

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

**Llanfihangel Rhydithon C.P.
Llandrindod Wells
Dolau
Powys
LD1 5TW**

School Number: 6662071

Date of Inspection: 02/05/06

by

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78218**

Date of Publication: 04 July 2006

Under Estyn contract number: 1120505

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Llanfihangel Rhydithon C.P. 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 Llanfihangel Rhydithon C.P. took place between 02/05/06 and 04/05/06. An independent team of inspectors, led by Merfyn Lloyd Jones 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.

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llanfihangel Rhydithon is a small rural school situated some eight miles to the north-east of Llandrindod Wells just off the A488 road from Penybont to Knighton. It lies in an area administered by Powys County Council.
2. The school caters for pupils between three and eleven years of age. At the time of the inspection there were fifty three full-time equivalent pupils on roll. Pupils are admitted into the nursery on a part time basis in the term following their fourth birthday, leading to full time attendance by the time they are five.
3. Pupils represent the full ability range. One pupil has a statement of special educational needs although there are nine pupils on school action for extra support. The pupils are arranged into three classes.
4. According to the school, the pupils are drawn from a social background, which is neither prosperous nor economically disadvantaged. Eight per cent of the pupils receive a free school meal; this is below the national average.
5. All the pupils come from English speaking backgrounds therefore English is the day to day language of the school.
6. No significant changes have occurred to the character of the school in recent years, although there has been one change in the teaching staff.
7. The current head teacher has been in post since September 1997. She has a teaching commitment equivalent of four days a week.
8. The school was last inspected in 2000.

The school's priorities and targets

9. The school's main priorities and targets for 2005-06 include:
 - developing the role of the curriculum co-ordinator;
 - raising attainment in mathematics at both key stages;
 - improving the overall standards in Welsh and religious education;
 - developing further the active and effective participation of governors in the self-review process.

Summary

10. Llanfihangel Rhydithon is a good school with many outstanding features. It provides pupils with a good quality education within a vibrant learning environment. All pupils progress well in their learning and achieve good standards. It is a warm, friendly school, which provides a happy secure environment where pupils are keen to learn. The head teacher and staff are hard working and dedicated. There are very good relationships at all levels.
11. Standards and quality have continued to improve since the last inspection. The inspection team agrees with the judgements made by the school in its self-evaluation report.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

12. The standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
56%	44%	0%	0%	0%

13. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

14. At key stage 1 and key stage 2, in the subjects inspected the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Mathematics	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 2
Art	Grade 1	Grade1
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

15. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them in relation to their needs and ability.
16. At the end of key stage 1 in 2005, teacher assessments show that the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was below the Local Education Authority (LEA) and the national averages. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the lower 50 per cent of schools for all subjects. However, the results for the previous three years compare favourably with the LEA and national averages. The relatively small number of pupils assessed at the end of the key stage each year does not make comparisons at local, national and between boys and girls very meaningful.
17. At the end of key stage 2 in 2005, the school has not published the results of teacher assessments in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to be able to make a meaningful comparison with LEA and national data. However, year by year, the school's results compare favourably with LEA and national attainments. It is important to note that all pupils at the end of key stage 2 achieved at least one level five in one or more core subject.
18. At key stage 1 and key stage 2, the majority of pupils make good progress and reach very good standards in speaking, listening, reading and writing. Pupils across the school make good progress in numeracy, they measure and calculate accurately particularly in science and design technology. Pupils across the age range demonstrate very good information technology (IT) skills.
19. In their bilingual development, pupils at both key stages are making good progress with many pupils achieving good standards.
20. Pupils achieve well in collaborating on creative and problem-solving activities. They use their imagination and creativity well to further their learning. This is an outstanding feature of work across the school.
21. Statutory targets are set at both key stages, these are realistic and challenging. Records show that pupils of all abilities regularly achieve the

targets set for them. Pupils from year 2 onwards understand their personal targets and have a good understanding of their strengths and shortcomings.

22. Pupils make very good progress in their personal, social and moral development. They are considerate, friendly and polite to each other, staff and visitors. They move around the school in a quiet, orderly and courteous manner. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this by the way they relate to each other during the day. This is an outstanding feature of the school's life.
23. Pupils in all classes are well motivated, their attitude to learning, the interest they show in their work and their ability to sustain concentration are outstanding features across the school. Throughout the school, pupils' understanding of equal opportunity issues is good.
24. Pupils' behaviour in lessons, around the school, and outside at play is outstanding; a notable feature of school life, it means pupils are able to get on with their work and as a result they achieve well.
25. Attendance for the last reporting year 2004-05 was 95 per cent. This is above the Wales and LEA average.

The quality of education and training

26. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
27. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
47%	53%	0%	0%	0%

28. All lessons observed were graded good or very good, which is well above the target set by the Welsh Assembly Government. Of these, forty seven per cent had outstanding features, which include: -
 - Very good planning and organisation;
 - Learning objectives which were clearly understood by pupils;
 - Very good questioning techniques and high expectations which challenge and stimulate pupils;
 - Work set at the right level for pupils of all ages and abilities and very good support given in lessons;
 - Lively and energetic delivery, which motivates and excites pupils;
 - Very good relationships helping to create an ethos where learning is nurtured;
 - Very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils basic and key skills;
 - Regular opportunities for pupils to support each other during lessons;
 - Very good provision for creative and investigative work helping pupils find things out for themselves and promoting life long learning.

29. Teachers set high standards for themselves and the pupils and provide a stimulating environment in which children can learn. This is consistent across the school. The effective use of teachers' subject specialisms across the school is seen by the high standards pupils achieve in these subjects.
30. The school has a very comprehensive assessment system. It includes making use of a range of national and standardised tests which are used annually. The information collected is used regularly to guide, plan and set targets at whole class and individual pupil level. On-going assessment practice is good and the information is used appropriately and effectively to improve teaching and learning. These systems do, however, vary from class to class. The reports to parents conform to statutory requirements and are of good quality.
31. The school provides pupils with a broad, balanced, well planned curriculum that meets the need and aspirations of all pupils including those with special educational needs (SEN). The delivery of the curriculum is of very good quality.
32. The varied programme of visits and visitors to the school significantly broaden and enrich pupils' curricular experiences. *Y Cwricwlwm Cymreig* features prominently in the whole life and work of the school.
33. The school plans and manages its care arrangements effectively and works very closely with support services and parents in this respect; this is an outstanding feature of its work. They are consulted about the care and support needed for their children. At the pre-inspection meeting parents expressed the view that the school provides very well for their children and the inspection team endorses this.
34. Provision for work related education is good. Good attention is given to national priorities for life long learning.
35. Induction programmes are outstanding. There are seamless transition arrangements that ensure pupils, whatever their age, settle quickly to school routines.
36. There is outstanding provision for pupils with SEN and the procedures satisfy the requirements of the code of practice. Individual Education Plans for pupils with SEN clearly identify the progress that has been made and the action required for further development. Pupils receive sensitive and appropriate help by all adults within the classroom.
37. Health, safety and welfare arrangements are good. The school is an inclusive community. Tolerance and respect for the different views and values of others are promoted well.

Leadership and management

38. The quality of leadership shown by the head teacher is very good. She is positive and gives a clear direction to the work of the school. She manages her teaching commitment with her head teacher role very well. The school's aims and values are explicitly expressed and clearly understood by staff and governors. There is a real sense of ownership by staff, governors and pupils alike in achieving the best. This is an outstanding feature of the school's work.
39. Realistic and ambitious targets are set according to statutory requirements for English, mathematics and science. Individual targets for pupils are set at the most challenging level. The school takes account of national priorities and these are integrated into the daily life of the school. This is an outstanding feature of the school's work.
40. The school's self-evaluation arrangements are developing well. The self-evaluation report is comprehensive and clear judgements are made on all aspects of the school's life. The head teacher, staff and governors are committed to improving standards and learning opportunities for the pupils. The more formal monitoring by teachers through direct lesson observation, however, is underdeveloped.
41. Governors have good knowledge of the aims and vision of the school. The role of governors as a 'critical friend' is well established.
42. The co-operation and practical support given by governors in many aspects of school life is good. The governing body is very supportive and is regularly provided with good quality information about the school's performance and activities. There are established procedures for the governing body to receive reports on different aspects of school life with good practice already in place for some subjects. However, these are not sufficiently focused on measuring progress and standards linked to priorities in the school development plan.
43. The governing body and the head teacher provide adequate resources to ensure objectives are met. There is good overview of financial resources, and monies are used effectively to improve learning opportunities for pupils.
44. The quality and quantity of the resources to support learning are good. Teachers deploy them effectively during lessons to advance pupils' knowledge and understanding. Good use is also made of visitors and the locality to enrich pupils learning and achievement.
45. The school has made good progress since the last inspection.
46. Overall the school provides very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 *further develop the monitoring role of subject co-ordinators across all curriculum areas;
- R2 agree on a consistent method of recording pupils' progress and achievements by class teachers across the school;
- R3 *continue to develop a whole school approach to self-evaluation and link the outcomes to priorities in the school improvement plan which sets out measurable success criteria in relation to progress and standards;

**Through the school's self-evaluation process a number of the above issues have already been identified as areas for further development.*

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

Standards

Key Question 1: How well do learners achieve?

Grade1: Good with outstanding features

47. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
48. The standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
56%	44%	0%	0%	0%

49. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
50. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Mathematics	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 2
Art	Grade 1	Grade1
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

51. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them in relation to their needs and ability.
52. At the end of key stage 1 in 2005, teacher assessments show that the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was below the Local Education Authority (LEA) and the national averages. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the lower 50 per cent of schools for all subjects. However, the results for the previous three years compare favourably with the LEA and national averages. The relatively small number of pupils assessed at the end of the key stage each year does not make comparisons at local, national and between boys and girls very meaningful.
53. At the end of key stage 2 in 2005, the school has not published the results of teacher assessments in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to be able to make a meaningful comparison with LEA and national data. However, year by year,

the school's results compare favourably with LEA and national attainments. It is important to note that all pupils at the end of key stage 2 achieved at least one level five in one or more core subject.

54. In the early years, the standards and progress pupils make in the key skills across the curriculum are very good.
55. At key stage 1 and key stage 2, the majority of pupils, make good progress and reach very good standards in speaking, listening, reading and writing. Pupils listen attentively to presentations by their teachers and to each other and take interest in their work and respond intelligently during discussion time. As they progress through the school they ask questions and give extended answers when explaining an idea or expressing an opinion. This is an outstanding aspect of the pupils' achievement. Some pupils at the end of key stage 2 have the confidence and skills to present their ideas and thoughts at induction evenings to parents at the local High School.
56. Pupils read with fluency, confidence and understanding. The skills they have learnt are used effectively when researching topics, when using reference books, CD ROMs and the internet. Pupils write with accuracy in a range of styles and contexts. Numeracy is also widely used to measure and calculate accurately particularly in science and design technology.
57. Pupils across the age range demonstrate very good information technology (IT) skills. They are competent in finding relevant information, handling data and use these skills confidently, for example PowerPoint presentations to support and extend their learning across a range of curriculum areas.
58. In their bilingual development, pupils at both key stages are making good progress with some pupils achieving good standards. Many pupils use Welsh regularly and respond confidently to commands and questions.
59. All pupils acquire new knowledge, understanding and skills through well planned creative and problem-solving activities. They use an appropriate range of strategies, make hypotheses and deductions, and explore ideas creatively. They use their imagination and creativity well to further their learning. This is an outstanding feature of work across the school.
60. Statutory targets are set at both key stages, these are realistic and challenging. Records show that pupils of all abilities regularly achieve the targets set for them. Pupils from year 2 onwards understand their personal targets and have a good understanding of their strengths and shortcomings. By the end of key stage 2 pupils are clear as to the targets they are aspiring to and make good progress towards fulfilling their potential and moving on to the next stage of learning. There are no differences in standards of achievement of pupils in terms of social background or race.
61. Pupils make very good progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. They move around the school in a quiet, orderly and courteous manner. They

have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate these positive attitudes towards each other during the day. This is an outstanding feature of the school's life.

62. Pupils in all classes are well motivated, their attitude to learning, the interest they show in their work and their ability to sustain concentration are very good features across the school. It was evident during the inspection that pupils remain on task for long periods. They show enthusiasm in what they do and work diligently with a very high degree of independence. They are happy to ask questions in the knowledge that their effort will be appreciated. This is an outstanding feature of the school's life.
63. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
64. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities. This enables them to develop a good understanding of the world around them and gives them a firm grounding in the importance of the world of work and citizenship.
65. Pupils' behaviour in lessons, around the school, and outside at play is outstanding; a notable feature of school life, it means pupils are able to get on with their work and as a result they achieve well. Pupils' relationships with each other are very good. They show respect for their friends and classmates. There is no evidence of bullying or oppressive behaviour; the pupils spoken to during the inspection say that unkindness or bullying is unheard of.
66. Attendance for the last reporting year 2004-05 was 95 per cent. This is above the Wales and LEA average. Attendance rarely drops below this figure; however, the dip in attendance levels in the Spring 2006 term was because heavy snow that prevented several pupils from attending. Punctuality at the start of the day is good with no important shortcomings. The school takes suitable account of the Welsh Assembly Government circular 3/99.

The quality of education and training

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

Grade 1: Good with outstanding features

67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

68. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
47%	53%	0%	0%	0%

69. All lessons across the school were graded good or very good, which is well above the target set by the Welsh Assembly Government. Of these, forty seven per cent had outstanding features, which include: -
- Very good planning and organisation;
 - Learning objectives which were clearly understood by pupils;
 - Very good questioning techniques and high expectations which challenge and stimulate pupils;
 - Work set at the right level for pupils of all ages and abilities and very good support given in lessons;
 - Lively and energetic delivery, which motivates and excites pupils;
 - Very good relationships helping to create an ethos where learning is nurtured;
 - Very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils basic and key skills;
 - Regular opportunities for pupils to support each other during lessons;
 - Very good provision for creative and investigative work helping pupils find things out for themselves and promoting life long learning.
70. Teachers have good subject knowledge, are well trained and have high expectations of their pupils. Planning at every level is detailed and thorough. Learning objectives are clear and shared with the pupils. This is effective in focusing the pupils on what is expected and results in good quality of work that can be seen in pupils' books and discussing their work with them.
71. Teachers set high standards for themselves and the pupils and provide a stimulating environment in which children can learn. This is consistent across the school. The use of teachers' subject specialism across the school is most effective as seen by the high standards achieved in these subjects.
72. Teachers avail themselves of professional development opportunities, and transfer new skills successfully into their practice, not only at school level but in support of their partner schools within the cluster. Their work on literacy in particular has had a positive impact on teaching and learning in the school.

This is evident by the good quality of the range of different writing across the curriculum.

73. The very good working relationships across the school successfully foster learning. Very good team work is evident with all adults across the school. Teachers are fully aware of the needs of individual pupils and provide very good support during lessons. All members of staff are fully committed to equal opportunity and actively address issues of gender, ability or race. All pupils are treated fairly and with respect.
74. Good provision is made for pupils' bilingual development. The use of incidental Welsh is a common feature and pupils are confident when they respond to questions and commands. Some of the more-able pupils at key stage 2 can confidently put a number of sentences together in conversation. There is a positive attitude towards Welsh by teachers and pupils alike.
75. The school has a very comprehensive assessment system. It includes making use of a range of national and standardised tests, which are used annually. The information collected is used regularly to guide, plan and set targets at whole class and individual pupil level. On-going assessment practice is good and the information is used appropriately and effectively to improve teaching and learning. These systems do, however, vary from class to class.
76. The school's marking policy is clear and indicates the importance of oral and written feedback linked to individual target for pupils. This is implemented consistently across all classes. Information about pupils' progress is regularly shared with parents.
77. Teachers keep comprehensive records of pupils' achievements, including baseline and performance assessments against national criteria and other standardised tests. Portfolios of moderated work are being developed at school level and within the cluster; teachers find these useful. The school recognises that this work needs to be developed to cover all subjects.
78. Individual Education Plans for pupils with SEN clearly identify their progress and the action required for further development. Pupils receive sensitive and appropriate help by all adults within the classroom.
79. The reports to parents conform to statutory requirements and are of good quality. They usefully identify what pupils have achieved and what they need to do in order to improve their work. There is a section in the report for pupils to comment on their progress. They do this with confidence and a good understanding of their strengths and shortcomings. Parents also say that they find meetings with teachers, where they can discuss their children's progress and see their work, equally useful. At the pre-inspection meeting parents said that teachers are friendly, approachable and helpful when advising and guiding parents as to how they can best support their children's learning.

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

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
81. The school provides pupils with a broad, balanced, well planned curriculum that meets the needs, interests and aspirations of all pupils including those with additional needs. The curriculum is equally accessible to all, is planned coherently and progressively for the more able pupils and for those with learning difficulties. Consequently, pupils extend their knowledge and skills as they move through the school.
82. The delivery of the curriculum is of good quality. Due regard is given to ascribing sufficient time to core and foundation subjects and to successfully meeting National Curriculum and legal requirements.
83. The quality of provision for 'under-fives' is appropriate to their needs and pupils make good progress towards the desirable outcomes for children's learning. Detailed plans are prepared to ensure a wide range of stimulating well-balanced activities.
84. The provision for the development of pupils' key and basic skills in respect of speaking and listening and reading is an outstanding feature of the school. The provision for the key skills of IT is very good and is planned across all subjects and areas of the schools work. The school has been awarded the Basic Skills Quality Mark on three separate occasions in recognition for its consistent approach to promoting and delivering good practice in literacy and numeracy.
85. The varied programme of visits and visitors to the school significantly broaden and enrich pupils' curricular experiences; they are well used to support and extend curriculum work and to promote links with the local community. Pupils recall and recount visits they have made with knowledge and enthusiasm. They are knowledgeable about issues that affect the local community. A number of well attended after school clubs contribute effectively in developing pupils' skills and understanding.
86. Personal and social education is not taught as a discreet subject but permeates the curriculum and the ethos of the school. The positive relationships between the pupils and the adults who work in the school are a testament to the success of the school's personal, and social educational programme. This area of work meets the national recommendations.
87. The children are independent in their learning, well behaved and have positive attitudes to learning.

88. They are highly motivated, inquisitive and have respect for authority.
89. Acts of collective worship are meaningful and reverent occasions, involving praise, prayer and exposition; they fully meet statutory requirements.
90. Parents are very supportive and there is a very good relationship between them and the school. Parents expressed a high level of satisfaction regarding the quality of education provided by the school through the questionnaires and the parents' meeting. The school benefits from its active and productive membership of a local cluster of primary schools and often takes the lead on a number of initiatives. There are very good partnership arrangements with the local high school, which has received national recognition for their innovative work. There is very good partnership with the local community and members of the community are regular visitors to the school and the experiences they share enrich pupils' learning.
91. *Y Cwricwlwm Cymreig* features prominently in the whole life and work of the school. Good opportunities are provided in subjects across the curriculum to raise pupils' awareness of the language and culture of Wales.
92. Provision for work related education is good. There is an effective strategy to develop pupils understanding of the world of work appropriate to their age. Teachers have undertaken placements in business and industry as part of the school professional development programme and this has benefited school development.
93. The school's arrangements to develop pupils understanding of sustainable development and global citizenship are good with no important shortcomings. The school has received the bronze Eco school award. Environmental and recycling initiatives are well established.
94. The development of pupil's entrepreneurial skills has good features that outweigh shortcomings. Membership of the school council and Eco committee provides pupils with a good opportunity to develop their decision-making skills. Several other initiatives and projects have recently been introduced, but their full impact has yet to be realised.
95. Good attention is given to addressing national priorities for life long learning and community regeneration. Because of this pupils are well prepared for life beyond school and their next stage of education. Across the school there are a good range of opportunities for pupils to make choices in relation to their own learning. Pupils are actively encouraged to become independent learners.
96. No pupil is disadvantaged because of his or her social background or ability. Equality of opportunity is clearly evident in the school and all pupils have the opportunity to access all aspects of the curriculum and extra curricular school activities. The school's policy is clear as to how to tackle stereotyping should any problems occur.

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

Grade 1: Good with outstanding features

97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. The school plans and manages its care arrangements effectively and works very closely with support services and parents in this respect; this is an outstanding feature of its work. They are consulted about the care and support needed for their children. At the pre-inspection meeting parents expressed the view that the school provides very well for their children and the inspection team endorses this.
99. Pupils too confirm they feel safe and trust all adults who work there. The school works with a very good range of professionals from a range of agencies; this ensures that pupils with specific needs are very well looked after.
100. Induction programmes are outstanding. There are seamless transition arrangements that ensure pupils, whatever their age, settle quickly to school routines. When necessary, programmes are tailored to suite each individual pupil. Parents at the pre- inspection meeting stated they were content with the schools arrangements.
101. There is outstanding provision for pupils with SEN and the procedures fully meet the requirements of the code of practice. Pupils with SEN are identified early at key stage 1 and intervention is arranged where this is required. The very good support given by the coordinator and support staff promotes pupil progress.
102. Pupils' progress is carefully tracked and pupils move onto and off the programmes according to their needs. Appropriate Individual Education Plans have been produced to support pupils learning. These plans are monitored and evaluated on a termly basis. Copies of the plans are shared with parents so that they know what their children need to do to improve and how to help them achieve it.
103. Good opportunities are taken to include pupils with moderate and severe learning difficulties in the life of the school. The school has invested well in teaching and learning resources to support pupils with SEN.
104. The school provides high quality personal support and guidance for all its pupils. Pupils are very well known to adults within the school and the day-to-day care and support they give is very good. Both in lessons and throughout the school day, pupils' individual needs are identified and very quickly addressed. Support and guidance is discreet but very effective, as a result pupils grow in confidence and self esteem. This is an outstanding feature of the schools work.

105. Health, safety and welfare arrangements are good with no important shortcomings. Child protection procedures and those for looked after children are clear, well documented and known to all that work in the school. Training for adults in the school is regularly updated. The child protection policy reflects current recommended good practice.
106. Attendance and punctuality are monitored closely and appropriate action taken if there are any concerns. Pupils' performance is also monitored closely and used well to indicate to pupils what they need to do to improve their learning. Clear systems have been established to monitor and address any concerns related to pupils' behaviour.
107. The school is an inclusive community. Tolerance and respect for the different views and values of others are promoted well. The school promotes positive attitudes to overcome any prejudices and presumptions based on gender, race, language or social background, and to respect diversity. The schools arrangements to eliminate oppressive behaviour, bullying and harassment are good with no important shortcomings. Pupils are clear about the procedures they should follow if they are unhappy or feel they are being bullied. The school is accessible for those in wheelchairs and adjustments to school practice are considered, when necessary, to ensure no one is disadvantaged because of their disability.

Leadership and management

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

Grade 1: Good with outstanding features

108. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
109. The quality of leadership shown by the head teacher is outstanding. Her management is purposeful and knowledgeable. Her vision, shared by all members of staff and governors is clear. She has a considerable positive effect on the work of the school and the school's relationship with the community. She manages her teaching commitment with her head teacher role very well. The school's aims and values are explicitly expressed and clearly understood by staff and governors.
110. The school's policies and priorities for development provide clear guidelines for promoting every aspect of school life. These are reviewed regularly and revised as necessary. Due regard is given to promoting equal opportunity, and practice in this respect is consistent across the school. There is a real sense of ownership by staff, governors and pupils alike in achieving their best. This is an outstanding feature of the school's work.
111. The school operates in an environment of mutual trust and understanding with very good team work amongst all the teaching and non-teaching staff. There are effective management structures in place which enable the school to function smoothly as an orderly and well organised community. Subject leaders are becoming increasingly involved in monitoring standards and detailed, informative records are kept for some subjects.
112. Realistic and ambitious targets are set according to statutory requirements for English, mathematics and science. Individual targets for pupils are set at the most challenging level. Pupils are aware of their individual targets, which are reviewed regularly as part of the school's assessment procedures.
113. The school takes account of national priorities and these are integrated into the daily life of the school. The receipts of the Basic Skills Quality Mark, involvement in the ECO schools programme, and health promotion are good examples of this. These initiatives are having a positive impact on pupils' learning and well being. This is an outstanding feature of the school's work.
114. Formal and informal performance management reviews contribute effectively to the identification of staff professional development needs. Staff are confident to identify their own strengths and shortcomings; a culture of mutual trust and understanding is well established. Professional development needs of staff are appropriately linked to the school's improvement plans and professional development agenda. The school's procedures for performance management and teacher appraisal meet national requirements.

115. Governors have good knowledge of the aims and vision of the school. They meet regularly and have a well-established and effective committee structure. The role of governors as a 'critical friend' is established.
116. The co-operation and practical support given by governors in many aspects of school life is good. The governing body is very supportive and is regularly provided with good quality information about the school's performance and activities. There are established procedures for the governing body to receive reports on different aspects of school life with good practice already in place for some subjects. However, these are not sufficiently focused on measuring progress and standards linked to priorities in the school development plan.
117. The governing body contributed to the self-evaluation report provided for the inspection but, as yet, they are not sufficiently involved in considering the outcomes so as to influence the strategic direction of the school.
118. In almost every area of their work the governing body fulfils its legal and statutory requirements. However, the school prospectus and governors annual report to parents both have minor omissions in the information they should contain.

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The school's self-evaluation arrangements are developing well. There is long-established practice at the school to evaluate; this reflects a culture of trust, support and self-criticism.
121. All staff and governors are involved in the process of self-evaluation, and pupils, through the school council and parents through questionnaires and informal meetings, also make a valuable contribution. Their views and ideas are considered seriously.
122. The self-evaluation report is comprehensive and clear judgements are made on all aspects of the school's life. The inspection team agrees with the school's judgement for each of the seven key questions.
123. The head teacher, staff and governors are committed to improving standards and learning opportunities for the pupils. Teachers who have a responsibility for teaching a subject across both key stages have a good oversight of pupils' strengths and shortcomings. The more formal monitoring by direct lesson observation, however, is underdeveloped.

124. The school's self-evaluation report identifies clearly the school's strengths and areas for development and these are used to determine priorities in the school development plan. The plan for 2005 – 06 is a very useful working document, which is carefully costed, includes time schedules, responsibilities and criteria for success. It is monitored and reviewed regularly. Progress reports are regularly shared with all staff and governors and amendments made if that is deemed necessary but these as yet are not sufficiently focused on standards.
125. Target setting in the core subjects is informed through the school's detailed assessment procedures and pupil tracking systems. They provide good evidence of attainment and achievement at individual pupil level. Target setting for individual pupils, is a well established practice. Pupils at both key stages self-review and set their own targets in consultation with their teacher. There is very good awareness of performance at county and national levels.
126. The governing body and the head teacher provide adequate resources to ensure objectives are met. There is good overview of financial resources, and monies are used effectively to improve learning opportunities for pupils.
127. The school has made good progress since the last inspection. All the key issues have been well addressed and the actions taken have led to measurable improvements in standards. These have had a positive impact on the school's practice.

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

Grade 1: Good with outstanding features

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. There are a sufficient number of well-qualified teachers to teach every aspect of the curriculum. The head teacher is very experienced, as are many of the staff in the school. There are good number of suitably trained and experienced support and ancillary staff. Their deployment across the school is both effective and appropriate.
130. The quality and quantity of the resources to support learning are good. Teachers deploy them effectively during lessons to advance pupils' knowledge and understanding. Good use is also made of visitors and the locality to enrich pupils' learning and achievement.
131. The accommodation has good features that outweigh shortcomings. All areas of the school are bright and cheerful, clean and well cared for. Displays of pupils' work make the classrooms look attractive and show the school values their achievements. The school makes good use of the hall in the adjacent community centre.

132. Shortcomings in the accommodation include:
- classrooms are small
 - the foyer has to be used as a library and also as a withdrawal area for small group teaching
 - there is no space for an ICT suite
 - there is inadequate storage space
 - there is no school field
 - there is no staff room
 - the head teacher has no office.
133. It is to the credit of the school how very well they manage the shortcomings listed above and have not allowed them to impact on pupils learning and standards of achievement.
134. Professional development activities for teaching and non-teaching staff are linked to school and individual priorities. Utilising teacher expertise, by exchanging classes, in the more specialist areas of music, and physical education has made a positive impact on standards throughout the school. This is an outstanding feature of the school's ability to raise standards. All staff are well supported by the head teacher in achieving their performance management objectives. Arrangement for the delivery of Preparation, Planning and Assessment time is very good as qualified teachers help maintain the high standards already in place, cover Preparation, Planning and Assessment.
135. Spending decisions are suitably matched to the schools priorities. Staff work closely with the head teacher to identify priorities and spend resources wisely. The head teacher and governing body have suitable regard for the principles of best value and they carefully monitor the impact of spending decisions. This aspect is very good. Last year the school's budget reserves were broadly in line with the audit commission's recommendation. Indications are that the budget reserve will increase during the current financial year.
136. Overall the school provides very good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Good and outstanding features

137. Pupils at both key stages have excellent speaking and listening skills. They listen with growing attention and concentration to their teachers and to their peers during lessons, in assemblies and in less structured situations around the school. They respond appropriately to what they have heard, answering questions that indicate their understanding of the subject under discussion. Most pupils speak clearly, with increasing confidence, in a variety of contexts, using a wide range of vocabulary. This is an outstanding feature of the school.
138. Pupils are able to read fluently, accurately and with appropriate expression. They have a clear understanding of what they have read and respond to a wide range of stimuli, including those, which have a special relevance to Wales.
139. Pupils, respond orally and in writing to texts of increasing complexity. They write in a variety of forms and for different purposes and audiences. Older children produce purposeful and sustained writing using accurate spelling and punctuation and appropriate handwriting.
140. Reading standards at both key stages are excellent. The majority of pupils show good understanding of text and use a wide range of strategies to gain understanding. Phonic knowledge is good with pupils in the reception and year 1 class developing good letter and sound recognition. By the end of year 1 pupils read challenging and sometimes unfamiliar texts effectively.
141. The majority of pupils at key stage 2 read correctly, with good understanding. They use appropriate strategies to gain meaning and read with obvious enjoyment in group reading sessions. Pupils across the key stage display more advanced reading skills as they search for information from books and the Internet and they use dictionaries effectively. By the end of the key stage, reading is accurate, fluent and expressive. Pupils at both key stages read aloud with clear voices and appropriate expression and characterisation.
142. At key stage 1, pupils write for a good range of purpose and in a variety of styles. Most children shape their words correctly and words are separated with suitable spaces. Pupils write about their stories, events and news and this helps pupils to develop confidence in their writing. By the end of year 1 pupils write well in sentences observing the basic conventions of punctuation.

143. Pupils at key stage 2 write effectively for a good range of purpose and audiences. They produce lively work, which includes dialogues, portraits, newspaper reports and poems. They plan and organise their work well and use connective words effectively. More able pupils write increasingly more complex and extended pieces of work. Pupils successfully use appropriate vocabulary, opinions and display sensitivity in their descriptions.
144. Across both key stages pupils' knowledge of language develops well.
145. At both key stages pupils use ICT effectively and confidently to support their learning.
146. Pupils' handwriting and presentation of work at key stage 2 is of a high standard.

Shortcomings

147. There are no important shortcomings.

Welsh Second Language

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

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

Good features

148. Pupils demonstrate positive attitudes to learning Welsh. They understand a variety of classroom instructions, commands and questions and reply confidently, using set phrases. The classroom displays and labels contribute to the good progress pupils make in their successful development of the language.
149. Pupils at key stage 1 know of farmyard animals and pronounce these names confidently. They read words from a card with a picture as a prompt. They follow the meaning of simple stories read by an adult and then subsequently join in to read the story themselves. Pupils sing a range of songs, which help to consolidate the language patterns, used.
150. Pupils at key stage 2 accurately read scripts prepared by the teacher. They understand what they have read and describe the content.
151. Younger key stage 2 pupils further develop their knowledge and understanding through repeating set phrases. They answer questions accurately based on experiences such as 'Merlota ar Ddydd Llun' and then complete simple written sentences based on the same language patterns.
152. Older key stage 2 pupils are able to express their feelings and opinions based on television programmes. They converse with one another using the target

language. More able pupils write sentences using the past tense and are aware of the mutations that occur in Welsh. This is an outstanding feature.

153. The work of the Athrawes Bro is valued and recognised by the school. This in turn has aided teacher confidence and has helped to raise standards. This support contributes significantly to the good standards achieved in Welsh.
154. At both key stages pupils use ICT effectively and confidently to support their learning.

Shortcomings

155. There are no important shortcomings.

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

156. Pupils at both key stages are competent in using appropriate mathematical language.
157. At both key stages pupils' skills in mental calculations and their understanding of mental strategies is developing well.
158. Pupils at key stage 1 are developing a good understanding of number and place value. The majority have a good grasp of the order of numbers from one to twenty, and accurately add on and back in steps of different size. By the time they have reached year 2, the more able have a good understanding of number up to a hundred. They are confident in their work on additions and subtractions to 10 and beyond. Many show they understand the concept of multiplication and divisions.
159. Pupils at key stage 1 make good progress in their appreciation and understanding of two-dimensional shapes and their properties. They recognise and use everyday language to describe three-dimensional shapes in an effective manner.
160. Pupils throughout the key stage recognise the value of coins and undertake simple transactions. Early measuring skills by pupils at key stage 1 are developing well using non-standard and standard measures. They complete simple calculations successfully in relation to measure and money.
161. Year 2 pupils have a good grasp of time in quarter hour intervals and many are confident when telling the time. The majority of pupils develop a good grasp of fractions such as halves and quarters.

162. The majority of pupils at key stage 2 have a clear understanding of the four rules of number and the relationship between them; by the end of the key stage they work accurately and methodically. They use a broad range of numbers, including square numbers, factors and prime numbers with confidence. Their appreciation of place value is sound and the range of multiplication tables they have learnt develops confidence.
163. Work on fractions, percentages and decimals are good. Older pupils have a secure understanding of the relationship between them.
164. Work on shape, space and measures are good. Pupils have a good understanding of the properties relating to a wide range of two and three-dimensional shapes. They understand the relationship between units of measure and correctly convert one metric unit to another. They use co-ordinates accurately to specify locations.
165. Throughout key stage 2 pupils have a good understanding of angles, symmetry and co-ordinates. They accurately plot co-ordinates and use them to identify locations.
166. Work on investigation and problem-solving is developing well with pupils exploring patterns and numbers and recording their findings. Good progress is made in data handling and interpreting information giving logical accounts for their findings.
167. Pupils at both key stages use ICT effectively to support their learning.
168. Some pupils at both key stages achieve very good standards in many aspects of mathematics.

Shortcomings

169. There are no important shortcomings.

Art

Key Stage 1: Grade 1 Good with outstanding features

Key Stage 2: Grade 1 Good with outstanding features

Good and outstanding features

170. Pupils at key stage 1 use a wide range of materials to explore and experiment in art, craft and design. They make very good progress in handling materials and tools. They draw and sketch successfully experimenting and completing detailed observational drawings in wax, crayon, pencil and watercolour wash.
171. Pupils at key stage 2 make very good progress in developing the standard of detail in the artwork they produce. They make very good use of sketch books to develop skills of portrait and figure drawing, appreciating the importance of

evaluation and refinement. They are confident to make suggestions for improvements.

172. At both key stages there is an appropriate balance between two and three dimensional work, and there are several outstanding examples displayed throughout the school such as their work in the style of Henry Moore.
173. Pupils at both key stages make comparisons between their work and that of others from a range of cultures and discuss their ideas and feelings imaginatively. This is an outstanding area of work.
174. Pupils at both key stages develop a good knowledge about the life and work of artists, designers and craft workers and organise successfully reference materials and resources to develop ideas and themes. There is an appropriate emphasis on the work of international and Welsh artists with pupils showing a very good understanding of their styles and techniques.
175. Pupils at both key stages use ICT effectively to support their learning.

Shortcomings

176. There are no important shortcomings.

Music

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

177. At key stage 1, pupils sing a variety of simple songs in unison, with clear diction, performing with verve, enthusiasm and expression showing good control of their breathing. They listen attentively to their own and others' music and express opinions about the type of music they prefer. They perform well in groups and as a class and understand the difference between practice and performance.
178. At key stage 1 they are familiar in using a range of simple instruments and play them while maintaining a steady rhythm. They follow a simple score showing good control of musical elements. They describe how instruments are used for expressive purposes.
179. At key stage 2, pupils demonstrate good progress in listening and performing with increasing control of breathing, posture, diction and pitch. All pupils use the recorder to perform simple melodies and rhythms they have written. They support this work by selecting from a range of other instruments and use these effectively to convey feeling and atmosphere.

180. Pupils at key stage 2 identify the main features of a piece of music and express confidently what the piece of music is about by reflecting on the speed, dynamics, key and the instrument used.
181. An outstanding feature at key stage 2 is the pupils' ability to work on their own composition of melodies and rhythms, working in small groups to perform their work. They show confidence when discussing the effectiveness of their work, suggesting improvements in a positive way.
182. Pupils who learn to play musical instruments such as the violin, trumpet and trombone show growing confidence and skill as they progress through the school.

Shortcomings

183. There are no important shortcomings.

Physical education

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

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

Good features

184. Throughout the school pupils enjoy physical education. They show enthusiasm, positive attitudes concentrate well and participate fully. Pupils and staff dress appropriately for physical education lessons. They show a good understanding of safety issues.
185. At both key stages pupils show good knowledge and understanding of what happens to their bodies during physical exercise. They warm up and cool down appropriately and realise the importance of exercise to their health and well-being. They also appreciate that taking part in sports activities can be fun and sociable.
186. Older pupils demonstrate confidently in front of their peers and they show good judgement and communication skills. They comment on each others' work and suggest ways of improving their actions.
187. At both key stages pupils demonstrate good use of space and are able to send, receive and travel with a ball, demonstrating good control and hand eye co-ordination.
188. Boys and girls participate on an equal basis in all lessons and work together well.
189. All pupils undertake swimming lessons and records show that the majority of pupils at key stage 2 are competent swimmers.

190. A range of extra curricular activities provides opportunities for the pupils to engage in competitive games and involvement in inter school matches and tournaments. The success of the school in this respect indicates a high level of proficiency being achieved by pupils.

Shortcomings

191. There are no significant shortcomings.

School's response to the inspection

The Governors and Staff of the School would like to thank the inspection team for the professional way in which the inspection was carried out. The school is pleased to see that the inspection findings coincide with the school's self evaluation and that areas for development, particularly in the area of monitoring standards and provision, had already been identified by the school as an area for improvement in its development plan.

In acknowledging the dedication and skill of the staff in raising standards across the curriculum as well as developing lifelong learning skills the inspectors have identified one of the strengths of the school.

The strong sense of commitment and teamwork between staff, parents and children, the caring ethos of the school and high standards achieved was also noted as a particular strength.

Progress has been made since the last inspection report in improving standards particularly in Art and English. The quality of teaching and learning has improved considerably and this has been noted as an outstanding feature of the school.

The lack of space identified in the report is an ongoing issue and it is important to note that due to strenuous efforts on the part of the school this has not adversely affected the achievements of the pupils in the school. The Governors and Head teacher continue to strive to improve the situation at every opportunity.

An action plan will be put into place to address the recommendations in the report in improving our monitoring role to inform the Self Evaluation process. A copy of the Action plan will be sent to all parents and the Governors report to parents will report on the progress being made towards the aims within it.

Appendix 1

Basic information about the school

Name of school	Llanfihangel Rhydithon C.P.
School type	Community Primary
Age-range of pupils	4-11
Address of school	Dolau, Llandrindod Wells Powys
Postcode	LD1 5TW
Telephone number	01597 851289

Head teacher	Mrs Kate Jones
Date of appointment	September 1997
Chair of governors/ Appropriate authority	Mr Duncan Marshall
Registered inspector	Mr Merfyn Lloyd Jones
Dates of inspection	2-4 th May 2006

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	1	13	7	5	9	5	6	7	53

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
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	17
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	77%	92%	94%
Autumn 2005	n/a	83%	96%
Spring 2006	n/a	94%	94%

Percentage of pupils entitled to free school meals	8
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 2005	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	63	In Wales	80

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix 4

Evidence base of the inspection

A team of three inspectors inspected the school over a period of 6 inspector days.

The head teacher was the nominee and she played an extensive role during the inspection.

Nineteen lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Twenty-one parents attended the meeting held prior to the inspection, and the parents' responses (22 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 1, 2, 5 and 6 mathematics, art and music.
Mr Peter Roach (Team Inspector)	Key questions 3, 4 and 7 English, Welsh Second Language, physical education and special educational needs.
Mrs Denise Shields (Lay inspector)	Contribution to all seven key questions.

The contractor was:

Evenlode Education Ltd
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CB8 4XU

Acknowledgement

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