

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

**LLANGATTOCK CHURCH-IN-WALES PRIMARY SCHOOL
LLANGATTOCK
CRICKHOWELL
POWYS
NP8 1PH**

SCHOOL NUMBER: 666 / 3048

DATE OF INSPECTION: 24TH – 26TH JUNE 2003

BY

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REGISTERED INSPECTOR: W089/15781

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
EBP	-	Education Business Partnership
ELWa	-	Education and Learning Wales
EWO	-	Education Welfare Officer
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
PTA	-	Parent-Teacher Association
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS.....	2
THE MAIN FINDINGS OF THE REPORT.....	2
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS.....	5
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	5
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	6
4. ETHOS OF THE SCHOOL.....	6
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	6
4.2 BEHAVIOUR AND ATTITUDES.....	7
4.3 ATTENDANCE.....	8
5. QUALITY OF EDUCATION.....	9
5.1 TEACHING.....	9
5.2 ASSESSMENT, RECORDING AND REPORTING.....	10
5.3 CURRICULUM.....	11
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE.....	12
5.5 PROVISION FOR PUPILS WITH SEN.....	13
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	14
5.7 PARTNERSHIP WITH INDUSTRY.....	15
6. MANAGEMENT.....	16
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	16
6.2 LEADERSHIP AND EFFICIENCY.....	16
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	17
7. SUBJECTS AND AREAS OF LEARNING.....	18
STANDARDS ACHIEVED BY PUPILS.....	18
PROVISION FOR THE UNDER-FIVES.....	18
ENGLISH.....	20
MATHEMATICS.....	21
SCIENCE.....	22
WELSH SECOND LANGUAGE.....	23
DESIGN AND TECHNOLOGY.....	24
INFORMATION TECHNOLOGY.....	25
HISTORY.....	25
GEOGRAPHY.....	26
ART.....	27
MUSIC.....	28
PHYSICAL EDUCATION.....	28
8. SCHOOL IMPROVEMENT.....	29
8.1 PROGRESS SINCE THE LAST INSPECTION.....	29
8.2 KEY ISSUES FOR ACTION.....	31
APPENDIX.....	32
A. BASIC INFORMATION ABOUT THE SCHOOL.....	32
B. SCHOOL DATA AND INDICATORS.....	32
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....	33
D. THE EVIDENCE BASE OF THE INSPECTION.....	34
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	35

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Llangattock Church-in-Wales Voluntary Controlled School is situated in the heart of the village of Llangattock, about a mile south of Crickhowell, overlooked by the escarpment of the Llangattock and Llangynidr Mountains. It is situated on a spacious and purposely designed site near to the Monmouth and Brecon canal. It is attached to the village community hall, which provides a valuable accommodation resource, especially for physical education and school events, although this does cause some issues in relation to public access and security. The school was originally founded in 1869 as a National School adjacent to the parish church and moved to its current premises in 1977; it maintains a close relationship with the church. The accommodation comprises one main building of semi-open plan design and a demountable classroom unit. Outside there is a hard surface playground, a large playing field and an environmental area, set within extensive landscaped grounds.

The school serves the village and the surrounding rural area, although a significant number of pupils come from Crickhowell and various locations outside the traditional catchment area due to parental choice; a few cross the border from the neighbouring county of Monmouthshire. Currently there are 95 pupils in the school between the ages of five and eleven plus five part-time and four full-time children of nursery age. Pupils are taught in four mixed age range classes. The number on roll has remained relatively stable in recent years, although there has been a slight decline in the last two years and a comparatively large number in Y6 will be leaving the school at the end of the current academic year. According to the school, pupils generally come from homes that are neither prosperous nor economically disadvantaged, although about a quarter are relatively prosperous; around 10% are registered as being entitled to free school meals. The intake represents many able and few less able pupils, which is reflected in the baseline assessment undertaken when children enter compulsory education at the age of five. Around 13% are identified as requiring SEN support, which is well below the national and local averages; one is statemented. Around 2% of pupils come from an ethnic minority background, one of whom speaks English as an additional language. No pupils are natural Welsh speakers.

The governors and staff aim to create a happy, stable and caring environment, which provides the opportunity for every child to realise his or her full potential in all areas of the curriculum. They also aim to stimulate pupils' desire for knowledge and to help them acquire the confidence to tackle new challenges, as well as to teach them to show respect to others and their beliefs and opinions, even though these may not be in accordance with their own. Finally, they aim for the school to be a valued resource at the heart of the local community. Priorities for development in the current SDP are raising standards in literacy, numeracy, science and Welsh, as well as effecting improvements in the accommodation and fabric of the building and addressing some important health and safety issues. Quantitative targets have been set in the core subjects.

The school was last inspected in April 1997, since when there have been considerable changes in staffing; only one teacher from that time is still in post. The current deputy was

appointed to the school in January 2003 and promoted to her present position in May. The new head took up his post at the beginning of the current summer term.

Since the school is voluntary controlled, religious education in 1997 was inspected as normal under Section 10 of the 1996 Education Act. However, in the current inspection the GB elected to have the subject inspected under Section 23 of the Act, since the Diocesan syllabus is taught.

2. MAIN FINDINGS

The main findings of the report

This is a very effective school. Despite considerable disruption over the last few years due to continual staff changes, standards have improved and are now good or very good in almost all subjects. Similarly many aspects of the ethos of the school, the quality of the educational provision and the management and leadership of the school are also very good; much has been achieved in a very short time by the new head and deputy.

- Standards of achievement in the work seen are 100% satisfactory or better, of which around 54% is good and 36% very good. There is evidence of very good work in all three age phases.
- The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Very good	Very good
Personal and social development	Very good	Very good
Mathematical development	Very good	Very good
Knowledge and understanding of the world	Very good	Very good
Physical development	Very good	Very good
Creative development	Very good	Very good

- In KS1 standards are at least good in all the work seen, of which around 25% is very good. In KS2 they are consistently satisfactory or better, of which around 57% is good and 21% very good. Standards in the NC subjects are as follows:

	KS1	KS2
English	Good	Good
Speaking	Very good	Very good
Listening	Very good	Very good
Reading	Very good	Very good
Writing	Good	Good
Mathematics	Very good	Very good
Science	Good	Good
Welsh second language	Good	Satisfactory
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Very good	Very good

- Standards in key skills are very good in speaking, listening and reading; they are good in writing and numeracy and satisfactory in ICT. However, there is no whole school strategy to ensure consistent delivery across the curriculum.
- Pupils' spiritual, moral and social development is very good; their cultural development is satisfactory, due to some shortcomings in the provision for multicultural education. Acts of collective worship fully meet statutory requirements.
- Behaviour and attitudes are very good throughout the school and impact significantly on standards of achievement. Pupils are very polite, courteous and cheerful. It is a pleasure to visit the school.
- Attendance levels are satisfactory, averaging around 93% over the last year. Pupils on the whole arrive on time and the day begins promptly.
- Based on the lessons observed during the inspection, teaching in the school is 100% satisfactory or better, of which around 50% is good and 39% very good. There is evidence of very good practice in each class.
- Teaching in the early years is consistently good or better and the large majority is very good. In KS1 it is also consistently good or better and around a quarter is very good. In KS2 it is never less than satisfactory; around a half is good and almost a third is very good.
- Teachers prepare lessons thoroughly and efficiently and manage them very effectively with suitable routines. They use a range of teaching methods and make good provision for independent learning and co-operative group work; the focus on self-responsibility is a notable feature of learning throughout the school.
- The consistent way in which lessons are structured and efficiently organised is another notable feature. In English and mathematics, in particular, separate work is planned

between the two year groups in each class and provision is made for different abilities in the same year group, although there is scope to match work more closely to pupils' abilities in science and the foundation subjects.

- Teachers have good subject knowledge of the statutory curriculum and very good assistance is provided by visiting teachers and support staff, who make a major contribution to the high standards achieved by pupils.
- The quality of assessment, recording and reporting is satisfactory overall. Assessment opportunities are sometimes noted in medium and short term planning, but the information acquired does not consistently inform planning for pupils of all abilities. The school has identified in its current SDP the need to review and evaluate its procedures in this aspect.
- The curriculum is broad, balanced and relevant. It is very well planned and policies and schemes of work are in place for all subjects and are of good or very good quality. Short term planning and homework are consistent across the school and a range of extra-curricular sporting activities is provided. Overall curriculum time exceeds WAG recommendations.
- Overall, the school makes very good provision for support, guidance and pupils' welfare. The school is a caring, supportive community, where pupils' well-being is of paramount importance.
- The provision for pupils with SEN is very good; pupils grow in confidence and make very good progress towards the targets set for them. There is full compliance with the new CoP.
- The school's partnership with parents, schools and other institutions is very good; with the community and industry it is good overall.
- The quality of self-evaluation and planning for improvement is satisfactory overall; a self-critical culture is being established among staff and governors and the school's self-assessment report is a very effective and well focused document. The current SDP, however, lacks coherence.
- Leadership and efficiency are very good. The school has clear aims and there is an obvious sense of teamwork in the school. The head provides effective leadership and has already set in motion a number of initiatives. The deputy is also making a very positive impact on the school.
- Financial management is sound. The deficit budget from previous years has been addressed and the school now gives very good value for money.
- All statutory requirements in relation to registration and information for parents are generally fulfilled.
- The level of staffing is very good, accommodation for pupils is generally good and resources are satisfactory overall. However, there are inadequate facilities for the head,

staff and secretary and for pupils who need attention for medical or health reasons, especially in the early years.

- The school has made good progress since the last inspection and addressed all of the key issues, although matters related to assessment are still in the process of development.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement in the work seen are 100% satisfactory or better, of which around 54% is good and 36% very good. There is evidence of very good work in all three age phases.

- In the early years standards are very good overall and children make very good progress in each of the six areas of learning.
- In KS1 standards are at least good in all the work seen, of which around 25% is very good. In KS2 they are consistently satisfactory or better, of which around 57% is good and 21% very good.
- Standards in English are good overall in KS1 and KS2; pupils make very good progress in speaking, listening and reading and achieve good standards in spelling and handwriting. Writing is more variable, but good overall.
- Standards in mathematics are very good in both key stages. Pupils have a sound knowledge base and apply their skills very effectively; their mental abilities and proficiency in using alternative strategies to solve problems are particularly well developed.
- Standards in science are good in both key stages; pupils undertake a wide range of investigational activities confidently and enthusiastically and they have a good knowledge base across the different ATs of the NC.
- Standards in design and technology, information technology, history, geography, art and music are good in both key stages.
- Standards in physical education are very good in both key stages in the limited amount of work seen.
- Standards in Welsh second language are good in KS1 and satisfactory in KS2.
- Standards achieved by pupils with SEN are very good in relation to their ability.
- In both key stages NC test and teacher assessment results over the last few years indicate that pupils overall perform better than those in similar schools, placing Llangattock in the top 25% in Wales of schools with around 10% free school meals. In KS1, however, pupils do less well in writing and science and across the school girls perform better than boys in all three core subjects. Recent evidence indicates that these variations in standards are still prevalent in the school.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills are very good in speaking, listening and reading; they are good in writing and numeracy and satisfactory in ICT. However, there is no whole school strategy to ensure consistent delivery across the curriculum.

- Pupils of all ages speak clearly and confidently in a range of situations and to a variety of audiences. A growing vocabulary is demonstrated in the quality of questioning and answering and in the mature way that pupils of all ages present their ideas and views. There is good development of subject specific vocabulary across the curriculum.
- In both key stages the majority of pupils concentrate and listen very well in lessons and during whole school gatherings. They successfully build their speaking and listening skills through discussions and good quality teacher questioning and encouragement. Whole school acts of collective worship contribute very well to pupils' confidence in speaking to a large audience.
- Pupils read clearly with appropriate expression and have very good understanding of the material they are reading. From an early age they use their reading skills to research topics in several subjects. Older pupils are able to read widely to gain information from a range of sources to support their work in various subjects. Many develop relatively sophisticated skills, scanning text to extract information.
- Pupils write in different forms and for different purposes, and the progression seen in both imaginative and descriptive work is good overall. There are good examples of extended writing in several subjects. Technical skills are good when constructing sentences and good attention is paid to spelling and punctuation. Pupils' skills are further developed and improved through systematic planning and redrafting of their work. Written work at times is variable in quality and quantity, but weaknesses are being addressed successfully through a range of strategies.
- Numeracy skills are well used in other subjects, particularly science, design and technology and history. Mental mathematics skills develop very well throughout the school and pupils can make calculations accurately in different kinds of situations.
- Pupils develop appropriate ICT skills and use these to support work in various subjects. However, the potential of ICT is not always used effectively across the curriculum and opportunities to use computers as an integral part of lessons are not fully exploited, for example in Welsh second language, history and geography.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral and social development is very good; their cultural development is satisfactory, due to some shortcomings in the provision for multicultural education.

- Acts of collective worship fully meet statutory requirements; sessions are held each morning and are mainly Christian in content, involving praise, prayer and exposition. They are well conducted and a reverent atmosphere is created. Good use is made of recorded and live music, as well as incidental Welsh and outside visitors. Pupils participate fully and often lead the worship; they play instruments, listen very well, answer questions knowledgeably and sing heartily and in tune.
- Pupils' spirituality is further developed through the curriculum and daily routines, as well as through links with the Church. Attention is drawn to the wonders and beauty of the natural world in various lessons and pupils say grace before lunch and a prayer at the end of the day. The ethos of the school and the role models teachers provide also help to raise pupils' sense of self-worth and their appreciation and enjoyment of the world in which they live.
- Pupils know the difference between right and wrong and accept responsibility for their own actions. They show respect for their teachers and treat others with kindness. Particularly through the experiences they have in PSE, they are aware of the need for justice, truth and fairness and the importance of valuing others and themselves. They look after their environment well and support charities; they have an empathy for those less fortunate than themselves.
- Pupils work and play together very well. In all classes they work effectively in pairs and groups and are willing to share and to take turns fairly. Even in the early years they accept responsibilities willingly and like to help others; they are keen, for example, to take on the role of 'helpwr heddiw', which they perform enthusiastically. Older pupils show initiative and look after those younger than themselves.
- The Cwricwlwm Cymreig is generally well developed and pupils have a range of experiences that promote their understanding of the culture and heritage of Wales. Classroom displays and the frequent use of incidental Welsh by teachers help to establish a Welsh ethos in the school. There is an annual eisteddfod and a St. David's Day celebration, and pupils participate in Welsh folk dancing and regularly visit places of local and national interest, such as the Museum of Welsh Life and Margam Park. Their knowledge of Llangattock and the surrounding area is very good.
- Multicultural education and racial awareness are less well developed. Pupils study cultures and lifestyles in other countries and have some understanding of racial issues and current tensions in the world, but their knowledge of other faiths and the richness of cultural diversity in society is somewhat limited. There is no policy on these aspects and few visits or visitors are planned as a regular part of the curriculum.

4.2 Behaviour and Attitudes

Behaviour and attitudes are very good throughout the school and impact significantly on standards of achievement.

- From the start of their school career pupils learn how to behave and what is expected of them in the classroom, in the dining hall and in the playground. Often behaviour in class is exemplary.

- Pupils in both key stages have very good attitudes to work. They are keen learners and remain focused on the task in hand. Any unsatisfactory behaviour is immediately handled very well by teachers.
- Pupils are very polite, courteous and cheerful; it is a pleasure to visit the school.
- Lunchtime supervisors relate very well to pupils and, although they have not had any formal training, they monitor dinner time and the playground very effectively. They have a good rapport with pupils and are sensitive to their needs.
- The behaviour policy clearly sets out aims and objectives together with very good strategies to achieve these.
- Rewards are very much sought after by pupils and are given for many aspects of school life, for example, improved work, kindness and politeness.
- Staff and pupils are aware of the causes and consequences of bullying. There is a very strong emphasis on co-operating with others in the school community. Pupils are given much guidance and are encouraged to report incidents to an adult. Problems are, therefore, sorted out quickly.
- There have been no exclusions.
- Parents, who replied to the pre-inspection questionnaire, are very appreciative of the very good standards of behaviour and discipline achieved by the school.

4.3 Attendance

Attendance levels are satisfactory.

- Attendance over the last year has averaged around 93%, short of the school's informal target of a consistent 95% rate. There are, however, no unauthorised absences.
- The school views regular attendance to be very important and very clear guidelines are given to parents about this in the school prospectus. Most parents telephone or notify the school if their child is away and seek permission for holidays in term time, although this is not a significant problem.
- Registration is taken twice a day. Registers are neatly maintained with codes denoting reasons for absence; they are kept up to date.
- Pupils on the whole arrive on time and the day begins promptly. A few cases of lateness are noted in the registers.
- The EWO visits twice a term and immediately acts if there are any cases of persistent absence by visiting the families concerned.
- The school meets WAG requirements for the recording and reporting of attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

Based on the lessons observed during the inspection, teaching in the school is 100% satisfactory or better, of which around 50% is good and 39% very good. There is evidence of very good practice in each class.

- Teaching in the early years is consistently good or better and the large majority is very good. In KS1 it is also consistently good or better and around a quarter is very good. In KS2 it is never less than satisfactory; around a half is good and almost a third is very good.
- Teachers prepare lessons thoroughly and efficiently; they provide appropriate learning resources that are of a very good quality and ensure that all necessary materials are ready and available at the start of lessons, so that work can begin promptly.
- Lessons are very effectively managed with suitable routines. Transitions between activities operate smoothly and efficiently and teachers maintain a brisk pace that holds pupils' interest and attention, so that they remain on task.
- Teachers use a range of teaching methods and make very good provision for independent learning and co-operative group work; pupils have regular opportunities to undertake their own research, tackle problems and seek out their own solutions. The focus on self-responsibility and pupils being encouraged to make their own decisions is a notable feature of learning throughout the school.
- Lessons are very well structured and efficiently organised. Learning objectives are usually made explicit and plenary sessions provide opportunities for pupils to share their results and to recap on what has been learnt, as well as to check that learning objectives have been achieved. This is another notable feature of lessons across the school.
- Teachers manage time well, although sometimes introductions are over-long, with the result that pupils have to rush their work and there is insufficient time for them to complete their tasks.
- Teachers provide clear explanations and directions, so that pupils know what to do and what is expected. They use incidental Welsh, intonation and expression, as well as non-verbal communication, such as facial expressions, effectively to transmit meaning and emphasis. Their questioning techniques are well developed and their responses to pupils' queries and answers are positive and supportive. Visual aids, such as the interactive whiteboard, are used well to enhance learning.
- In English and mathematics, in particular, separate work is planned between the two year groups in each class and provision is made for different abilities in the same year group through setting, varied questioning and differentiated tasks. However, there is scope to match work more closely to pupil abilities in science and the foundation subjects, where whole classes tend to do similar tasks.

- Teachers know pupils very well and give very good attention to individual needs; they monitor progress carefully in lessons, give instant feedback by marking work as it is done and provide regular praise and encouragement, which enables pupils to develop pride and confidence in their work.
- Where teaching is very good, teachers have high expectations of pupils' achievement and encourage them to be accurate. They provide a variety of stimulating and challenging materials and activities. They encourage pupils to produce their own ideas, expect them to complete what they are doing and use humour effectively.
- Teachers have very good subject knowledge of the statutory curriculum and use relevant vocabulary and terminology. They attend appropriate INSET courses and undertake their own research to update their expertise and to ensure lessons are based on secure content.
- Very good assistance is provided by visiting teachers and support staff; they have clear roles and are very well deployed. They receive specific guidance from class teachers and make a major contribution to the high standards achieved by pupils.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory overall.

- Children under five are assessed effectively and the information is used well to monitor children's progress and to inform planning.
- The school utilises a combination of statutory tests, assessment data and commercial materials appropriately. Teachers are generally accurate in their judgements, but recently the end of KS2 assessments have not closely matched test results.
- Pupils' achievements in English and mathematics are assessed regularly and individual pupil folders and record files are now being developed throughout the school. At present there is no system of formal assessment and record keeping for science and the foundation subjects.
- Opportunities for pupils to assess and evaluate their own work are at an early stage of development.
- Assessment opportunities are sometimes identified in medium and short term planning, but assessment data and information derived from marking do not consistently inform planning for pupils of all abilities in the core and foundation subjects.
- There is no consistent whole school approach to the development of individual target setting. Although some pupils are able to show that they have targets identified in their books, these are often of a very general nature and outdated.
- Appropriate portfolios of work in English and mathematics, produced by the local primary school cluster group, are available to assist teachers in the levelling process. Similar portfolios in other subjects are being developed.

- The school has assessment and marking policies, which are now in the process of being revised.
- Pupils' work is usually marked regularly and teachers provide positive comments, but they rarely indicate clearly to pupils the strengths of their work and how improvements can be made.
- Reports to parents are sufficiently detailed and meet statutory requirements, although some tend to focus more on work covered than progress made and the way forward. Parents value these reports, as well as the regular opportunities the school provides for them to discuss their children's progress, both formally each term and on a day to day basis.
- The school has already identified in its current SDP the need to review and evaluate its procedures for assessment, recording and reporting. It intends to establish a more focused structure that will help to measure and direct pupils' progress in a more coherent and effective manner.

5.3 Curriculum

The curriculum is broad, balanced and relevant.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning. It is well developed, extremely well organised and provides a wide range of activities and experiences for children, with the result that they make very good progress in each of the six areas of learning.
- In KS1 and KS2 the curriculum is also well organised. In each class pupils have a very good balance of learning experiences across the subjects of the NC. Overall teaching time in each key stage exceeds WAG recommendations and, although not directly specified, all subjects are allocated sufficient time each week.
- The curriculum is very well planned, with all subjects being based on a two year cycle; in the early years and KS1 they are linked to a specific topic. Literacy and numeracy are taught almost exclusively in the mornings, even in the early years, with science and the foundation subjects being delivered usually in the afternoons. History and geography, as well as art and design and technology, are taught in blocks of time, alternating with each other every half-term.
- The structure of the school day is appropriate, although in the early years and KS1 the session after lunch is rather long with the result that the last session in the afternoon is quite brief.
- Policies and schemes of work are in place for all subjects and for the early years. The latter are detailed and all are of good or very good quality, being adapted from LEA or commercial guidelines. They provide good guidance for teachers and have been updated in line with the current NC. They are easy to follow and form the basis for teachers' half-termly planning.

- Teachers' short term planning is consistent across the school and provides a detailed overview of work and learning objectives to be covered in each subject during the week. Attention is given to the resources, vocabulary and key skills to be addressed in each lesson. The plans are submitted to the head each week and informally evaluated.
- Attention is given to sustainable development and the common requirements of the NC. PSE is taught specifically in each class and the school is familiar with the ACCAC guidance and is in the process of revising its policy in this aspect.
- There is a homework policy and guidelines are published in the prospectus. Pupils take home reading books and mathematics and English work and occasionally undertake projects at home. The policy is consistently applied in each class and parents are generally happy with the arrangements.
- There are some extra-curricular sporting activities after school, such as netball, cricket and football, which are well supported, and pupils experience a range of field visits and excursions to places of interest as part of their studies. Older pupils also undertake an annual residential visit to Llangranog.
- The curricular provision is socially inclusive and provides equality of access for all pupils; there is none for whom the NC is modified or disapplied.

5.4 Support, Guidance and Pupils' Welfare

Overall, the school makes very good provision for support, guidance and pupils' welfare.

- The school is a caring, supportive community where pupils' well-being is of paramount importance. Their needs are identified at an early stage and teachers monitor their progress closely. The very caring and sensitive approach of the entire staff generates a sense of security and confidence and an appetite for learning among pupils.
- The school has an appropriate policy for sex education, which is currently being revised, and aspects relating to healthy eating and hygiene are incorporated very effectively into the school's curricular provision in both key stages. Close liaison takes place with the school nurse in relation to these aspects.
- The school has appropriate racial equality and equal opportunity policies and all pupils have equal access to all aspects of school life, including educational visits and sporting activities.
- Circle time, assemblies and class discussions are used very well to address issues relating to aspects of pupils' personal development.
- The quality of relationships throughout the school is very good. The head and staff know pupils very well, who reciprocally feel confident to turn to adults for help and advice.
- The school has adopted the LEA policy on child protection; a full-time teacher is responsible for this aspect.

- One member of staff is the nominated first aider and other members of staff are in the process of updating their qualifications. Accidents are accurately recorded in the school accident book.
- Regular fire drills are held; there have been two during the current term.
- Arrangements for contacting parents when necessary during the day are very good. Teachers continuously share relevant information with parents on a day to day basis.
- The school has adopted the LEA policy for health and safety and has identified the need to develop its risk assessment procedures further; all members of staff are mindful of pupils' safety and welfare.
- Pupils' medical needs are reviewed regularly and there is a very effective policy on the use and application of medicines.
- Good relationships have been established with support services and other outside agencies.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is very good.

- Pupils with SEN grow in confidence and make very good progress towards the targets set for them.
- There are very good arrangements in place for the early identification of pupils with SEN. There is very clear understanding of the particular needs of pupils and of the specific learning strategies that need to be applied.
- There are regular assessments and audits of all pupils with SEN, as well as those who are more able, in order to track progress. The school makes effective use of diagnostic assessments to identify targets and specific learning needs and to provide relevant support.
- IEPs identify realistic and achievable steps for individual pupils' learning and are of very good quality. Targets are set termly and progress is diligently reviewed and recorded.
- Class teachers and classroom assistants offer sensitive and very good quality support. Very good care is taken to ensure that pupils are happy and well integrated into the life and work of the school.
- The school's SEN policy is regularly reviewed and is a clear, detailed document that fully complies with the recommendations of the new CoP.
- The SEN register and all other documents are very well organised and regularly maintained. Records are very useful working documents, the details of which are used very successfully to track individual pupils' progress and to provide suitable support.

- The SENCO, who is the peripatetic support teacher, in partnership with the head, provides a clear and positive lead to the school. She intervenes effectively to ensure individual targets are met. The co-ordination arrangements for SEN throughout the school are very effective.
- The SENCO and the nominated governor work together very closely and effectively oversee the provision and progress of pupils.
- Links with outside agencies and parents are very good and well documented. Parents are fully involved in decisions that are made about their children.

5.6 Partnership with Parents and Community, Schools and Other Institutions

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

- Parents are kept well informed of their child's academic and pastoral progress through newsletters, termly curricular information, annual written reports and verbal consultations with teachers.
- The prospectus is very informative and fully meets statutory requirements.
- Parents, who attended the pre-inspection meeting, state that teachers are very approachable and that the school is open to new suggestions. They greatly appreciate the opportunity to view the video of children working in class, which they find very enlightening.
- Some parents and other members of the community help in class. During the inspection one parent reported how much she enjoyed her work in the school and how she is given good support and guidance.
- The PTA is very committed and successfully helps to raise money for additional resources.
- The GB formally reports back to parents annually and their written report overall meets statutory requirements.
- Links with the local church are very good and the vicar, who is a member of the GB, visits regularly to lead assembly. Pupils visit the church and some very good displays around the school reflect the close liaison that takes place.
- Dog fouling on the school field is now a rare occurrence since negotiations with community leaders have taken place. However, local residents still have concerns about the use of the community hall attached to the school during the evenings, particularly in

relation to access; the GB is continuing to work closely with local officials to resolve these issues.

- Members of the community, for example the local doctor, fire and police services, visit to talk to pupils about their work and aspects of health and safety; this is very beneficial to pupils' learning.
- The majority of pupils transfer to the local high school. Links, including some curricular initiatives, for example mathematics, history, music and drama days, are very good. Y6 have very good opportunities to visit the school prior to transfer, meeting Y7 teachers and familiarising themselves with the school's routines. They also get to know Y6 pupils from other local primary schools by joining with them on a two day visit to London.
- Cluster primary school heads meet regularly with the head of the high school and a particularly good initiative is that primary teachers observe lessons in KS3 and, vice versa, secondary teachers come to see lessons in KS2.
- The nursery/reception teacher has forged a very close relationship with the parent and toddler group, which uses the community hall every Friday. She visits regularly to read a story and to get to know the children and their parents.
- The school has a formal partnership with a teacher training university and also works closely with two further education colleges that offer childcare courses. Students undertake their practical training in the school and are very ably monitored by staff.

5.7 Partnership with Industry

The school's partnership with industry is good overall.

- The school makes good use of the local shops and supermarkets to support learning and to raise pupils' awareness of the world of work.
- In addition, good use is made of other local business people, for example Y5/Y6 visit a local joinery to look at the process of turning wood into household products and participate in a Barclays Bank corporate day. A children's author also talks to pupils about the process of becoming an author and publishing a book.
- The head has looked at the part information technology plays in the modern business world, when he worked alongside business people at a national water company before his appointment to Llangattock.
- There is no formal policy giving guidance on how industry and commerce can be regularly involved to support the delivery of the curriculum and at present the school has no links with ELWa or the local EBP.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory overall.

- Procedures for self-evaluation and planning for improvement are developing appropriately. The head, staff and GB have a strong commitment to this aspect, in order to raise standards in all areas of school life.
- A self-critical culture is being established among staff and governors; there is a strong sense of pride in the school.
- The role of curriculum co-ordinators is developing appropriately; teachers have produced annual reviews and action plans for their subject areas. Monitoring occurs in English, mathematics and science and is planned for the foundation subjects.
- Good use is made of the results of annual NC assessments in both key stages and other data to identify areas for improvement in the core subjects.
- The SDP, which the present head has inherited, has a number of useful and relevant targets for school improvement, but the short term priorities identified are not cohesive and do not match the longer term plan.
- The recently produced self-assessment report is a very effective, well focused and useful document, which clearly identifies the school's strengths and areas for development.

6.2 Leadership and Efficiency

Leadership and efficiency are very good.

- The school has clear aims, which are communicated explicitly to parents in the prospectus. There is a very positive community ethos in the school, underpinned by sound values, which are conducive to effective learning.
- The head provides effective and efficient leadership and, although only recently appointed, is clearly beginning to make a mark on the school. Despite having a 0.8 teaching commitment and oversight of a number of subjects, he has already set in motion a number of initiatives, which are having an impact on the quality of provision. He is enthusiastic and conscientious.
- The deputy is also making a very positive impact on the school. She works well with the head and is very supportive. Both are very good role models in relation to their classroom practice and management qualities; much has been achieved in the short time since their appointments.
- All staff, including teachers and support assistants, work well together and meet regularly to share ideas. Staff meetings are held frequently and are minuted. Subject

responsibilities are shared out evenly between staff. There is an obvious sense of teamwork in the school.

- Day to day routines operate efficiently and good support is provided by the part-time secretary, despite the cramped working conditions, as there is no separate reception area or office.
- Resources are well managed and stored in an orderly fashion so that they are easily accessible.
- The school's supporting documentation is in order; most is well produced and provides useful information for teachers. Some policies are in need of revision, of which the school is aware.
- Although some governors have only recently been appointed, they take a keen interest in the school and undertake their responsibilities conscientiously; several visit the school regularly. Some are attached to a particular class, while others have subject interests.
- Financial management is sound. The GB has addressed the deficit budget inherited from previous years and is predicting that by the end of the current financial year there will be a small surplus. The most recent auditor's report of December 2001 was good with only very minor recommendations.
- All statutory requirements in relation to registration and information for parents are generally fulfilled.
- The school gives very good value for money.

6.3 Staffing, Accommodation and Learning Resources

The level of staffing is very good, accommodation for pupils is generally good and learning resources are satisfactory overall, but there are inadequate staff and medical facilities.

- There is a good number of teaching and support staff who are very well qualified and appropriately experienced to meet the needs of the school.
- Appropriate arrangements for performance management and for the induction of newly appointed staff are in place.
- The school has a welcoming ambience. Classrooms are attractive and colourful; pupils' work is celebrated in a number of stimulating displays, which enhance the school environment.
- The buildings are generally in good condition, although some window frames are in need of replacement. Standards of cleanliness both inside and outside are very good.
- Facilities for adults in the school are very limited. At present, the staff room is used as the school office and the head's room. The head, therefore, has no private office to undertake

management and administrative duties and there is no reception area or office for the secretary.

- Facilities for pupils who need attention for medical or health reasons, are inadequate, especially in the early years, where there is no shower or large sink.
- There are a number of steps in the school which militate against disabled access.
- Doors to the school and gates to the grounds are usually locked during school hours and the perimeter fence is now generally secure. However, some security matters were discussed with the GB.
- Learning resources are satisfactory overall; in some subject areas, such as music and physical education, provision is at least good, but there are deficiencies, for example in Welsh reading books, some science equipment, history and geography artefacts and soft fall equipment in the early years. Some computers are also in need of replacement.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Standards in each of the six areas of learning are very good.

Good Features

- In language, literacy and communication skills both nursery and reception children listen very quietly and attentively and enjoy using the listening centre, following tapes very intently. They speak articulately, answer questions knowledgeably and recall previous learning well; they talk to each other enthusiastically as they play and carry out instructions carefully. They enjoy poetry, can recognise rhyming words and predict what a missing word might be. They know the alphabet well.
- Children follow stories well and read confidently as a class from a big book, being aware of the use of punctuation, such as question marks and exclamation marks, to express meaning and to add emphasis. They choose at times to read or look through a book, including those written by their peers. Reception children can read instructions on worksheets and simple texts; nursery children know how to handle books and that the print transmits meaning. In both age groups they can match symbol to sound, including diphthongs and digraphs; they have good phonic awareness.
- Nursery children can write their own name and make purposeful marks on paper; they can overwrite and underwrite accurately. All reception children can write a number of sentences on their own with mainly accurate spellings and good handwriting. They produce a range of writing, including reports, stories and lists.

- Children in both nursery and reception learn basic vocabulary and phrases in Welsh. For example, they offer greetings to the class in the language and can identify the names of numbers, colours and fruits. They speak clearly, pronounce words accurately and make very good responses to questions, such as ‘sut wyt ti?’. They play a variety of games and sing songs in Welsh, which reinforces their understanding.
- In relation to personal and social development both nursery and reception children work at their activities conscientiously and with good concentration. They settle quickly, remain on task and finish their work, producing good quality results of which they are justly proud. They are socially well adjusted and work very successfully together in pairs and small groups. They share and choose fairly, take turns willingly and play happily in the various role play areas that are set up in the classroom linked to the theme, such as the beach café or the underwater cave. They exercise appropriate self-control and take responsibility for their own hygiene and dressing. They engage purposefully in sand and water play and clear away efficiently, putting materials back in their proper places. They relate confidently to adults and talk freely to visitors.
- In mathematical development children in both nursery and reception can recognise basic numbers in figures and words and can place them in order. They know several number rhymes, can count forwards and backwards and recognise basic coins. They can repeat patterns and understand the basic concept of symmetry. They know the names of simple two and three dimensional shapes and their properties and use basic mathematical language appropriately. Nursery children can sort and match and put a simple jig-saw together; the more able in reception can add three numbers together up to 30, count to 100 and subtract within 20; they can weigh accurately in grams, for example when measuring ingredients to make biscuits.
- In knowledge and understanding of the world children recognise family relationships and can order people with regard to their age. They are familiar with various aspects of their local community and how people who live there help them. They know the names of various types of fish and the difference between living and non-living things. They are aware of safety issues and how to care for themselves and their bodies, for example when visiting the seaside. They are also familiar with the seasons, the weather and the concepts of night and day, as well as floating and sinking, summer and winter clothes and the use of magnets. They draw plans and consider objects from a bird’s eye view.
- Children work on the computer confidently and show good control over the mouse and on screen functions; older children do this independently. They work through a range of programs and their experiences are carefully recorded.
- In physical development both nursery and reception children handle pencils, paint brushes and other small implements, such as spoons for mixing dough, properly and adeptly; they learn quickly to use scissors correctly. They can throw bean bags competently into a target area. They use wheeled vehicles confidently, showing good balance and effective control and body co-ordination.
- In creative development both nursery and reception children have a range of stimulating experiences. They paint, cut and glue effectively and have good opportunities to work with a range of different media; for example, they produce attractive pictures using chalks, which they learn to smudge effectively, and coloured sand, which they sprinkle

carefully. They draw and paint using observation, experience and imagination, producing some very successful results. They also work with clay and play dough and make three dimensional objects, such as boats, which are well finished. They have regular experiences of baking and cooking and making music; they sing enthusiastically.

English

Standards are good overall.

Good Features

- Speaking skills, relative to pupils' age and ability, are very well developed through a range of contexts, such as discussions with peers and visitors. As pupils mature, their vocabulary shows good progress and they often use imaginative and colourful adjectives to enhance their oral and written work.
- The listening skills of the vast majority of pupils are very good. They listen very carefully to their teachers and to each other and concentrate for long periods of time. They have a very good recall of what they have studied and take turns to express their views, putting forward ideas and opinions logically and persuasively.
- Standards of achievement are very good in reading in both key stages. Pupils acquire good reading habits and become skilled at selecting books for themselves. Most read fluently and accurately with appropriate expression.
- Older and more able pupils have very well developed reading skills and can talk about the wide range of literacy texts that they have studied. They talk vividly about their favourite authors and understand implicit as well as explicit meanings in what they have read.
- Pupils in both key stages are very well aware of the need to write in different styles for a variety of purposes and for a range of audiences. They record their work in an appropriate style and format.
- As pupils progress through the school, they develop a greater fluency of writing and begin to use language creatively in order to express their ideas. The quality of their writing is at times variable, but occasionally it is very good.
- From the beginning of KS1 pupils learn to plan their written work and there are good examples of extended writing. Older pupils are more self-critical in analysing and reviewing the quality of their work.
- Overall, the presentation of pupils' work is good and handwriting is neat and well formed. Pupils take a pride in their work and show a growing awareness of punctuation, grammar and spelling.
- Pupils use a wide range of resources to support their learning, such as dictionaries, thesauri, fiction and non-fiction books.
- Pupils who speak English as an additional language make good progress and receive very effective support.

Mathematics

Standards are very good in both key stages.

Good Features

- Pupils in both key stages make very good progress in their mathematical knowledge, skills and understanding across the different ATs of the NC. They work at suitably challenging tasks and produce a good quality and quantity of work, which is neatly presented. They undertake a range of practical tasks co-operatively and sensibly and use calculators appropriately. They are able to work independently and show confidence in problem solving.
- In Y1 pupils are familiar with odd and even numbers, mathematical patterns and sequencing, and simple multiplication involving doubling numbers. They can add to 20, add three numbers together, subtract within 10 and count in steps of three and five; they are introduced to place value.
- In Y2 pupils can add and subtract within 100, round up numbers and use simple fractions. They can calculate using tens and units and make simple tally charts. They can count forward and backwards in twos, fives and tens and by the end of the key stage they are familiar with the four rules.
- In KS1 pupils learn to measure length, weight and capacity in standard units. They become familiar with a range of coins, simple graphs and two and three dimensional shapes and their properties. By the end of the key stage they can tell the time to at least a quarter of an hour, recognise a right angle, identify lines of symmetry and read the calendar.
- In Y3 pupils can double and halve numbers and multiply larger numbers. They undertake simple division sums and use Venn and Carroll diagrams. They develop further their graph and symmetry work and increase their understanding of shapes and angles.
- In Y4 pupils learn to do short multiplication and division, involving hundreds, tens and units and remainders, and they can calculate and order numbers of four digits. They are introduced to decimals and more complex fractions. They can find missing multiples and recognise reflective patterns. They continue to develop their work on angles and shapes.
- In Y5 pupils learn to do long multiplication and division, involving money and decimals with practical applications to currency exchange rates. They undertake more advanced problem solving activities and produce block and line graphs from given data. They can convert between fractions and decimals and place these in order. They undertake work on co-ordinates and study more advanced shapes, involving rotation and area. They are introduced to the measurement of temperature and negative numbers.
- In Y6 pupils can convert between fractions, decimals and percentages and work out interest rates. They study probability and rates of frequency as well as how to work out

problems related to timing and speed. They can convert between metric and imperial measures.

- Pupils in both key stages have very well developed mental mathematics abilities and they use alternative strategies proficiently to reach answers quickly, according to their stage of development. By the end of Y2, for example, they confidently answer questions on sequences of numbers, simple fractions, shape, money and time; they can answer random questions on the two, five and ten times tables accurately.
- In upper KS2 pupils quickly and correctly respond to rapid fire questions using decimals and percentages and proper and improper fractions; they can convert between them mentally. They show familiarity with square roots, co-ordinates and analogue and digital time, using both the 12 and 24 hour clocks; they have well advanced knowledge of the properties and language of more complex shapes. They know all the multiplication tables up to 12 times thoroughly.
- Pupils in both key stages use relevant mathematical language confidently and securely and apply their knowledge and understanding effectively to other subjects.

Science

Standards are good in both key stages.

Good Features

- In both key stages pupils undertake a wide range of investigational activities confidently and enthusiastically and they have a good knowledge base across the different ATs of the NC.
- In KS1 pupils understand about different materials and how they can change and whether these changes are reversible or not. They study forces and the effects of pushing and pulling, for example in relation to magnetism and gravity and how objects can be changed in shape; they produce some good ideas of their own, such as the effects of forces on balancing. They also investigate animals and their habitats and sort different types of sea creatures into Carroll and Venn diagrams, according to their characteristics.
- In lower KS2 pupils have good knowledge of food groups and categories, forces and materials, involving absorbency and the separation of liquids. They are familiar with the different parts of the body and how to keep fit and healthy, including the care of teeth.
- In upper KS2 pupils develop more advanced knowledge and skills, studying, for example, different types of animals and plants, such as vertebrates, microbes and deciduous trees. They also learn about life cycles and different functions of the body, including the heart and circulatory system and growth and diet. They understand about thermal insulators, gases, condensation and evaporation and the solar system and eclipses.
- In both key stages pupils follow appropriate scientific procedures in their investigations, involving planning experiments, predicting outcomes, testing ideas and evaluating results. They use a range of relevant pro formas to guide them through the process and

record their findings appropriately, at times using matrices, graphs and labelled diagrams to illustrate their results.

- Pupils in both key stages have a good understanding of a fair test, relevant to their age and ability. They realise why some variables have to change while others must remain constant; they repeat experiments if necessary. They measure accurately to ensure results are precise.
- Pupils answer questions knowledgeably and are familiar with relevant scientific language; good attention is given to health and safety.

Shortcomings

- There are no major shortcomings, but the environmental area is currently unable to be used for scientific study since it is overgrown, and, due to the many changes in staffing during the year, there is no evidence of recorded work in KS1 before the summer term; opportunities for older pupils to plan out their own experiments are also limited.

Welsh second language

Standards are good in KS1 and satisfactory in KS2.

Good Features

- Pupils in KS1 understand a good range of familiar questions posed by the teacher and they respond well in simple words and short phrases. Pronunciation of Welsh words is good.
- Pupils in KS1 make good progress in their skills of listening and speaking. Across the key stage they develop a good range of sentence patterns, which they use confidently when they talk about the weather, parts of the body and food.
- KS1 pupils read together from the class book, predicting events. They also read flash cards of new words and phrases. The majority make good progress in their reading skills as they read captions, their own work and simple reading books with their teachers.
- Younger pupils in KS2 build effectively on their previous experiences. In Y3/Y4 they demonstrate good conversational skills as they acquire an increasing grasp of a variety of forms of asking and answering questions.
- Across both key stages pupils' writing skills develop appropriately. Older pupils in KS2 often record personal and factual information well; they use a variety of sentence patterns and produce engaging dialogues.

Shortcomings

- Older pupils in KS2 lack confidence and basic fluency in the language and are reluctant to engage in conversation for any length of time.

- In KS2 pupils' independent reading skills using a range of texts are underdeveloped.

Design and technology

Standards are good in both key stages.

Good Features

- Pupils in both key stages regularly design and make a range of products for different purposes covering the different strands of the NC.
- Pupils use a variety of tools and resources, including textiles and rigid and pliable materials, to make their products. They develop appropriate skills of cutting, sawing, joining and assembling, based on focused practical tasks. They work diligently and are careful to measure and cut accurately and to follow instructions precisely. Due attention is given to health and safety.
- The design process is particularly well developed. In both key stages pupils plan out what they are going to make using appropriate pro formas and procedures, ensuring fitness for purpose. They produce their own ideas, decide on various features of their product using labelled diagrams and outline their needs and materials. Older pupils in KS2 also consider various constraints and what the best solution to a problem might be.
- During the making process pupils have opportunities to test out and refine their models, identifying problems and weaknesses and making adjustments. When the models are complete, they then evaluate various aspects of them and assess how effectively they work; this is done particularly well in KS2 through the use of assessment sheets and graded star diagrams, based on criteria the pupils themselves select.
- In KS1 pupils have recently designed and produced their own picnic, based on the story of the Lighthouse Keeper's Lunch. They have also made individually designed glove puppets.
- In lower KS2 pupils in the current year have successfully designed and made a seat for an Egyptian Queen, a movable Easter card and a sandwich. They have also investigated the use of pneumatic and syringe power to make objects work.
- In upper KS2 pupils have recently undertaken a challenging study into the strength of various materials and structures, involving the use of scaffolding and resulting in designs for building a strong yet cost effective bridge and tower using only limited resources.
- Appropriate attention is given to control technology through the use of a programmable floor robot and Logo and other software, such as 'Map Detective'.
- There are many good links to other subjects, for example to mathematics when pupils measure materials and calculate the costs involved, and to the Cwricwlwm Cymreig, for instance when making Welsh purses.

Information technology

Standards are good in both key stages.

Good Features

- Pupils in both key stages use computers and other electronic equipment confidently and competently; they can start, operate and navigate through a number of programs efficiently and independently, relative to their age group. They work well together in pairs and small groups.
- Pupils in both key stages display good control of the mouse and keyboard and they have a good understanding of a range of functions on screen, such as deleting and saving their work. Older pupils in KS2 display a range of more advanced skills.
- Pupils in both key stages have regular opportunities to word process their work and in KS2 they produce text using different colours, type sizes and fonts and combining words with pictures. For example, in Y3/Y4 they have produced very effective invitations and leaflets about Llangattock.
- Pupils in KS1 produce attractive computer generated art work using the 'Paint' programme.
- Pupils in KS2 search the internet and CD-ROMS for information and download it to use as part of their research in various subjects. They collate data and reproduce it in various forms, such as pie and bar charts, line graphs and spreadsheets.
- Older pupils in KS2 prepare multi-media presentations using PowerPoint; they also experiment with producing a web page, using the 'Pawprints' program, and undertake modelling work based on the 'Crystal Rainforest'. They have begun to use e-mail to communicate with each other.
- All pupils in KS2 have a personal disk on which they save and retain their work and plans are in place to extend this system to KS1.
- Pupils have experiences of using a range of electronic equipment in addition to computers, such as the interactive whiteboard, listening centres, a programmable floor robot and a digital camera.

History

Standards are good in both key stages.

Good Features

- In both key stages pupils have a good background knowledge of the topics they study, based on the NC programmes of study. They recall previous learning well and produce work of good quality.

- Pupils in KS1 have a good knowledge and understanding of the way that the local area has changed over time.
- Pupils in KS1 acquire a good historical vocabulary and begin to develop a sound sense of chronology as they compare then and now.
- In KS2 pupils have a good knowledge of local history. Their learning is enhanced through visits to the local church and to sites of historical interest.
- In KS2 pupils make good use of timelines to develop an awareness of some key events during the period of study.
- Older pupils in KS2 develop a good understanding of the difference between fact and fiction and, as part of their studies, they participate in a courtroom scene which actually occurred at the Brecon Quarter Sessions in 1853. Pupils follow the lives of manual workers in the period and act the parts of defendants.
- The ability to ask historical questions is well developed in KS2. For example, in Y3/Y4 pupils extract information from census returns and reach their own conclusions about the differences in household life in the past and today. In Y5/Y6 they write their own questions and discuss topics to find appropriate answers. This is graphically illustrated when they examine the census figures for Llangattock and Crickhowell parishes in the Victorian period.
- Pupils compare different interpretations and reassess their initial ‘ facts’ in the light of new evidence, recognising that further research and interpretation is needed.

Shortcomings

- There are no major shortcomings, but some pupils in KS2 do not demonstrate that they have focused on the NC units of study in sufficient detail.

Geography

Standards are good in both key stages.

Good Features

- In both key stages pupils progressively develop an appropriate geographical vocabulary: for example, in KS1 they know that the Mumbles is not far away, compared to London or China.
- Pupils build effectively on their map work skills by studying their immediate locality and places further afield. In KS1 they begin to use simple co-ordinates correctly to locate specific places and buildings.
- Good use is made of visits to the immediate locality to support pupils’ learning in geography. In KS1 this helps them to know the differences between some physical and human features in their school environment.

- Younger pupils in KS2 have a good understanding of the development of Llangattock and they make useful comparisons with other areas.
- In KS2 pupils demonstrate good previous knowledge of the island of St Lucia in terms of landscape, people, climate and occupations.
- Pupils have a good awareness of environmental issues and sustainable development and there are some useful examples of geographical surveys.
- Pupils take care to ensure that their work is recorded in an appropriate variety of forms.

Shortcomings

- There are no major shortcomings, but pupils lack some knowledge and understanding of physical geography and in KS2 studies in some areas of work are not pursued in sufficient depth.

Art

Standards are good in both key stages.

Good Features

- All pupils cut, stick and paste with confidence and display positive attitudes to the subject throughout the school.
- In KS1 pupils develop their drawing skills using a variety of media. They make good attempts at portrait drawings and begin to understand the need for proportion in their work.
- KS1 pupils begin to make good use of drawing and graphic design computer software to enhance their written work.
- Y1/Y2 pupils paint in the style of the Welsh artist, William Brown, and in Y3/Y4 they examine the work of the Snowdonia-based artist, Steven Jones, and produce appropriate sketches of seaside scenes.
- Following a visit to Margam Park, younger pupils in KS2 create colourful sculptures of lanterns, which are proudly displayed in their classroom. They use innovative, cohesive star diagram techniques to evaluate their finished artefacts.
- Older KS2 pupils experiment with colours to create attractive and striking paintings of sunsets.
- Y5/Y6 pupils make appropriate use of sketchbooks, with good quality drawings of the nearby Sugar Loaf mountain.

- In their study of local architecture, pupils in KS2 show an appreciation of depth and distance in their work.
- Pupils' skills and standards of work are enhanced by the visits of local artists.

Shortcomings

- There are no major shortcomings, but pupils' knowledge of Welsh and internationally renowned artists is limited and they do not sufficiently explore a variety of arts, crafts and designs from different cultures.

Music

Standards are good in both key stages.

Good Features

- In KS1 pupils sing a variety of English and Welsh songs and hymns with enjoyment and enthusiasm. They sing in tune with clear diction and with appropriate attention to breathing and the quality of sounds.
- KS1 pupils follow singing and clapping patterns and repeat them successfully. They enjoy using untuned instruments and most are able to keep to a steady beat. They can memorise and recall short musical patterns and simple songs.
- Pupils' listen to music with appreciation and demonstrate good appraisal skills; their ability to appraise their own work and that of others develops well across both key stages.
- Pupils in Y3/Y4 develop a good sense of pitch and sing cheerfully and enthusiastically in tune.
- Younger pupils in KS2 explore a range of sounds and rhythms as part of their work on compositions.
- Pupils' attitudes to the subject are good throughout the school; they always concentrate well and maintain interest.
- Singing in assemblies is good and pupils readily perform their skills as accompanists.
- Those who have extra-curricular tuition in playing a musical instrument learn to read music well and attain good standards when playing.

Physical education

Standards are very good in both key stages in the limited amount of work seen; only one dance lesson in KS1 and one games lesson in upper KS2 were observed.

Good Features

- Pupils in both key stages participate enthusiastically and work well together in pairs and small groups. They display good co-ordination and control over their bodies and perform to the best of their ability. They respond very well to instructions and are keen to achieve. Their confidence is boosted by supportive praise and encouragement.
- From the lesson observed in KS1 pupils use space well and change direction and levels very effectively. They produce some excellent movements and gestures to imitate different kinds of fish, linked to their current topic. They move impressively in time to recorded music, spinning and weaving adeptly, responding skilfully to the changing rhythms and maintaining their balance when stationary. They demonstrate very good starting and finishing positions.
- In upper KS2 pupils display good throwing and catching skills, when learning to field, aim and receive quickly and accurately. They show excellent self-responsibility and decision making abilities when devising their own game in small groups to put the skills they are learning into practice. They are able to agree a purpose and rules for the game amongst themselves and keep to these fairly.
- Pupils in both key stages effectively evaluate their own work and that of their peers. In KS1 they note what is good and interesting about their movements and in KS2 they are able to assess the games their peers have devised to see whether the appropriate skills have been applied and whether the games are worth playing.
- Due attention is given to health, fitness and safety and pupils warm up and cool down appropriately in lessons. Pupils and teachers are appropriately attired and ample time is provided for performance to enable specific skills to be developed and refined.
- All pupils experience two lessons of physical education each week and the scheme of work and teachers' planning indicates that there is good coverage of the different strands of the NC in both key stages. Pupils in KS2 go swimming in the summer term and those in Y5 and Y6 experience outdoor and adventurous pursuits each year at a residential camp at Staylitttle or Ty Gwyn.
- Both boys and girls have the opportunity to participate in a number of extra-curricular sports equally, including netball, cricket and football. Matches are played against other local schools and pupils participate in other events, such as sports day, swimming galas and local tournaments and leagues. One or two pupils achieve representative honours at county and national levels.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report of 1997 identified 10 key issues for action. These indicated there was a need to:

- improve the standards of pupils' achievements in design and technology in KS2;

- improve the record-keeping of pupils' experiences in information technology across the curriculum;
- enhance the provision of incidental Welsh;
- establish and implement a whole-school policy for assessment in the non-core subjects of the NC and religious education;
- establish and implement a manageable system of recording assessment across the curriculum;
- improve the monitoring role of the curriculum co-ordinators;
- include firm targets for improvement in the SDP;
- consider how best to manage the accommodation in the light of increasing numbers;
- ensure that the prospectus and annual report to parents satisfy statutory requirements;
- continue to maintain the very good and good features in many aspects of school life.

The school has made good progress since the last inspection and addressed all of the key issues, although matters related to assessment are still in the process of development and remain a key issue in the current inspection:

- Standards in design and technology have improved in KS2 and are now judged to be good.
- Records of pupils' experiences in information technology are now kept; all pupils in KS2 have their own floppy disk and a similar system is being developed in KS1.
- The provision for incidental Welsh is now good.
- A whole school policy for assessment was produced after the last inspection and revised in 2000; it is currently again under review. A marking policy is also in place. However, there is still no coherent approach to assessment in the foundation subjects.
- A manageable system for recording assessment is still in the process of development, although several good features are now in place.
- Monitoring by subject co-ordinators in the core subjects has recently been established and there are plans to extend this to the foundation subjects.
- The current SDP contains firm targets for improvement, but the planning process and documentation require further refinement, especially in relation to matching short-term priorities to the longer term plan.
- The accommodation difficulties in relation to teaching space have been resolved by the addition of a demountable classroom, with the result that there is now sufficient room in the school for four classes.
- The prospectus and annual report to parents overall now meet statutory requirements.
- Although the school has experienced considerable instability since the last inspection due to many staff changes, the very good and good features of school life have been maintained and built upon, with the result that this inspection report highlights several additional strengths.

8.2 Key Issues for Action

In order to maintain and build upon its current success and effectiveness, the school needs to:

- raise standards of achievement in Welsh second language in KS2;
- raise standards of achievement in ICT across the curriculum and produce policies for the teaching of key skills and multicultural education throughout the school to ensure these aspects are consistently addressed in teachers' planning;
- continue to develop and refine procedures for assessment, recording and reporting, especially in relation to the foundation subjects;
- produce a more coherent SDP and continue to develop self-evaluation procedures;
- improve resources, where there are identified shortages, as well as accommodation for the head, staff and secretary and facilities for pupils who need attention for medical or health reasons, especially in the early years.

A few security issues have been discussed with the GB.

N.B. Aspects of the majority of these key issues are part of the school's current SDP.

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

APPENDIX

A. Basic Information About the School

Name of School	Llangattock Church-in-Wales Primary
School type	Voluntary
Age -range of pupils	4 - 11 years
Address of school	Llangattock Crickhowell Powys
Post-Code	NP8 1PH
Telephone Number	01873 810608

Headteacher	Mr D Jones
Date of appointment	April 28 th 2003
Chair of Governors	Mrs K Watkins
Registered Inspector	Dr P D Ellis
Dates of inspection	24 th - 26 th June 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6.5	14	16	9	14	14	8	20	101.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.17

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24.3
Average class size, excluding nursery and special classes	25.4
Teacher (fte) : class ratio	1.04:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	93.1	93.4	95.9	94.8
Term 2	94.1	94.6	91.3	92.6
Term 3	92.8	93.6	90.8	92.0

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

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 15						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	0	33	67	0
EN: Reading	Teacher Assessment	School	0	0	0	7	27	67	0
EN: Writing	Teacher Assessment	School	0	0	0	0	80	20	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	0	27	73	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	33	67	0
SCIENCE	Teacher Assessment	School	0	0	0	0	67	33	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100%	In Wales:	83%

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

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 13						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	15	46	39	0
		National	0	0	3	0	0	1	5	16	45	29	0
	Test/Task	School	0	0	0	0	0	0	0	0	38	62	0
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	15	31	54	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	0	0	0	0	0	0	0	0	46	54	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	23	77	0	
		National	0	0	3	0	0	0	2	13	49	33	0
	Test/Task	School	0	0	0	0	0	0	0	0	15	85	0
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	90%	In the school:	100%
In Wales:	72%	In Wales:	70%

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

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a three day period. The RgI spent three days, the other professional inspector spent two days, and the lay inspector one day, in the school.

- Thirty-two learning activities were assessed, 28 by the professional inspectors and four by the lay inspector.
- Each class was visited at least seven times.
- All classes were observed by each inspector.
- Discussions were conducted with the head, all curriculum co-ordinators and ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in English and mathematics.
- A representative sample of pupils was heard reading.
- Assemblies were attended and playtimes, lunch times, registration periods and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school building and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers' long, medium and short term planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. Twenty-five parents' questionnaires were returned; 86% of responses were positive.
- Sixty-five general observation forms were completed.

E. Composition and Responsibilities of the Inspection Team

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