

REPORT

on the

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

**LLANFECHAIN CHURCH IN WALES PRIMARY SCHOOL
LLANFECHAIN
POWYS
SY22 6UQ**

School Number: 666/3000

Date of Inspection: 28th – 30th June 2004

By

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Under Estyn contract number: T/269/3P

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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:

{PRI VAT E }	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.

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*Throughout this report, the term **parent** always includes **parents, guardians and carers** including, in the case of looked after children, the local authority.*

1. CONTEXT

The school and its priorities

Llanfechain Church in Wales Primary School is situated in the heart of the village, between Llansantffraid and Llanfyllin, to the north of Welshpool. The school, built in 1951, is generously proportioned and set in spacious grounds. The school was last inspected in May 1998.

There are currently 49 pupils on roll aged between three and eleven years, all but the nursery children attending full-time. The local authority does not look after any pupils. There are two classes taught by two full-time and one part-time teachers (including the headteacher) supported by four support staff. In addition, visiting teachers provide tuition in music, Welsh second language and support for pupils with special educational needs. The present headteacher joined the school in September 2000. He leaves the school at the end of this school year. A new headteacher takes over from September 2004.

The school serves a mixture of rented and owner-occupied homes in the surrounding area. The prosperity of the area is mixed. A number of parents work from home and others commute to work in neighbouring towns. The school roll is similar to that reported at the time of the last inspection, but now includes nursery-aged children. Currently, 17 per cent of pupils are eligible for free school meals, which is higher than that reported at the time of the last inspection. This proportion is above the average for primary schools in Powys and the average for all Wales.

English is the predominant language for all pupils and very few come from minority ethnic groups. The school identifies seventeen pupils (34 per cent of the school population) as having special educational needs (SEN), in line with the current Code of Practice. This proportion is higher than that reported at the time of the last inspection. One pupil has a statement outlining their entitlement to additional support. No pupil is disapplied from aspects of the National Curriculum and neither is the curriculum modified for any pupil.

The School Development Plan (SDP) details the school's priorities for the current year and outlines its plans for the future. These include:

- the development of school self-evaluation;
- more formalised methods for recording pupils' progress;
- improving standards in written work across the curriculum;
- developing investigative, experimental and problem-solving work in mathematics and science;
- improving teachers' planning for the development of key skills and *Y Cwricwlwm Cymreig* across the curriculum;
- the development of the School Council.

Collective worship is inspected, and reported upon, separately by the Diocesan authorities. In line with reporting requirements, limited information is published about the outcomes of National Curriculum teacher assessments at the end of KS1 or the test results for pupils at the end of KS2. This is because individual pupils could be identified from the published information.

2. MAIN FINDINGS

The main findings of the report

The school provides a good quality education for its pupils. It has made good progress in addressing the key issues identified in the previous inspection report.

- Standards of achievement are good. Children have a wide range of skills and experiences when they start in the nursery. Overall, their attainment is similar to that found in other schools in Powys and in all Wales. Standards of pupils' achievement were very good in five per cent of the 22 lessons or part lessons seen during the inspection, good in 77 per cent, and satisfactory in the remaining 18 per cent.
- The educational provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning (DLOs). Standards of achievement in the under-fives are as follows:

Area of learning	Nursery (3-4 year olds)	Reception (4-5 year olds)
Language, literacy and communication skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Good	Good

- Standards of achievement in Key Stage (KS)1 and KS2 are as follows:

Subject	KS1 (Y1 and Y2)	KS2 (Y3 to Y6)
English	Good	Good
Welsh second language	Good	Good
Mathematics	Good	Very Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- The KS1 core subject indicator for 2003 was above the local and national averages, and in the top 25 per cent of similar schools. Provisional results indicate that the KS2 core subject indicator for 2004 will exceed the 2003 local and national averages and place the

school in the top 50 per cent of similar schools. Over time, results show that standards are improving. As they move through the school, pupils make good progress.

- Pupils with SEN make good progress in relation to the targets in their Individual Education Plans (IEPs) and achieve similar standards to other pupils. They particularly benefit from individual and small group attention from teaching and support staff.
- Boys and girls make similar progress and achieve similar results in assessments and tests. The school's focus on improving all pupils' investigative, experimental and problem-solving skills is starting to impact on the standards achieved, particularly in mathematics and information technology in KS2.
- Pupils' standards in key skills across the curriculum are good overall. Their speaking, listening and reading skills are good across the school. Pupils express their thoughts clearly and confidently. Pupils writing skills are satisfactory in both key stages. There are some good examples of extended writing in subjects across the curriculum but the quality of pupils' handwriting varies widely, and their presentation of their written work is inconsistent.
- Numeracy skills are well applied in science, geography, and design and technology. Standards achieved in ICT across the curriculum are satisfactory overall. KS2 pupils make good and regular use of ICT tools to extend and consolidate their learning across the curriculum. However, in the under-fives and KS1, there are missed opportunities for pupils to make full use of their ICT skills in subjects across the curriculum.
- The school makes good provision for pupils' spiritual, social, moral and cultural development and pupils respond well to this provision. Staff successfully promote a calm and supportive environment in which pupils are valued and feel confident. The school's values are well reflected in the curriculum and the daily life of the school. Many pupils have a strong sense of truth and justice, and show mature concern for environmental and other contemporary issues.
- *Y Cwricwlwm Cymreig* is effectively addressed in subjects across the curriculum. However, although standards of achievement in Welsh are good, there are missed opportunities for pupils to hear and speak Welsh incidentally during the school day.
- Behaviour and attitudes are good throughout the school. They have a positive impact on the progress and standards achieved. Pupils demonstrate good attitudes to learning. Children under five are keen to learn. The headteacher and staff set high standards for pupils' behaviour. Pupils respond well to these expectations and understand the importance of self-discipline. The school's policies for managing behaviour and for dealing with inappropriate behaviour are successfully promoted.
- Attendance is good. The proportion of unauthorised absences is very low and pupils arrive promptly for school. Good and effective procedures are in place for monitoring and improving attendance.
- The quality of teaching is good. During the inspection, teaching was very good in 10 per cent of the 22 lessons or part lessons observed, good in 72 per cent and satisfactory in 18 per cent of lessons. No unsatisfactory or poor lessons were seen. Good teamwork

between teaching and support staff makes an important contribution to the good quality of pupils' learning. Pupils have a good understanding of what they need to do to improve their work.

- The provision for the under-fives is well organised, with teaching and support staff working closely together to provide a good range of activities well suited to children's needs. In KS1, lessons are well planned and assessment information effectively used to identify the next step in learning, particularly for slower learners, but the challenge for more able pupils is not always sharp enough. Well-focussed learning objectives build effectively on earlier work in KS2. Expectations of pupils' behaviour are good and pupils know the boundaries within which they are expected to work. There is a business-like working atmosphere in the classroom.
- The quality of the school's procedures for assessing, recording and reporting of pupils' work and progress is good. The progress of children in the Early Years is appropriately assessed and recorded. Teachers' assessments of pupils' standards of achievement in English, mathematics and science are accurate and consistent. The current initiative to develop levelled and annotated portfolios of samples of pupils' work is well targeted to ensure that teachers have a good, common understanding of national expectations.
- Teachers' records of assessment outcomes are detailed and enable them to track the progress of individual pupils in skills, knowledge and understanding. The school has good systems to analyse the data gleaned from national and other tests in order to raise the standards of pupils' performance.
- The school provides a good curriculum for its pupils. It reflects the school's aims and successfully promotes the spiritual, moral, social, cultural, mental and physical developments of pupils. The curriculum for children under five successfully promotes progress in all six areas of learning, leading to the Desirable Learning Outcomes. In both KS1 and KS2, the curriculum covers all the subjects of the NC, and religious education is taught in accordance with the requirements of the locally agreed syllabus. The school successfully provides all its pupils with full equality and opportunity.
- Curriculum policies reflect the requirements of the Wales Curriculum 2000 and there are suitable schemes of work in place for all NC subjects and religious education. The school has an effective rolling programme for reviewing these policies and schemes. In art, the progressive development of pupils' skills is not as clearly defined as in other subjects. There is insufficient planning in the under-fives and in KS1 for the development of pupils' IT skills across the curriculum.
- Arrangements for personal and social education are good. Visitors, including the school nurse and police, contribute effectively to the provision. The School Council provides pupils with good opportunities to develop their understanding of decision-making processes.
- The school's coverage of *Y Cwricwlwm Cymreig* is good. In history and geography, and through links with industry, pupils effectively develop an appreciation of citizenship and sustainability. The curriculum is well enhanced by excursions and educational visits. The school provides a good range of musical and sporting activities that are enthusiastically supported.

- The school provides good support and guidance for its pupils, and successfully promotes a welcoming and caring environment where children feel safe, happy and secure. Relationships between adults and pupils are good. Staff know pupils very well and are responsive to their needs. Pupils are well supported in lessons. Those with emotional and behaviour difficulties are quietly, yet firmly, guided and helped to meet targets in their individual behaviour plans.
- The overall provision for pupils with SEN is good and meets the requirements of the Code of Practice. Support staff are well deployed and trained; they make a significant contribution to the success of the provision for pupils with SEN.
- The school's partnership with parents and community, schools and other institutions is good. The quality of information provided for parents is good. The home/school agreement is well supported by parents. Informal contact between staff and parents occurs at the beginning and end of the school day. The Friends of the School Association raise substantial funds and organise events throughout the year.
- Community links are well established. Pupils visit the neighbouring church for special festivals and services. Local residents give good support to the school. Links with other local schools are well established. The school also maintains good relationships with local agencies. The school's partnership with industry is good. Visits and visitors broaden pupils' understanding of the world of work.
- The quality of the school's self-evaluation and its planning for improvement are good. Analysis of performance data is well used to set targets in order to raise standards of achievement. There are good systems for monitoring the quality of teaching and learning. The school development plan is well based upon those areas identified as requiring further development. It establishes clear priorities for review and evaluation within a given time-scale.
- The leadership and efficiency of the school are good overall. The headteacher leads the school very well. He fosters a strong team spirit and values the contributions of all members of the school community. He gives clear and systematic direction to the school's work. The day-to-day management of the school is good. The administrative routines are well-established, and suitable systems are in place.
- The work of the governing body is satisfactory. The budget and other financial resources, including specific grants, are carefully managed and monitored, and the impact of spending decisions evaluated. The prospectus and governors' annual report to parents lack some statutory information. In other respects, the governing body meets its statutory requirements.
- The school's provision of staffing, accommodation and resources for learning is good, and has a positive impact upon the standards pupils achieve. There is a sufficient number of staff to meet the needs of the number of pupils on roll. A good number of learning support staff are effectively deployed to help pupils in the classroom. The school's accommodation is sufficient for the number of pupils on roll and the curriculum provided. Learning resources meet the needs of the curriculum well.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are good.

- Standards of pupils' achievement were very good in five per cent of the 22 lessons or part lessons seen during the inspection, good in 77 per cent, and satisfactory in the remaining 18 per cent.
- Nursery and reception children achieve good standards in their personal and social development, language, literacy and communication skills, mathematical development, knowledge and understanding of the world, and creative and physical development.
- In mathematics, standards of achievement are very good in KS2 and good in KS1. Standards are good in both key stages in English, science, Welsh second language, design and technology, information technology, history, geography, music, physical education and religious education in both key stages. In art, standards are satisfactory in both key stages.
- Numbers in each year group are small. Children have a wide range of skills and experiences when they start in the nursery. Overall, their attainment is similar to that found in other schools in Powys and in all Wales.
- In consultation with the LEA, the school sets targets for Y6 pupils to achieve in the statutory tests at the end of KS2. These are generally exceeded.
- The KS1 core subject indicator for 2003 was above the local and national averages, and in the top 25 per cent of similar schools. Provisional results indicate that the KS2 core subject indicator for 2004 will exceed the 2003 local and national averages and place the school in the top 50 per cent of similar schools. Over time, results show that standards are improving.
- Children under five make good progress towards the Desirable Outcomes in all areas of learning. As they move through the school, pupils make good progress. Boys and girls make similar progress and achieve similar results in assessments and tests. Those from minority groups make similar progress to other pupils.
- Pupils with SEN make good progress in relation to the targets in their IEPs. They particularly benefit from individual and small group attention from teaching and support staff.
- The school's focus on improving all pupils' investigative, experimental and problem-solving skills is starting to impact on the standards achieved, particularly in mathematics and information technology in KS2. However, there is further scope, particularly in KS1, for pupils to develop and apply their independent research and study skills.

3.2 Standards achieved in key skills across the curriculum

Pupils' standards in key skills across the curriculum are good overall.

- Pupils' speaking and listening skills are good across the school. They listen carefully in lessons and during whole-school occasions, such as assemblies. Most pupils maintain good levels of concentration and listen politely to the views of others during class and group discussions. They carry out instructions willingly and respond quickly to requests.
- Pupils express their thoughts clearly and confidently. They use a good range of vocabulary and frequently express themselves in extended responses. Pupils use the Welsh language accurately during lessons and when required to do so during the routines of the school day. Pupils build their speaking and listening skills through discussions and through responding to challenging teacher questioning. Teachers offer good levels of encouragement to help pupils make good progress in their oral skills.
- Pupils have good reading skills in subjects across the curriculum. They follow written instructions carefully and KS1 pupils make good progress in building up their phonic understanding. Older KS2 pupils read accurately and fluently, using an appropriate range of reading strategies. Many pupils have acquired regular reading habits and have developed tastes for particular authors and genres of literature. They have good library skills and use ICT tools to seek information in subjects across the curriculum.
- Pupils' writing skills are satisfactory in both key stages. Most pupils have a secure understanding of the structure required for particular written tasks and of the style in which they need to approach them. Some good examples of extended writing in subjects across the curriculum show that pupils are aware of the need to draft and re-draft their written work. However, the quality of pupils' handwriting varies widely and their presentation of their written work is inconsistent.
- Pupils' standards in literacy across the curriculum are good overall. Pupils make good use of the wide range of opportunities they are given to write in a wide variety of appropriate styles in all curricular areas.
- Numeracy skills are well applied in subjects other than mathematics. In science, geography, and design and technology, pupils use standard units of measure and illustrate their findings with a range of charts, graphs and tables. They measure accurately and carefully and have a good sense of appropriate scale.
- Standards in ICT across the curriculum are satisfactory overall. In KS2, pupils make good, regular use of ICT tools to extend and consolidate their learning across the curriculum, and older pupils in the key stage use a Publisher program to present their ideas. Although the under-fives and KS1 pupils have a good grasp of basic IT skills, there are missed opportunities for them to make full use of these in subjects across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school makes good provision for pupils' spiritual, social, moral and cultural development. Pupils respond well to this provision.

- The school successfully promotes a calm and supportive environment in which pupils are valued and feel confident. Values such as caring and respect for others are well reflected in the curriculum and the daily life of the school. Pupils are encouraged to celebrate their own achievements and applaud those of others, and these are reflected in displays of work around the school.
- Pupils have a good understanding of the difference between right and wrong. They demonstrate a good level of respect for each other and for adults, and take good care of learning resources and the school environment. Many have a strong sense of truth and justice, and show mature concern for environmental and other contemporary issues.
- Pupils' social skills develop well through work in groups during lessons and in the playground. Relationships between teachers and pupils and between pupils themselves are good and are based upon mutual respect. The school's behaviour and racial discrimination policies are effectively applied. Pupils support each other effectively when learning and at play. Older pupils take their responsibilities around the school seriously and take care of younger pupils.
- A range of visits and participation in the school Eisteddfod effectively help pupils to develop their appreciation and understanding of the history and culture of Wales. *Y Cwricwlwm Cymreig* is effectively addressed in subjects across the curriculum. Links with the local community successfully promote pupils' understanding of the history and culture of their own locality. However, although standards of achievement in Welsh are good, there are missed opportunities for pupils to hear and speak Welsh incidentally during the school day.
- In lessons, pupils successfully reflect on other people's lives and beliefs in history and through their reading of literature, and acquire a developing sense of curiosity and wonder in their work in science and mathematics. Pupils from minority groups successfully share and value their cultural heritage.
- In religious education and personal and social education lessons, pupils effectively learn to respect the differences and similarities between their own beliefs and values and those of others. Acts of collective worship meet statutory requirements and make a satisfactory contribution to pupils' development.

4.2 Behaviour and attitudes

Behaviour and attitudes are good throughout the school. They have a positive impact on the progress and standards pupils achieve.

- Pupils demonstrate good attitudes to learning. During lessons, they maintain good levels of concentration and interest. Children under five are keen to learn. They share equipment and mix well with each other. Pupils respond well to encouragement, and appreciate the school's rewards system.
- The headteacher and staff set high standards for pupils' behaviour. Pupils respond well to these expectations and understand the importance of self-discipline. When moving in and around the school, pupils behave well. They are courteous and friendly, and treat one another and adults with respect.
- The school's policies for managing behaviour and for dealing with inappropriate behaviour are successfully promoted. Procedures for addressing bullying and racism are effective and no instances of either were observed during the inspection. Nominated governors monitor behaviour, and regular reports are made to the Governing Body. There were no exclusions in the last reporting year.
- Pupils and parents report that, when there have been instances of unacceptable behaviour, these have been dealt with promptly, with all parties kept informed of the action taken. Individual behaviour plans for pupils whose behaviour can be a cause for concern draw effectively on outside expertise and guidance, and are regularly monitored by the headteacher.
- During break times, boys and girls of all ages mix and play happily together on the playground or grassed areas. Many make good use of the games' equipment provided, with older pupils often involving the younger ones in team games.

4.3 Attendance

Attendance is good.

- Average attendance for the last three complete terms is above the national average. In the current term, attendance has exceeded 96 per cent up to the time of the inspection. The school has made good progress in improving attendance. The proportion of unauthorised absences is very low. Pupils arrive promptly for school.
- Registers are completed correctly, and called promptly at the start of each session. The school complies fully with the requirements of the National Assembly for Wales (NAW) Circular 3/99. There are good procedures in place for monitoring attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good.

- During the inspection, teaching was very good in 10 per cent of the 22 lessons or part lessons observed, good in 72 per cent and satisfactory in 18 per cent of lessons. No

unsatisfactory or poor lessons were seen. Good teamwork between teaching and support staff makes an important contribution to the good quality of pupils' learning.

- Teaching in the under-fives and KS1 is good. The provision for the under-fives is well organised, with teaching and support staff working closely together to provide a good range of activities well suited to children's needs. Children are sensitively, yet firmly, managed, and relationships between adults and children are very good.
- Expectations of children's behaviour are good, and all children are actively encouraged to take a full part in activities. There is good emphasis on promoting speaking and listening skills with the under-fives but, occasionally, staff are satisfied with one-word answers when children are capable of phrases and full sentences. Staff give clear explanations and promote good working habits.
- In KS1, staff know their pupils well and make effective use of assessment information to plan the next steps in learning. Lesson introductions are systematic and pupils made aware of the learning intentions. Good use is made of the plenary part of lessons to revisit key teaching points and assess pupils' understanding of what they have been taught.
- KS1 teachers' expectations of what pupils can achieve are good overall. Although teachers effectively plan different activities for those who learn at different rates, the challenge for more able pupils is not always sharp enough. This is because pupils' independent learning skills, which would enable them to expand their ideas and understanding, are not sufficiently developed.
- Teaching is also good in KS2. Teachers systematically share learning objectives with pupils at the outset of lessons and effectively refer to these at different stages of the lesson. These well-focussed learning objectives build effectively on earlier work.
- Lessons in KS2 usually proceed at a good pace and the work provided is challenging yet achievable. On occasion, teachers and pupils get engrossed in a particular activity and the lesson overruns its planned time. Relationships are such that there is no lapse in behaviour and the business-like working atmosphere in the classroom is well maintained. Expectations of pupils' behaviour are good and pupils know the boundaries within which they are expected to work.
- Staff in KS2 accurately address pupils' learning needs through a range of purposeful learning activities, with good use being made of the interactive white board to engage and develop pupils' attention. In mathematics, targeted teaching in small groups has successfully raised standards. This has particularly benefited more able pupils.
- KS2 pupils' contributions and efforts are well valued. Pupils work well with each other, show initiative and make good use of independent study and research skills. Teachers set challenging work because they know their pupils well.
- Throughout the school, pupils with SEN benefit from individual and small group teaching. Staff make good use of learning resources to help pupils' learning.

- Specialist teaching in music provides pupils with good experience of instrumental work. The specialist teaching of information technology in both key stages is good and promotes good progression in learning as pupils move through the school. However, class teachers in the under-fives and KS1 do not provide sufficient opportunities for pupils to use and apply these skills across the curriculum.
- In Welsh second language, the quality of teaching is good. Visiting staff give good support to class teachers. When staff promote incidental Welsh in daily routines and across the curriculum, they do it well. However, such opportunities lack consistency.
- In discussion, pupils demonstrate a good understanding of their achievements and what they need to do to improve their work. Marking is good, with useful assessment information incorporated into comments.

5.2 Assessment, recording and reporting

The quality of the school's procedures for assessing, recording and reporting of pupils' work and progress is good.

- The progress of children in the Early Years is appropriately assessed and recorded. Parents are kept well informed of their children's progress, and areas of difficulty in children's learning are identified and addressed at an early stage.
- Teachers' assessments of pupils' standards of achievement in English, mathematics and science are accurate and consistent. The current initiative to develop levelled and annotated portfolios of samples of pupils' work is well targeted to ensure that teachers have a good, common understanding of national expectations.
- The school's policy for assessment, recording and reporting establishes clear guidance for teachers. There are good, manageable and purposeful systems in place. These are carefully designed to ensure that there is regular tracking of pupils' progress and that areas of difficulty are quickly and easily identified and addressed. Effective procedures ensure that teachers use assessment information to inform the planning of future work in order to reinforce learning.
- Pupils' work is marked thoroughly and regularly. Teachers' comments are informative and rigorous; they help pupils and their parents understand what they need to do next in order to raise their standards of achievement. Individual targets are set for pupils every term. These are specific, stepped, measurable and achievable and they are regularly reviewed with pupils.
- Pupils are made aware of assessment criteria and expectations before they complete their tasks. Useful strategies to encourage pupils to evaluate their own work and progress are being developed to enable pupils to play a greater part in setting targets for themselves. This has been particularly successful in challenging more able pupils in KS2 in mathematics.
- Teachers' records of assessment outcomes are detailed. These enable them to track the progress of individual pupils in the development of their skills, knowledge and understanding. The school takes good account of different factors, such as gender, in

analysing and interpreting assessment information. The use of a variety of standardised assessment tests from Reception to Year 6, gives teachers a good basis for identifying individual strengths and weaknesses, for predicting outcomes and for setting realistic targets to raise standards.

- Monitoring of pupils' standards and of the progress they make, especially in the core subjects of the National Curriculum, is regularly done by the headteacher and subject coordinators who examine examples of pupils' work and teachers' planning. Regular observation of the quality of teaching and learning in the classroom and exchange of classes have a beneficial effect in ensuring consistency of provision across the school.
- Assessment and recording procedures are effective in ensuring that all pupils have equality of opportunity and that they are provided with learning experiences that match their needs and abilities. The requirements of the SEN Code of Practice are fully met and IEPs identify progressive learning steps, which are regularly reviewed. Teachers and support staff successfully intervene to support pupils and help them achieve their targets.
- Regular consultation meetings are held for parents to discuss their children's progress with teachers. The headteacher and staff make themselves readily available to discuss matters of concern at other times. Annual reports to parents give a clear indication of achievement and progress across the curriculum. They specify well-focused learning targets.
- The school has good systems to analyse the data gleaned from national and other tests in order to raise the standards of pupils' performance. Detailed analysis of test papers and of pupils' response to individual questions provides the school with good quality information about areas of difficulty requiring further attention.

5.3 Curriculum

The school provides a good curriculum for its pupils.

- The school's curriculum effectively reflects its aims and successfully promotes the spiritual, moral, social, cultural, mental and physical developments of pupils.
- The curriculum for children under five successfully promotes progress in all six areas of learning leading to the Desirable Learning Outcomes. In both KS1 and KS2, the curriculum meets with statutory requirements, and the amount of teaching time meets the National Assembly for Wales' recommendations. It covers all the subjects of the NC, and religious education is taught in accordance with the requirements of the locally agreed syllabus. The NC is not modified or disapplied for any pupil at present.
- Although whole-school planning for the development of key skills has a number of strengths, it is satisfactory overall. This is because there are insufficient opportunities for the under-fives and pupils in KS1 to apply their IT skills across the curriculum.
- The school has put in place an effective rolling programme for reviewing curriculum policies and schemes of work. Curriculum policies reflect the requirements of the Wales Curriculum 2000 and there are suitable schemes of work in place for all NC subjects and

religious education. Other than in art, where the progressive development of pupils' skills is not as clearly defined, schemes of work effectively outline learning outcomes and indicate opportunities for assessment and evaluation.

- The school's homework policy is outlined in the prospectus. For the most part, work done at home builds on work undertaken in class and is relevant to pupils' learning. The school affords KS2 pupils good opportunities to use the computer suite out of lesson times to undertake research or use programs to support their learning in subjects across the curriculum.
- Arrangements for personal and social education are good. The school has a scheme of work, and a policy document is in draft form. Visitors, including the school nurse and police, contribute effectively to the provision. The School Council provides pupils with good opportunities to develop their understanding of decision-making processes.
- The school's coverage of *Y Cwricwlwm Cymreig* is good, and it is evident throughout the curriculum. In history and geography, and through links with industry, pupils effectively develop an appreciation of citizenship and sustainability.
- The curriculum is socially inclusive. The school successfully provides all its pupils with full curricular equality and opportunity. The curriculum is well enhanced by excursions and educational visits, including a residential visit for Y5 and Y6 pupils. For its size, the school provides a good range of musical and sporting activities, which pupils enthusiastically support.

5.4 Support, guidance and pupils' welfare

The school provides good support and guidance for its pupils.

- The school successfully promotes a welcoming and caring environment where children feel safe, happy and secure. Relationships between adults and pupils are good. Staff know pupils very well and are responsive to their needs.
- The school's child protection procedures follow local guidelines and meet statutory requirements. Links with external agencies are good. The headteacher is the named person, and all staff receive regular information and training.
- The school has an effective health and safety policy. The headteacher and governors make regular risk assessments in line with the LEA advice and guidance. The school holds regular fire drills and alarm checks. The headteacher has identified what needs to be done to enable people with disabilities to access the school.
- There are sufficient and suitably qualified first-aiders in the school, and the accident book is kept up-to-date. Clear procedures are in place for notifying parents of any illness or accidents in school.
- Pupils are effectively supervised inside and outside school. Supervisors have received training focused on playground organisation and safety. Older pupils help younger ones, and actively involve them in their games and activities.

- Pupils' personal and social education is effectively addressed both in specific lessons and across the curriculum. The governors have recently approved a sex education policy and parents are consulted about the provision. There are suitable arrangements for raising pupils' awareness of drug and substance abuse. Visits from the police, ambulance and fire services further enhance the school's provision.
- There is a strong commitment to inclusion in the school, and support is provided to ensure that all boys and girls have full access to all areas of the curriculum. Pupils are well supported in lessons. Those with emotional and behaviour difficulties are quietly, yet firmly, guided and helped to meet targets in their individual behaviour plans.

5.5 Provision for pupils with special educational needs (SEN)

The overall provision for pupils with SEN is good and meets the requirements of the Code of Practice. Pupils make good progress towards the targets in their IEPs and achieve good standards.

- An effective whole school policy has been drawn up and agreed with due regard to the Code of Practice. All members of staff and the governing body are committed to its successful implementation.
- Support staff are well deployed and trained; they make a significant contribution to the success of the provision for pupils with SEN. The additional support provided for pupils with statements of special needs enables them to make effective progress in line with their abilities.
- Appropriate withdrawal support is given to pupils on the special needs register, and parent helpers make a valuable contribution in hearing pupils read.
- The special needs co-ordinator (SENCo) administers the SEN programme efficiently and effectively. She successfully works with colleagues, encouraging them to be full and active participants in supporting SEN pupils. Detailed records are kept on pupils' attainment and progress; arrangements for identifying special needs and for discussion with parents are good. Regular and meaningful reviews of pupils' progress ensure that pupils are taken off the special needs register when they show that they have overcome their identified difficulties.
- There are appropriate IEPs for statemented pupils which are regularly reviewed to ensure that pupils makes good progress. IEPs for other SEN pupils on the special needs register are of good quality and take careful note of the needs, aims, targets and individual steps to be taken. They are carefully monitored by the SENCo to ensure that specific areas for improvement are targeted.
- Pupils with SEN work successfully alongside their peers in mainstream classes. The provision of appropriately differentiated work for pupils with SEN forms an important part of teachers' planning; SEN pupils benefit from working in co-operation with other pupils.

- The designated governor for SEN has a positive relationship with the SENCo and is well informed and closely involved with the operation of the whole-school policy.
- The school gives satisfactory consideration to promoting the further development of above average ability pupils through planned extension work.

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with parents and community, schools and other institutions is good.

- The quality of information provided for parents is good. Parents are pleased with the frequency and the detail of the information provided by the school. Regularly updated diaries and issues of *The Voice* give parents detailed information about school activities. The school prospectus and the Governors' Gazette and Annual Report to Parents are well prepared and presented.
- The home/school agreement is well supported by parents. It clearly outlines the responsibilities of the school, parents and pupils. Parents in KS1 are asked to sign on behalf of themselves and their children, while pupils in KS2 sign for themselves. The school has also adopted a policy of acceptable use for the internet and e-mail which is signed by both parents and pupils.
- Informal contact between staff and parents occurs at the beginning and end of the school day. Formal consultations between parents and teachers occur three times a year, and at other times by arrangement. School reports are issued annually and parents have sufficient time to study these before their discussions with staff. The school maintains regular contact with the parents of pupils with SEN.
- The Friends of the School Association raise substantial funds and organise events throughout the year. A recent *Promises Auction* was very successful in involving members of community in the social life of the school and raised considerable funds for equipment.
- Community links are well established. Pupils visit the neighbouring church for special festivals and services. Local clergy regularly visit the school to talk to pupils and lead collective worship. The school supports, and has raised funds for, a number of charities.
- Local residents give good support to the school. Members of the community have recently provided invaluable help with woodwork, games' coaching and a local history work. Through local contacts, *The Allegri String Quartet* has given a short concert and workshop for pupils and parents.
- The arrangements for receiving new children into the nursery group are flexible and very sensitively ease them into the routines of school life. Most pupils transfer to Llanfyllin High School for their secondary education. Very good pastoral and curricular links between the two schools ensure a smooth transition.

- Links with other local schools are well established. Specialist resources for SEN are shared. The school hosts an annual football/netball tournament, when teams from up to ten local schools compete. The school also maintains good relationships with other local agencies.
- The school welcomes, and provides training opportunities for, student teachers from Aberystwyth, students undertaking childcare courses, and it provides opportunities for work experience for secondary school students.

5.7 Partnership with industry

The school's partnership with industry is good.

- From the under-fives upwards, visits and visitors give pupils an introduction into the world of work. Their understanding is broadened by occasional talks and demonstrations given by visiting speakers who talk about their work, and help children understand the value of their jobs in the local community.
- Pupils benefit from good links with a local quarry, local agriculture and the water treatment works. Visits to the Lake Vyrnwy Centre promote pupils' understanding of the leisure industry. Older pupils' business acumen is developed through their management of the school fruit tuck shop.
- The school has a very good relationship with a local recycling plant. Not only has the school benefited materially from this partnership but pupils' understanding of the value of recycling, and its wider impact on global sustainability, has been effectively boosted.
- The school is successfully building on its contacts with local businesses through its Business Careers Fair for KS2 pupils.
- Although opportunities for staff to undertake placements provided by industry and commerce are limited, their knowledge and understanding has significantly increased through the school's new and diverse links.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's self-evaluation and its planning for improvement are good.

- The school has produced detailed self-evaluation reports showing how its analysis of performance data is used to set targets in order to raise standards of achievement, especially in the core subjects of the National Curriculum. Clear identification of strengths and weaknesses have led to several initiatives which have promoted higher standards of achievement in the NC assessment tests, especially in mathematics.
- The school has successfully met its performance targets in the 2003 and 2004 NC assessment tests. Target setting is seen as being central to achieving school improvement;

meaningful and accurate targets are set for individual pupils and for year groups. The school is making good progress in encouraging pupils to evaluate the quality of their work, so that they are aware of what they need to do next in order to raise their standards of achievement.

- The school makes good use of the information gained from baseline assessments, SATs and other assessment tests in order to set realistic targets and to track the progress of individual pupils as they move through the school.
- The school has good systems for monitoring the quality of teaching and learning. The headteacher and subject co-ordinators monitor provision in the classroom in their areas of responsibility, and appropriate records are kept which detail the strengths and weaknesses identified. Teachers attend appropriate INSET courses to enhance their professional development. Specialists, advisers and advisory teachers provide valuable training and advice.
- The school development plan is well based upon those areas identified as requiring further development. It establishes clear priorities for review and evaluation within a given time-scale.
- The governing body is supportive of the headteacher and staff in evaluating the quality of the school's curricular provision and in measuring the progress made by pupils.

6.2 Leadership and efficiency

The leadership and efficiency of the school are good overall.

- The headteacher leads the school very well. He fosters a strong team spirit and values all members of the school community for their personal, as well as corporate, contribution to the work of the school. He gives clear and systematic direction to the school's work, his well-focussed vision being based firmly on the needs of the pupils and the pursuit of high standards. Standards are rising because of the close attention given to the analysis and use of assessment information to improve teaching and learning.
- The day-to-day management of the school is good. The administrative routines are well-established, and suitable systems in place. Staff are approachable and they know children well as individuals. The school is socially inclusive in all aspects of its work.
- This is a small school with only two full-time teachers. They each have responsibility for a number of curriculum areas, working as far as possible to individual strengths. The school has a systematic programme in place for the review of policies and schemes of work and this includes time for governors to consider and approve proposals. Monitoring arrangements are good, and the information well used to identify areas for development.
- The work of the governing body is satisfactory. Members of the governing body are drawn from the local area and contribute well to the school's partnership with the community. Governors meet regularly and follow a systematic agenda. They regularly receive information about curriculum developments, assessment information and target

setting. The headteacher keeps them well informed about other matters through written and oral reports. Decisions are clearly recorded in the minutes of meetings.

- The school's aims, values and policies are regularly reviewed. They are effectively promoted through the daily life and work of the school. The prospectus and governors' annual report to parents lack some statutory information. In other respects, the governing body meets its statutory requirements.
- The school has agreed policies for the teaching of sex education and for combating racial discrimination, and has identified what needs to be done to improve access to the school by those with physical disabilities.
- The SDP successfully identifies the school's priorities for the immediate period and highlights ongoing developments during its three-year cycle. It provides good detail as to how they will be addressed and evaluated. Priorities are costed, time scales set and success criteria identified.
- The school evaluates the effect of its major spending decisions and responds well to the issues that arise from monitoring pupils' results and achievements. The school's budget and other financial resources, including specific grants to the school, are carefully managed and monitored. Governors actively consider best value when approving expenditure.
- The school report has effectively addressed all the recommendations made in the latest audit of its administrative procedures by the LEA in September 2001.

6.3 Staffing, accommodation and learning resources

The school's provision of staffing, accommodation and resources for learning is good, and has a positive impact upon the standards pupils achieve.

- There is a sufficient number of staff to meet the needs of the number of pupils on roll. Staff are well qualified and appropriately deployed; they undertake appropriate professional development in order to meet the demands of their teaching commitments and curriculum responsibilities. A good number of learning support staff are effectively deployed to help pupils in the classroom.
- Teachers have suitable job descriptions and are aware of their specific duties and responsibilities, which they undertake efficiently. Staff appraisal and performance management are well used to secure school improvement.
- The school's accommodation is sufficient for the number of pupils on roll and the curriculum provided. Most classrooms are of a good size and allow teachers to plan for a range of teaching strategies. The school's outdoor accommodation is spacious and well used to extend pupils' learning experiences, for instance, in encouraging their interest in gardening.
- Staff present pupils' work with care and respect. Displays of pupils' work reflect the varied curriculum of the school and the value which teachers place on pupils' efforts and achievements.

- The school is clean and well maintained. Day-to-day administration is efficient and unobtrusive. The kitchen staff and mid-day supervisors ensure that break times are happy and civilized occasions.
- Learning resources meet the needs of the curriculum well. Good monitoring and evaluation procedures ensure that new resources are shrewdly chosen after whole-staff consultation. This has resulted in the purchase of a wide range of ICT hardware and software which have helped raise standards of achievement since the last inspection. Storage space is adequate and resources are easily accessible to teachers and pupils. Pupils have respect for resources and use the school's facilities well.
- The library is well stocked with fiction and non-fiction books and pupils have good access to a range of other reference material in classrooms.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

- The school offers full-time places for reception (four to five year old) children and part-time placements for nursery (three to four year old) children. When they start in the nursery, children have a wide range of experiences in each area of learning. Nursery and reception children are members of a class that includes KS1 pupils but, during the course of each day, children are taught in different groups. Two support staff assist the class teacher, and teaching groups are small. The accommodation, whilst not purpose-built, is spacious and includes a fenced, outside area.
- In both the nursery and reception age groups, standards are good in children's personal and social development, their language, literacy and communication skills, mathematical development, knowledge and understanding of the world, creative development and physical development. Most children achieve, and many exceed, the Desirable Learning Outcomes by the time they are five. Daily routines are well established and children move confidently around the school. They get on well with adults and each other, and are keen to talk to visitors about their work.

Good features

Nursery and reception children achieve good standards in the development of their personal and social skills.

- Nursery children listen carefully to adults, get on well with each other and maintain their attention for suitable periods. They take care of their personal belongings and take responsibility for their personal hygiene.

- Reception children are familiar with classroom routines and relate well with adults. In their dealings with visitors, children share their thoughts and show their work confidently. They take care of their property and handle equipment carefully. They participate in discussions and show patience when one member of the group takes time to explain their thinking.
- Nursery and reception children take turns, share learning resources and develop self-control. They successfully work on their own and in small groups, with and without direction. They respond effectively to new learning experiences and opportunities. Children play well with each other at break times and respond well to the invitations they receive to join in older pupils' activities.

Nursery and reception children achieve good standards in the development of language, literacy and communication skills.

- Nursery children listen and respond promptly to questions and instructions. They recall familiar rhymes and jingles. Children communicate their needs clearly to adults, and express their choices effectively to each other. They comment about what is going on around them.
- Reception children respond correctly to instructions in both English and Welsh and ask questions to further their knowledge and understanding. Most children sequence events correctly, and voice their intentions and preferences clearly. They listen carefully to stories and give a summary of the main events. Children take a keen interest in what is happening in and around their classroom, and relate this to what has gone on beforehand.
- Nursery children understand that print carries meaning. They handle books carefully and hold them correctly. Reception children are familiar with terms such as *title*, *author* and *illustrator*. Individually, they read notices and labels around the classroom, and together they read from the *big book*. Children develop good reading skills as they move through the nursery and reception stages.
- Nursery children successfully use a range of marking implements for painting, drawing, writing and scribbling. They correctly label pictures and drawings, and most sequence pictures in the correct order to tell a story. Reception children copy correctly, and many independently choose what they want to write as captions and sentences.

Nursery and reception children achieve good standards in their mathematical development.

- Nursery children recognise numbers and match them by sight and sound. They are familiar with number rhymes and counting games. Reception children correctly count to 20 and beyond. They correctly calculate *one more* or *one less*. Children understand, and use correctly, mathematical language such as *more* and *less*, and *bigger* and *smaller*.
- Nursery children successfully sort, match and order familiar objects. They recognise simple patterns, and make good use of jigsaws and puzzles. Children use sand and water to effectively develop their understanding of measures. Reception children find similarities and differences, and make reasonable estimates of *how many?*

- Reception children are familiar with coins and successfully ‘spend’ these in the class shop. Most tell the time to the hour, using an analogue clock, accurately.

Nursery and reception children achieve good standards in the development of their knowledge and understanding of the world.

- Nursery children confidently talk about their homes and where they live. Reception children describe their route to school, identifying some of the buildings and features they pass on their way. They give directions from the classroom to the church.
- Nursery and reception children are aware of the passing of time. They talk about *today* and *yesterday*, and sequence events in the school day. Reception children correctly name the seasons of the year and identify particular features of each one.
- Reception children know that materials have different properties and uses. They understand terms such as *hard* and *soft*, and *hot* and *cold*. They name different groups of foods, such as fruits and vegetables, and know that some foods are healthier than others.
- Nursery and reception children make choices and select from a range of resources in their art and technology work. They successfully develop skills in cutting, folding and joining different materials.
- Reception children are familiar with the work of the police, fire and ambulance services. Visits and visitors help them to successfully develop their understanding of different kinds of work.
- Nursery and reception children know that information is available from a variety of sources, including books, television and information technology.

Nursery and reception children achieve good standards in their physical development.

- Nursery and reception children correctly handle small tools and objects. They use a range of different pens, pencils, crayons and brushes for drawing, writing and painting. When playing outside, children move confidently and make effective use of space. They make good use of a range of small and large equipment.
- Reception children have a sound awareness of their own bodies. They understand and respond to instructions such as *behind*, *below*, *underneath*, *on top of* and *above*. They know that a sequence has a beginning and an end.
- Nursery and reception children run, hop, skip, jump and climb. They make good progress in learning to swim.

Nursery and reception children achieve good standards in their creative development.

- Nursery and reception children use a range of materials to create images and repeated patterns. They discuss their work and successfully make choices about colour and medium.

- Reception children respond well to suggestions to improve or alter their work. They are aware of the efforts of others and are starting to appreciate what they see and hear.
- Nursery children recognise and name sounds they hear, without visual clues. Reception children respond well to opportunities for music-making using their voices and percussion instruments. They handle instruments carefully and maintain a steady beat when playing.

Shortcomings

- Both nursery and reception children do not develop good pencil control when copying and forming their letters.
- Children's information technology skills across the curriculum are underdeveloped.

English

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils have good speaking skills in both key stages. They express their ideas fluently and play a full part in class discussions. As they mature, their vocabulary shows good progress; they choose colourful adjectives to enhance their oral and written work, and they use subject vocabulary accurately. In KS1, pupils answer questions in complete sentences and they develop the confidence to respond to oral challenges and stimulating activities with extended explanations. By the end of KS2, pupils speak articulately, expressing themselves clearly and coherently in subjects across the curriculum.
- Pupils' listening skills are good. Most of them listen carefully to each other and to their teachers. From the Nursery onwards, they learn to take turns to express their views. KS1 pupils make good progress in developing discussions and, by the end of KS2, they employ well-reasoned arguments to put forward their ideas.
- Most pupils read competently and fluently, using appropriate expression. In KS1, pupils make good progress in developing phonic skills, and pupils with SEN are well provided with strategies designed to increase their confidence and extend their reading activities.
- By the upper end of KS2, many pupils are proficient readers who have developed decided tastes for different genres of writing and for particular authors. Their prediction skills are appropriately developed and they use texts to infer and deduce. Pupils use a good range of non-fiction texts to locate information in order to extend their knowledge and understanding of the topics which they study across the curriculum. Pupils are well aware of the purposes of indexes and glossaries, and are competent in locating books in a library.

- KS1 pupils make a good start to their grammatical understanding; most identify the main parts of speech correctly. They make appropriate use of dictionaries and wordbooks to extend their vocabulary and secure their spelling.
- Comprehension skills are well developed in both key stages. The majority of pupils read with understanding and extract accurate information from texts and other sources, recording their findings appropriately.
- By the end of KS1, there is good evidence of a growing ability to construct sentences correctly and to begin to structure a story plan. A significant number of average and above average ability pupils write independently and make good use of speech marks, commas and capital letters.
- Pupils in both key stages show confidence in attempting extended writing tasks; by the end of KS2, there are good examples of extended writing in subjects across the curriculum.
- Writing skills develop well from an early age. By KS2, pupils are aware of the need to write in different styles for a variety of purposes and for a range of audiences. Cross-curricular links with subjects such as history, geography, science and design and technology are well used to encourage pupils to record their learning in an appropriate style and format. KS2 pupils make confident use of information technology programs to illustrate their written work and enhance its presentation.
- Pupils make good progress in planning, drafting and re-drafting their written work. As they mature, they become more self-critical in analysing and reviewing the quality of their work.

Shortcomings

- The handwriting of a significant minority of pupils in both key stages is not consistently neat and letters are not sufficiently well formed to produce a legible, joined script.
- Pupils' standards in the presentation of their written work vary significantly. Some examples of work in books demonstrate a lack of care and pride in the appearance of pieces of work. Paragraphs are not always used in the appropriate places in pieces of extended writing.

Mathematics

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

Good features

KS1

- Pupils recognise odd and even numbers and understand halving and doubling. They successfully order numbers up to 100, and recognise place values. Pupils count forwards and backwards in repeated steps from both odd and even starting points. They count aloud and silently with similar accuracy.

- In discussions, pupils confidently volunteer answers and work well together in small groups. They use addition and subtraction to solve simple problems and describe the processes, using such terms as *add*, *more*, *less* and *equals*.
- Pupils successfully match coins to prices of articles in the class shop. They identify which items they can afford for differing amounts and calculate the change they would expect from a given amount. Pupils use the correct mathematical symbols when recording their work.
- In accurately identifying and naming a variety of 2D and 3D shapes, pupils make correct use of mathematical vocabulary. They make a secure start to gathering data, and successfully record their findings in graphs and pictograms. They interpret the information in these correctly.

KS2

- Pupils demonstrate confidence in tackling both oral and written problems. They respond well to probing questions, and successfully explore different strategies to solve the challenges they face. Pupils enjoy their investigative work and readily share their ideas and findings with each other. They successfully apply their knowledge and understanding to problems in different contexts and across the curriculum.
- There is a strong emphasis on number work and pupils achieve high standards because they develop a good range and application of skills. Their recall of number facts and patterns is good. They have a good understanding of place value and accurately round numbers to the nearest 10, 100 or 1000.
- Pupils accurately sort numbers according to different criteria, such as smallest and largest, or by multiples. They successfully apply their number skills when computing in different measures, such as distances where they use centimetres, metres and kilometres, and money where they use pounds and euros.
- Pupils make effective use of calculators for checking the accuracy of their oral estimates and predictions as well as the answers in their recorded work. They successfully explain their strategies for arriving at a given answer, and consider a range of appropriate alternatives.
- Pupils have a good grasp of measuring in standard and non-standard units. They demonstrate a secure understanding of the application and calculation of imperial measures. Their calculations of areas, the perimeters of compound shapes and the volumes of different objects are precise and they accurately identify and measure a variety of angles. Pupils have a clear understanding of symmetry and the use of co-ordinates.
- Pupils work well with both simple and compound fractions. They add, subtract, multiply and divide fractions, and successfully calculate decimal fractions and percentages. Pupils respond well to the challenges presented to them in data handling work. They successfully gather, process and present data using tables, and illustrate these using a variety of graphs and charts, including Carroll and Venn diagrams. Pupils make good use of IT to develop and apply their skills in data handling and problem solving.

Shortcomings

- KS1 pupils' use of IT to develop and apply their mathematical skills is underdeveloped.
- In both KS1 and KS2, pupils do not give sufficient attention to setting out and presenting their work.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 make sensible suggestions as to how to carry out simple scientific investigations. They make rational predictions about the outcomes of their investigations, using the information they have available.
- Pupils make good progress in developing their sorting and classifying skills when grouping foods. They make effective use of their sense of smell and taste, and understand that some foods are healthier than others. They successfully consider the importance of a balanced diet.
- Pupils understand that there are *push* and *pull* forces and provide appropriate examples. They understand simple electrical circuits and use the correct vocabulary when giving explanations. Most pupils understand that a test must be fair.
- KS2 pupils have a good recall of previous learning across the subject and readily share their ideas and understanding with others. They respond well to questions, use scientific terms accurately and demonstrate a good understanding of concepts relevant to their age and ability.
- Pupils make good progress in planning investigations. They are familiar with *fair testing* and appreciate that only one variable should be altered at a time. They make good use of ICT to support their investigative work, locating information and presenting their plans, predictions and findings using a range of formats, including tables and graphs.
- Pupils have a good understanding of classifying and describing the properties of different materials, reversible and irreversible changes and the water cycle. In discussing these and other topics such as vibrations, shadows and optical illusions, pupils elaborate well upon their understanding and findings.
- In work on electricity, pupils demonstrate a clear understanding of circuits and switches. They successfully interpret circuit diagrams and explain such terms as *current*, *flow*, *series* and *parallel*.

- When discussing the findings of their scientific investigations, pupils make reasoned suggestions as what influenced their results and how they could improve their investigations in future.

Shortcomings

- KS1 pupils' use of ICT to help them record and present their findings is underdeveloped.

Welsh second language

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils have a good range of vocabulary to describe their homes, their state of health, their clothes, food and the weather. They construct simple sentences accurately and use their vocabulary appropriately in response to questions. By the end of KS1, pupils express their likes and dislikes in relation to various foods.
- Role-play activities and matching games in KS1 encourage pupils' confidence in speaking Welsh and in understanding the idiomatic structure of the language. Their pronunciation is secure and many introduce appropriate expression into their speech patterns.
- Pupils have good recall of songs, hymns and prayers which help them to consolidate their vocabulary skills. They recognise simple words written on labels and displays and achieve good standards in recording their learning.
- In KS2, pupils read simple dialogue to help them in their role-play activities; a significant number of pupils vary the dialogue to add more interest to their conversations. They use a variety of question openings, and form the negative in simple statements.
- By the end of KS2, pupils read simple Welsh texts competently and choose appropriate adjectives to describe drawings and pictures. Many pupils use the dictionary to secure their knowledge and understanding.
- Pupils have a secure understanding of the past and present tenses; by the end of KS2, most use the future tense.
- Colourful display work across the school enhances pupils' ability to gather information about Wales. Good quality, Welsh medium labels are well used to target comprehension and reading skills.
- The school places a good focus upon the development of *Y Cwricwlwm Cymreig* and this has a positive impact upon the standards that pupils achieve. They are made well aware of the Welsh heritage, culture, history and traditions. The local environment is well used to reinforce this awareness. Pupils have good levels of knowledge and understanding of the legend of Melangell and of a variety of Welsh and Celtic stories.

Shortcomings

- Some pupils lack the confidence to use the language during the routines of the school day. There is evidence of missed opportunities to develop pupils' oral skills because of an inconsistent approach to the provision of opportunities to use incidental Welsh during the course of the school day and in whole-school occasions.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages understand the importance of the design process and they use this well to plan their tasks. Pupils have good procedures for reviewing their plans before implementing them.
- In both key stages, pupils use their drawing skills well. They measure carefully and accurately and apply the knowledge gained in other curricular areas, such as science and mathematics, to good effect.
- KS1 pupils achieve good standards in their activities involving food. They identify healthy and unhealthy foods and have interesting experiences in making ice cream, gingerbread houses and porridge for the Three Bears.
- By the end of KS1, pupils make good progress in developing their designing and making skills when they design a paper template to make a fabric glove puppet. They place the template carefully on their material and exercise good care in cutting around it neatly and accurately and using glue effectively. They are confident in selecting ways in which they will decorate their puppets, evaluating their own and other pupils' designs.
- KS1 pupils achieve good standards in their investigations of the properties of various materials; they identify the reasons why some are waterproof and others are not.
- In Years 3 and 4, pupils achieve good standards in disassembling boxes and containers. They work carefully in measuring the container, and understand how to reproduce the net. They use a good range of vocabulary in describing the materials from which various containers are made.
- Year 5 and 6 pupils make good progress in producing the net of a cereal package. They recognise the importance of including tabs of the correct size and shape, and achieve good standards in their team investigations, evaluating their work at each step and listening to the views of others in order to improve the quality of the finished product.
- KS2 pupils make effective use of a range of tools to perform a sequence of tasks and they show a good development of problem-solving skills.

- By the end of KS2, many pupils achieve good standards in their designing and making of musical instruments, such as Kenyan drums and of containers for money. Some pupils make good use of a system of weights and balances when constructing intricate models of imaginary adventure rides for Planet Apollo, using components from a kit.
- At the upper end of KS2, pupils successfully use their scientific knowledge of electrical circuits in their work.

Shortcomings

- A significant minority of pupils do not record their learning in sufficient detail to enable them to revisit and consolidate their work.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils recognise that IT is used in cars, many household appliances and that it plays an important part in our everyday lives. Pupils are aware that this technology allows information to be processed and applied in a variety of different ways.
- KS1 pupils successfully develop their computer skills using the mouse and the keyboard. They make effective use of paint and graphics programs, producing some very eye-catching patterns and fresco pictures. They recognise the function of different keys, such as the space bar, and describe how to switch from upper to lower case letters. Pupils copy and change texts, and use different fonts, colours and borders to present their work.
- Pupils use a database to collect information and display it in different ways. They systematically give instructions to a programmable toy to move it in different directions.
- In KS2, pupils' word-processing skills develop effectively. They draft, change and edit their writing, move sections around the page, and check spellings. They use different fonts and font sizes to set up headings and other features. In presenting their work, they successfully import photographs, graphics and other text, copying and pasting these accurately. Pupils successfully use *Powerpoint* to make multi-media presentations.
- KS2 pupils make good progress in setting up and interrogating databases. They are confident in their use of spreadsheets and present their findings well, using graphs, pie charts and tables. They make effective use of a software package to compose for five voices.
- Pupils in KS2 make good use of the Internet, using search engines to locate information and successfully extend their knowledge across a range of subjects. They are familiar with email, and have a secure understanding of Internet safeguards. Some pupils contribute to, and help maintain, the school's website.

- KS2 pupils' achieve well in control technology. They successfully use the facilities at Llanfyllin High school to develop their skills and practice using a range of tools and applications.

Shortcomings

- KS1 pupils do not apply their skills sufficiently in other subject areas.

History

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils have a good understanding of the passage of time; they identify which toys, household artefacts and vehicles belong to the past and which to the present. They have a good recognition of change occurring over time in their investigations into different household routines in the past and compare these successfully with present routines. They successfully gather information about the past from their parents and grandparents.
- KS1 pupils have good levels of knowledge and understanding of the lives of a number of historical characters, such as Bishop William Morgan, Betsi Cadwaladr and Daniel Evans in Patagonia. Their extended writing on these figures shows good progression and they make good use of vocabulary related to the passage of time. Pupils make good progress in seeking information from a variety of sources of evidence.
- In KS2, pupils have a secure understanding of the chronology of the Victorian period. They have good levels of knowledge and understanding of the social structure of Victorian Britain and identify the differences in the lives of the rich and the poor. They make good progress in extending their knowledge through research, using books, artefacts and the Internet. A "Victorian Day" held at the end of this study successfully reinforces pupils' learning.
- KS2 pupils produce good pieces of extended writing in a variety of styles, for instance, they produce a report for Lord Shaftesbury on children's living and working conditions in which they show a considerable amount of empathy with the problems they consider. They have good knowledge and understanding of the significance of the work of Robert Owen. Pupils evaluate their study of the Victorians successfully.
- By Year 6, pupils are confident in developing oral and written arguments in which they consider the differing points of view of the Miners' Strike of the 1980s. They explain the attitudes of the miners' wives to the strike and the role that they played in it. They also examine and understand Margaret Thatcher's position on the strike. They express their opinions articulately and fluently.
- KS2 pupils have good levels of knowledge and understanding of the particular developments that occurred in Victorian Wales. They produce some well-informed work on Welsh education in the 19th century, considering the problem of the Welsh Not

sensibly. There is good evidence of independent research work which has been completed on the importance of David Davies, Llandinam.

- KS2 pupils use subject-specific vocabulary confidently and accurately. As they mature, their grasp of causation becomes more secure and they recognise the operation of a greater variety of factors. Their recall skills are secure.
- Pupils recognise the importance of using evidence to substantiate opinions. They have well developed investigative skills and use source material appropriately

Shortcomings

There are no major shortcomings.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils are developing a good spatial awareness and draw simple plans of their surroundings in the school. They produce accurate graphs showing the different ways in which they travel to school. They have a good awareness of the differences between life in towns and in rural areas. They use a good range of subject vocabulary when discussing their ideas.
- KS1 pupils achieve good standards in examining maps and photographs to identify the main features of their own locality. They provide a good list of the differences between the environment of Llanfechain and a seaside environment. During interesting practical activities, KS1 pupils show good knowledge and understanding of the operation of the tide in their explanations for the movement of seaweed, shells and pebbles. Some very good oral and written language extension was observed during this activity.
- KS1 pupils become well acquainted with world maps when recording the travels of Barnaby Bear to various holiday destinations.
- In KS2, pupils have a good understanding of co-ordinates, and transfer data from tables into graph form. They have a good understanding of directions, and their mapping work on the locality shows that they are confident in using and interpreting keys, symbols and scales. ICT skills are well developed by the good cross-curricular approaches to encourage research and independent learning.
- Pupils' investigation into the geography of Betws-y-Coed is well supported by field trips and by research on the Internet. They have a clear understanding of the differences between physical and human geography and explain why settlements have grown up at various places. They successfully construct tally charts to record the different services in Betws-y-Coed and use their ICT skills to transfer the data onto graphs.

- KS2 pupils' observational skills are well developed. They use aerial photographs confidently and extract a wide variety of information from them. They explain why aerial photographs are useful in producing accurate maps and accurately identify the different types of pollution caused by changes in human geography.
- KS2 pupils have good levels of knowledge and understanding of the geography of specific areas in Africa and Australia. They successfully compare the differences with their own locality and extend their knowledge through good cross-curricular links with work in design and technology, music and art.
- Pupils in both key stages are enthusiastic participants in the school's projects to encourage awareness of the importance of the environment. They take part in gardening activities conscientiously and are proud of the vegetables and herbs which they grow.

Shortcomings

There are no major shortcomings.

Art

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- KS1 pupils achieve sound standards in colour mixing and in exploring ways in which they vary the shades by adding white and black paint to other colours. They are confident in choosing colours to achieve a desired effect, and hold their paintbrushes appropriately to apply colours.
- KS1 pupils have satisfactory sketching skills; most use pencils, chalk and pastels effectively to record the objects and scenery which they observe. They are ready to experiment with their techniques to achieve variety in their portraits and leaf rubbings. Pastel work on portraiture shows secure development of blending skills in pupils' efforts to achieve a realistic and satisfying skin shade.
- In lower KS2, pupils develop their investigative and observational skills in their exploration of patterns found in natural objects, such as leaves. Their resulting studies show a secure eye for form and detail.
- Year 3 and 4 pupils have good opportunities to develop their skills in working with clay and ceramics. They have produced some models of Welsh love-spoons and have also designed and made ceramic money boxes for infant children; these are of satisfactory quality. Visits from a local ceramicist have encouraged KS2 pupils to produce some interesting groups of linked figures in clay. Several of these show a good ability to identify the best means of achieving a fluid shape.
- By the upper end of KS2, pupils' work with chalk and pastels to produce still life studies shows development of skills. There are some examples of careful draughtsmanship and a subtle use of colours to portray buildings.

- Pupils make positive progress in developing their model-making skills. They work with wire and fabric to produce dragons, rugby balls and daffodils to enhance the school's display for their St. David's Day Eisteddfod.
- In KS2, pupils study a variety of work by other artists, including Monet and van Gogh. They successfully link their mathematical knowledge and understanding in their studies of tessellation as found in the work of Escher.
- A study of paintings by Raphael in KS2 produces some insightful ideas about the relationship of the figures found in his compositions, for instance, that of the Madonna and Child with St. John. They clearly recognise the triangular arrangement of the figures and can identify which areas of the painting reflect light. Most pupils recognise the symbolism of the triangular structure and its relationship to the Holy Trinity.
- A visit from a cartoonist has encouraged KS2 pupils to emulate this style of portraiture. They recognise the element of caricature involved in this style of work.

Shortcomings

- Standards of sketching and pencil control vary in both key stages. The sketching of a significant minority of pupils lacks variety in the effects achieved and a limited degree of experimentation with the effects that can be achieved by using the pencil to produce a greater variety of strokes, shades and marks.
- Pupils' work does not demonstrate a sufficiently secure progression in a variety of painting and sketching skills. Pupils do not pay enough attention to the evaluation of the quality of their completed pieces of work in order to identify ways in which they can improve their learning and the effects they achieve.

Music

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils join in well in songs as *Let's hold hands* and *Heno, heno*. They maintain the melody and rhythm well. Most pupils accurately clap a short rhythmic phrase.
- Pupils are familiar with a range of untuned percussion instruments and handle these carefully. They listen well to played music and identify different features.
- Pupils in KS2 sing tunefully and follow an accompaniment effectively. They understand that a musical composition has a beginning, middle and end. They are familiar with such dynamic terms as *crescendo* and demonstrate this effectively through performance. They compose and play from a simple score, and make good use of opportunities to experiment with tuned and untuned instruments. Pupils perform and evaluate their work in a mature manner.

- KS2 pupils are familiar with a range of recorded music, including music from Wales. They show good recall of pieces, and identify instruments without visual clues. Pupils make appropriate use of ICT to develop their composition work.
- Pupils have benefited from *taster* sessions to try out instruments. These six week opportunities for pupils to have lessons from visiting teachers have successfully improved their knowledge and understanding of a range of stringed and wind instruments.

Shortcomings

- Older pupils' singing in two parts is underdeveloped.

Physical education

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils are attentive to instructions and have a good regard for health and safety. They understand the purpose of exercise, and appreciate that activities should start and finish smoothly.
- Pupils try hard to improve their performance. They practise and develop their skills systematically and have a good regard for the space around them.
- KS2 pupils are familiar with warm-up and cool-down routines, and the effect of exercise on their bodies. Pupils pass a ball effectively, and many demonstrate good defensive skills. Pupils participate well in team games.
- The school reports that by the end of KS2, most pupils can swim 25 metres unaided.

Shortcomings

There are no major shortcomings.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils understand that birthdays, Christmas day and mother's day are *special days* and that these have particular significance to people. They appreciate that the harvest festival is a celebration of the safe gathering in of the crops, and value the importance of celebrating St. David's day.

- Pupils have a good recall of a number of stories from the Bible, including David and Goliath and the Parable of the lost sheep. In discussing the *Christingle*, pupils give good examples of the meaning of symbols such as the orange, candle and ribbon.
- In discussing Islam, KS2 pupils demonstrate a good understanding of different religions. They recognise the importance of prayer to different groups and understand that festivals and fasting are important events in religious practice. They design *Rangoli* and *Mehndi* patterns, and retell the story of *Divali* as a play.
- Pupils have a good understanding of the purpose of the parables Jesus used in his teachings. They appreciate the value of friendship, and the implications of true and false happiness.
- Pupils successfully develop and apply what they learn about religion to how people live and work.

Shortcomings

There are no major shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made good progress in addressing the issues identified in the previous inspection report, namely to:

- **raise standards in IT, and aspects of Welsh and music at KS2**

The school has made good progress. Standards are now good in each subject.

- **produce a systematic plan to secure continuity and progression in IT**

The school has made good progress overall. Continuity and progression in the teaching of IT skills is now secure. Pupils' use of IT skills across the curriculum is good in KS2 but requires further development in the under-fives and in KS1.

- **secure more space of the pupils under five to allow for more regular, structured play activities**

Good progress. The school makes good use of the school hall and the fenced outside area for the under fives' activities.

- **provide regular opportunities for curriculum co-ordinators to monitor the teaching and learning**

The school has made good progress. It has established a systematic programme for teachers to monitor teaching and learning.

- **introduce long-term objectives and targets in the SDP to meet the future needs of the school**

The school has made good progress. It now plans for a three-year cycle of development.

8.2 Key issues for action

The governing body, headteacher and staff should now:

- Raise standards where they are satisfactory in subjects and aspects.
- In their daily work, and across the curriculum, improve:
 - opportunities for pupils to use incidental Welsh;
 - the quality of pupils' handwriting and the presentation of their work;
 - the application of ICT skills across the curriculum for children under five and pupils in KS1.
- Develop further the challenge for pupils of above average ability.
- Ensure that all statutory requirements are met.

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

APPENDIX

A. Basic information about the school

Name of School	Llanfechain Church in Wales Primary School
School type	Voluntary controlled
Age -range of pupils	3-11 years
Address of school	Llanfechain Powys
Post-Code	SY22 6UQ
Telephone Number	01691 828537

Headteacher	Arwyn Lloyd Jones
Date of appointment	1 st September 2000
Chair of Governors/ Appropriate Authority	Sara Shanagher
Registered Inspector	Michael Best
Dates of inspection	28 th – 30 th June 2004

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	4.5	8	1	6	5	6	5	9	44.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2.0	0.4	2.4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil:adult (fte) ratio in nursery classes	2:1
Pupil:adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	20
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Autumn 2003	91.0	97.7	96.6	95.3
Summer 2003	97.0	94.3	96.5	95.9
Spring 2003	93.6	93.5	92.2	93.1

Percentage of pupils entitled to free school meals	17
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003	Number of pupils in Y2: 5
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school:	100%	In Wales:	79%

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003	Number of pupils in Y6: 4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. Evidence base of the inspection

Three inspectors spent a total of six inspection days in the school. Twenty-two lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the headteacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Pupils were observed throughout the school day, including breaktimes, lunchtimes and when entering and leaving school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Michael Best	Rgl	Context; Main findings; Standards achieved; Spiritual, moral, social and cultural development; Attendance; Teaching; Curriculum; Special Educational Needs; Leadership and efficiency; Progress since the last inspection; Key issues.	Early Years; Mathematics; Science; Information Technology; Music; Physical education; Religious education.
Philip Davies	Lay	Behaviour and attitudes; Links with parents; Links with industry.	
Anne Newman	Team	Key skills; Assessment, recording and reporting; Support and guidance; Self-evaluation; Staffing, Accommodation and Learning Resources.	English; Welsh second language; Design and Technology; History; Geography; Art.