who have failed to register a level for reasons other than absence  
B Pupils not entered for tests because they are working outside the levels of the tests.  
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1  
n tests do not cover these levels.  
n/a not applicable.

## D. The Evidence Base of the Inspection

The school was inspected over two days by a team of three inspectors initially; the Rgl was replaced by two HMI on the second day. The lay inspector spent one day in the school. 30 teaching sessions or part sessions were observed.

- Each teacher was visited, every class was seen and every subject of the NC was inspected
- Regular discussions were held with pupils to discover their knowledge of curriculum areas and attitudes towards learning.
- The work of pupils across the age and ability range was inspected systematically and the school prepared a comprehensive record of pupils' work and other activities for the inspectors.
- Discussions were held with the head and staff, including non-teaching staff, to confirm their specific responsibilities and their professional perspectives.

- School documentation was inspected and detailed discussions were held with the head and support staff on financial matters.
- The opinions of parents and governors were received and analysed.

## E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Meurig Thomas	1.The school and its priorities 2.Main Findings 3.1 Standards achieved in subjects and areas of learning 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.3 Curriculum 8.1 Progress since the last inspection 8.2 Key issues for action	Welsh second language English Science Geography Music Art Physical Education
Ms Gail Rofe	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Joan Stevens	3.2 Standards achieved in key skills across the curriculum 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources	Early Years Mathematics History Design and Technology Information Technology