

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

**A Report on the Quality of Education in**

**Llangedwyn Primary School  
Llangedwyn,  
Oswestry  
Salop  
SY10 9LD**

**School Number: 6663046**

**Date of Inspection: 18/06/07**

**by**

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

The inspection of Llangedwyn Primary School took place between 18/06/07 and 20/06/07. An independent team of inspectors, led by Glyn Robert Scott 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Llangedwyn Church in Wales Controlled Primary School lies in the middle of the Tanat Valley. The school shares a large playing field with the community. The school has recently constructed an extensive adventure play area for pupils. The school lies in the area administered by Powys County Council.
2. The school currently has 42 pupils on roll aged between four and eleven years, which is a higher number than at the time of the last inspection. Pupils are drawn from the parish and the wider area, including some from neighbouring Shropshire. The school judges the prosperity of the area as neither advantaged nor disadvantaged. Approximately 35 per cent are registered as being entitled to receive free school meals, which is above local and national averages. When they start school, many children's skills and experiences are less well developed than those expected for their age.
3. There are 18 pupils identified as having special educational needs (SEN). This represents 43% of the school population and is above average when compared with schools nationally. There are no statemented pupils. All pupils come from homes where the first language is English. Most pupils are from White English speaking backgrounds.
4. The school was last inspected in July 2001.
5. The school's mission statement is:  
  
The staff and governors of Llangedwyn School intend that every pupil will have equal opportunity to develop their maximum potential.'
6. The aims of the school are to:
  - foster a caring, stable environment for children where they can feel confident, happy and secure;
  - provide an environment for the children to learn in an organised and planned manner;
  - foster a cooperative partnership between parents and school;
  - provide a structured programme of work, ensuring continuity and progression in the National Curriculum subject areas and in Religious Education;
  - provide equality of opportunity for all children;
  - address the needs of each individual child working towards his/her potential;
  - foster an inquiring mind, with the ability to question, evaluate and argue rationally;
  - develop sensitivity to the needs of others; and
  - develop awareness of moral, social and religious values.

## School priorities and targets

The school's priorities are to:

- adopt the local authority's (LA) science scheme of work, linking it to the school's existing scheme;
- increase church involvement in collective worship;
- enhance provision for Early Years;
- develop monitoring procedures;
- develop the 'Healthy Schools' initiative;
- review the raising achievement plan;
- upgrade the school web site; and
- begin the Eco-school bus project.

## Summary

7. Llangedwyn is a good school with strong community values. The headteacher and all staff work effectively to provide an interesting and wide range of experiences for the pupils. These aspects play a significant part in promoting good standards in pupils' personal and academic development. Governors, parents and staff are committed to the school wholeheartedly and provide all round care and support for the pupils to develop as individuals. Morale in the school is high and the staff is constantly introducing new projects and expanding on existing ventures.

### Table of grades awarded

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

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

9. During the inspection, standards of achievement in the subjects identified for inspection were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
8%	92%	0%	0%	0%

10. Standards in all lessons were grade 2 or above, which significantly exceeds the Welsh Assembly Government's (WAG) target for 2007 that standards should be at least grade 3 or above in 98% of lessons and grade 1 or 2 in 65% of lessons. There has been substantial improvement in standards since the last inspection.
11. The overall quality of educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

#### **Areas of learning for under-fives**

Language, literacy and communication	<b>2</b>
Personal and social development	<b>2</b>
Mathematical development	<b>2</b>
Knowledge and understanding	<b>2</b>
Physical development	<b>2</b>
Creative development	<b>3</b>

12. When they start in the Early Years, children's skills and experiences have been lower than the LA averages in each of the last three years. Children make good progress in the key skills of speaking, reading, writing and numeracy and equally good progress in listening and information technology.

#### **Grades for standards in subjects inspected**

<b>Subject</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Mathematics	<b>2</b>	<b>2</b>
Information technology	<b>2</b>	<b>2</b>
History	<b>2</b>	<b>2</b>
Design Technology	<b>2</b>	<b>2</b>
Art	<b>2</b>	<b>2</b>

13. Young children's baseline scores are well below the LA averages, with over half of children requiring special educational support.
14. Analysis of the school's results in national tests is cautious because the number of pupils entered for assessment is invariably small and fluctuates from year to year. Cohorts vary in ability and one pupil's result affects the percentage figures considerably, making results vary widely.

15. At key stage 1 (KS1), the proportion of pupils in Year 2 gaining the expected Level 2 in 2006 was slightly above local and national averages in English, mathematics and science. The core subject indicator (CSI) was 83 per cent, which was above average for similar schools. At key stage 2 (KS2), the proportion gaining the expected Level 4 in English, mathematics and science in Year 6 in 2006 was also above local and national averages. The CSI was 85.7 per cent, which was above the average for similar schools.
16. In KS1 and KS2, standards in the key skills of speaking, reading and writing and listening are good. They are also good in information technology (IT). From the earliest age, pupils listen attentively and behave well, respecting the views and opinions of their teachers and peers.
17. Pupils' bilingual competence throughout the school has some shortcomings. Pupils do not develop their oral skills well enough to communicate with their teachers or peers on a regular basis.
18. Pupils across the school make good progress with understanding what they need to do to improve and how to move on to the next stage of learning. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them in their individual education plans (IEPs).
19. Pupils enjoy being in school. They respond well to the high expectations of their teachers and show good problem-solving and thinking skills in most subjects.
20. Pupils' personal, social and learning skills are good throughout the school. The school has a strong community ethos. Teachers and support staff are good role models and pupils of all ages care for and respect each other regardless of age differences. Pupils quickly settle to tasks and their attitudes to their learning, their ability to sustain concentration and the interest they show in their work is good. They work well with each other and the older pupils are very supportive of the younger ones in the school.
21. Pupils' moral and social development is good. Their understanding of equal opportunity issues is good and they develop a good understanding of the diversity of cultures within society through visits to large urban areas and involvement in a project in Africa.
22. Attendance is good. In the three terms prior to the inspection the average for the school was 95%. This is above the average for primary schools. Punctuality is also good with school transport reliable and on time.

## The quality of education and training

### Grades for teaching

23. The quality of teaching in lessons observed during the inspection was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
19%	69%	12%	0%	0%

24. These figures compare well with the national picture published in Her Majesty's Annual Report 2005-6, where overall the quality of teaching in primary schools was reported to be Grade 2 or better in 79% of lessons and Grade 1 in 17% of lessons.

25. The teaching of the under-fives and KS1 pupils is consistently good, with some lessons showing outstanding features. The teaching of KS2 is good overall with some outstanding features and a small minority of lessons showing shortcomings.

26. Where the teaching is good and sometimes outstanding:

- teachers' subject knowledge is secure;
- lesson aims are shared clearly with the pupils;
- teachers' presentations are stimulating and link effectively with previous learning;
- effective use is made of open-ended questioning;
- clear and concise instructions are given for practical activities which encourage pupils to do their best;
- activities are well planned to provide a good level of challenge for a wide range of ages and abilities;
- the structure and pace of the lesson is appropriate and ensures that pupils keep on task;
- activities are purposefully supported so as to extend pupils' efforts to do their best and finish the task;
- IT is used in a meaningful way to enrich learning;
- support staff play a full part in the teaching and assessment process;
- plenary (summary) sessions give pupils the opportunity to review and evaluate their learning; and
- group and paired activities give pupils opportunities for independent learning.

27. Where lessons show some shortcomings the focus for the lessons is not always clear. In addition too much time is spent on teacher directed activities, reducing the time that pupils have to complete their tasks

28. The school's assessment policy is clear and comprehensive, and assessment procedures are for the most part consistent and effective. Assessment is consistently used to inform planning and comprehensive

records of pupils' achievements are kept. Work in the core subjects is assessed every term in KS1 and KS2, but this good practice is not applied to the same extent to foundation subjects.

29. Annual reports conform to statutory requirements. They provide detailed information on under-fives' progress in the areas of learning and pupils' progress in National Curriculum (NC) subjects and Religious Education (RE), and indicate priorities for the way forward. Opportunities are given to parents to discuss their child's report in the summer term open evening. Further open evenings for parents are held in the autumn and spring terms, so that parents can discuss their children's progress.
30. The overall quality of the curriculum and learning experiences offered to pupils are good. All pupils have access to a broad and balanced range of activities that builds systematically on existing knowledge and skills, as they progress through the school.
31. The provision for the teaching of key skills has good features. Planned opportunities to use numeracy across the range of subjects are more limited. The school has integrated key skills into long and short-term planning, but is aware that this needs to be further developed to include more relevant examples that are directly linked to planned classroom activities.
32. The promotion of pupils' spiritual, moral, social and cultural development is good overall. Learners have experiences of an exceedingly high standard in a range of assemblies and acts of collective worship. They participate enthusiastically as do the parents and community in regular 'sharing' assemblies.
33. The school provides wide and varied experiences that cater for the needs of the full range of pupils. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them from harm.
34. The school provides a high level of care and support. Much emphasis is placed on the importance of a healthy lifestyle and pupils receive good support in their emotional and personal well-being. The provision for pupils with SEN is good. IEP targets are closely tailored to pupils' needs. The identification and assessment procedures are appropriate and reflect the guidance in the SEN code of practice.
35. The headteacher is the designated person with responsibility for child protection and both he and the KS1 teacher have received the appropriate training. The child protection policy is in line with the local procedures.
36. Pupils have equal opportunities to participate in every aspect of school life, whatever their gender, social, ethnic or linguistic background. The school engenders very good race relations. Diversity and difference are promoted and celebrated in a very positive way in school assemblies

37. All pupils have access to all school activities. All ages are supported at their appropriate levels and girls and boys take a full part in all aspects of the school, such as the regular open assemblies and concert performances. Through the 'Healthy Schools' initiative pupils are gaining an awareness of healthy lifestyles.
38. The school's partnerships with parents, the local community, other schools and higher education institutions, are highly successful and enrich the school's life and work.

### **Leadership and management**

39. The overall quality of leadership and management is good. The headteacher is very committed to the school and is an energetic and positive leader. He is strongly supported by all his staff in providing wide and varied experiences for the pupils. The involvement of all stakeholders is valued and acted upon.
40. The school's self-evaluation processes and planning for improvements are of a high standard. The findings of the inspection team match those of the school in its self evaluation report in all the key questions.
41. The governing body makes a very strong contribution to the schools' strategic management. They are very effective, well informed and extensively involved in the life of the school and monitor its progress regularly.
42. The school is staffed by a very committed and well qualified teaching staff. Very good support staff are well deployed and resources are appropriate and very well used. Accommodation is also well used and maintained, with the outdoor facilities being an outstanding feature of provision.
43. The school has in place a monitoring programme, which over time covers all aspects of performance and provision in the early years, all NC subjects and RE. Teachers' planning and pupils' work are evaluated by the headteacher, and progress across the key stages is discussed by the headteacher and KS1 teacher on a regular basis. Classroom observation plays a prominent part both in the monitoring process, and as part of annual performance management for staff. An exceptional aspect of monitoring is the involvement of trained governors in lesson observations.
44. The school's budget is well managed and the headteacher and governing body ensure that funding is closely linked to the school's identified priorities and objectives. Spending decisions are carefully considered with regard to best value. The school gives good value for money.
45. The school has made good progress towards meeting all the recommendations of the previous inspection report. As a result of action taken to achieve the targets and priorities identified by the post-inspection action plan and subsequent school development planning, the school has raised standards in all the subjects inspected. Planning for the six areas of

learning for the under-fives, and curriculum planning as a whole, have improved and there are now effective procedures for the assessment of pupils' progress.

## Recommendations

- R1** Develop systematic planning for the teaching of bilingual skills.
- R2** Improve the link between planning for the development of key skills and lesson activities, especially numeracy key skills.
- R3** Develop assessment procedures for the foundation subjects.

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?

#### Grade 2: Good features and no important shortcomings

- 46. Standards of achievement are good overall. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 47. During the inspection, the pupils' standards of achievement in the subjects identified for inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	92%	0%	0%	0%

- 48. In 100% of lessons pupils' standards of achievement were judged to be grade 2 or above, a figure which is significantly higher than the Welsh Assembly Government's (WAG) target for 2007, that standards should be at least grade 3 or above in 98% of lessons. These figures show that there has been substantial improvement since the last inspection.
- 49. Young children's baseline scores are well below the local authority (LA) average with over half requiring special educational support.

50. The overall quality of educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
51. Standards of achievement for the under fives were as follows:

Language , literacy and communication	<b>2</b>
Personal and social development	<b>2</b>
Mathematical development	<b>2</b>
Knowledge and understanding	<b>2</b>
Physical development	<b>2</b>
Creative development	<b>3</b>

52. Children under five make good progress in the key skills of speaking, reading, writing and numeracy and equally good progress in listening and information technology.
53. In KS1 and KS2 in the subjects inspected standards of achievement were as follows:

<b>Subject</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Mathematics	<b>2</b>	<b>2</b>
Information technology	<b>2</b>	<b>2</b>
History	<b>2</b>	<b>2</b>
Design Technology	<b>2</b>	<b>2</b>
Art	<b>2</b>	<b>2</b>

54. Standards in the key skills of speaking and listening, reading and writing are good. From the earliest age, pupils listen attentively and behave well, respecting their teachers' and peers' opinions. Standards in Information technology (IT) are also good with pupils displaying good skills throughout the school.
55. Pupils' bilingual competence throughout the school has some shortcomings. Pupils do not develop their oral skills well enough to communicate with their teachers or peers. They have insufficient knowledge of the Welsh language to promote their bilingual skills.
56. Pupils with SEN make good progress and achieve the targets set for them in their IEPs.
57. Statistical analysis of school results in national tests is to be treated with caution, as the number of pupils entered for assessment is always small. One pupil's result affects the percentages considerably and leads to wide variations in statistics.
58. At KS1, the proportion of pupils gaining the expected Level 2 in 2006 was above local and national averages in English, mathematics and science. The core subject indicator (CSI) was 83 per cent (%), which was above average for similar schools. At KS2, the proportion gaining the expected

Level 4 in Year 6 in 2006 was above local and national averages in English, mathematics and science. The CSI was 85.7%, which is above the average for similar schools.

59. KS1 teacher assessments in 2004 and 2005 placed the school in the 4<sup>th</sup> (lowest) quartile for the core subject indicator (CSI), rising to the 3<sup>rd</sup> quartile in 2006. In KS2 teacher assessments placed the school in the 4<sup>th</sup> quartile in 2004, the 3<sup>rd</sup> quartile in 2005, rising to the 2<sup>nd</sup> quartile in 2006.
60. Children under five make good progress in their learning due to the good relationships they have with their teachers and additional adult support. The children refer fondly to their school experiences.
61. Pupils enjoy being in school. They show a good attitude to learning and behave well, respecting each other and the adults who support them. There are high expectations from the teachers who strive to provide stimulating experiences. Pupils respond accordingly, show good problem-solving skills in many subjects and have a very good understanding of how they can improve their own learning and progress. They understand the principles of target setting and ways to improve their work.
62. Pupils' personal and social skills are well developed as they progress through the school. The school has a strong community ethos. Teachers and support staff are good role models and pupils of all ages care for and respect each other, regardless of age differences.
63. Attendance is good. In the three terms prior to the inspection the average for the school was 95%. This is above the average for primary schools. Registers are called promptly at the beginning and end of morning and afternoon sessions. Lessons throughout the day start promptly. Punctuality is also good with school transport reliable and on time.
64. Pupils' personal, social, moral and wider development is good. They show respect for others and are willing to listen and appreciate differing views. Pupils have a good awareness of their contribution to the school as part of the local community. The many extra-curricular activities contribute greatly to developing pupils' wider interests. Through the Healthy Schools initiative, pupils are gaining a good awareness of healthy lifestyles.
65. The behaviour of the pupils is good and contributes significantly to the standards they achieve. They show a good awareness of equal opportunity issues. They have a good understanding of other cultures and traditions through regular links with a town in France and a school in South Africa. Visitors from other parts of the world have spoken to the pupils about their differing experiences and cultures. Displays around the school show evidence of diversity awareness.
66. The children are very well prepared for effective participation in the workplace and community. A whole range of outside organisations visit and contribute to the life of the school, including the police, clergy, school nurse and Rotarians. Pupils have strong, established links with local businesses and the community.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

67. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
68. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	69%	12%	0%	0%

69. These figures compare well with the national picture published in Her Majesty's Annual Report for 2005-6, where overall the quality of teaching in primary schools was reported to be Grade 2 or better in 79% of lessons and Grade 1 in 17% of lessons.
70. The teaching of the under-fives and KS1 is consistently good, with some lessons showing outstanding features, and the teaching in KS2 is good overall with some outstanding features, and a small minority of lessons showing shortcomings.
71. Where the teaching is good and sometimes outstanding:
- teachers' subject knowledge is secure;
  - the lesson aim is shared clearly with the pupils;
  - teachers' presentations are stimulating and link effectively with previous learning;
  - effective use is made of open-ended questioning;
  - clear and concise instructions are given for practical activities which encourage pupils to do their best;
  - activities are well planned to provide a good level of challenge for a wide range of age and ability;
  - the structure and pace of the lesson is appropriate and ensures that pupils keep on task;
  - activities are purposefully supported so as to extend pupils' efforts to do their best and finish the task;
  - IT is used in a meaningful way to enrich learning;
  - support staff play a full part in the teaching and assessment process;
  - plenary sessions give pupils the opportunity to review and evaluate their learning; and
  - group and paired activities give pupils opportunities for independent learning.

72. Where lessons show some shortcomings:
- the focus of the lesson is not clear;
  - teachers' presentation of ideas is too long and pupils lose concentration;
  - instructions for class activities are not always clear;
  - insufficient time is allowed for the completion of the task; and
  - tasks are not clearly matched to the needs of the range of ages and abilities in classes.
73. The school's assessment policy is clear and comprehensive and assessment procedures are for the most part consistent and effective.
74. Baseline assessment is used effectively to guide the teacher's planning in the Early Years, and continuous observation throughout Reception monitors progress towards achieving the Desirable Outcomes in all areas of learning. The baseline results are used to identify those pupils who may need additional support and to inform the planning of work to match differing abilities.
75. Work in the core subjects is assessed every term in KS1 and KS2, but this good practice is not applied to the same extent in foundation subjects. The results of standardised tests in reading, mathematics and spelling given to pupils in Y2 –Y6, are analysed to track pupils' progress. In addition the All Wales Reading test is given in Y2, to identify those pupils who will need additional support, and in Y4 and Y6. The results of the Y6 tests are sent to the receiving secondary school. Results of teacher assessments and of standardised tests are recorded on individual tracking sheets and are used to review the progress of individual pupils, and to guide medium and short-term planning for the wide range of ages and abilities.
76. Emphasis is placed on giving pupils oral feedback on their work as promptly as possible, so that teachers' questions may be relevant and meaningful. Pupils' work is marked regularly, and praise is given for effort and achievement. Written comments on the whole explain clearly, and in a detailed way, how pupils may improve their work.
77. The active role of pupils in target setting is developing effectively in both key stages, but is not as yet fully implemented in both literacy and numeracy across the school. Individual targets are set in numeracy in KS1, and in literacy in KS2, and recorded in the pupils' books. Targets are reviewed and changed after three samples of work show clearly that the pupil has succeeded in reaching them. Targets for those pupils who have additional learning needs are revised and renewed regularly.
78. Formative assessment strategies are developing across the school, with the consistent use of number fans, individual whiteboards and of effective questioning, both at the beginning and end of lessons.

79. The school makes effective use of assessed sets of pupils' work in English and science, to ensure teachers have a shared understanding of grades in these subjects. The samples of pupils' work come from all the schools in the cluster, and have been levelled and annotated according to NC indicators. The school is aware of the need to continue to develop these portfolios and to make further collections of levelled work in mathematics and in the foundation subjects. Planned opportunities for pupils to use numeracy across the range of subjects are more limited than for other key skills.
80. Annual reports conform to statutory requirements. They provide detailed information on under-fives' progress in the areas of learning and pupils' progress in NC subjects and RE, and indicate priorities for the way forward. Opportunities are given to parents to discuss their child's report in the summer term open evening. Further open evenings for parents are held in the autumn and spring terms.

### **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**

81. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
82. Curricular provision across the school is broad and balanced and provides interesting and stimulating experiences for the pupils. The overall quality of educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
83. Policies and schemes of work for NC subjects and RE in KS1 and KS2 conform to legal requirements and provide coherence and continuity to the teaching of the curriculum. Pupils have equal access to the range of learning experiences and boys and girls have equal opportunities in every aspect of school life.
84. Provision for pupils with SEN is good. All pupils are integrated into mainstream classes and receive support individually or in small groups. Work is consistently differentiated in both key stages to meet their needs.
85. The provision for the teaching of key skills has many good features, and the school has been awarded the Quality Mark for the teaching of basic skills. Literacy and IT skills are good across the early years and both key stages, though planned opportunities to use numeracy across the range of subjects is inconsistent. The school has integrated key skills into long and short-term planning, but is aware that this needs to be further developed to include relevant examples which are directly linked to planned classroom activities.

86. The provision for the teaching of creative skills is very good and pupils are given many opportunities to work together collaboratively in groups. Planned activities which teach problem-solving skills are part of the provision in art, design technology (DT), mathematics and history. Pupils' independent learning is a consistent feature of classroom practice across the school and across a range of subjects.
87. Little opportunity is provided for pupils to use incidental Welsh in speaking, reading and writing and so their skills are limited. The school has not yet developed systematic planning for the teaching of bilingual skills and correctly identifies this is an area for improvement in its self-evaluation report.
88. The curriculum is enhanced by visits to the school of authors and local artists, and by the local doctor and vet. Educational visits made by pupils include Ironbridge Museum and 'Powysland.' Out of hours curricular provision such as the Physical Education and School Sport (PESS) scheme enriches pupils' experiences in PE and encourages their social development. The school is used by the Parochial Church Council to host a football tournament and the Dragon Sports initiative has developed pupils' athletics and games skills.
89. Links with parents, the community and other providers is very good. There is a well supported, active Parent Teacher Association, which organises social and fundraising events. Parents are welcome and encouraged to play a part in school life. They have been actively involved in creating the outdoor playground environment.
90. Good links also exist with the Church at Diocesan and Parochial levels. The Parochial Parish Council holds its meetings in the school. The community are invited to social events and 'The Village Voice' newspaper was developed with pupils and volunteer support within the school. Links with Chester College have recently been established and partnerships with the local high school are good.
91. Work related education is well established throughout the school. Pupils visit the local market garden and are advised on what vegetables to grow and in what season. This helps them to decide what they grow themselves to sell at the farmers market. There are links to the bus depot and garage and these links are used to develop teaching and learning.
92. The school makes good provision for pupils' moral and social development. Personal and social issues are covered well in a comprehensive personal and social education (PSE) scheme of work. It is taught effectively through lessons, 'circle time' class discussions and visits from the community police officer, who deals with drug and alcohol abuse awareness. The school uses the scheme produced by the LA to teach sex education to Y6 pupils and parents are invited to a preview of the programme. The school is also involved in the 'Crucial Crew' initiative run by the Rotarians, which introduces the pupils to aspects of health and safety.

93. Members of the school council are effective representatives of their fellow pupils and maintain good links with the community council. Pupils are aware of their responsibilities as global citizens through raising money for charities, such as an orphanage in Africa and for Water Aid.
94. The school's provision for teaching pupils about sustainable development is very good. Pupils recycle paper, cardboard, cartridges, plastic bottles and mobile telephones, and make compost from the fruit peel from playtime snacks. The school also has a small garden where pupils grow vegetables. Parents and governors are actively involved with the pupils in this aspect of the curriculum and the school has received the Eco bronze award.
95. Pupils study a range of different religions in RE lessons and have the opportunity to consider spiritual and moral issues in daily collective worship. The school pays attention to the diversity of life and cultures in the world through the RE and geography curriculum, and there are some good examples of *Cwricwlwm Cymreig* in geography, history and art.
96. Links with parents include parents' open evenings in which the opportunity is given for discussion of their child's progress. Fund-raising events receive a good level of support and many parents are involved in helping in school activities on a voluntary basis.
97. All pupils have equal access to all areas of the curriculum including sport. Both girls and boys are keen supporters of the extra curricular cross stitch class. PSE and circle time are used to discuss social disadvantage and to challenge stereotyping.
98. The entrepreneurial and other skills needed to support pupils' economic development knowledge are an outstanding feature of the school. The school council after careful research made the decision to grow potatoes in pots to sell at the local farmers market. All profits are managed and spent by the council. They made craft items and bought in items to sell. Pupils realised that more profit was made by making items and selling them.
99. The school's strong community links and use of the school by the community for a number of extra-curricular activities helps prepare pupils for the experience of life-long learning.
100. Links with the community have a number of outstanding features. A parent and toddler, breakfast and after school clubs are organised on site and make a valuable contribution to the community. The community newspaper *Llais y Llan* Village Voice has been launched using a company grant and has been developed with pupils' and volunteers' support into a very important and informative element in community life. All the staff and pupils of the school are actively involved in the Farmers Schoolyard Market, which is organised through the school. The annual cross stitch exhibition attracts visitors from all over the country to Llangedwyn and includes work contributed by the pupils of the school.

101. Effective transition arrangements with Llanfyllin Comprehensive School include transition days, bridging units of work in the core subjects and reciprocal visits for classroom observation. The school uses the church for its harvest thanksgiving and Christmas carol services. Collective worship in the school is often led by local clergy.

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

**Grade 2: Good features and no important shortcomings**

102. The inspection team's findings match the judgements made by the school in its self-evaluation report.
103. The overall quality of care support and guidance is good. There is a purposeful atmosphere throughout and relationships are based on courtesy and mutual respect. The nature of the school is such that pupils feel safe and secure and confidently share their concerns and interests with their teachers. Pupils feel valued. Their attitudes to school are very positive. The personal qualities, efforts and achievements of all pupils are celebrated in a meaningful way.
104. There is a very high level of personal and pastoral support. Staff know their pupils very well and a sense of commitment and caring pervades the school. Good procedures are in place that support pupils' academic, social and personal development.
105. The partnership with parents, carers and employers is an outstanding feature of the school. Parents are kept informed by regular newsletters. They are informed each term of topics to be studied and events taking place. The school has all this information on an up to date web page, which is also available on the 'Village Voice' newspaper. This information is also available by e-mail from the school should parents request it. Questionnaires are given out twice a year at parent's evenings to enable parents to voice any concerns.
106. Parents, in response to the questionnaire and at the pre-inspection meeting, were very positive and supportive of the school. The school tries to involve parents as much as possible, for example, sports day is held in the evening to enable more parents to attend.
107. The induction programmes for both pupils joining the school and transferring to high school are good. Children from playgroup, which is held in the school, spend a whole day each week in school for three to four weeks prior to starting formally. Children transferring from outside are allocated a 'special friend' and encouraged to spend time in school before they start.
108. Attendance and punctuality are monitored appropriately. The school secretary follows up any unreported absences. Parents are advised of the importance of regular attendance in newsletters and the school prospectus, which is issued every year to all parents.

109. The school's provision for ensuring the healthy development and well being of all pupils is good. They are part of the 'Healthy Schools' initiative and the PSE policy covers healthy lifestyles. There are suitable arrangements in place for pupils with specific physical needs. All staff are qualified first aiders.
110. The headteacher is the designated person with responsibility for child protection and staff have received the appropriate training. The child protection policy is in line with the local procedures. Parents are informed in the prospectus of the school's responsibilities.
111. The quality of provision for pupils with SEN is good. IEP targets are closely tailored to pupils' needs. The headteacher is the special educational needs coordinator (SENCo) and works closely with his colleagues to ensure that individuals get the support they require. The identification and assessment procedures are appropriate and reflect the guidance of the SEN code of practice.
112. The SEN register is well organised and gives a comprehensive guide to the pupils' needs. All staff provide valuable input to ensure that provision is consistent. The SENCo and governing body monitor the progress of pupils requiring additional support regularly and well.
113. IEPs contain manageable targets for pupils. Parents are kept fully informed of their children's progress on a regular basis. The school keeps all relevant organisations informed of specific needs and has a suitable disability action plan.
114. The school's community approach ensures that, regardless of background, all pupils are treated equally and with dignity and respect. The school has appropriate policies for equal opportunities that are regularly monitored by the governing body.
115. All pupils have access to all school activities. All ages are supported at their appropriate level and girls and boys take a full part in all aspects of the school, such as the regular sharing assemblies and concert performances. The school council is represented by pupils from all age groups and meets regularly. They have through their fund raising made noticeable improvements to the school.
116. The school has good measures in place to eliminate harassment in any form. An anti bullying policy is in place. Parents are consulted and involved in encouraging good behaviour. Pupils know the procedures for reporting incidents and are confident to approach any adult helper.
117. The school promotes the importance of understanding the diverse and multicultural nature of society. The pupils have opportunities to discuss and research other cultures. Effective measures are in place to promote good race relations.

118. The school makes every effort to secure equal treatment for disabled pupils. There is disabled access to the accommodation and appropriate risk assessments are carried out as necessary.
119. Clear policies on equal opportunities and racial equality are reflected in planning for PSE and extra-curricular activities. Displays around the school help pupils be aware of the diversity of the society in which we live.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

120. The findings of the inspection team fully match the judgement made by the school in the self-evaluation report.
121. The overall quality of leadership and management is good and shows significant improvement since the last inspection. The headteacher is well supported by teachers, support staff and governors, all of whom work as a team in the best interests of all pupils.
122. The headteacher is very committed to the school and is an energetic and positive leader. He is strongly supported by his staff in providing wide and varied experiences for the pupils. The involvement of all stakeholders is valued and acted upon.
123. The aims of the school are embodied in its day to day life. Staff work conscientiously and cooperatively to ensure that pupils receive a good education.
124. The school involves itself in a range of national and local initiatives. For example, it is developing a range of activities relating to Eco-schools and is involved in the growth and marketing of their own produce. There are close relationships with other schools in the area, not least the high school to which most of the pupils transfer.
125. Teachers know their pupils well and there is good team work in the organisation of teaching and learning to make best use of teachers' specific skills.
126. Performance management procedures for staff are in place and are developing effectively. Teachers attend courses that support teaching and learning as well as their own professional development. The involvement of the governing body in supporting monitoring of provision is a strength of the school.

127. The governing body has a clear vision for the school and its future. It is very well led and discharges its responsibilities admirably. This is reflected in the high standards recognised by the parents and community it serves. Governors are proactive and involve themselves in all aspects of the school. A particular strength is the training regime, which they have developed themselves in response to the school's specific needs. Their involvement contributes well to the strategic management of the school. The governing body fulfils its legal and statutory requirements.

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

**Grade 2: Good features and no important shortcomings**

128. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
129. The school has produced a good self-evaluation report, which identifies strengths and areas for development in each of the key questions, and produces detailed evidence to support its judgements. The inspection team agrees with the school's overall judgements in all seven key questions.
130. The school has in place a monitoring programme, which monitors aspects of performance and provision in all NC subjects and RE. Teachers' planning and pupils' work are evaluated by the headteacher, and progress across the key stages is discussed by the headteacher and KS1 teacher on a regular basis. Classroom observations play a prominent part both in the monitoring process, and as part of the annual performance management cycle.
131. The governing body is fully informed of the school self-evaluation processes, and members regularly visit school and take part in classroom observations. The LA link officer is also formally involved in the school self-evaluation. Information from the LA annual review and pupil performance data, together with data from the monitoring programme, are used to determine priorities for the school development plan (SDP).
132. The school has been proactive in seeking the views of others who have an interest and an involvement in the school. The views of all staff, parents and of members of the local community have been sought and evaluated. Consideration has been given to the views of the school council as part of the self-evaluation process.
133. Information gathered from the school's own assessment systems, together with the monitoring and performance management programmes has been analysed to produce realistic and meaningful targets for teachers and pupils, and to further inform the SDP. As progress is made, priorities are

adjusted accordingly. The SDP clearly identifies who is responsible for each development, what resources are available, what the timescale is and what criteria will be used to measure success.

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

#### **Grade 2: Good features and no important shortcomings**

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.
135. There are sufficient staff to teach every aspect of the curriculum. In addition, all support staff contribute considerably to all children's learning experiences. Deployment is appropriate and effective.
136. All learners have access to a good range of materials and resources that are well matched to their needs. Teachers organise their use effectively to encourage pupils in their learning. They make good use of the locality and the local community to enrich pupils' experience.
137. The accommodation is well maintained. Displays of the pupils' work make the school look attractive and local support from the community and visiting artists enhance the overall appearance. An outstanding feature is the adventure play area built by the school community. It contributes greatly to the pupils' learning and socialisation.
138. The school administrator makes very important contributions to the school. In addition to her usual responsibilities, she supports the school by producing the local newsletter and school website. She also contributes to many of the children's additional learning experiences. She ensures the smooth running of the school on a day to day basis and supports her teaching colleagues very effectively.
139. Professional development for teaching and other staff is well supported by the school. The organisation of teachers' time is well managed and suitable planning, preparation and assessment time is given to staff that meets statutory requirements. Teachers use this time well to ensure that good quality teaching is provided for all the pupils and that the assessment of pupils' work is thorough and relevant.
140. The school's budget is well managed and the headteacher and governing body ensure that funding is closely linked to the school's identified priorities and objectives. Spending decisions are carefully considered with regard to best value. Despite the constraints, good use is made of staff time and appropriate resources are in place to support their further development. The school has made good progress since the last inspection and overall gives good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under fives**

141. The overall quality of educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
142. Standards of achievement for the under fives are as follows:

### **Language, literacy and communication skills**

#### **Grade 2: Good features and no important shortcomings**

143. Children talk appropriately and respond well to questioning about their interests and activities because staff provide a stimulating and challenging learning environment.
144. The children form good relationships with their teachers and their peers. As a result, they talk confidently and listen attentively during group sessions and use language well in imaginative and creative role-play sessions in the play areas, such as the 'camp site'. The children are developing the confidence to speak at greater length, take turns, speak clearly and use an increasing range of vocabulary.
145. Children develop good hand-eye control in their activities where they are encouraged to experiment. They are developing their copy writing and personal writing confidently and with increasing fluency.
146. Children enjoy stories and listen and respond with interest. They are developing their reading skills well and share books and follow the text. They recognise the days of the week and know letters by their shapes and sounds. By the time they reach the end of reception, many children are reading fluently.
147. Children respond well to simple Welsh phrases during registration, in lesson introductions and directed sessions.

### **Shortcomings**

148. There are no important shortcomings.

### **Personal and social development**

#### **Grade 2: Good features and no important shortcomings.**

#### **Good features**

149. Children are happy and secure in an environment that encourages friendly relationships and a safe and welcoming atmosphere. Levels of cooperation and behaviour are very good. They show care and consideration for each other and the school guinea pigs. They follow instructions given by teachers and support staff. Any challenging behaviour is dealt with effectively and children understand rules and follow them.

### **Shortcomings**

150. There are no important shortcomings.

## **Mathematical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

151. Children confidently use money in role play situations. They count confidently to twenty and some of the children can add small amounts. They estimate carefully when measuring amounts to make 'smoothies' and sort fruits accurately. Activities prepared encourage the children to explore many mathematical principles.

### **Shortcomings**

152. No important shortcomings.

## **Knowledge and understanding of the world**

### **Grade 2: Good features and no important shortcomings.**

153. Children have a good understanding of the world around them. They understand that the weather can change and that daylight and darkness change daily. In their study of fruits, children know how to gain access to computer programmes and show developing IT skills. They understand the need for good hygiene and the need to eat healthily. Children use Welsh words in registration periods and on occasions in response to questions and instructions. They have a growing awareness of the world around them and with guidance talk about the journey of some fruits to the UK.

### **Shortcomings**

154. There are no important shortcomings

## **Physical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

155. Children run, jump, hop, skip and climb confidently in the school's exceptional outdoor play area. They use equipment such as cycles and pushchairs appropriately and show sufficient control to avoid incidents. They respect other children's space. They confidently take full advantage of the activities designed to help them develop their skills.
156. In the classroom they handle small construction toys and building blocks confidently.

### **Shortcomings**

157. There are no important shortcomings

### **Creative development**

#### **Grade 3: Good features outweigh shortcomings**

##### **Good features**

158. The children experiment and play with a wide range of materials, such as play dough and role-play clothing. Through well structured play activities they develop their skills with increasing accuracy, such as in IT. In directed lessons, they paint and draw confidently and show developing dexterity when making simple models.

##### **Shortcomings**

159. Children's standards of work in music are lower than in other creative work because they have too few opportunities to play musical instruments. In addition, though children show good skills in directed art lessons, evidence of children's free expression in painting and drawing is limited.

<b>Mathematics</b>
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#### **Key stage 1: Grade 2: Good features and no important shortcomings**

#### **Key stage 2: Grade 2: Good features and no important shortcomings**

##### **Good features**

160. Pupils in both key stages make good progress in mathematics and achieve standards that match their ages and abilities. Their mental mathematics skills are developing well.
161. Y1 pupils demonstrate good number skills. They understand and use number additions to 10 with confidence and count on and back in units and tens using a number line and a hundred square. They show good skills in sequencing tens and units, two-dimensional (2-D) shapes and in repeating addition patterns of 1, 2, 3 and 4. They develop a good understanding of place value. They recognise odd and even numbers. They subtract units and have a firm grasp of mathematical language and ideas such as more than, less than and how many are left?

162. In Y2, pupils use numbers to 20 confidently and accurately and they recognise three digit numbers. They know how to repeat more complex number patterns and add and subtract tens and units. They share between 2, 3 and 5 and understand the mathematical language of doubling and halving. They identify simple fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$ .
163. Pupils in Y1 add and subtract using coins to 20p accurately, total the cost of several items and find the correct change from 10p. Y2 pupils find the change from up to 70p. They show a clear understanding of simple multiplication of items up to 9p and addition of pounds and pence.
164. Pupils across the key stage demonstrate an appropriate understanding of regular 2-D and 3-D shapes and their properties. They develop an awareness of simple symmetry. They make good progress in measuring and weighing skills, developing an understanding of non-standard units and of metres and centimetres, litres and millilitres and grams and kilograms. They tell the time on an analogue clock in hours and half hours, and record it in analogue and digital notation.
165. All pupils across the key stage use IT effectively to draw block graphs, using data from tally charts. They plot simple coordinates on a grid to identify the position of different objects.
166. Younger pupils in key stage 2 add and subtract 3 digit numbers and round up numbers to the nearest 10 and 100, and they develop an increasing understanding of place value. They understand and use mathematical language very well, showing understanding of averages, approximates, multiples of 2, 3, 4, 5, 6 and 7 and multiply tens and units with units accurately. They develop an increasing understanding of prime numbers.
167. Pupils in Y5 and Y6 divide three digit numbers by 4, 5 and 6 and understand positive and negative numbers. They identify more complex fractions and change fractions into percentages and decimal fractions. They succeed in adding and subtracting decimal numbers to two decimal places.
168. Y5 and Y6 pupils measure angles and name acute, obtuse and right angles correctly. They know that the sum of the angles of a triangle is 180 degrees and of a quadrilateral, 360 degrees. They succeed in calculating the perimeter and area of rectangles and the circumference and diameter of circles. They have a good understanding of 2-D and 3-D shapes and their properties and draw the nets of a cube and a triangular prism.
169. KS2 pupils show good skills in collecting data on a tally chart and make effective use of IT to convert the data into tables and graphs of different kinds. They total items costing £ and p and find the change from £20 and £50.

### **Shortcomings**

170. There are no important shortcomings, but pupils' problem-solving and investigative skills are more limited than other aspects of their mathematical skills.

## Information technology

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

### Good features

171. Pupils throughout the school are developing good skills in IT. They work confidently, whether independently or in groups. They show a good recall of previous knowledge and question and revise their own work effectively.
172. KS1 pupils search the Internet for information and pictures to support their cross-curricular work on fruit. They 'drag and drop' pictures using the mouse and label work using the keyboard. They use appropriate software programmes for problem-solving exercises and to enhance their language and number skills. In lessons they confidently use the interactive whiteboard to support their learning.
173. Pupils in KS2 continue to develop a range of IT skills, including multi media presentations, word processing and spreadsheets. They convert tables into graphs and some explore and select the appropriate graphical representation, such as pie chart or scatter graph, to best interpret their work.
174. Pupils use multi media presentations in a number of ways to support their work on a project on travel and on individual projects, such as their favourite football team. They explain the methods they use and the effects they wish to convey. Pupils use the school's lap top computers at home to complete work independently on a range of work, including research.
175. Pupils use e-mail appropriately to enhance their work in geography relating to contact with a school on the African continent.

### Shortcomings

176. There are no important shortcomings.

## Design Technology

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

### Good features

177. In KS1 pupils work well with simple tools and kitchen utensils to make a variety of products. They use non-standard measures in some of their model making and estimate shape and size well. They use construction toys appropriately and evaluate their moving models well, adapting them accordingly.

178. Pupils in KS1 are developing their skills when designing houses. They evaluate both the requirements of the design and the need for appropriate change in design. They list the appropriate materials used for their designs and take some responsibility for collecting them.
179. Pupils plan, design and create recipes using fruit as their central ingredient. They carefully take account of the needs for health and safety and basic hygiene. They create fruit salads and 'smoothies' and consider aspects of healthy eating and how it can be promoted.
180. Earlier in the year, pupils in KS2 took advantage of weather conditions to design and construct an igloo in the school grounds. They considered the materials and selected appropriate tools to create a life size igloo. In the construction they evaluated and adjusted the design to ensure the success of the project.
181. Pupils researched early Native American cultures and crafts and used their research to design and produce 'dream catchers'. They related their designs to traditional practices and regularly re-evaluated their work to ensure authenticity.
182. Pupils are engaged in designing and producing picture frames to sell at the school's farmers' market. They have conducted market research among their peers and parents and are incorporating their findings into their finished products.
183. They show a good awareness of the need to make a product useful as well as aesthetically pleasing.

### **Shortcomings**

184. There are no important shortcomings

<b>History</b>
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### **Key stage 1: Grade 2: Good features and no important shortcomings**

### **Key stage 2: Grade 2: Good features and no important shortcomings**

#### **Good features**

185. Pupils in KS1 demonstrate a good knowledge of timelines in comparing a medieval castle, a Victorian house and a modern house. They compare a child's bedroom in Victorian times with their own bedrooms today. Pupils explain what is the same and what is different between a Victorian kitchen and its modern day equivalent.
186. Pupils in KS1 have grasped the idea of growth and change over a period in their own lives. They describe and draw the cot, the highchair and building blocks that belong to their babyhood, and explain that now that they are five or six they have a bed, a chair and play with a range of more sophisticated toys.

187. KS1 pupils are aware that modern toys are different from those in a Victorian childhood. They compare a rocking horse and teddy bear, and dominoes and marbles with Lego construction kits.
188. In KS1 pupils use family photographs of parents and grandparents effectively to discover what holidays were like in the past. They compare the clothes people wore with holiday clothes today, and understand that some holiday activities at the seaside are the same as those in the past and some are different.
189. Pupils in KS2 have a good understanding of a time-line of significant inventions in the Victorian period, such as paddle-steamers, horse-drawn trams, the penny-farthing bicycle, the telephone and electric light.
190. Pupils in KS2 have a secure knowledge of life in Victorian times and compare rural life with that in the town. They use CD-ROMs to discover what life was like for a rich Victorian child in comparison with that of a poor child. They are aware of the social injustice of child labour in the mines, factories and mills. Their knowledge of Victorian childhood is enhanced by a visit to the Victorian classroom in Powysland museum.
191. KS2 pupils are aware of what Wales was like in Victorian times. They have a good knowledge of the industrial revolution in Merthyr, with its turbulent immigrant population. They understand that the 'Treason of the Blue Books' is an example of how even official reports can be misleading. From reading the magazine *Cymru'r Plant*, they understand the injustice of the use of the 'Welsh Not' to enforce the speaking of English in schools.
192. Pupils across key stage 2 have a good knowledge of the variety of sources which can be used to discover the past. They use artefacts to improve their knowledge of the Victorian era and enjoy reading inspection reports on Llangedwyn School to find out what their school was like at the time.

### **Shortcomings**

193. There are no important shortcomings.

<b>Art</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

### **Good features**

194. Pupils in KS1 use art materials appropriately. They cut, draw, paint and paste with increasing skill using a range of media. They understand and apply the skills necessary for colour mixing and are developing an understanding of tones.

195. Y1 pupils show good imagination in role-play with the junk models they create, while Y2 pupils make clay models based on the sculptures they have studied. They sketch their friends from pictures and produce booklets to exhibit their work.
196. KS1 pupils paint and draw from still life as part of their general studies on fruit. They create candleholders using jam jars and glass paints, each developing their own individual design. These were designed to sell in the farmer's market.
197. In KS2, pupils design and create their own personalised wall hangings that represent aspects of their lives. They sketch regularly from observations and keep sketch books for further reference. They study the work of local artists, such as Kyffin Williams, and work alongside local craft workers.
198. Pupils have worked with local wood artists to create attractive additions to the play area, such as a storyteller's chair and carved benches.
199. A particular strength of the art work is cross stitch work. Pupils produce work of a nationally recognised high standard. Work produced by the pupils is exhibited each year and cross stitchers from across the country visit. Both boys and girls participate and produce very creative and colourful pieces.

### **Shortcomings**

200. There are no important shortcomings.

## **School's response to the inspection**

The staff and governors' would like to thank the Inspection Team and acknowledge their professionalism throughout the inspection.

The school has worked hard to raise standards since the last inspection and the staff and governors are satisfied that this is recognised in the findings of the report.

A copy of the School Action Plan in response to the recommendations of the Inspectors will be distributed to all parents. The progress toward the achievement of the recommendations will be reported in the Governors' Annual Report to Parents.

## Appendix 1

### Basic information about the school

Name of school	Llangedwyn C in W Primary School
School type	Voluntary controlled
Age-range	4-11
Address of school	Llangedwyn Village Oswestry Powys
Post Code	SY10 9LD
Telephone number	01691 780264

Headteacher	Mr John Parkinson
Date of Appointment	September 1997
Chair of Governors/ Appropriate Authority	Mrs Jo Morris
Registered Inspector	Mr Glyn Scott
Dates of Inspection	18 <sup>th</sup> - 20 <sup>th</sup> June 2007

## 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	0	5	5	4	6	5	10	7	42

Total number of teachers			
	Full Time	Part Time	Full time equivalent
Number of teachers	2	1	2.1

Staffing Information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
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	21
Teacher (fte) : class ratio	1.1:1

Percentage attendance for three complete terms prior to the inspection:					
	N	R	KS1	KS2	Whole school
Term 1	N/A	93	94	94	94
Term 2	N/A	96	96	96	96
Term 3	N/A	92	96	96	95

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	5
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included.		

<b>Percentage of pupils attaining at least level 4 in English, mathematics and science</b>	
<b>by Teacher Assessment</b>	
In the school	83
In Wales	80.9

### National Curriculum Assessment Results

#### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included.		

<b>Percentage of pupils attaining at least level 4 in English, mathematics and science</b>	
<b>by Teacher Assessment</b>	
In the school	85.7
In Wales	74.2

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of 6 inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- lessons or parts of lessons;
- all classes;
- play and lunchtimes;
- three acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings during the inspection with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff; and
- groups of pupils, including the school council.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 11 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Scott Registered Inspector	Context, summary Key Questions 1, 4, 5 and 7 Early Years, IT, art, design technology, SEN
Mrs Rhiannon Harris Team Inspector	Key Questions 2, 3 and 6 mathematics, history, assessment and recording
Mrs Justine Barlow Lay inspector	Contributions to Key Questions 1, 3 and 4
Mr John Parkinson Headteacher / Nominee	Contributions to all meetings

### **Acknowledgement**

*The Registered Inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

### **Contractor:**

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