

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Llanfair Caereinion Primary School
Pool Road,
Llanfair Caereinion
Powys
SY21 OSF**

School Number: 6662021

Date of Inspection: November 15th-17th 2004

by

**Mrs Eleri Betts
W24/17717**

Date: January 20th 2005

Estyn Contract Number:CT/28/04P

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Gynradd Llanfair Caereinion was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gynradd Llanfair Caereinion took place between November 15th and November 17th. An independent team of inspectors, led by Mrs Eleri Betts 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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.

List of abbreviations in this report in alphabetical order.

CoP	Code of Practice
GB	Governing Body
ICT	Information Communication & Technology
INSET	In-service education and Training
KS	Key Stage
LEA	Local Education Authority
NQT	Newly Qualified Teacher
PSE	Personal & Social Education
SDP	School Development Plan
SEN	Special Educational Needs
SMT	School Management Team
WAG	Welsh Assembly Government
Y	Year

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key question 1: How well do learners achieve?	9
The quality of education and training	11
Key question 2: How effective are teaching, training and assessment?	11
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key question 4: How well are learners cared for, guided and supported?	15
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	19
English	19
Science	21
Welsh second language	22
History	23
Art	24
Religious education	26
School's response to the inspection	28
Appendices	29
A Basic information about the school	29
B School data and indicators	30
C National Curriculum assessments results	31
D Evidence base of the inspection	33
E Composition and responsibilities of the inspection team	34

Context

The nature of the provider

1. The school is located in the small rural town of Llanfair Caereinion; Powys is the LEA. It has occupied the same site since 1954 and has been in the present building since 1984. It is a bilingual school, where parents have the choice of their children receiving education through the medium of Welsh or English. It serves a wide area and a number of pupils travel considerable distances from their homes.
2. During the inspection 202 pupils from four to eleven years of age were on roll; they are allocated to four Welsh-medium and five English-medium classes. There is no provision for three-year-old children, but the school provides formal support for the feeder nurseries.
3. The residential area where the pupils live is described as one that is neither prosperous nor economically disadvantaged; about 4% are entitled to free school meals which is well below the national average. There has been a considerable change in the linguistic character of the school since the last inspection and as a result Welsh is the main language spoken at home by only 16% of pupils. About 0.5% come from an ethnic minority background. There are 30 pupils on the SEN register, of whom two are statemented and a further two in the process of being statemented.
4. The school was last inspected in November 1998. It achieved the Basic Skills Quality Mark in 2002.

The school's priorities and targets

5. The school's main objectives are to:
 - teach that respect, courtesy and kindness are fundamental life skills;
 - foster an awareness of caring, tolerance and fairness in an atmosphere which offers care, happiness and security;
 - give each individual the same opportunity regardless of his/her colour, language, beliefs or needs;
 - assist children to attain their full potential by means of a friendly partnership between the home, school and the community.
6. The school specifies the following priorities for the current year;
 - further develop provision for the under-five including the outside play area;
 - improve oral aspects, creative writing, spelling and handwriting in both languages across the school;
 - ensure consistency of provision for mathematics across the school;
 - revise the scheme of work and foster independent learning in science;

- improve resources for ICT and monitor their use across the curriculum;
- introduce a full music curriculum;
- develop elements of the geography curriculum;
- revise the physical education scheme of work in order to secure progression;
- develop the monitoring role of curriculum co-ordinators;
- formalise the school's self-evaluation structure;
- improve links with industry;
- develop aspects of PSE and develop a School Council;
- continue with improvements to the building and the location.

Summary

7. This is a good school where pupils have a rich quality of life. The head provides teachers with sound leadership and positive support in every aspect of school life. They in turn work very well as a team to provide exciting experiences for all their pupils.
8. The inspection team agrees with the school's assessment on three of the key questions in the self-evaluation report but awarded the school a higher grade than did the school in the other four.

Table of grades awarded

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

Standards

Standards in subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 1	Grade 1

History	Grade 2	Grade 1
Art	Grade 1	Grade 1
Religious education	Grade 2	Grade 2

Standards in the lessons observed are as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	65%	5%	-	-

9. Pupils' standards of attainment are far higher than the WAG 2004 targets of at least 95% satisfactory or better and 50% good or very good for the whole of Wales.
10. The overall quality of provision for the under-fives is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
11. In key skills standards for the under-fives are very good in listening, speaking, reading, numeracy and the use of ICT. In KS1 and KS2 pupils achieve good standards in listening, speaking, reading and writing and satisfactory standards in numeracy and the use of ICT.
12. Pupils' bilingual competence develops very well. The school is highly successful in fostering awareness of bilingualism amongst its pupils through its daily routines.
13. Pupils with SEN make good progress, achieve good standards and meet targets set for them.
14. All pupils make good progress in personal and social skills and achieve very good standards in creative skills, particularly in art. Across the school, their understanding of equality issues is very good. However, their ability to solve problems and skills in enterprise and business are limited due to lack of experiences in these areas.
15. In KS1 teacher assessments in 2004, results in English were lower than the national average, they were higher in Welsh and science and about the same in mathematics. The core subject indicator was higher than the national figure. In comparison with similar schools, results were in the second quartile. Boys performed better than girls in 2004 in every subject other than English.
16. In KS2, 2004 test results in English were lower than the national average but much higher at 100% in Welsh and about the same in mathematics and science. Other than in Welsh, fewer pupils than the national figure achieved level five. In comparison with similar schools results are in the second quartile, but in Welsh, they are consistently in the upper quartile. Mathematics is improving year on year and although the 2004 results were lower than previous years, they are higher than targets set. The core subject

indicator was lower than the national figure. Boys had similar results to girls in Welsh and science in 2004 but performed at a much lower level in mathematics and English.

17. Pupils' attitudes to their work are good; in some classes, these are very good and pupils show their appreciation to teachers for setting interesting tasks for them. The majority display an obvious interest in their activities and show enthusiasm for their achievements.
18. The behaviour of the majority of pupils is good and a number display a mature sense of responsibility and self-discipline within the school community. However, in some classes a small number are fidgety and refuse to conform.
19. Overall, punctuality is good. Only a small number of pupils who walk to school arrive late and buses usually arrive on time; however some who are transported in their parents' cars arrive late and sometimes disturb the start of sessions.
20. Average attendance for the three terms prior to the inspection was 94.5%.

The quality of education and training

21. The quality of teaching in lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	52%	14%	0%	0%

22. Teaching for under-fives and for small groups of pupils with SEN is consistently good or better. Support staff make a distinct contribution to teaching in these sessions.
23. In lessons judged to be good and very good, features include clear presentations at the start of lessons and effective revision at the end, purposeful use of various teaching techniques and strategies, challenging pace, stimulating tasks, skilful questioning and effective use of resources. In the small minority of lessons where satisfactory teaching was seen, a lack of challenge in tasks, an inappropriate tempo and over-use of commercial work-sheets were noted.
24. The quality of assessment is good; procedures including those for SEN, comply with statutory requirements. Under-fives are appropriately assessed in line with the LEA baseline and daily records kept of their progress.
25. In KS1 and KS2, core and foundation subjects are regularly assessed and detailed records are kept of each pupil's academic and personal progress. Teachers mark work regularly, but comments do not always offer appropriate guidance on how improvements might be made. Annual reports to parents comply with statutory requirements.

26. The curriculum provided for the under-fives is very good. In KS1 and KS2 the school offers a broad and balanced curriculum which is relevant to pupils' needs. Co-planning the curriculum across the two linguistic streams is good. Although space is limited, good opportunities are provided for pupils to work independently and in groups.
27. Planning for developing key skills is insufficiently detailed in order to ensure consistent experiences in all subjects.
28. Very good use is made of visitors including specialists in nature study and art; visits to places within the community and beyond enrich the curriculum.
29. Pupils develop a good understanding of sustainable development through their care for the school's environment, and focus on recycling. The cwricwlwm Cymreig is a prominent feature in subject provision with its very good emphasis on the local community. Pupils' awareness of other cultures and the diversity of the world is developed well especially through their work in geography and religious education. By collecting money for less fortunate countries, pupils realise their responsibilities as citizens.
30. The school effectively promotes bilingualism and English and Welsh are used at appropriate levels for pupils in both language streams.
31. The school's provision for personal and social development is good; experiences provided during circle time have a positive effect on pupils.
32. Moral messages are regularly presented to pupils. Assemblies provide rich spiritual experiences and concentrate very effectively on sound values. Opportunities for quiet contemplation are provided, although these are more limited with regard to experiences gained across the curriculum.
33. A good emphasis is placed on extra-curricular activities and pupils benefit from provision in games and Urdd activities.
34. Homework is set regularly; provision has a positive effect on pupils' standards of achievements.
35. All pupils have equal access to a full range of curricular activities and every aspect of school life.
36. The school communicates regularly with parents and partnership with them is good. However, neither the school's prospectus nor the GB's annual report to parents complies with statutory requirements.
37. Relationships with the community are good; the school plays a prominent role in the town's activities.
38. Relationships with the feeder nursery schools, other primary schools and the receiving secondary school are good. Pupils benefit from the help of students

through the school's partnership with a teacher training college and from those following childcare courses.

39. The school has a policy on its partnership with industry and, overall this aspect is developing well.
40. The quality of help, guidance and pupils' welfare is good and the school succeeds in creating a close family community where pupils are comfortable and safe. Sex education and matters such as drug abuse are dealt with appropriately.
41. The school has policies for health and safety. All staff are aware of procedures for child protection which include a policy and an action plan. Members of staff have First Aid certificates. The provision for promoting healthy living is very good.
42. Procedures for welcoming pupils when they start school are very good. The process of familiarising pupils with the secondary school occurs from an early age and the formal procedures in Y6 are effective.
43. The School Council is developing effectively and is raising awareness of citizenship. Statutory requirements with regard to anti-racism, equal opportunities and tolerance are met.
44. Support and provision for pupils with SEN is very good and complies fully with the CoP. Close links between school and parents promote the progress of these pupils.
45. The school ensures equal opportunities for all pupils across both language streams.
46. Because of the need to conform with the hours of the comprehensive school the school day is long and a number of work and play sessions are lengthy and tiring especially for younger pupils.
47. The lane that leads to the school is narrow and passes a number of houses. As there is no footpath, pupils have to walk along the road. Despite the school's request not to do so, a number of parents' cars come down the lane in the morning. Although the head and staff take great care of them, their safety when arriving and leaving school is a cause for concern.
48. During the inspection, pupils confirmed that they enjoy coming to school and that they are happy there.

Leadership and management

49. The school has clear aims and objectives, based on shared values. An environment of trust and mutual understanding exists amongst the staff, and the school is a well run community.

50. The head's leadership and her knowledge of the school are very good. A range of good management policies, which are implemented effectively are in place.
51. Subject responsibilities are appropriately allocated and co-ordinators' management of their subjects is well established. However, their role does not include monitoring teaching and learning with the result that their input into the self-evaluation process is inadequately developed.
52. Generally, the school day proceeds without any time wasted; however, some work and play periods are lengthy and the last period of the day is short.
53. The GB is very well informed about provision at the school and individuals display a good awareness of the school's progress and development during the last five years; however, their role in the self-evaluation process is insufficiently formalised.
54. The SDP is an effective document and specifies priorities in detail in the short term and indicates many long term ones. It gives a clear picture of the school's present needs and spending commitments are clearly stated.
55. The head, governors and staff are committed to raising standards.
56. The school's self-evaluation report is concise and clear and gives an appropriate picture of the current situation, but it does not go into sufficient detail on all the seven key questions. Recently, the head has produced a very valuable analysis of the results of national tests. The school has appropriate targets for raising standards in subjects and for individual's performance. Because of the school's high expectations it underestimated itself in four of the seven key questions.
57. The school has made good progress since the last inspection.
58. There is a sufficient number of appropriately qualified teachers to teach every aspect of the curriculum; they are exceptionally committed to the school.
59. Teachers attend INSET courses, and their professional development is closely linked to priorities identified in the SDP.
60. The school has a sufficient number of resources for each age and subject; their purchase corresponds to the school's priorities. Many resources are of good quality and are readily available; consistent and effective use is made of them in lessons.
61. School buildings are kept clean and in good condition. Although space is limited, classrooms and other areas are welcoming and colourful with stimulating displays. Owing to the openness of the hall, noise permeates from here to classes, and at times this impedes teaching and learning.

62. The building creates some difficulty for pupils with physical disabilities. However, the school has responded to the pupils' needs with the recent changes that have been made.
63. The school does not have a suitable playing field, but effective use of the resources at the secondary school and the leisure centre ensures improvements in standards in physical education. Effective use is made of the local environment as a resource to enrich pupils' learning.
64. Budgetary control is strict and the GB monitors all expenditure very effectively.
65. The school provides good value for money.

Recommendations

66. In order to improve the school, the staff and GB need to:
 - R1. plan in more detail for key skills;
 - R2. develop the role of curriculum co-ordinators in monitoring learning and teaching;
 - R3. develop further the school's self-evaluation procedures;
 - R4. respond to concerns with regard to pupils' safety as they arrive at and depart from the school;
 - R5. take steps to overcome the openness of the hall, in order to reduce the noise that permeates through the school impeding teaching and learning in classes;
 - R6. ensure that the school's prospectus and GB's annual report to parents comply with statutory requirements.

Key issues 1, 2 and 3 have already been prioritised in this year's SDP.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

67. The inspection team's findings differ from the school's self-evaluation as the school judged this key question as Grade 3.
68. Standards in the subjects inspected are as follows;

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 1	Grade 1
History	Grade 2	Grade 1
Art	Grade 1	Grade 1
Religious education	Grade 2	Grade 2

69. Standards in the lessons observed were as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	65%	5%	-	-

70. Pupils' standards of attainment are much higher than the WAG 2004 targets of at least 95% satisfactory or better and 50% good or very good across the whole of Wales.
71. The overall quality of the provision for the under-fives is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
72. In key skills standards for the under-fives are very good in listening, speaking, reading, numeracy and the use of ICT. In KS1 and KS2 pupils achieve good standards in listening, speaking, reading and writing and satisfactory standards in numeracy and the use of ICT. Pupils make use of a range of texts in both languages.
73. Pupils' bilingual competence develops very well. The school is highly successful in fostering bilingualism amongst its pupils through its daily routines. The attitude of the majority of pupils in the English-medium stream towards their use of Welsh is impressively positive and they show enthusiasm in oral contributions.
74. Pupils with SEN make good progress, achieve good standards and meet targets set for them.

75. Pupils make good progress in personal and social skills; for example they co-operate effectively in tasks. The majority of older ones display considerable maturity as they undertake class activities. All develop an understanding of their personal responsibility as they take part in whole school projects such as collecting money for good causes like Beslan Cymru. However, their ability to solve problems and skills in enterprise and business are limited due to lack of experiences in these areas
76. Pupils achieve very good standards in creative skills particularly in art. Across the curriculum they use their imagination very well to create attractive and imaginative artefacts. The care staff take of examples of their creative work helps to promote high standards.
77. Across the school, pupils develop a good understanding of diversity in beliefs and differences in the way people live. Their understanding of the importance of equal opportunities is very good, but their enterprise and business skills are limited, although they have valuable experiences for example when preparing activities for 'Children in Need'.
78. In KS1 teacher assessments in 2004, results in English were lower than the national average, they were higher in Welsh and science and about the same in mathematics. The core subject indicator was higher than the national figure. In comparison with similar schools, results were in the second quartile. Boys performed better than girls in 2004 in every subject other than English.
79. In KS2, 2004 test results in English were lower than the national average, much higher at 100% in Welsh and about the same in mathematics and science. Other than in Welsh, fewer pupils than the national figure achieved level five. In comparison with similar schools results are in the second quartile, but in Welsh, they are consistently in the upper quartile. Mathematics is improving year on year and although the 2004 results were lower than previous years, they are higher than targets set. The core subject indicator was lower than the national figure. Boys had similar results to girls in Welsh and science in 2004 but performed at a much lower level in mathematics and English.
80. Teachers develop pupils' awareness of their strengths and weaknesses well as they remind them often of their targets; however, pupils do not self-evaluate their work sufficiently.
81. Pupils' attitudes to their work are good; in some classes they are very good and pupils show their appreciation to teachers for setting interesting tasks for them. The majority display an obvious interest in their activities and enthusiasm for their achievements. Teachers' high expectations have a positive effect on attitudes.
82. The behaviour of the majority of pupils is good and a number display a sense of responsibility and self-discipline within the school community. However, in

some classes, a small number are fidgety and refuse to conform. The head provides teachers with effective support in these instances.

83. Pupils who arrive by bus usually arrive promptly. Only a small minority of those who walk arrive late, but during the inspection, some pupils who are transported in cars arrived late and disturbed the start of lessons.
84. Average attendance for the three terms prior to the inspection was 94.5%. Registration periods are effective; registers were inspected and found to be generally correct.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

85. The inspection team's findings differ from the school's self-evaluation as the school judged this key question as Grade 3.
86. The quality of teaching in lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	52%	14%	-	-

87. In all lessons, teaching is at an appropriate level. Teachers have high expectations. and their lessons are well planned; they have an exceptionally warm relationship with pupils. Teachers promote and make effective provision for equal opportunities in their teaching methods.
88. Teaching for the under-fives classes and for small groups of pupils with SEN is consistently good or better. Support staff make an exceptional contribution to teaching in these sessions.
89. In lessons judged to be good and very good outstanding features included:
- a clear presentation of the aims and objectives at the beginning of the lesson;
 - effective revision at the end of the lesson;
 - purposeful use of various teaching techniques and strategies;
 - a challenging pace to lessons;
 - stimulating tasks that extend pupils and differentiated work for the range of ability;

- skilful and perceptive questioning;
 - effective and imaginative use of resources, including the interactive whiteboard.
90. In lessons where satisfactory teaching was seen, the following shortcomings were noted:
- a lack of challenge in the tasks;
 - an inappropriate tempo in the lesson;
 - over-use of commercial work-sheets
91. The quality of assessment is good, and effective use is made of it to improve planning and to identify individual pupils' strengths and weaknesses. Procedures comply with statutory requirements, including those for pupils with SEN. Teachers know their pupils very well.
92. Under-fives are appropriately assessed in accordance with the LEA baseline and regular records of their progress are kept. In KS1 and KS2, core and foundation subjects are regularly assessed, and detailed records are kept of each pupil's academic and personal progress. An effective system for tracking pupils has been devised.
93. Teachers mark pupils' work regularly but comments do not always offer appropriate guidance as to how improvements might be made.
94. Orderly and purposeful systems are in place to ensure that pupils' progress is regularly recorded. Personal targets in language are effective.
95. Good use is made of national test results to investigate and analyse standards, and to set suitable targets for improvement.
96. Annual reports to parents comply with statutory requirements. Generally, they present a clear picture of pupils' achievements and skills in every subject, with the majority of comments being linked well to the areas of learning for the under-fives and NC subjects. Teachers provide suitable comments on personal and social development. Parents have opportunities to visit the school formally twice a year to discuss their children's progress.

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

Grade 2: Good features and no important shortcomings

97. The inspection team's findings match the judgements made by the school in its self-evaluation report.

98. The curriculum for the under-fives across the six areas of learning is very good. Provision for role play is of exceptional quality and fosters knowledge and understanding of the world very effectively.
99. In KS1 and KS2 the school offers a broad and balanced curriculum which is relevant to pupils' need; it complies with the requirements for all subjects, including religious education.
100. Curriculum planning is good. Schemes of work are of high quality and ensure appropriate progression for pupils in all subjects. Short term planning is thorough and concentrates effectively on the objectives of individual lessons and on differentiated work.
101. Although space is limited, good opportunities are provided for pupils to work independently and in groups, in subjects such as science, art and history. Good use is made of evaluations for further planning.
102. An important element in the provision is the effective co-planning between teachers in the two linguistic streams, in order to ensure parity of experiences for all pupils.
103. Planning for developing key skills across subjects is insufficiently detailed in order to ensure that pupils have the necessary and regular experiences in all subjects.
104. Pupils develop a good knowledge of sustainable development through their care for the school's environment, their focus on recycling and their work in geography. Their studies of nature in science also make an important contribution to their understanding in this aspect.
105. Valuable visits are arranged to reinforce classroom activities and enrich pupils' curriculum studies. Very good use is made of visitors, including specialists in the fields of nature and art.
106. The cwricwlwm Cymreig is a prominent feature of provision with a very good emphasis on the local community. Welsh culture is fostered through activities related to the Urdd. Pupils' awareness of other cultures and the diversity of the world is developed well through their work in geography and religious education. By collecting money for charities serving less fortunate countries, pupils realise their responsibilities as citizens.
107. The school effectively promotes pupils' bilingualism and Welsh and English are used at an appropriate level for pupils in both streams; the school succeeds to a considerable extent in achieving the aim of enabling pupils to be confident when using both languages, according to their ability and linguistic experience. The school does its best to promote the bilingualism of pupils who come from across the English border during KS2.

108. The school's provision for personal and social development is good and experiences provided during circle time have a positive effect. However, although pupils accept responsibilities such as representation on the School Council this is not a consistent element of the school's daily life.
109. Moral messages are regularly presented to pupils. Assemblies provide rich spiritual experiences where good use is made of music. Opportunities are provided in them to contemplate quietly although these are more limited with regard to reflecting across the curriculum.
110. A good emphasis is placed on extra-curricular activities and children benefit from games' provision and Urdd activities.
111. Homework is set regularly in both key stages; its provision, especially reading activities, has a positive effect on pupils' achievements.
112. All pupils have equal access to a full range of curricular activities and every aspect of school life.
113. The school communicates regularly with parents and partnership with them is good. Prominent notice boards in the building share information with them and the school's newsletter gives details of pupils' achievements very effectively. However, neither the school prospectus nor the GB's annual report to parents comply with statutory requirements. The majority of parents have signed the home-school agreement and a number come in to help with activities. The Friends Association raises a considerable sum of money for the school.
114. Relationships with the community are good; the school plays a prominent role in the town's activities. Local ministers come to the morning services from time to time and good use is made of the expertise of people in the community.
115. Links and relationships with the feeder nursery schools are good; they are also good with nearby schools on curriculum and extra-curricular activities level and when working together on charitable events.
116. Partnerships and links with the secondary school are good and include using play resources and the hall for concerts and visits by teachers from both schools to discuss and observe lessons. Pupils benefit from the assistance of students through the school's partnership with a teacher training college and from those following childcare courses.
117. The school has a policy on its partnership with industry, and overall, this is developing well. Local companies sponsor and offer prizes to the school. One member of staff has been on a Careers Wales course. Pupils have a good knowledge of small industries in the area through regular contact with craftsmen and people who work in the town.

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

Grade 2: Good features and no important shortcomings

118. The inspection team's findings match the judgement made by the school in its self-evaluation report.
119. The quality of support, guidance and pupils' welfare is good and the school succeeds in creating a close family community where pupils are comfortable and safe.
120. Staff know pupils very well and give full consideration to their personal needs. Pupils know that they can turn to any member of staff at any time for help and guidance. Efforts made to raise pupils' self-esteem and to give them confidence are discernible strengths. Success is celebrated in a variety of ways and this has an important influence on the school's daily life.
121. The school plans and manages care procedures well.
122. Procedures for welcoming pupils when they start school are very good. Since the under-fives teachers give input to the nursery feeder groups, they have detailed knowledge about individuals before they start compulsory education. Owing to the proximity of the two schools, the process of familiarising pupils with the secondary school starts from a young age; formal procedures in Y6 are effective.
123. The school has policies for health and safety. The head is the designated person for child protection, but all staff are aware of procedures which include a policy and an action plan. Procedures for looking after pupils who are ill or have had an accident are effective. Sex education and dangers, such as drug abuse, are dealt with appropriately.
124. Members of staff have First Aid certificates. Provision for fostering healthy living is very good.
125. Arrangements are in place to ensure that parents and guardians give the school full explanations when their children are absent.
126. The newly established School Council is developing effectively and raises awareness of citizenship. Pupils take their duties seriously.
127. Provision for pupils within SEN is very good and fully conforms with the CoP. Effective use is made of standardised tests to identify needs correctly. Pupils with SEN receive good support from class teachers, the specialist teacher and assistants to enable them to attain the appropriate targets noted in the SDP. The close links between the school and parents further the progress of these pupils.
128. Effective use is made of external agencies, such as the physiotherapist.

129. There are effective procedures for promoting good behaviour and positive attitudes.
130. Statutory requirements, with regard to raising awareness of anti-racism, equal opportunities and tolerance are met fully and the school succeeds well in this area. It ensures equal opportunity for pupils with physical disabilities; for example, due attention has been paid to this type of provision in the recent changes made to the building.
131. Owing to the need to conform with the secondary school's hours due to shared transport arrangements, the school day is long and a number of work and play sessions during the day are lengthy and tiring especially for younger pupils.
132. A fire drill is regularly held and there are clear directions on the school's walls;
133. The lane leading to the school is narrow and passes a number of houses. As there is no footpath, pupils have to walk along the road at the start and the end of the day. Contrary to the school's request not to do so, a number of parents' cars come down the lane. Although the head and staff take great care of the pupils, their safety when arriving and leaving school remains a cause for concern.
134. During the inspection pupils confirmed that they enjoy coming to school and that they are happy there. This confirms the view of parents in the pre-inspection meeting and questionnaire.

Leadership and management

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

Grade 2: Good features and no important shortcomings

135. The inspection team's findings differ from the school's self-evaluation as the school judged this key question as Grade 3.
136. The school has clear aims and objectives, which are based on agreed values.
137. The head's leadership and knowledge of the school are very good. She is fully active in all school curricular and pastoral matters and gives the teachers sound and sensitive support.
138. The acting deputy provides the head with enthusiastic support and she leads the under-fives classes very effectively.

139. The permanent deputy, who was on maternity leave during the inspection, undertakes appropriate responsibilities and is effective in her role. She has appropriate opportunities to develop very good management skills and to undertake studies, which are relevant to the school's priorities.
140. There is an atmosphere of trust and mutual understanding amongst the staff. The school has a suitable SMT and staff meet regularly to make joint decisions on whole school matters.
141. The head is inducting an NQT effectively.
142. Subject responsibilities are appropriately allocated and co-ordinators' management of their subjects is well established although not every aspect of their role is sufficiently developed.
143. The school has a range of good management policies, which are effectively implemented. Performance management procedures are in place and teachers' targets further their personal development and the school's priorities.
144. The head has effective administrative support; day-to-day routines are efficient and the school is a very orderly community.
145. Generally, the school day proceeds without any time wasted; however, some work and play sessions are lengthy and the last session is short.
146. The GB is very well informed about provision at the school and have appropriate subject responsibilities. Their relationship with the head is very good and they share her vision.
147. The SDP is effective and specifies priorities in detail in the short term and indicates many long term ones.

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

Grade 3: Good features outweigh shortcomings

148. The inspection team's findings match the judgements made by the school in its self-evaluation report.
149. The head, governors and staff are committed to improving standards.
150. The school's self-evaluation report is concise and clear and gives an appropriate picture of the current situation but on the whole it does not go into sufficient detail on the seven key questions. Because of the school's high expectations, it underestimated itself in four of the seven key questions

151. Recently, the head made a very beneficial analysis of the results of the national tests. The school has appropriate targets for raising standards in subjects and for raising individuals' performance.
152. The school has made good progress since the last inspection and it is evident that it has prioritised, in order to raise standards where shortcomings were noted.
153. The current SDP gives a clear picture of the school's present needs and the spending implications are clear.
154. The GB displays a good awareness of the school's progress and development during the last five years, but it's role in the self-evaluation process is insufficiently formalised.
155. Teachers contribute their own ideas independently to the self-evaluation document. However, the role of co-ordinators in monitoring teaching and learning and giving an input into the self-evaluation process is insufficiently developed. Pupils' and parents' views are also not given sufficient consideration.

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

Grade 2: Good features and no important shortcomings

156. The inspection team's findings differ from the school's self-evaluation as the school judged this key question as Grade 3.
157. There is a sufficient number of suitably qualified teachers to teach every aspect of the curriculum; they display an exceptional commitment to the school.
158. Two teachers, who job-share to cover during the deputy's maternity leave share responsibilities for teaching the subjects appropriately. The head does not have charge of a class, but teaches a mathematics group regularly.
159. Very good use is made of the teacher who supports pupils with SEN, the Athro Bro and peripatetic music teachers. Classroom assistants are always used purposefully. Support staff perform their duties conscientiously, in order to facilitate the day-to-day running of the school.
160. Teachers attend INSET courses, with their professional development being closely linked to priorities stated in the SDP. The beneficial effects of training are seen in the good use of information technology in some classes.
161. The school has a sufficient supply of resources for each age and subject; the purchase of these matches school priorities. Many are of good quality and easily available; they are constantly and effectively used in lessons.

162. The school has sufficient equipment for developing pupils' creative and practical skills. Good use is made of computers and interactive whiteboards, although there is a shortage of computers in the school.
163. The school's buildings are kept clean and are in good condition. Effective use is made of the hall for physical education lessons, collective worship and serving school dinners. Owing to the openness of the hall however, noise permeates from here to the classes and at times, this impedes teaching and learning.
164. In some classrooms, space is limited and this restricts the range of activities in several areas, for example the use of large apparatus with the under-fives and art activities. It is necessary to walk through some classrooms to reach other classes and this sometimes impedes the flow of a lesson. Refurbishing an old dining hall as an additional classroom has significantly extended the available space.
165. Classrooms and other areas are welcoming and colourful with stimulating displays.
166. The school has a suitable play area for the under fives and a large playground. These places are safe and are appropriately used. Entrances are kept locked during the day.
167. The school does not have a suitable playing field, but effective use of the secondary school's and the leisure centre's resources ensures improvement in physical education. Effective use is made of the local environment as a resource to enrich pupils' learning.
168. Budgetary control is strict and the GB monitors all expenditure very effectively.
169. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1 – Grade 1
Key Stage 2 – Grade 2

Good and outstanding features

170. Pupils in the Welsh stream start learning English at the end of KS1.

171. In KS1, pupils listen very well and respond enthusiastically. They succeed in describing and explaining effectively, and they ask intelligent questions. They role-play and express opinions very well.
172. In KS1, the majority of pupils read very well according to their age and ability, with the more able reading fluently and meaningfully. They have an exceptionally good knowledge of phonics, and use suitable strategies to cope with unfamiliar words. They discuss the content of their books enthusiastically.
173. KS1 pupils write interestingly in a wide range of formats. Much of their work displays a lively imagination and a good measure of correctness. They develop their ideas in an orderly manner, and display a very good awareness of the sequence of events as they summarise a story.
174. In KS2, pupils listen well to teachers' presentations and to contributions from peers. They speak confidently in formal and informal situations. They contribute effectively to whole class discussions and are keen to share their experiences with others. They display considerable maturity as they express opinions and give lively and confident oral presentations.
175. The majority of pupils in Y3 and Y4 read correctly and meaningfully. They express their preferences for books and specific authors and give rational reasons for their choices. Y5 and Y6 pupils read a wide variety of texts fluently and enjoy reading class novels together. They can discuss plot and characters well, and the more able compare authors' styles effectively.
176. Across KS1 pupils make effective use of different sources to look for information. They use library skills well as they discover relevant information quickly and effectively.
177. In KS2 pupils write effectively in various forms for different purposes. They have a good grasp of vocabulary and syntax, and generally they spell correctly. They succeed in producing lively and interesting work, and they display sensitivity in their poems and descriptions. The majority vary and extend sentences and make effective and purposeful use of language guidelines on classroom walls to improve or check work.
178. More able pupils in each class in KS2 write very well, and display outstanding features, such as extended writing and expressing a definite opinion. A large number of English medium Y6 pupils display high standards of originality and correctness as they complete written tasks.
179. Handwriting and presentation of work are good across both key stages.

Shortcomings

180. There are no discernible shortcomings.

Science

Key Stage 1 - Grade 2

Key Stage 2 – Grade 2

Good features

181. Pupils in both key stages display positive attitudes towards science and are developing a good scientific vocabulary, especially in KS2.
182. Across the school, pupils develop a good and sometimes very good understanding of the elements of nature in the world around them. In both key stages, they have a good understanding of factors that contribute to healthy eating and living.
183. Y1 and Y2 pupils develop a good knowledge of wild flowers and small animals. They are aware of the component parts of plants and what they need to grow.
184. In KS1, pupils develop a good knowledge of different types of forces. The majority display good prediction skills as they experiment to show the effect different types of surfaces have on the distance a car can travel. They present their findings effectively in graph form.
185. Across KS 1 pupils are aware of the importance of electricity in their lives, as well as its dangers. In their experiments they establish an understanding that a complete circuit is needed to light a bulb.
186. Across KS2 pupils can describe different animal habitats well and Y3 and Y4 pupils have a good knowledge of how animals adapt to their backgrounds. Older pupils in the key stage display good knowledge and understanding of the importance and role of the food chain; they use keys effectively to discover information.
187. Y3 and Y4 pupils develop a good understanding of the role of the skeleton and different bones and muscles. They display good research skills as they show how bones grow as children get older. They experiment effectively to demonstrate the effect of exercise on the beat of the heart.
188. Y5 and Y6 pupils have a good understanding of the nature of different foods and the importance of a balanced diet. When experimenting effectively, they understand the harmful effects of smoking on the lungs.
189. The majority of Y5 and Y6 pupils display skills of observation and drawing conclusions as they concentrate on different types of soil. They experiment effectively and make successful use of equipment as they reinforce their understanding of elements that contribute to successful growth. They present their discoveries effectively in the form of graphs and diagrams. By the end of

the key stage, the majority of pupils have a good understanding of the concept of a fair test.

Shortcomings

190. The investigative skills of a substantial minority of pupils across both key stages are insufficiently developed.

Welsh second language

Key Stage 1 - Grade 1

Key Stage 2 – Grade 1

Good and outstanding features

191. Across the school pupils' attitudes towards learning Welsh are positive and a number of pupils use the language of their own volition to greet adults.
192. Pupils' use of ICT in lessons including the use of the interactive whiteboard, video series and computer games stimulate their enthusiasm and establish positive attitudes towards the language.
193. Pupils' understanding of the language is very good; they respond quickly to commands related to school arrangements. Most join in Welsh prayers, songs and hymns and they have good enunciation.
194. In Y1 pupils use a number of key words and simple language patterns to describe the weather and their feelings. They can name the colours and count up to twenty correctly. They know when to use 'Beth', 'Oes' and 'Pa' in a question and can use 'Ga i' in several contexts.
195. In Y2 pupils know the names of equipment associated with the house and they use them in sentences. They can use simple adjectives to describe things and they use the negative form of the present tense correctly.
196. In KS1 pupils recognise and decode words in print on the walls and on the computer. They can read simple sentences from the story of Elen Ben Felen.
197. Older pupils' writing skills in KS1 are developing well as they form simple sentences describing what is in the house.
198. Younger pupils in KS2 can recall a number of the names of clothes correctly and can indicate which ones should be worn during hot and cold weather.
199. In Y5 pupils develop very good oral skills as they describe what types of buildings found in Llanfair Caereinion and where they are in the town, and in Y6 they use a variety of language patterns and expressions appropriately including the imperfect tense of the verb. A number of pupils in Y6 are able to

hold a conversation about their lives at home and at school and discuss their favourite things and interests.

200. Younger KS2 pupils read texts from the interactive whiteboard and Y5 and Y6 pupils read a series of dialogues and stories in magazines correctly. The vast majority can interpret meaningfully a text that contains narrative and dialogue.
201. Across KS2 pupils develop good writing skills as they write simple descriptions, replace sentences and complete questionnaires. They display an increasing knowledge of written forms.

Shortcomings

202. There are no discernible shortcomings.

History

Key Stage 1 - Grade 2

Key Stage 2 – Grade 1

Good and outstanding features

203. KS1 pupils develop a good historical vocabulary; across KS2 this is very good.
204. KS1 pupils' awareness of the past develops well as they compare features of school life in the age of Queen Victoria with their experiences of school.
205. In KS1, pupils make good use of artefacts and pictures as they compare toys today with those of long ago and discuss changes that have occurred. They develop their understanding further by asking members of their families about old toys.
206. Across KS1 pupils make good use of a range of stories about famous Welsh people in order to develop their knowledge of the past and to draw comparisons with the present. They develop a good knowledge, for example, of the story of Mari Jones and Sir O.M. Edwards.
207. In KS1 pupils' use photographic evidence about Jane Pritchard from Llancaeach Fawr. They offer good observations about aspects of her life and that of maids during the seventeenth century; a number of them justify their observations well.
208. Across KS2 pupils develop a very good understanding of how historians discover information about different historical periods. At appropriate levels their skills in using sources develop very successfully. They make good use

of timelines to consolidate their chronological knowledge and they present their knowledge effectively in a number of ways including extended writing.

209. Y3 and Y4 pupils make good use of their visit to a museum in Chester to collect further information about the Roman period. They have a very good understanding of the Romans' reasons for coming to Britain and good knowledge of characters such as Caradog and Buddug. They make good use of opportunities to role play as they create a Roman feast and they display good knowledge of a number of the features of daily life under the empire.
210. Younger pupils in KS2 develop a very good understanding about life in their area long ago. They make very good use of maps and pictures to illustrate the development of the area and have a very good knowledge about a range of old crafts and their contribution to life a long time ago.
211. Older pupils in KS2 make effective use of a visit to Castell y Waun and use pictorial evidence and secondary sources well to develop their knowledge and understanding of the Tudor period. They have a very good understanding of famous people, including William Morgan and everyday life at that time.
212. Y5 and Y6 pupils develop a very good knowledge and understanding of a number of aspects related to the Second World War including a very good understanding of the reasons for it. Their knowledge of social life during that time and the effect of the war on daily life is of a very high standard. They discuss the reasons for rationing food and the population's response to shortages well. Y5 pupils make very good use of evidence presented by one who was a child at the time to reinforce their understanding of the effect of the bombing. Y6 pupils discuss the reasons for and against evacuation very effectively.
213. Older pupils in KS2 make very good use of a range of sources to study life during the forties of the last century, including many artefacts and documentary evidence. Their understanding of the nature of primary and secondary evidence is very well developed. They make appropriate use of English and Welsh novels to reinforce their understanding.

Shortcomings

214. KS1 pupils' chronological awareness is limited.

Art

Key Stage 1 - Grade 1 Key Stage 2 – Grade 1
--

Good and outstanding features

215. Y1 pupils mix colours and work very effectively with paint. They develop good skills as they use a variety of equipment including pencils and pastels and a

number of materials of different texture to vary the effect. They use a number of different techniques in their work.

216. When making models of elephants, Y1 pupils develop an awareness of pattern, line, colour and three dimensional shapes. They create very effective murals by printing with footprints, leaves and a sponge; they make careful rubbings and use tie and dye techniques very effectively.
217. Y2 pupils develop a very good awareness of line, shade and shape as they create interesting Celtic patterns. They develop their understanding of shape further as they study a picture of circles by Kandinsky and copy these effectively.
218. In Y2 pupils use a variety of techniques successfully, such as cutting and pasting as they create animal puppets. They observe photographs of people in detail before recreating them in the style of a portrait. They create exciting pictures by using wax and paint.
219. Pupils across KS1 use art terminology effectively and make good use of computer programs to further their skills and techniques.
220. Younger pupils in KS2, pupils work very well with a local artist to create a mural that illustrates their locality; their completed work is impressive. They all understand the significance of primary, secondary and tertiary colours and mix these to create effective shades. They identify with art during Roman times when producing attractive mosaics and with the Hindu religion when creating Divali lamps from clay. They use Picasso's paintings well to create their own 'weird' pictures using oil pastels.
221. Y4 and Y5 pupils develop a variety of skills when they work with a local artist to create a mural based on a rainforest. When printing and painting the background, their awareness of texture and colour develops very well. They establish a good understanding of three dimensional effects as they add wildlife models to the mural and understand the importance of scale and the effect of different colours and materials.
222. Older KS2 pupils understand how to create impressive effects by using different objects to create batik work associated with the Gambia.
223. Y3 and Y4 pupils' skills of observation and imitation develop very well when they visit a gallery in Newtown and copy in detail small sections of Siani Rhys James' pictures using oil pastels.
224. Older KS2 pupils develop their observational skills further as they create a collage on the theme of habitats. They look in detail at texture and line on the surface of leaves and use pasta effectively and creatively to enhance their pictures.
225. Older pupils in KS2 have a good knowledge of Welsh artists and they can point out unique features in the work of artists, such as Ogwyn Davies.

Shortcomings

226. There are no discernible shortcomings.

Religious education

Key Stage 1 – Grade 2

Key Stage 2 – Grade 2

Good features

227. When undertaking activities such as collecting money for good causes and filling 'Christmas Child' boxes, pupils across the school develop a good understanding of the meaning of belonging to a Christian community.
228. Across the school pupils' understanding of principles such as friendship and caring for others, is very good. They deal with these subjects extremely effectively during circle time. They have a sound awareness of man's responsibility to safeguard the environment.
229. Pupils in both key stages write sincere prayers that are used very effectively in assemblies. Through visits to local places of worship they become familiar with the main features and objects of churches and chapels and the use made of them.
230. KS1 pupils have a good knowledge of the Bible as a holy book. They know a number of Bible stories and can re-tell them correctly, referring enthusiastically to characters and events. The messages they contain are well understood.
231. KS1 pupils know about baptism and marriage within the Christian faith. They have a good knowledge of religious characters, such as Mari Jones and Ann Griffiths, and they know what a hymn is.
232. KS1 pupils succeed in discussing Jewish symbols enthusiastically.
233. KS2 pupils know a range of stories from the Old and New Testaments. They understand their significance well, and relate them effectively to their own lives.
234. KS2 pupils have a good awareness of the main church festivals, and the significance of some important days.
235. KS2 pupils have an appropriate knowledge about Islam, Judaism and Hinduism; they discuss celebrations such as Divali, and compare them to Christian festivals in a mature manner. Following a visit to the Manchester

mosque, older KS2 pupils compare effectively the building and its role with Christian places of worship.

236. KS2 pupils know about the lives and contributions of religious leaders, such as Bishop William Morgan, Thomas Charles and Martin Luther King.

237. The school uses the LEA's Agreed Syllabus.

Shortcomings

238. Pupils' knowledge of some aspects of other religions is superficial.

School's response to the inspection

239. The inspection findings recognise that we are a good school where pupils have a rich quality of life. The inspection recognises that we have maintained high standards since our last inspection and have improved standards in subjects such as Welsh second language and assessment. We were pleased that the inspectors found that pupils' attitudes to their learning was good and that they showed enthusiasm for their achievements and that standards attained by pupils was much higher than WAG targets.
240. Also, our support and care systems, which enhance our curricular provision are recognised as appropriate and effective. The skills and commitment of teachers and care and talents of support staff were recognised. Most important of all, the inspection report highlights the elements that make our school what it is. Most important of all, the report confirms that we are achieving our aim of creating a safe and happy school where our pupils can nurture confidence and independence
241. An action plan has been put in place to address the recommendations in the report. The recommendations that we can confidently address are more detailed planning for key skills, developing the role of the curriculum coordinators when monitoring teaching and learning and developing the school's self-evaluation procedures further. By now the prospectus and the annual GB report to parents conform with statutory requirements. The GB will draw the attention of the LEA to the recommendations dealing with the building so that attention/ financial resources be made available in the County's Long Term Plan for School Improvement.
242. Where possible, staff and governors will respond to the recommendations by the end of the academic year. A copy of the school's action plan in response to the inspection's recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making in relation to the recommendations of the report.

Appendix A

Basic information about the school

Name of school	Llanfair Caereinion Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Heol Pool Llanfair Caereinion Powys
Post-code	SY21 OSF
Telephone number	01938 810470

Headteacher	Mrs Rona Evans
Date of appointment	1/9/1991
Chair of governors/ Appropriate authority	Mrs Nerys Jones
Registered inspector	Mrs Eleri Betts
Dates of inspection	15-17/11/2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	19	22	32	32	29	27	41	202

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:19
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	22.4
Teacher (fte): class ratio	1.2

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	92.1	93.8	95.8	93.8
Spring 2004	94.5	95.3	95.4	95.0
Summer 2004	94.5	94.1	95.4	94.6

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 20__			Number of pupils in Y2:		32			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	7	14	71	7	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	14	14	64	7	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	14	7	79	0	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	7	7	79	7	0
		National	0	3	12	63	22	0
Welsh	Teacher Assessment	School	0	0	6	81	13	0
		National	1	1	11	64	23	0
We: oracy	Teacher Assessment	School	0	6	6	75	13	0
		National	1	2	12	63	22	0
We: reading	Teacher Assessment	School	0	0	6	63	22	0
		National	1	3	17	59	21	0
We: writing	Teacher Assessment	School	0	0	6	94	0	0
		National	1	3	20	65	10	0
Mathematics	Teacher Assessment	School	0	7	7	60	27	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	7	90	3	0
		National	0	2	10	66	22	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	83%	In Wales	79%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 20__			Number of pupils in Y6		33							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	4	23	50	23	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	4	38	43	15	0
		National	0	2	1	1	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	43	57	0
		National	1	0	0	0	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	0	43	57	0
		National	1	1	0	2	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	4	35	42	19	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	4	23	54	19	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	15	66	19	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	15	66	19	0
		National	0	2	0	0	0	1	9	48	39	0

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	58%	In the school	62%
In Wales	70%	In Wales	71%

- 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
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was conducted by a team of four inspectors who were present at the school for a total of ten days.
- The head was the nominee.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- 45 questionnaires were completed by parents and were analysed in detail; 95% of them were positive.
- Discussions were held with the head and staff, who have responsibilities and with support staff.
- The school's documentation and samples of pupils' work were scrutinised.
- 50 lessons or sessions were observed.
- A sample of pupils' work was examined across the range of ability in every year group.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about the life of the school.
- Pupils' behaviour was observed during playtimes, lunchtimes and at the beginning and end of school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection discussions were held with staff and the GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts	Context, summary and recommendations. Key Questions 1,5,6 Welsh second language, art.
Mr Gwilym Morris	Contributions to questions 1,3,5,7
Mrs Zorah Evans	Key Questions 2,7 English, religious education
Mr Brinley Jones	Key Questions 3,4 Science, history

Acknowledgement

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