

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

A Report on the Quality of Education in

**Llanvihangel Crucorney C.P. School
Wern Gifford
Pandy
Abergavenny
Monmouthshire
NP7 8DL**

School Number: 6792243

Date of Inspection: 10/11/09

by

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12572**

Date of Publication: 15/01/10

Under Estyn contract number: 1107909

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Introduction

Llanvihangel Crucorney C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llanvihangel Crucorney C.P. School took place between 10/11/09 and 12/11/09. An independent team of inspectors, led by Robert Stuart Wormleighton, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Context

The nature of the provider

1. Llanvihangel Crucorney School is a community primary school situated in the village of Pandy near Abergavenny in the county of Monmouthshire.
2. The school caters for learners aged four to eleven who are accommodated in three mixed aged classes. Foundation phase learners are taught alongside Year 1 pupils in Class 1, year two and year three pupils are taught in Class 2 and years four, five and six are taught in Class 3.
3. Although numbers are lower than those at the previous inspection in February 2004, following the establishment, in surplus accommodation on site, of the Ladybird early years provision, numbers have increased and now show an upward trend. Currently there are 55 learners on roll. The strategic decision to establish the early years provision has been a contributing factor to the increase in school numbers.
4. The school serves the villages of Pandy and Llanvihangel Crucorney plus the varied communities in the large rural area around the school. A significant number of pupils attend from outside the traditional catchment area. The school describes the catchment as being neither socially advantaged nor disadvantaged.
5. On entry children's attainment covers a wide range of abilities, but the majority of children show average levels of attainment on entry. Fifteen pupils (27 per cent) have been identified as having special educational needs (SEN), including one with a statement of SEN. The number of those with SEN is well above the local authority (LA) and all Wales averages.
6. Four per cent of pupils claim their entitlement to free school meals, which is below the LA and all Wales average of ten and seventeen percent respectively. Nearly all pupils come from homes where the predominant language is English. None has Welsh as a first language and there are two pupils learning English as an additional language. Three pupils are 'looked after' by the local authority.
7. Currently the school has an acting headteacher for the autumn term. The previous headteacher was in post from January 2007 until August 2009, and the new headteacher is due to take up her post in January 2010.
8. The school has achieved the Basic Skills Quality Mark 3 and the Healthy Schools' Award Phase 3 and has recently renewed its Investors in People accreditation.

The school's priorities and targets

9. The school lists the following as its main priorities in its school improvement plan (SIP):
- Further develop Assessment for Learning procedures;
 - Monitor and evaluate the implementation of Curriculum 2008
 - Develop the use of Information Communications Technology (ICT) across both key stages;
 - Meet the bilingualism targets, and;
 - Develop the use of the school as a community resource.

Summary

10. Llanvihangel Crucorney is a good school with many outstanding features. The school has made significant progress since the previous inspection. It has successfully addressed the key issues identified in the last inspection report and improvements are evident.

Table of grades awarded

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

11. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions. The team disagreed in key questions 2 and 6 when one grade higher than the school's evaluation was awarded.

Standards

12. Numbers of pupils within each year group are relatively small so comparative analysis of statutory assessment data for an individual year requires caution.
13. However, an analysis over recent years indicates that given the variation of pupils' academic profiles within different year groups the overall trend in performance is above average. Pupils make good progress towards achieving and at times, exceeding their targets and show good levels of attainment in all core subjects in both key stages.
14. As the number of pupils eligible for assessment at the end key stage 1 in 2009 was fewer than five, summary information for statutory assessment is not included.
15. The number of pupils eligible for assessment at the end of key stage 2 in 2009 was fifteen. Statutory assessment results in English and mathematics were just below the LA average and level with the national average, but was below the LA and national averages for science. When compared with similar schools (those with approximately the same proportion entitled to receive free school meals), the 2009 key stage 2 results were in the bottom 25 per cent for each core subject.

Areas of learning for under-5s

Personal and social development, wellbeing and cultural development	Grade 1
Language, literacy and communication skills	Grade 1
Welsh language development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 2

16. Overall children's attainment on entry to the reception class is currently in line with the expected local authority (LA) and national averages. Assessments indicate that most pupils show very good levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected in key stage 1 and key stage 2

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Geography	2	2
Music	2	2

Grades for standards in subjects inspected

17. Standards of achievement observed in lessons of subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	88%	0%	0%	0%

18. These statistics are well above the national figures reported in Her Majesty's Chief Inspector's (HMCI's) Annual Report 2007-08, where standards are good or better (Grade 1 and 2) in 84% of lessons; and equal to the figure of 12% for lessons where standards are outstanding (Grade 1).
19. Nearly all pupils, whatever their background, cope well with the work that is set for them and make good and at times very good progress. The way in which pupils with SEN meet or exceed the targets set for them is an outstanding feature of the school.
20. Nearly all children under five make very good and at times outstanding progress in their communication skills of speaking and listening and in their early reading and writing skills. The standard of their mathematical skills and their use of ICT skills is good. Their bilingual skills are developing well.
21. Pupils in Key Stages 1 and 2 achieve good standards in the development of key skills. Their communication skills of speaking, listening and reading and their numeracy and ICT skills are good in both key stages. Although pupils' handwriting skills and presentation can be variable, the quality of their English writing skills is of a good standard. However, although good progress has been made, pupils' bilingual competence is currently inconsistent.
22. Overall pupils' progress in learning and the way in which they succeed regardless of their social, ethnic or linguistic background are outstanding features. They use new knowledge and skills to good effect to increase their understanding and to extend the development of ideas.
23. Most pupils show a very good understanding of what they are doing. They have a developing awareness of how they are progressing and of what they need to do to improve. Pupils make good progress towards fulfilling their potential and are very well prepared to move on to the next stage of their education. These are outstanding features.
24. The development of pupils' personal social and learning skills is good with outstanding features. They work well together, their skills of working independently and taking responsibility for their own learning are well developed. Their problem solving and creative skills are good.
25. Pupils' behaviour, based on self discipline, and their attitudes towards learning are outstanding features. The school is a happy, friendly and supportive community where all pupils are respected and valued by each other and staff.
26. Attendance averaged around 95% in the three terms prior to the inspection, and figures for the 2008/09 school year were above the LA's average. Nearly all pupils are punctual at the start of the school day.

27. Standards of pupils' personal, moral and social education are a very positive feature of the school. Excellent relationships within the school support and underpin this. Pupils' are extremely supportive to all members of the school community.
28. Pupils' knowledge of Welsh culture is developing well and they are gaining a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality, Wales and the wider world.
29. Pupils are very well prepared for life in the community. They participate in many community activities and are beginning to develop an insight into the commercial world of work and entrepreneurship.

The quality of education and training

Grades for teaching

30. In the lessons or part lessons observed the overall quality of the teaching was judged as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	0%	0%

31. These figures represent an outstanding improvement when compared with the previous inspection. At 94 per cent, they are above the national picture as reported in HMCI's Annual Report in 2007-08, where the quality of teaching is reported to be good or better in 83 per cent of lessons and are well above the figure of 16 per cent of lessons that have outstanding features.
32. The quality of the teaching is a strength of the school. The consistency of teachers' planning, teaching and subject knowledge is very good and has a positive impact on standards achieved by pupils.
33. In the best teaching learning activities are relevant to the pupils, pace is good, time targets are set and teachers use innovative engagement strategies to stimulate pupils' interests and provide motivation. Good teaching uses structured strategies with exceptional oral and written feedback that show pupils how they can improve their work and the work of others, it gives pupils ownership of their learning and caters well for the needs of all pupils.
34. Where there were shortcomings, activities were too teacher led and lessons lacked pace.
35. The sense of "family "is an outstanding feature of the school. Through excellent classroom management teachers and learning assistants create supportive relationships and inclusion is an outstanding feature of the school.
36. In the best practice instructional Welsh is well promoted, however, the use of incidental Welsh lacks consistency across the school. Pupils for whom English is an additional language are supported well by the school and the Gwent Education Multi-Ethnic Support Service (GEMSS).

37. The nature and strength of team work is an outstanding feature of teaching. Each member of staff is valued equally and benefits greatly from the opportunities the school offers for continuing professional development. Teaching assistants are very effective and understand what they are expected to do to support pupils' learning.
38. The rigour of assessment and its use in planning and improving learning has outstanding features. Data and the tracking system are used very well to inform teaching, class organisation and to provide information for extension activities and Individual Education Plans (IEPs).
39. Teachers have undertaken appropriate exercises in moderating assessments with the local cluster of schools and these have improved the accuracy and consistency of teachers' assessments.
40. A number of individual, group and class targets are set throughout the school and are shared with parents along with weekly progress sheets.
41. Parents are very happy with the level of information about their children's progress. They have the opportunity to look at graphical data to support their understanding of their child's attainment. They receive detailed end of year reports which parents say are very individual, representative and clearly written with constructive comments to point the way forward.
42. The school has greatly improved the organisation and management of the curriculum and ensures an appropriate balance and emphasis, both within and between subjects that fully reflect the Foundation Phase and Curriculum 2008.
43. Excellent provision is made to cater for all groups and ages of pupils within the school. An outstanding feature is the way in which the school provides for the particular individual needs of each pupil.
44. The curriculum is well planned and provides effectively for the progressive acquisition of pupils' skills, knowledge and understanding. Good provision is made for the development of pupils' key skills.
45. Learners' experiences are broadened and enriched through their active involvement in the wide range of extra-curricular activities, educational visits and the community, which is an outstanding feature.
46. Assemblies, led and organised by the older pupils, have some outstanding features. Acts of collective worship give pupils opportunities to reflect on their own beliefs and values. However, few other opportunities for reflection across the curriculum are planned for.
47. The school promotes clear moral values and principles and ensures that truth and justice are reflected in its daily life. Pupils have excellent opportunities to make decisions and discuss moral issues.
48. Learners' social development is outstanding. All pupils relate well to each other and a sense of family permeates the school. Four to eleven year olds play

together in the playground and whole-school trips promote the strong sense of community, which is an outstanding feature of the school.

49. Parents are very supportive of and loyal to the school. The school now uses a number of effective, innovative ways to keep in touch with parents. The PTFA make a very good contribution to school life providing a range of activities for pupils to enjoy and organising work parties and fund raising events.
50. Visitors to the school and participation in community events support the curriculum in the provision of work-related education for pupils. The Cwricwlwm Cymreig is well promoted throughout the school. Pupils learn about the changing make up of modern Wales and are offered a range of cultural experiences which include working with artists and performers.
51. The school is committed to promoting equality of access and high standards by all pupils regardless of their background and circumstances and to combating stereotyping.
52. "Our Healthy School Charter" encompasses the outstanding way in which the school supports sustainable development, global citizenship and the health and well being of its pupils. Awareness is raised through lessons, the Personal and Social Education (PSE) programme, together with a wide range of relevant activities.
53. Each learner in school is treated as an individual and as a result the school's management of care and support arrangements is outstanding. There are very good arrangements in place to monitor learners' attendance, punctuality and achievements. The way in which the school and the pupils treat pupils with disabilities is exemplary. Every effort is made so that all pupils can participate in all activities, in school or on school trips.
54. This is very much a community school where all are encouraged to play a very active role. The pre-inspection questionnaires showed that parents are very satisfied with the level of information they receive and communication is very good. The relationship with the onsite nursery is very good and the way in which new pupils are introduced to the main school is outstanding. There are very good links with local schools.
55. The democratically elected School Council is very active in canvassing all pupils' views and is very open to ideas, although currently it is too teacher-led.
56. The school's behaviour and discipline policy puts the accent on self-discipline and this is very evident throughout the day. The very good PSE programme, which is an integral part of each class's curriculum, also gives excellent personal support and guidance. Pupils report that there is no bullying.
57. The quality of provision for pupils with additional learning needs, including those whose behaviour may impede their own and others' progress, is outstanding overall. The special educational needs co-ordinator (SENCo) gives very good leadership and support to both staff and pupils. Learning Support staff make an outstanding contribution and resources are good. Excellent communication

ensures that pupils and parents are fully involved in the process of writing and using IEPs.

Leadership and management

58. The way in which the acting headteacher has successfully led and managed the school is an outstanding feature of the school. She is very well supported by governors and staff and together they have ensured that priorities identified previously by the school are being implemented and developed further.
59. The school takes good account of national priorities in its curriculum. The school is a very inclusive community. It has responded very well to new curriculum initiatives and is implementing them with enthusiasm through a well planned programme.
60. The governing body (GB)'s understanding of their role in school and the way in which they contribute to its strategic development is an outstanding feature of the school. The governing body is very well informed about aspects of the school's development and they make every effort to secure best value for money. Good quality policies are in place to meet all statutory requirements.
61. The self-evaluation process and the monitoring of teaching and learning by the headteacher are well established elements of school improvement and are based on first-hand evidence. Pupils' performance is monitored, analysed and areas for improvement and development are identified and targeted. There are planned opportunities for governors to visit school to raise their awareness and monitor standards.
62. The way the school seeks out and takes account of the views of pupils, staff and other interested parties is an outstanding feature. All are involved in the process and work well together. Parents' views have been targeted through questionnaires and pupils have produced their own self-evaluation report.
63. The quality of the self-evaluation report produced prior to the inspection is of a very good standard. It provides a comprehensive overview of the school's position and identifies strengths and areas for development.
64. The way in which the school sets clear priorities and actions to bring about improvement in the School Improvement Plan (SIP) is an outstanding feature. Progress is reported regularly by the headteacher to the GB, who ensure appropriate resources are made available. These initiatives have had a marked impact on raising standards of performance.
65. There is an appropriate provision of well qualified, experienced teachers and appropriately skilled teaching assistants to teach all aspects of the school's curriculum to meet the needs of the pupils effectively and to support pupils' learning. The professional development of all staff is well planned and relevant.
66. There are effective and efficient administrative systems in place. Cleaning, caretaking, catering and midday duties are carried out diligently and effectively. Daily routines are well established. Although currently there are some

vacancies, those covering do an outstanding job and are valuable and highly valued members of the school.

67. The range of resources to support the learning experiences in all classes is good, especially the PTFA-funded ICT suite and the outdoor areas. However, class rooms do not have interactive white boards to support the teaching and the pupils' independent learning skills.
68. The school grounds and woodland area provide an outstanding setting. The exterior of the building is in a good state of repair. Internally classrooms are large and very effective use is made of available space.
69. The school makes efficient, effective and economic use of resources, linking spending decisions to the school's priorities. The head teacher and the GB regularly review the school's needs and look closely at expenditure. The school gives good value for money.
70. The strategic decision to establish a Pre-School Playgroup has been a contributing factor to an increase in school numbers generating new monies.

Recommendations

In order to improve further, it is recommended that the school should:

- R1 *spread and further develop the consistency of good practice in assessment for learning initiatives throughout the school;
- R2 *raise standards of pupils' bilingual skills in key stages 1 and 2;
- R3 ensure consistency in the presentation of pupils' work across subjects and throughout the school, and;
- R4 continue to develop pupils' multi-cultural awareness.

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

*These recommendations have already been identified by the school in its SIP.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

71. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
72. Numbers of pupils within each year group are relatively small so comparative analysis of statutory assessment data for an individual year requires caution. However, an analysis over recent years indicates that given the variation of pupils' academic profiles within different year groups the overall trend in performance is above average. Pupils make good progress towards achieving and at times, exceeding their targets and show good levels of attainment in all core subjects in both key stages.
73. As the number of pupils eligible for assessment at the end key stage 1 in 2009 was fewer than five, summary information for statutory assessment is not included.
74. The number of pupils eligible for assessment at the end of key stage 2 in 2009 was fifteen. Statutory assessment results in English and mathematics were just below the LA average and level with the national average but was below the LA and national averages for science. The core subject indicator (CSI), which is the percentage of pupils reaching level 4 in all core subjects, at 81 per cent for 2009, was almost level with the LA average of 82 per cent and above the national average of 77 per cent.
75. When compared with similar schools (those with approximately the same proportion entitled to receive free school meals), the 2009 key stage 2 results were in the bottom 25 per cent for each core subject. The results for CSI place them in the bottom 50 per cent of schools.
76. Differences between the attainment of boys and girls were evident in 2009, with girls outperforming boys in key stage 2. However, over time there is no discernible pattern in the variation of the performance of boys or girls at either key stage.
77. Due to clear target setting procedures and improved moderated assessment arrangements, results for statutory assessment for 2009 at the end of both key stages indicate that pupils, especially those with Special Educational Needs (SEN) are making good and at times very good progress towards achieving their targets.

Grades for standards in subjects inspected

78. Standards of achievement observed in lessons in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	88%	0%	0%	0%

79. These statistics are well above the national figures reported in HMCI's Annual Report 2007-08, where standards are good or better (Grade 1 and 2) in 84 per cent of lessons; and equal to the figure of 12 per cent for lessons where standards are outstanding (Grade 1).

80. Baseline data at age four indicates that most pupils show very good levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

Area of learning*	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development		Grade 1		
Language, literacy and communication skills		Grade 1		
Welsh language development		Grade 2		
Mathematical development		Grade 2		
Knowledge and understanding of the world		Grade 1		
Creative development		Grade 1		
Physical development		Grade 2		

Subject grades for subjects inspected

81. In Key Stages 1 and 2, standards in subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Geography	2	2
Music	2	2

82. Nearly all pupils, whatever their background, cope well with the work that is set for them and make good and at times very good progress. Tracking systems within the school confirm that there is a very good match between results and the targets set. The way in which pupils with SEN meet or exceed the targets set for them is an outstanding feature of the school.

83. Nearly all children under five make very good and at times outstanding progress in their communication skills of speaking and listening and in their early reading

and writing skills. The standard of their mathematical skills and their use of ICT skills is good. Their bilingual skills are developing well.

84. Pupils in Key Stage 1 and 2 achieve good standards in the development of key skills. Their communication skills of speaking, listening and reading and their numeracy and ICT skills are good in both key stages and are well used with increasing competence across the curriculum. Although pupils' handwriting skills and presentation can be variable, the transfer and quality of their English writing skills to other subjects is of a good standard. However, although good progress has been made, pupils' bilingual competence is currently inconsistent.
85. Overall pupils' progress in learning and the way in which they succeed regardless of their social, ethnic or linguistic background are outstanding features. Nearly all make very good progress across the curriculum in relation to the tasks set for them. They use new knowledge and skills to good effect to increase their understanding and to extend the development of ideas.
86. Most pupils show a very good understanding of what they are doing. They have a developing awareness of how they are progressing and of what they need to do to improve. The rate of progress, for pupils of all abilities, in these processes improves steadily as they move through the school and is an outstanding feature.
87. Pupils make good progress towards fulfilling their potential and are very well prepared to move on to the next stage of their education. This is an outstanding feature.
88. The development of pupils' personal social and learning skills is good with outstanding features. They work well together in pairs or groups and their skills of working independently and taking responsibility for their own learning are well developed. This is an outstanding feature of their learning.
89. Their problem solving and creative skills are good and are used to good effect in a wide variety of situations across the curriculum.
90. Pupils' behaviour and their attitudes towards learning are outstanding features and have a positive impact on the standards pupils achieve in their personal and social development and to the quality of school life. The school is a happy, friendly and supportive community where all pupils are respected and valued by each other and by staff.
91. Pupils, especially older ones in key stage 2, show very good and at times outstanding levels of motivation. Nearly all pupils throughout the school are enthusiastic and enjoy their learning. They show good levels of cooperation, working well with peers and adults. They settle quickly to their tasks, are able to sustain concentration, and are keen to do their best.
92. During the inspection period pupils' behaviour throughout the school day was an outstanding feature. They move around the school in an orderly manner and show good levels of self-discipline and respect for others.

93. With few exceptions, nearly all pupils attend school regularly. Attendance averaged around 95% in the three terms prior to the inspection. In reception attendance is also good and outstanding in the autumn term 2008 when levels reached 99%. Attendance figures for 2008/09 school year were above the LA's average. Absence is mainly due to illness with a few parents withdrawing their children, with the school's permission, for holidays in term time. These do not exceed the ten days that are permissible. Nearly all pupils are punctual at the start of the school day.
94. The school is acknowledged as being a successful health promoting school and pupils have a good attitude towards health promoting activities. Standards of pupils' personal, moral and social education are a very positive feature of the school. Excellent relationships within the school support and underpin this.
95. Pupils' are extremely supportive to all members of the school community and are able to empathise appropriately with those less fortunate than themselves. They have a very good awareness of equal opportunities issues. Pupils' knowledge of Welsh culture is developing well and they are gaining a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality, Wales and the wider world.
96. Pupils are very well prepared for life in the community. They participate in many community activities and events, for example running a fair in the summer term, for which they make and sell items to raise money. Through this and studies of the village, they are beginning to develop an insight into the commercial world of work.

The quality of education and training

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

Grade 1: Good with outstanding features

97. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report because the team identified a number of outstanding features.
98. In the lessons or part lessons observed the overall quality of the teaching was judged as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	0%	0%

99. These figures represent an outstanding improvement when compared with the figures recorded at the previous inspection. At 94 per cent, they are above the national picture as reported in HMCI's Annual Report in 2007-08, where the quality of teaching is reported to be good or better in 83 per cent of lessons and above the figure of 16 per cent of lessons that have outstanding features.

100. The quality of the teaching is a strength of the school. The consistency of teachers' planning, teaching and subject knowledge is very good and has a positive impact on standards achieved by pupils.
101. Teachers have a high degree of subject knowledge and through their commitment to personal and whole school professional development have a good understanding of how pupils' learning styles differ and how important it is that their teaching styles reflect this.
102. In the best teaching:
- pace is good and teachers set time targets;
 - teachers use innovative engagement strategies to stimulate pupils' interests;
 - learning activities are relevant to the pupils;
 - different learning environments provide motivation;
 - good use of questioning stimulates pupils' thinking and allows teachers to ascertain prior knowledge;
 - teachers give pupils time to think about their answers;
 - pupils' needs are very well catered for through differentiation of activities and different learning and teaching styles;
 - teachers use Building Learning Power and Assessment for Learning and Thinking Skills' strategies to give pupils ownership of their learning.
 - teachers use exceptional oral and written feedback, and;
 - teachers adopt structured strategies that show pupils how they can improve their work and the work of others.
103. Where there were shortcomings, activities were too teacher-led and lessons lacked pace.
104. The sense of "family" is an outstanding feature of the school. Through excellent classroom management teachers and learning assistants create supportive relationships with frequent use of encouragement, praise and good humour. They successfully create an ethos of mutual respect, which promotes learning effectively. Teachers and learning assistants ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. Inclusion is an outstanding feature of the school.
105. In the best practice teachers and assistants use instructional Welsh across the curriculum. However, the use of incidental Welsh across the school is inconsistent and as a result pupils' bilingual skills are underdeveloped.
106. Pupils for whom English is an additional language are supported well by the school and the school has effective links with the Gwent Education Multi-Ethnic Support Service (GEMSS).
107. The nature and strength of team work is an outstanding feature of teaching. Each member of staff is valued equally and teachers and support staff benefit greatly from the opportunities the school offers for continuing professional

development. All staff have learning logs. Teaching assistants are involved in planning and in the evaluation of learning. They understand what they are expected to do to support children in achieving objectives set in class work and on specific learning programmes.

108. The rigour of assessment and its use in planning and improving learning has outstanding features.
109. The rigour of assessment for the under-fives is very good. Baseline results are used very well to guide intervention strategies to support children's needs. In both key stages the school employs a number of commercial systems as diagnostic and analytical tools. Data from assessments is used very well to inform the teaching, to inform class and group composition and to provide information for Individual Education Plans (IEPs) and extension activities. The school's tracking system is an effective tool for identifying progress and gaps in learning.
110. The school's arrangements for assessment in key stages 1 and 2, including end of key stage teacher assessments, meet national requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to NC criteria, both within school and within the local cluster of schools and these have improved the accuracy and consistency of teachers' assessments.
111. A number of individual, group and class targets are set throughout the school for different subjects and learning areas. These are shared with parents and reviewed regularly.
112. Teachers' oral feedback to pupils in lessons is good and occasionally outstanding, helping them improve their work. Weekly progress sheets, which provide a summary of learning and attainment, are an exceptional feature. The school has made outstanding progress in developing self and peer assessment to improve pupils' understanding of assessment and the next step in their learning. In the best practice seen, pupils are supported by innovative, child-friendly, structured frameworks that help them evaluate their work, recognise ways of improving and establish the next step in their learning.
113. Parents are very happy with the level of information about their children's progress. Daily communication is very good. The school website provides curriculum information and homework set and also serves as a notice board. The weekly planned work and progress sheets, which are evaluated by pupils and signed by parents, are an excellent example of school and parents working together. Parents' meetings are held to look at children's work and discuss progress. Parents have the opportunity to look at graphical data to support their understanding of their child's attainment. They receive detailed end of year reports which parents say are very individual, representative, clearly written and inform them of progress in all areas, with constructive comments to point the way forward. The GB, the Welsh Assembly Government, the LA, and the feeder secondary school are kept well informed of the school's assessment data.

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

Grade 1: Good with outstanding features

114. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
115. Since the last inspection the school has greatly improved the organisation and management of the curriculum and ensures an appropriate balance and emphasis, both within and between subjects. Long, medium and short-term plans fully reflect the Foundation Phase and Curriculum 2008.
116. Excellent provision is made to cater for all groups and ages of pupils within the school. An outstanding feature is the way in which the school provides for the particular individual needs of each pupil. This reflects the high expectations the school has of all its pupils.
117. The curriculum provides effectively for the progressive acquisition of pupils' skills, knowledge and understanding. Through a thematic approach good links are made between areas of learning. When planning lessons teachers take good account of the next stage of children's learning.
118. Planning and its auditing ensure that good provision is made for the development of pupils' key skills, including the wider key skills, throughout the curriculum and through the wide variety of experiences the school offers.
119. Learners' experiences are broadened and enriched through their active involvement in the wide range of extra-curricular activities, extensive out of hours provision, educational visits and an outstanding involvement with the local and wider community. Key stage 2 pupils are offered a wealth of sporting activities and pupils from key stage 1 join with them for puzzle, recorder clubs and gardening clubs. The whole school benefits greatly from an 'Outdoor Activities' week. This is an outstanding feature. Activities offered include team building, bicycle ride circuits, a scavenger hunt and picnic on a walk to a farm and orienteering in the school grounds.
120. Acts of collective worship meet statutory requirements and give pupils opportunities through their prayers to reflect on their own beliefs and values. House assemblies led and organised by the older pupils have some outstanding features. The keeping of two minutes silence by the whole school, on Armistice Day, showed pupils from four to eleven years old respectfully contemplating on the lives of those who had died in conflicts. However, few other opportunities for reflection across the curriculum are planned for.
121. The school promotes clear moral values and principles and ensures that truth and justice are reflected in its daily life. Pupils have excellent opportunities, for example in house assemblies and in the School Council, to make decisions and discuss moral issues. Celebration assemblies support the school's principles.

122. Learners' social development is outstanding. Pupils of all ages relate well to each other and a sense of family permeates the school. Mixed age classes promote the care shown by the older children towards the younger children. Four to eleven year olds play together in the playground and the whole-school trips promote the strong sense of community, which is an outstanding feature of the school.
123. Parents are very supportive of and loyal to the school. They express great satisfaction with the aims and values that the school promotes. A constructive home-school agreement is in place that is readily accepted by parents. Communication with them by newsletters is well established and effective. The school now uses a number of effective, innovative ways to keep in touch with parents. The school website shares curriculum information, homework tasks, family tasks and also acts as a message board. Weekly sheets for planned work and progress sheets signed by parents give them very good discussion points. The PTFA make a very good contribution to school life. They provide a range of activities for pupils to enjoy and organise fund raising events.
124. The school has excellent links with the Ladybirds' Pre-school playgroup. Successful joint application funds have greatly enhanced the outdoor learning area. These links help pupils enter school confidently.
125. Transition links with the feeder comprehensive school are good and pupils benefit from the expertise of teachers of French and Physical Education (PE) who teach in the school. Pupils from the comprehensive school and Initial Teacher Training Colleges undertake work experience at the school.
126. Community links are an outstanding feature. The school is at the heart and the hub of the community.
127. Visitors to the school and participation in community events support the curriculum in the provision of work-related education for pupils. In their Geography studies pupils identify the varied jobs people do in the village. Members of staff have had placements behind stage in theatres in Manchester and Bristol. One member of staff is a member of The Gwent Theatre Steering group and one teacher has participated in a Commonwealth Exchange programme in Australia. All these enhance the quality of curricular planning, learning and teaching.
128. The Cwricwlwm Cymreig is well promoted throughout the school. Welsh signage and pupils' Welsh work are prominently displayed. Pupils sing Welsh hymns and songs and have celebrations such as St David's Day, Draig Ffyni assemblies and visits to castles and places of interest. Pupils are encouraged to use and respond to incidental Welsh, but do not use the sentence patterns and vocabulary learnt in their Welsh lessons across the curriculum. Pupils learn about the changing make up of modern Wales through their religious education and the celebration of festivals such as the Hindu festival of Diwali. As well as learning in lessons they are offered a range of cultural experiences, which include working with artists and performers.

129. The school is committed to combating stereotyping and promoting equality of access for all. It works hard to ensure high standards are achieved by all pupils regardless of their background.
130. "Our Healthy School Charter" encompasses the outstanding way in which the school supports sustainable development. Pupils' awareness is raised through lessons, projects, assemblies, the PSE programme and a wide range of other activities. Travelling Ted in the Reception class visits other countries with pupils on their holidays; the autumn theme for pupils in key stage 2 is "Living in other countries"; a Salvation Army officer shares his experiences in South America with pupils and worldwide charities such as Operation Christmas Child are supported by the school. All these activities make pupils more aware of their global citizenship.
131. Entrepreneurial skills are encouraged through the running of the school fruit shop and the making of items to be sold at school fairs. The School Council is involved in decision-making processes, including the distribution and spending of donations to the school. It is planned that the practice of costing and profit making is to be developed when the weekly fruit shop becomes self-funding and pupils take on responsibility for handling and monitoring the budget.
132. The school promotes national priorities for lifelong learning well and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society. Pupils are encouraged to think about how they learn and the importance of collaborative group work. Pupils are encouraged to take responsibility for their own learning and understand the need to be flexible, adaptable and enterprising. These skills aim to make them lifelong learners.

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

Grade 1: Good with outstanding features

133. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
134. Each and every pupil in school is treated as an individual and as a result the school's management of care and support arrangements is outstanding. Every pupil's need is met in collaboration, if required, with the services involved in the care and welfare of children. A family ethos permeates the school.
135. This is very much a community school where parents, grandparents and carers are encouraged to play a very active role, for example parents run the school's gardening club. The school listens to parents and the pre-inspection questionnaires showed that parents/carers are very satisfied with the level of information they receive and communication with the school is very good. The PTFA is very active and raises considerable sums for the school as well as giving their support in other ways. A group recently re-painted the school's library.

136. The school council is very active in canvassing all pupils' views and is very open to ideas, although there is no formal mechanism for pupils to make suggestions. At present the council is chaired by a staff member rather than being run and managed entirely by the pupils. Council members are given very good opportunities to influence the way the school is run, an excellent recent example of this is members being able to interview the applicants for the post of head teacher.
137. The relationship with the onsite nursery is very good and the way in which new pupils are introduced to the main school is outstanding. Children visit and are able to come to lunch in the main school each Friday. Teachers visit the nursery to get to know the children, to read them stories and to talk to staff about any possible problems with transition.
138. Working with the local cluster schools and the main secondary school, Llanvihangel Crucorney staff make every effort to ensure that pupils settle into the secondary school quickly and without any difficulties. There are very good links with year 7 teachers, particularly the French and PE departments with staff visiting the school regularly to teach these subjects.
139. There are very good arrangements in place to monitor learners' attendance and punctuality. If the school has not heard from a family by 9.30am each morning, then they are telephoned. The Educational Welfare Officer (EWO) visits regularly.
140. Registers are completed accurately and quickly at the start of the morning and afternoon sessions. The school meets legal requirements for the recording and reporting of absence.
141. The school's behaviour and discipline policy puts the accent on self-discipline and this is very evident throughout the day. Older pupils are very mature, and take their duty to be a role model for the younger children very seriously. They are independent learners and are able to take initiative when necessary. Pupils' academic performance is monitored very effectively. The very good PSE programme, which is an integral part of each class's curriculum, also gives excellent personal support and guidance. Pupils report that there is no bullying and, if there was, they would tell an adult and be confident that the problem would be immediately addressed.
142. All staff are aware, through training, of the school's child protection policy, which is in line with LA guidelines. The school has clear well documented policies addressing all aspects of health and safety, including the reporting of any accidents. All members of staff are trained in first aid and in procedures for caring for pupils who feel unwell. Fire checks and drills are held regularly and risk assessments are undertaken of the whole school environment and prior to any visits. All staff have been subject to appropriate police checks.
143. The quality of provision for pupils with additional learning needs is outstanding overall and enables pupils to understand and achieve their full potential. The

acting head teacher in her role as the special educational needs co-ordinator (SENCo) gives very good leadership and support to both staff and pupils.

144. The school uses a range of assessments, including baseline and diagnostic tests, in conjunction with teacher assessments and parental referral to identify pupils' additional needs very effectively at an early stage and to influence the teaching appropriately. This enables strategies to be put into place for all pupils to gain access to the curriculum and to make good progress in their educational and social life.
145. Support staff make an outstanding contribution and resources are good. The school works collaboratively with a range of specialist agencies to ensure the best support for pupils with additional needs. The school's policy is comprehensive and complies with the requirements of the code of practice and all statutory requirements.
146. Individual Education Plan (IEPs) are thorough and of a very high quality. Measurable targets are set which make them more relevant and achievable. Excellent communication ensures that pupils and parents are fully involved in the process of writing and using IEPs.
147. The school provides outstanding support for pupils whose behaviour impedes their own and others' progress. A School Behaviour Plan drawn up by pupils modelled on a positive reward system, is disseminated and revisited often, by school council members in House Assemblies. This is an outstanding feature. Pupils whose behaviour is challenging are very well managed. Individual Behaviour Plans (IBPs) are well written and have pupil contribution. Pupils, parents and teachers agree on strategies to support good behaviour and manage individual pupils' difficulties. The school makes very good use of a range of specialist agencies and staff have received relevant training to support specific behavioural needs.
148. An outstanding feature of the school is Llanvihangel Crucorney's Healthy School's Charter. This details over 40 ways in which pupils can look after their own health, fitness and well-being and, in addition, ensure that they conserve natural resources and look after the school's grounds. The daily run is undertaken by all pupils in key stage 2 and the fruit tuck shop provides healthy snacks to replace crisps and chocolate.
149. All pupils are treated equally and with respect. The way in which the school and the pupils treat pupils with disabilities is exemplary. Every effort is made so that all pupils can participate in all activities, in school or on school trips. Pupils are aware of any issues concerning racial harassment and the emphasis is to always be kind to everyone in line with the school's racial equality policy.

Leadership and management

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

Grade 2: Good features and no important shortcomings

150. The findings of the inspection team match the judgment made by the school in its self- evaluation report.
151. The way in which the acting headteacher has successfully led and managed the school during the interim period, prior to the new headteacher taking up her post in January 2010, is an outstanding feature of the school. She has provided a period of great continuity. She has worked hard to involve all members of staff and the governing body and, with them, has ensured that the aims, objectives and targets, identified previously by the school, continue to be understood by all, are being developed further and are being implemented successfully throughout the school.
152. The acting headteacher is very well supported by governors and staff, some of whom have recently taken over responsibility for new age groups or have accepted management roles for the development of different subject areas. Communication between all staff and the way they have been involved in the further development of the school's aims and objectives and its promotion of equality of opportunity is an outstanding feature.
153. The school takes good account of national priorities in its curriculum. The school is a very inclusive community. It has the Basic Skills Award, is a health-promoting school and works hard to promote education for sustainability and global citizenship. The school has responded very well to new curriculum initiatives and is implementing them with enthusiasm through a well planned programme.
154. Target setting procedures based on teachers' good knowledge of the pupils are met and, in many cases surpassed, especially for those with SEN, underlining the progress that is being made by pupils as they pass through the school.
155. Appropriate performance management procedures are linked to the School Improvement Plan (SIP) and are used to set targets to manage and improve the performance of individual members of staff and are backed up by appropriate training and support. These targets have been a recent focus for the staff enabling them to monitor more objectively the development of areas for which they have responsibility.
156. The GB's understanding of their role in school and the way in which they contribute to the strategic development of it and support it in achieving its targets is an outstanding feature of the school. The proactive nature of the governors in the establishment of the Ladybirds early years provision and the effectiveness of them in successfully guiding the school through recent periods of change are testament to this.
157. It was confirmed at the pre-inspection meeting with governors that the GB is very well informed about aspects of the school's development, especially those

regarding issues that may affect standards of achievement. The quality of provision is carefully monitored and the resulting information is used effectively to make decisions, such as those connected with the re-structuring of the school, to ensure the successful implementation of the Foundation Phase and Curriculum 2008.

158. Governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are well monitored and closely linked to the priorities identified in the SIP. Good quality policies are in place to meet all statutory requirements and these are monitored and reviewed on a regular basis.

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

Grade 2: Good features and no important shortcomings

159. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and the team graded it one grade higher.
160. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions. The team disagreed in key questions 2 and 6 when one grade higher than the school's evaluation was awarded.
161. The self-evaluation process is a well established element of school improvement with good levels of dialogue between the headteacher, staff and the GB. A variety of approaches are employed to keep leaders and managers aware of the performance of the school. This is based on first-hand evidence through such means as talking to pupils, lesson observations, work scrutiny and reports from the headteacher to the GB. Pupils' performance is monitored, analysed and areas for improvement and development are identified and targeted, such as for raising standards of spelling and the promotion of assessment for learning processes.
162. The monitoring of teaching and learning by the headteacher on a regular basis is well established and the performance management process is effective. There are planned opportunities for governors to visit school to raise their awareness of the school, to monitor standards and to report back to the GB.
163. The way the school seeks out and takes account of the views of pupils, staff and other interested parties is an outstanding feature. The views of all members of staff are actively sought formally and informally on a regular basis. All are involved in the process of self-evaluation and work together as a team reviewing provision and suggesting ways to improve standards within the school.
164. Parents' views have been targeted through questionnaires. One hundred percent of those parents completing the pre-inspection questionnaires agreed the school encourages parents and carers to play an active part in the life of the school, with 83% of them strongly agreeing. Pupils' views are also sought and

have been presented in a pupils' self-evaluation report covering relevant aspects of the key questions.

165. The quality of the self-evaluation report produced prior to the inspection is of a very good standard. It provides a comprehensive overview of the school's present position and accurately identifies the areas and aspects that are strengths within the school. It is a detailed document and the way forward and areas for development for each key question are clearly identified.
166. The way in which the school sets clear priorities and actions to bring about improvement is an outstanding feature. The school's priorities for improvement make up the SIP. Priorities are specific with success criteria, time scales and resource costs highlighted. Progress is monitored, evaluated and reported regularly by the head teacher to the GB, who ensure appropriate resources are made available. Investments such as those in the ICT suite and the Foundation Phase have been shown to have a marked impact.
167. The school has made significant progress since the previous inspection. It has successfully addressed the key issues identified in the last inspection report and improvements are evident. For example, the school has improved the organisation and management of the curriculum, standards of achievement have risen in all subjects where shortcomings were identified, the quality of teaching and learning has improved and a comprehensive tracking system to monitor pupils' achievement has been implemented. The school has also provided a designated outdoor learning area.

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

Grade 2: Good features and no important shortcomings

168. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
169. There is an appropriate provision of well qualified, experienced teachers who have varied interests and specialist knowledge and expertise to teach all aspects of the school's curriculum and meet the needs of the pupils effectively. There are sufficient, appropriately skilled teaching assistants to support pupil learning. All have clear roles and are deployed well as an effective team. They make a valuable contribution to classroom activities and are engaged effectively in planning, teaching and recording pupils' progress.
170. There are effective and efficient administrative systems in place and the school secretary gives good support to the head teacher and staff. Although currently there are some vacancies for key posts, those covering do an outstanding job. Cleaning, caretaking, catering and midday duties are carried out diligently and effectively. Daily routines are well established. All are valuable and highly valued members of the school and contribute well to the good team spirit, supporting each other at all levels to ensure pupils are cared for very well.

171. The remodelling of the work force has created a strong team which has resulted in good progress being made in the introduction of the Foundation Phase, Curriculum 2008 and in its effective management. The organisation of classes is appropriate. Lesson time is used effectively so that children remain well focused. The Higher Level Teaching Assistant (HLTA) is fully involved in planning, assessing and recording of pupils' work. Class teachers and the HLTA work closely together and attend training courses together to ensure continuity of approach and staff development.
172. The arrangements for planning, preparation and assessment and the performance management of teachers are in place and are very beneficial to the school. There is appropriate professional development of all staff. Training is undertaken both internally and externally and the programme is linked to the school and national priorities.
173. The range of resources to support the learning experiences in all classes is good. However, classrooms do not have interactive white boards to support the teaching and the pupils' independent learning skills. The PTFA is very supportive, with recent investment in ICT hardware and the outside areas matching school priorities. The school also benefits greatly from "free" resources donated to it.
174. The school grounds provide an outstanding setting. In addition to a large playing field, hard games court and playing yard, there is ample space for pupils to explore and play, the highlight being the woodland area. This contains a pond and stream, seating, and a shelter made from willow all of which give pupils plenty of opportunity to explore and learn about nature and natural habitats.
175. The exterior of the building is in a good state of repair, now that the cladding at the front has been replaced. Each classroom is large and light and very effective use is made of the available space within the school. The new ICT suite is a good aid to learning, both for discreet teaching and independent learning. The library area provides a suitable environment for quiet reading and plans are in hand to upgrade the book stock. The Foundation/Reception area is a superb environment and includes an outdoor play area where children can use large wheeled toys to develop their co-ordination skills.
176. The school makes efficient, effective and economic use of resources, linking spending decisions to the school's priorities. The head teacher and the GB together with the LA finance officer regularly review the school needs, as well as its use of resources. Governors look closely at expenditure, for example those linked to the renewal of Investors in People, and come to an agreement on how to run classes efficiently, for the benefit of the pupils. The strategic decision to establish a Pre-School Playgroup has been a contributing factor to an increase in school numbers generating new monies.
177. Bearing in mind the overall quality of education provided and the progress pupils make, the school gives good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 2

Personal and social development, wellbeing and cultural development.

Grade 1: Good with outstanding features.

Good features

178. All children are happy to arrive at school and display their eagerness to begin the day's activities. They understand the importance of recording their arrival and all self-register willingly. Most children become confident learners and older ones display their abilities to concentrate and stay on task for lengthening periods. Almost all are eager to experiment with new learning experiences. Many show that they are becoming independent in their learning by choosing appropriate activities and using ICT confidently to print off a sheet.
179. Most children engage in solitary and paired play well. Most confidently engage in group tasks and, in these activities, demonstrate care and respect for each other. All children form good relationships with adults and confidently seek help from them. Most show progressive confidence when forming relationships with peers and older pupils at play and lunch times.
180. Most children understand that they should demonstrate appropriate behaviour in a range of situations. They take turns and share the water tray. They perform on stage together. They show an awareness that rules are essential in an ordered community by putting up their hands to answer questions and proudly "passing the smile on" to win house points. They change quietly into their Wellington boots with a minimum of fuss.
181. All children show an outstanding understanding of the importance of conservation. They make sure that taps are turned off and save rain water in butts. They compost their class room waste and recycle. They tend to the vegetable planters and the bird table and feeders. They know that eating fruit at snack time is good for them.
182. They have a good understanding of special occasions celebrating birthdays and other special occasions. During a two minutes silence on Armistice Day most children showed an outstanding maturity and empathy.

Shortcomings

183. There are no important shortcomings.

Language, literacy and communication skills.

Grade 1: Good with outstanding features.

184. All children show outstanding skills when listening to stories and during the pastoral and introductory sessions when practitioners are talking. Almost all children sit quietly and attentively and make appropriate responses, which indicate their interest and understanding.
185. They speak with great confidence in front of their peers and teachers when sharing their news. A few relate their own experiences and knowledge, to the curriculum. For example, they ably describe the functions of a light house seen on holiday using descriptive language. They enjoy participating very readily in conversations, sharing ideas with others, for example in "I have a hidden friend". They readily engage a visitor in discussion about their favourite things in the class, for example the Light house's kitchen and outside area. Their speaking skills are outstanding.
186. Most children make a very good start to reading. Most know a number of single sounds and correctly identify them in names and words. They recognise the letter "e" and its sound confidently. They offer words such as pet and net to show their understanding of the blend "et". They handle books appropriately, and have a good attempt at reading labels around the room. They love stories and poetry, and are keen to join in familiar ones, having good recall of stories that they know and acting them out well in their role play. Many accurately predict what might happen next in stories. They know that books contain information as well as stories and poetry. They begin to read signs, notices and instructions.
187. All children engage in many purposeful mark-making experiences, helping them to practise their early writing skills, and to control pencils and other small tools well. They show they understand that print carries meaning, for example, when they experiment with their different mark making, when they address envelopes to Mr Grinding at the light house and design a stamp related to the sea to go with it and write shopping lists and pirate ship lists.
188. They make "e" shapes using a variety of forms of writing tools, using action to highlight the sound made. They make "e" shapes on a sand tray and make "e" on the ground with chinks and water. They use magnetic letters and white boards to practise formation of letters already learnt. Most children begin to form clear, legible letters. A few start to trace and copy simple words with letters already learnt. They use the listening centre to listen to a story and use pictures and words well to mark whether they liked or disliked the story. Most children use pens and pencils correctly and write their name. Their emergent writing skills are of a high standard.

Shortcomings

189. There are no important shortcomings.

Welsh language development

Grade 2: Good features with no important shortcomings.

Good features

190. All pupils show a basic knowledge of greetings, instructions and commands and almost all respond with correct actions and accurate forms of the answer.
191. Most repeat a range of familiar words that feature in class routines. They recite basic numbers in Welsh and can identify the names of colours correctly. They understand and use some well used questions linked to class activities, school routines and their daily lives.
192. All children sing a number of Welsh songs which consolidate the vocabulary they learn and recall words well and enunciate them clearly.
193. They follow and respond to a story "Bwyd" about food and enjoy looking at books in the corner and listen to the story "Beth sy yn y bocs?" on a CD. They enjoy re-enacting "Ble mae tedi?" in their outside activities. They develop their mark making, making a list of picnic contents and by writing labels.
194. Children understand and recognise that Welsh is used in some of their classroom displays

Shortcomings

195. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings.

Good features

196. Most children show progression in their interest and understanding of number. They sing a variety of number rhymes in English and Welsh. They recognise and sequence numbers up to 20 confidently and recognise these numbers in a range of contexts. All are happy to join in the rote counting of numbers. Most children show an understanding of 'one more' and 'one less' and begin to engage in simple adding and subtracting tasks.
197. A few begin to understand the meaning of sequence, for example in relation to the school day, the days of the week, the order of the months of the year and seasons.
198. The majority of children recognise two-dimensional shapes and show a basic awareness of three-dimensional ones. Many children use terminology in relation to weight and capacity consistently in their sand and water play. They use words

such as 'full', 'half full', 'empty', and 'heavy' and 'light' accurately. When using the Bee Bots their directional language develops well.

199. Most children are aware of the function of money and can recognise and name smaller coins correctly. They order coins with increasing accuracy from 1p to £2. They use labels on toys to increase prices by 1p and 2p. They develop their language associated with money in their role play in the "Fruit Shop".

Shortcomings

200. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

201. Most children show an outstanding awareness of their local area. They know the name of the village in which they live and that it is in Wales. They know that Wales is part of Great Britain. They know that Great Britain is an island and that islands are surrounded by sea. Many pupils recognise the map of the world, that different colours represent different countries on maps and that the colour blue represents the sea.
202. Most have a good awareness of the wider world. They enjoy taking "Travelling Ted" with them to such places as the Natural History Museum in London to see the Dinosaur exhibition and to Disney World in Paris to meet with Mickey Mouse.
203. Most children identify natural and man made features in their environment, such as fields, grass, trees and houses and roads. They begin to make their own maps of the outside area. From an aerial photograph they recognise the school and identify areas of the school confidently. This is an outstanding feature.
204. Most children have an outstanding awareness of the need to care for their environment. They recycle class room waste and compost their own fruit scraps from snack time. They help to plant and tend their own vegetables and feed the birds on their bird tables.
205. Most children use ICT well to mark letters and confidently use the pen to outline places they know on an aerial photo on the White Board.
206. They know that people communicate by writing letters to each other. They know that an envelope should show a person's address and that a stamp must be bought. A few recognise the Welsh Dragon on a stamp and know that it represents the Welsh flag. A few know that people communicate by e-mail.
207. They relate their language and literacy work and their own experiences exceptionally well for example to describe the functions of a light house.

Shortcomings

208. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings.

Good features

209. Most children handle table-top toys confidently and show good hand and eye co-ordination. They handle and manipulate small pieces of jigsaws and insert them in appropriate places adeptly. All children handle equipment in the sand and water and use their physical skills to increase their understanding of the properties of sand and water. They handle gluing materials and cutting instruments appropriately, and use a variety of tools confidently in their painting activities. They stick a variety of papers and materials onto collages, and manipulate play dough to make eggs and soldiers.
210. They handle larger equipment well, showing strength and dexterity as they build dens and pirate ships from crates and tarpaulin and build bridges over rivers with planks.
211. They show a number of travelling skills and methods. Most children jump from tyre to tyre showing good awareness of space and an increasing awareness of safety.
212. They hop and jump onto different coloured grids on the playground and climb on their bridges over water and slide down the climbing frame. They show good balance on planks and steer and pedal their wheeled toys successfully around the track.
213. Most children throw and receive balls of various sizes successfully and successfully control hoops with parts of their bodies.

Shortcomings

214. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features.

215. The role play of most children is very effective. In the "Lighthouse Keeper's House" they use their imagination well and their knowledge of a lighthouse helps them convey many aspects of life in a light house through the use of appropriate language and actions. They show great enjoyment and creativity as they play with lorries and diggers in the sand pit.

216. Most children produce art work of a very high standard. Their paintings of parrots and mermaids are colourful and attractive. Their felt pirate finger puppets are finely decorated with feathers. Their pencil and crayon drawings of sunflowers show outstanding observation skills. Fruit prints show a good understanding of tone. Their three-dimensional junk model musical instruments show a good understanding of form and structure.
217. Nearly all children sing pleasantly in tune and most clap the beat in a range of songs in Welsh and English. The quality of singing is an outstanding feature. Children recognise high and low voices and demonstrate them well. They use a variety of instruments to create sounds in the wood outside. For example they reflect the sound of the babbling brook and the dripping net out of the pond. They record different sounds back in the classroom based on the pictures of different types of water. They appraise each other's work recapping on pitch and pace of music. They discuss eagerly the next step. They add all their compositions together to create one piece of music about different types of water. This is an outstanding feature.

Shortcomings

218. There are no important shortcomings.

English

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

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

Good features

219. Most pupils in key stage one develop good oracy skills. They listen attentively and show good speaking skills, when for example they confidently make suggestions for suitable examples of slapstick comedy for their writing.
220. Many pupils show good development in their use of phonics in their spelling and reading. They have a good knowledge of sounds and many use their own word books to access suitable words and correct spellings. Most are making good progress in the appropriate use of basic punctuation, such as full stops and capital letters and they begin to know when to use speech marks, exclamation marks and question marks correctly.
221. Most pupils throughout the school enjoy reading; they think its fun and read with increasing confidence. Standards are very good and pupils are making good progress and show good levels of understanding of what they have read.
222. Many pupils in years 2 and 3 develop good standards in a wide range of different writing genres. Many older pupils show very good development in their story writing, such as when they write adventure stories.
223. Most pupils produce writing of a good standard as they create their harvest prayers, develop their characters in their stories, write news or describe their special places.

224. Throughout key stage 2 nearly all pupils respond well to instructions, they show good oracy skills such as when they ask partners appropriate questions from memory they listening well and respond with relevant answers showing good levels of language development.
225. Pupils' reading skills are good. They read with expression and fluency at a level appropriate to their age and ability. They read sentences from their books accurately. Their higher order reading skills are progressing well as they develop the notion of 'Reading between the lines' which they transfer successfully into their own written work. Pupils show good levels of comprehension and think carefully about what they are reading. They use a good range of phonic blends to help them with their spelling and reading.
226. Key stage 2 pupils' use of basic grammar is good and they use punctuation and speech marks appropriately. They show good levels of achievement in their writing. Many record their transcript of interviews accurately and check and edit their work.
227. Nearly all show good or very good progression in their writing. They have a good awareness of the features of different writing genres, such as adventure stories. They respond well to the clear learning objectives being set as they become aware of and use the features and characteristics of writing. They use interesting starters and exciting words to build up their adventure stories. Most older pupils show good levels of imagination when planning and writing descriptive chase scenes. All write in full sentences and many use verbs to speed up the pace of the story.
228. Many show good skills in instructional writing and in persuasive writing as they draft letters of complaint to a developer explaining why they should not build on the school field. They successfully use a wide range of writing techniques and characteristics, such as alliteration, emotional language, rhetorical questions and the use of data to develop their points.
229. Many pupils in key stage 2 are beginning to develop an understanding of poetry writing and many make good creative suggestions for their 'No poems'. They show enthusiasm for poetry as they promote poems in a pocket for World Book Day.
230. A few pupils in key stage 2 are showing good standards of handwriting in their handwriting books and a few transfer those skills into their written work.
231. The knowledge of literature of many older pupils develops well as they study Greek mythology and Welsh legends and successfully analyse aspects of Shakespeare's Macbeth.

Shortcomings

232. Although all pupils practise hand writing it remains inconsistent in both key stages.

Mathematics

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

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

Good features

233. In Key Stage 1 most pupils recognise and order numbers to one hundred. They understand the place value of units and tens and use addition and subtraction confidently with two and three digit numbers. Most pupils recognise odd and even numbers.
234. Most pupils use a hundred square confidently, to add on within a hundred. They recognise the pattern created when adding on in tens:- that units remain the same and the tens increase by one.
235. Most pupils use mathematical vocabulary confidently, using alternative words for addition and subtraction with good understanding. They show a good understanding of more than/ less than and total.
236. Most pupils know that the D in 3D stands for dimension. They know that 2 dimensional shapes are flat and that 3 dimensional shapes are solid. All pupils confidently name two and three dimensional shapes. They use the terms face, edge and vertex with confidence and understanding. They identify a range of 3D shapes both inside the class room and in the outside areas of the school. A few pupils understand the importance of 3 dimensional shapes in the natural and man-made world, identifying house roofs as triangular prisms and birds' nests as spheres. Many pupils recognise the net of a pyramid and a few build cubes and cuboids using polydron.
237. In Key Stage 2 most pupils show increasing skill in manipulating numbers using addition; addition and subtraction; and addition, subtraction, multiplication and division rules. Many pupils use a calculator to solve problems and understand the importance of using the reverse process to check their answers. Many find strategies to find pairs of consecutive numbers which add up to a given number. Many begin to use diagrams and jottings to solve written problems.
238. Most use their skills well to solve magic square puzzles and investigate happy numbers by squaring digits and adding one.
239. Most pupils undertake surveys, display data collected in bar graphs and interpret them well. They understand the use of scale and name the x and y axis. Many pupils enter data into spread sheets. They use mathematical language, such as mean, medium and range with good understanding.
240. Most pupils show a good understanding of measures using good estimating skills to measure the length and weight of class room resources and furniture. They have a good understanding of negative numbers when measuring temperature.

241. Most pupils draw and measure the angles of a triangle and measure the areas and perimeters of 2D shapes accurately. They recognise shapes that tessellate.
242. Most pupils make good use of ICT in their data handling using bar and pie charts and scatter grams and in their scale drawings of a room.

Shortcomings

243. There are no important shortcomings.

Science

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

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

Good features

244. Most pupils in key stage 1 name a wide range of light sources such as candles, torches, car lights and lampposts and reflectors such as mirrors and visibility strips. They successfully carry out investigations and discover that light travels in a straight line. They use secondary evidence to confirm their scientific knowledge and identify objects that give out light and those that reflect light.
245. Most are aware that the earth goes around the sun and that the moon reflects the sun's light. Their understanding is developed further as they investigate different types of bulbs including those that use less energy.
246. The scientific knowledge of all pupils in both key stages is developing well across all areas of the subject and they use their previous knowledge to good effect as they transfer knowledge from lessons taught and investigations carried out earlier. For example when pupils in key stage 2 are discussing temperature loss in a current experiment they recall from previous work that different materials conduct heat at different rates.
247. Most key stage 2 pupils and nearly all older pupils show good progression in their scientific investigative skills. For example, during their analysis of denture cleaners they are able to make predictions and are able to decide which factors to change and which to keep the same. They have a good understanding of the importance of fair testing. They discuss their results and observations and are aware that this discussion helps them to learn.
248. In key stage 2 all pupils carry out investigations into and know a range of properties and facts about hard and soft solids and liquids. They know solid objects keep their shape and liquids flow and spread into different shapes taking the shape of their containers.
249. The observational skills of older pupils show good levels of reasoning as they watch and record the speed of spinners. They make appropriate predictions during investigations into forces of pushes and pulls. Results are recorded in a range of ways from free writing about water and ice and forensic reports, to the formal recording of investigations and the presentation of data in charts, tables and scatter graphs. Their scientific vocabulary is developing well and is used to good effect as they study the heart and the journey blood makes around the body.

250. Throughout key stage 2 pupils understanding of science is further enhanced through the use of data logging using ICT equipment, the recording and interpretation of formal measurements such as Newtons. Whilst their enthusiasm for science is successfully nurtured through their freezing soldier experiment and their batik work with melting wax.

Shortcomings

251. There are no important shortcomings.

Geography

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

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

Good features

252. All pupils in years 2 and 3 have a good knowledge and understanding of their own village. Through a study of Pandy, they are to identify the basic geographical features and elements of the village, such as tourist attractions, including the caravan site and public house, as well as farms, roads and the school. Most of these pupils are developing a good understanding of the world of work identifying the jobs and professions associated with the village and produce a good informative display recording how people are employed on farms, the vegetable stall and the school as well as being employed on the railway, at the garage or the church.
253. Most older pupils in key stage 1 and younger pupils in key stage 2 are gaining an increasing understanding of the contrasting locality of Chembakolli, in India. They are able to compare and contrast the experiences of pupils at the school there with their own experiences of school life in Pandy. Pupils show good levels of understanding and achievement as they list the similarities and differences such as desks, lunch-time and how pupils travel to on school transport taxis.
254. Nearly all pupils have a good knowledge of their own village and school which they use to good effect as they write descriptive letters to send to pupils in India. A few develop good mapping skills drawing accurate plans of their classrooms to accompany their letters. They develop good study and research skills through relevant use of books, atlases, and a globe and through the use of an informative display of artefacts and photographs. Many pupils show good levels of achievement as the knowledge gained is used well as they write in role play describing their school in Chembakolli to pupils in Pandy.
255. Nearly all older pupils in key stage 2 develop a good knowledge and understanding of the distant and contrasting localities and their locational features. They show good research skills using the internet, e-mail, atlases and books. They make use of their own prior learning to plan their work, identifying what they already know about their own locality and what additional information will be relevant to the project. Most produce good informative pamphlets about their chosen locality through which they gain a good understanding of distant localities, develop a range of geographical skills and extend their geographical vocabulary. A few use their knowledge to draw up hypotheses to explain features such as population change and the effects of war on a locality.

256. Most pupils in key stage 2 develop very good mapping skills as they draw their own maps, record the physical and human geography of Wales and use keys appropriately. They extend their knowledge of their own local area around Pandy further, its situation and what geographical features it contains. Pupils are able to interpret, Ordnance Survey maps and aerial photographs successfully to identify features associated with transport, farming and the landscape. Pupils show good interpretation of their field work around the village and use surveys and a range of primary and secondary sources to produce pamphlets on their area.

Shortcomings

257. There are no important shortcomings.

Music

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

258. Most pupils of all ages and abilities enjoy performing, composing and appraising music and standards are good. The quality of singing is good overall. Most pupils sing in tune with good expression and diction. They have a varied repertoire of songs in English and Welsh that they perform with enthusiasm and enjoyment.

259. In key stage 1 all pupils listen well to musical extracts from the "Carnival of animals". Most pupils identify sounds that represent animals within the music and explain how music is used descriptively to represent animal characteristics. They recognise that the tempo of the music slows down to describe the tortoise.

260. Most pupils in both key stages play un-tuned percussion instruments correctly. When listening, nearly all pupils identify the difference between loud and quiet, fast and slow and when playing "pass the sound" they play their instruments with due regard to dynamics and tempo. Most pupils keep the beat well and a few play the rhythm of words in a song. They follow the conductor well responding to tempo and pitch. Most pupils use body percussion well to keep the beat in the "tortoise song". Most recognise patterns of one, two and three beats.

261. Most pupils in key stage 1 and younger ones in key stage 2 respond to music well and illustrate their feelings in pictures.

262. All pupils enjoy singing "Dr Knickerbocker" and use body percussion movements appropriately in time with the music.

263. In key stage 2 most older pupils know that every performance begins with silence. They all play un-tuned percussion instruments correctly. Many recognise that vibration in an instrument prolongs a rhythm. They perform a "harvest rap" well with good regard to dynamics and tempo. Most pupils make good use of body percussion to accompany the rap. They appraise their performance well.

264. Most pupils in key stage 2 recognise the strongest beat in a 4/4 time and use body percussion to show it well. Most pupils clap the rhythm of "African Greetings" well. All pupils suggest sounds and percussion to accompany the poem. They perform an accompaniment for the poem, with both tuned and un-tuned instruments well, to evoke the sounds of Africa.
265. Throughout the school many pupils are beginning to evaluate their work and most older pupils suggest improvements to their performance using good descriptive vocabulary.
266. A majority of the pupils in the school play the piano, strings, woodwind, brass, drums and percussion to a good standard. These skills are used well in performances, such as the Christmas Concerts and St. David's Day.

Shortcomings

267. There are no important shortcomings.

School's response to the inspection

268. The acting headteacher, staff and governors of Llanvihangel Crucorney County Primary School have considered the outcomes of the inspection and are delighted that the findings acknowledge that Llanvihangel Crucorney is a 'good school with many outstanding features'.
269. The awarding of the highest grades in three key questions confirms the commitment, dedication and professional manner with which all who work at the school undertake their duties.
270. We are pleased that the inspection team found that the quality of teaching and standards are well above the national figures reported in Her Majesty's Chief Inspector's Annual Report. This is the result of the hard work of the pupils, outstanding teaching, and the strong partnership that exists between home and school and a well informed and involved governing body.
271. The inspection team recognised that the school is successfully led and managed; with the acting headteacher being very well supported by governors and staff.
272. We are delighted that the inspection report makes clear the elements that make our school what it is, including the positive working relationships that exist between staff and pupils, the way in which each learner is treated as an individual, which is achieved through the "outstanding" care and support arrangements within the school and the sense of "family" which is evident throughout the whole school.
273. The many outstanding features of our school, highlighted in the report, enable us to build on firm foundations and will help us in our continued development.
274. The acting headteacher, staff and governors greatly appreciated the professional and courteous way in which the Registered Inspector and his team carried out a very thorough inspection. Their opinions and judgements are valued and their recommendations will be acted upon in future plans for the school.

Appendix 1

Basic information about the school

Name of school	Llanvihangel Crucorney C.P. School
School type	Primary including Foundation Phase
Age-range of pupils	4 - 11
Address of school	Wern Gifford, Pandy, Abergavenny, Monmouthshire.
Postcode	NP7 8DL
Telephone number	01873 890416
Acting Headteacher	Mrs. Theresa Ryan-Balfe
Date of appointment	September 2009
Chair of governors / Appropriate authority	Ms. Christine Walby
Registered inspector	Mr. Stuart Wormleighton
Dates of inspection	10 th – 12 th November 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	n/a	13	3	10	5	10	7	6	55

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:0.9

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	n/a	99%	94%
Spring 2009	n/a	93%	96%
Summer 2009	n/a	93.9%	94.4%

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

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

This report uses data for 2009 for LEA and Wales comparative information

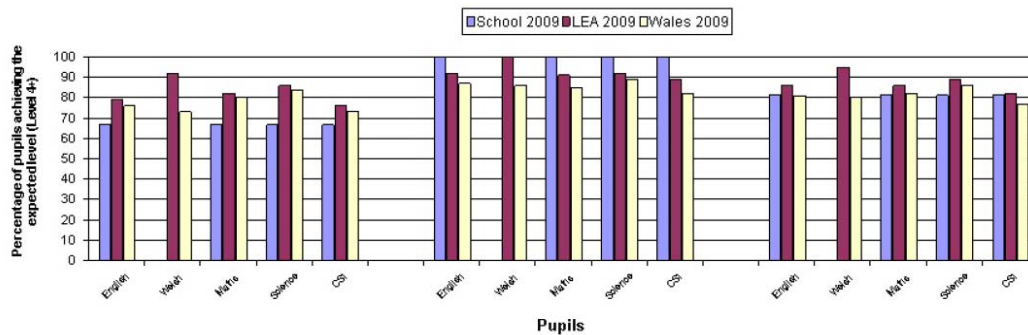
LLANVIHANGEL CRUCORNEY
Monmouthshire

LEA/School no: 679/2243

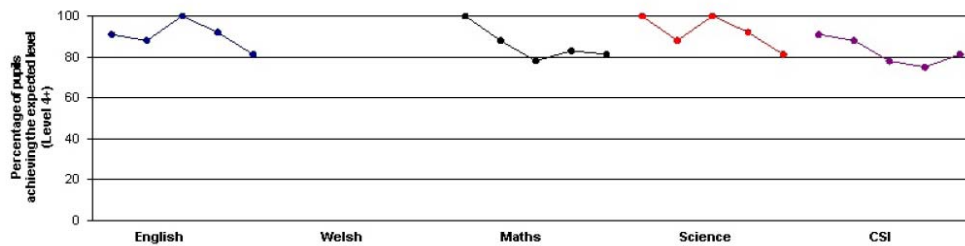
**School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	67	79	76	100	92	87	81	86	81
Welsh	.	92	73	.	100	86	.	95	80
Maths	67	82	80	100	91	85	81	86	82
Science	67	86	84	100	92	89	81	89	86
CSI	67	76	73	100	89	82	81	82	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	81	84		90		100	
Welsh		75		88		100	
Maths	81	84		92		100	
Science	81	89		97		100	
CSI		80	81	88		96	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

A team of four inspectors spent a total of seven inspector days in the school; a peer assessor was not appointed. The acting head teacher acted as nominee and a team meeting was held prior to the inspection.

Inspectors visited and observed:

- seventeen lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- teachers, governors, support and administrative staff, the school council and groups of children during the inspection; and
- a representative of the local authority.

The team also considered:

- the school's self evaluation report;
- twenty-three responses to the parents'/carers' questionnaire of which 99% of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the local authority; and
- samples of pupils' work from across the age and ability ranges.

The inspection team held post-inspection meetings with staff and governors .

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 5 and 6. English, science and geography.
Ann Williams Team Inspector	Key questions 2, 3 and 7 and contributions to key questions 4. Mathematics and music.
Phillip Edwards Team Inspector	Foundation Phase
Rhiannon Boardman Lay Inspector	Key question 4 and contributions to key questions 1 and 5.
Theresa Ryan-Balfe	Nominee

Acknowledgement

The inspection team would like to thank the governors, the acting head teacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.

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