

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

**LLANGURIG PRIMARY SCHOOL
LLANGURIG
LLANIDLOES
POWYS
SY18 6SG**

SCHOOL NUMBER: 666 / 2023

DATE OF INSPECTION: 14TH - 16TH JANUARY 2003

BY

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REGISTERED INSPECTOR: W089/15781

DATE: 4TH MARCH 2003

UNDER ESTYN CONTRACT NUMBER: C/T/162/02P

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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.

LLANGURIG PRIMARY SCHOOL

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 |
| CD-ROM | - | Compact Disk Read Only Memory |
| 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 |
| SDP | - | School Development Plan |
| SEN | - | Special Educational Needs |
| SENCO | - | Special Educational Needs Co-ordinator |
| SMT | - | Senior Management Team |
| WAG | - | Welsh Assembly Government |
| Y | - | Year |

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Llangurig Primary School is situated in the village of Llangurig, which lies in the upper reaches of the Wye Valley, about five miles south-west of Llanidloes. It was built as a Board School in 1873 and comprises one main building dating from this period, divided into two classrooms with a small storage/office area attached. A kitchen and cloakrooms have been added recently. There is no hall or staff room. Outside there are two small playground areas.

The school serves the local rural population between the borders of Ceredigion and the former Radnorshire as far as Llanidloes, although about a quarter of pupils travel from outside this traditional catchment area due to parental choice. According to the school, pupils mainly come from homes that are neither prosperous nor economically disadvantaged, although around a quarter fall into the latter category; around 5.5% are registered as being entitled to free school meals, which is well below the national and local averages. The number on roll has remained relatively stable over the last four years, although this year there has been a decline. Currently there are 18 pupils in the school of compulsory school age plus one three year old part-time nursery child. Pupils are taught in two classes, one for the early years and KS1 and the other for KS2. The intake covers the full range of ability, although the majority are generally more able. Around 27% are identified as requiring SEN support, which is a little above the national average; one is statemented. No pupils come from an ethnic minority background or are natural Welsh speaking.

The school aims to create an environment that is based around the philosophy of caring, sharing and improving. Current priorities for development, as listed in the school's SDP, are reviewing pupils' achievement in language, introducing performance management, exploring the demand for private music tuition, undertaking internal refurbishments, and auditing and improving resources in the humanities subjects. Quantitative targets have been set for pupil achievement in the core subjects in KS2 for the next three years. The school was last inspected in March 1997.

2. MAIN FINDINGS

The main findings of the report

This is a very effective small village school, where standards of achievement and the quality of teaching are consistently good to very good. There is a very positive community ethos and the quality of provision and management is good overall, although there are some shortcomings in accommodation, resources and supporting documentation.

- From the work seen, standards of achievement in the school are 100% satisfactory or better, of which around 64% is good and about 27% very good; these figures are the same for each key stage.

- In the early years the large majority of the work is good and occasionally very good. The quality of the educational provision for the under-fives, taken overall, is thus appropriate to their needs and children make good progress towards the Desirable Outcomes for Children’s Learning.

| | |
|---|-----------|
| Language, literacy and communication skills | Good |
| Personal and social development | Very good |
| Mathematical development | Good |
| Knowledge and understanding of the world | Good |
| Physical development | Good |
| Creative development | Good |

- Standards in the subjects of the statutory curriculum are as follows:

| | KS1 | KS2 |
|------------------------|--|--|
| English: | Good | Good |
| Speaking | Very good | Very good |
| Listening | Very good | Very good |
| Reading | Good | Good |
| Writing | Good | Good |
| Mathematics | Good | Good |
| Science | Good | Good |
| Welsh second language | Good | Good |
| Design and technology | Satisfactory | Good |
| Information technology | Good | Good |
| History | Very good | Very good |
| Geography | Good | Good |
| Art | Satisfactory | Satisfactory |
| Music | Good in performance in the one lesson observed | Good in performance in the one lesson observed |
| Physical education | No lessons observed | Good in the one lesson observed |
| Religious education | Good | Good |

- Standards in key skills are very good in speaking and listening and good in reading, writing, numeracy and ICT. However, there is no whole school policy to ensure consistent delivery across the curriculum.
- Pupils’ moral and social development is very good; their spiritual and cultural development is good. An act of collective worship occurs at the start of each day in fulfilment of statutory requirements. Pupils develop a good knowledge and understanding of their local area and the distinctive features of Wales, and their familiarity with other cultures is regularly fostered through a variety of lessons, topics and experiences. However, there is no deliberate planning or policies for the cwricwlwm Cymreig and multicultural education.
- Pupils’ behaviour and attitudes are very good.

- Attendance is good overall, but registers are not called immediately at the start of the morning and afternoon sessions in accordance with WAG requirements.
- Based on the lessons observed during the inspection, teaching in the school is consistently satisfactory or better, of which around 64% is good and 27% very good. There is thus evidence of very good practice in both classes.
- Lessons are thoroughly and conscientiously prepared; they are effectively managed, well structured and efficiently organised. Teachers provide clear explanations and directions and their questioning techniques are well developed.
- Teachers use a range of teaching methods and have good subject knowledge of the statutory curriculum. Very good support is provided by visiting teachers.
- In science and the foundation subjects there is scope to improve the way pupils' work is retained and collated and to give more attention to differentiation to ensure work is appropriately matched to pupils' stages of development.
- The quality of assessment, recording and reporting shows a marked improvement since the last inspection and is now generally good. Manageable and purposeful systems have been established for assessing and recording progress in English, mathematics and science and the school is planning to introduce improvements in the foundation subjects. Work is marked regularly and annual reports to parents comply with statutory requirements.
- The curriculum is broad, balanced and relevant, but there are shortcomings in the planning process. Policies are in place for each subject, but short term plans and the majority of schemes of work lack important details.
- In KS1 and KS2 the curriculum is appropriately organised and there is good coverage of all subjects. Overall teaching time is in line with WAG recommendations. Homework is set regularly in both key stages and pupils experience extra-curricular activities and a variety of field visits and excursions to places of interest.
- Very good provision is made for the support, guidance and welfare of pupils, who feel secure in a warm, caring and friendly environment.
- The overall provision for pupils with SEN is good, but documentation is in need of updating and revision. On the whole pupils make good progress relative to their abilities; the development of their self-confidence and self-esteem is one of the major strengths of the school.
- Links with parents, the community and other schools and institutions are good; with industry they are very good.
- The quality of self-evaluation and planning for improvement is satisfactory overall. Procedures are developing appropriately and good use is made of assessment data, but there is a lack of detail in the SDP and there is no formal system for the co-ordination and monitoring of subjects across the school.

- Leadership and efficiency are good. The head provides effective and firm leadership and is well supported by the other class teacher and visiting teachers. There is an evident sense of purpose and a very positive community ethos in the school, which is conducive to effective learning.
- Day to day routines operate successfully, but there are several gaps in the school's supporting documentation and some policies are in need of updating.
- Governors are supportive and undertake their responsibilities conscientiously. The budget is well managed and is now in surplus. Except for registration, all statutory requirements are generally met and the school gives good value for money. However, in light of the falling roll, little action has been taken on marketing the school to ensure its viability.
- The level of staffing is very good, but there is no school secretary. Resources are generally adequate for the delivery of the curriculum, although there are deficiencies in several areas, of which the school is aware.
- There are shortcomings in the accommodation; there is no school hall or playing field and the lack of storage facilities contributes to the school looking cluttered and untidy.
- The school has made good progress since the last inspection and all the key issues have been wholly or partially addressed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

From the work seen, standards of achievement in the school are 100% satisfactory or better, of which around 64% is good and about 27% very good; these figures are the same for each key stage.

- Children in the early years settle well in the school and achieve good results across the six areas of learning, according to their age and stage of development.
- Standards in English are good overall in both key stages; pupils make good progress in reading, writing, spelling and handwriting and they achieve very good standards in speaking and listening.
- Standards in mathematics are good in both key stages, particularly in some aspects of mental arithmetic and in knowledge and understanding of mathematical concepts and processes.
- Standards in science are good in both key stages; pupils develop appropriate knowledge and skills through regular investigative work.
- Standards in history are very good in both key stages.
- Standards in Welsh second language, information technology and geography are good in both key stages.

- In the two lessons observed in music, one in each key stage, standards of performance were judged to be good.
- Only one KS2 lesson was observed in physical education during the inspection, in which standards were judged to be good.
- Although no lessons were observed in religious education during the inspection, evidence in the school indicates that standards are good in both key stages.
- In the two lessons observed in design and technology standards were judged to be satisfactory in KS1 and good in KS2.
- Although no lessons were observed in art during the inspection, evidence in the school indicates standards are satisfactory in both key stages.
- Although cohorts are consistently very small, NC results for the last few years indicate that pupils generally achieve around or above the national and local averages and better than schools of a similar type, especially in KS1, although KS2 results for English in 2002 were below average, when the cohort only consisted of boys. The school has analysed the reasons for this outcome and is taking action to address the issue. Because of the very small number of pupils, there are no discernible long term gender differences in performance.

3.2 Standards Achieved in Key Skills across the Curriculum

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

- Pupils demonstrate very good standards in speaking throughout the school. They speak with great confidence and clarity. They use their speaking skills well in a range of situations, not only to question but also to present their ideas, strategies and findings. Their use of vocabulary develops very effectively.
- Pupils listen very attentively and for long periods of time; they can identify the main points of what they hear. They are active listeners, seeking clarification and willingly entering into interesting discussions.
- Pupils read well; their skills develop effectively in line with their abilities. 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 reading skills, scanning text to extract information.
- Numerous opportunities are provided for writing across the curriculum. From an early age pupils develop a broad range of styles of writing and are able to use these appropriately in prescribed situations. Their technical skills are good; most form sentences correctly and their spelling is generally good. They write well in subjects such as history and geography.

- Numeracy skills are well used in other subjects, particularly in science, design and technology and information technology. Mental mathematics skills develop well throughout the school and pupils can make calculations accurately in different kinds of situations.
- Pupils develop good ICT skills and use these to support work in many subjects. However, the potential of ICT is not always effectively exploited.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral and social development is very good; their spiritual and cultural development is good.

- An act of collective worship occurs at the start of each day in fulfilment of statutory requirements. Sessions are well conducted, normally by the head, and follow a similar format involving exposition on a moral or religious theme, a hymn and a prayer, usually the Lord's Prayer. An appropriate atmosphere is created and there is good use of incidental Welsh, although the use of music, visitors and time for reflection are underdeveloped. There are no written guidelines or plans for collective worship.
- Spiritual development and self-knowledge are further enhanced through aspects of the curriculum, links with the local church and chapel, and daily routines, such as the saying of grace before lunch; in KS1 pupils also recite a prayer at the end of the day. All of these activities help to raise pupils' sense of belonging and their awareness and gratitude for the world in which they live.
- Pupils clearly know the difference between right and wrong and demonstrate this in the way they interact with each other and adults. They are helpful and kind and are aware of the need for fairness, truth and justice. They understand that children in other parts of the world are less fortunate than themselves and they support charities. They accept responsibility for their own actions and look after their environment.
- Pupils work and play together very well and help and support each other both in the classroom and at playtime. They co-operate together very effectively in pairs and small groups and have a good sense of fair play. Older ones help those younger than themselves and take on responsibilities willingly and enthusiastically. A social inclusion policy codifies the school's commitment to treating all pupils equally and fairly.
- Pupils develop a good knowledge and understanding of their local area and the distinctive features of Wales through a variety of stimulating studies. They celebrate events such as St. David's Day and make visits to places of local and Welsh interest. Regular reference is made to the Welsh dimension in several lessons and the continual use of the Welsh language in the classroom and through daily routines helps to reinforce pupils' awareness of their cultural heritage.

- Pupils' understanding and familiarity of other cultures outside their immediate experience are regularly fostered through a variety of lessons, topics and experiences. They hear stories from other lands, study different religions, and learn about ethnic and racial tensions, as well as poverty and hardship elsewhere in the world. Occasionally visitors from other cultures or faiths come to the school to talk to pupils.
- There is no deliberate planning or policies for the cwricwlwm Cymreig and multicultural education.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes are very good.

- In the classroom pupils are attentive and industrious. They listen to their teachers and carry out instructions quickly and quietly. This has a very positive effect on standards of achievement and the quality of learning.
- Relationships between pupils and between staff and pupils are very good. Lunchtimes are conducted in a truly family atmosphere with pupils having plenty of opportunity to improve their social skills. In the playground pupils of all ages play happily together.
- There is an eight point code of conduct drawn up by pupils, which is clear and easy to follow. Appropriate procedures, for example a loss of privilege, are in place should there be a breach of discipline. Incidents are always reported to parents at the end of the school day either by telephone or by interview.
- The school's policy on bullying states that physical, verbal or emotional bullying is not tolerated. Pupils reported during the inspection that little occurs but, if it does, they are confident that the staff will deal with it. The school's aim is prevention rather than cure.
- All pupils are valued as individuals and the importance of self-discipline is emphasised. There have been no exclusions.
- Parents are satisfied with the standards of behaviour and discipline set by the school.
- The quality of life within the school is very good.

4.3 Attendance

Attendance is good.

- Attendance for the three terms prior to the inspection averaged around 95%. In the autumn term 2002 it averaged 97% overall.
- There is a very little unauthorised absence with most pupils' non-attendance being due to illness. Few take holidays in term time and, if they do, the necessary permission is obtained.

- Punctuality is good.
- Registers are not called immediately on arrival in the morning. They are closed after 10.00 a.m. and, as a result, no lateness is apparent. During the inspection, registers were also not marked after lunch. This is a health and safety risk and breaches WAG guidelines for the marking of registers.
- The school works with the EWO should any problems arise; she calls termly to check the registers.

5. QUALITY OF EDUCATION

5.1 Teaching

Based on the lessons observed during the inspection, teaching in the school is consistently satisfactory or better, of which around 64% is good and about 27% very good. There is thus evidence of very good practice in both classes.

- Teachers prepare lessons thoroughly and conscientiously and ensure that all necessary materials and resources are ready and available, so that work can begin promptly.
- Lessons are effectively managed with suitable routines; transitions between activities operate smoothly and efficiently. Time is generally well managed and teachers maintain a brisk and enthusiastic pace that holds pupils' interest and attention, so that they remain on task.
- Teachers use a range of teaching methods and generally make 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.
- Lessons are well structured and efficiently organised with appropriate introductions, although learning objectives are not generally made explicit to pupils initially. Additionally, opportunities to share results and to recap on what has been learnt through plenary sessions are not normally planned.
- Teachers provide clear explanations and directions, so that pupils know what to do and what is expected. Their questioning techniques are well developed and their responses to pupils' queries are appropriate and supportive; they are adept at coaxing answers from pupils. They also use various forms of non-verbal communication very effectively to transmit meaning and emphasis.
- 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.
- Where teaching is very good, teachers have high expectations of pupils' achievement and encourage them to be accurate and to develop pride and confidence in their work. They provide a variety of stimulating and challenging materials and activities, as well as interesting examples to aid memory. They encourage pupils to produce their own ideas,

expect them to complete what they are doing and provide extension activities for those who finish early.

- Teachers have good subject knowledge of the statutory curriculum and use relevant vocabulary and terminology. They attend appropriate INSET courses to update their expertise.
- In science and the foundation subjects, especially in KS2, there is scope to improve the way pupils' work is retained and collated and to give more attention to differentiation to ensure work is appropriately matched to pupils' stages of development; this is especially relevant in relation to the level of challenge for those who are older or more able.
- Opportunities are at times not exploited to use computers and other electronic learning resources as an integral part of lessons. An interactive whiteboard has been installed, but is not yet ready for use due to a lack of software.
- Very good support is provided by visiting teachers; they have clear roles and make a major contribution to the high standards achieved by pupils in the subjects they teach or from the assistance they provide.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting shows a marked improvement since the last inspection and is now generally good.

- Manageable and purposeful systems have been established for assessing and recording progress in English, mathematics and science; clear guidelines are provided for teachers.
- Teachers' assessments of pupils' achievements in the core subjects are accurate and consistent. These ensure that teachers are fully aware of pupils' abilities across the core curriculum.
- Good use is made of a range of commercially produced tests to assess attainment in reading, spelling and mathematics.
- At present the quality of assessment in the foundation subjects varies considerably, although the school is planning to introduce improvements.
- A policy statement on record keeping is now in place. Individual literacy and mathematics records are retained, as well as details of learning in science and other achievements.
- Samples of written work in English and mathematics are levelled and annotated; these are retained in personal profiles. By the end of KS2 these have become useful and informative records showing pupils' achievement and progress across time.
- During the last three years the school has developed an effective tracking system which enables teachers to identify pupils' strengths and areas for improvement in English and mathematics.

- The school has a clear policy for marking. Books are marked regularly by teachers with many sensitive and positive comments. However, pupils are not always provided with sufficient guidance on how they might improve their work further.
- Pupils are rarely involved in assessing their own work and there are no subject portfolios of levelled and annotated work.
- Annual reports to parents comply with statutory requirements, but they do not consistently provide a detailed enough assessment of progress and achievement in all subjects.

5.3 Curriculum

The curriculum is broad, balanced and relevant, but there are shortcomings in the planning process.

- The curriculum for the under-fives is appropriate and based on the Desirable Outcomes for Children's Learning, but the provision for structured and unstructured play remains relatively underdeveloped.
- In KS1 and KS2 the curriculum is appropriately organised and there is good coverage of all NC subjects and religious education. In both classes there is a two year programme of topics, to which science, design and technology, information technology, history, geography, art and religious education are linked; other subjects are mainly planned and taught discretely. In KS1 those subjects subsumed under the topic are delivered on a more integrated and flexible basis.
- Overall teaching time is in line with WAG recommendations and, although not directly specified, all subjects are allocated sufficient time each week.
- Policy statements are in place for all statutory subjects and the early years, but schemes of work, except for Welsh second language and to some extent mathematics, lack important details, such as links to the NC, learning outcomes, teaching strategies, progression, assessment and resources. Some have also not been updated in line with the revised NC and there is little use of LEA or commercial guidelines.
- Teachers draw up weekly forecasts, supplemented at times with their own notes, materials and lesson plans, which are collected together in a planning file. However, similar to the long term planning, the system focuses mainly on the content to be delivered and lacks details, for example on lesson objectives and differentiation, although some opportunities for assessment are noted. There is no evidence of plans being evaluated, although comments are recorded about individual pupils' performance and future needs.
- There are policies for health and sex education, which are covered as part of topic work or more specifically in science in KS2, and there is evidence of some good work in these areas. Pupils also learn about the environment and sustainable development. However, there is no policy or planning for PSE overall, although the school is familiar with the ACCAC guidance in this area.

- Homework, which is mainly related to English, is set regularly in both key stages between October and May and is appropriate to each age group. Brief guidelines are provided in the school prospectus, although some parents are not fully aware of the system. Reading records are completed on a regular basis by both teachers and parents.
- The school makes every effort to deliver the NC in physical education, despite very limited facilities. Games and athletics are held in a local farmer's field in the autumn, spring and summer months, when the weather permits, and gymnastics and dance take place in the church hall opposite the school. All pupils of compulsory school age go swimming every week in Llanidloes.
- There are some extra-curricular activities, which are well supported by pupils; during the inspection, for example, a computer club and a games club were held, in which pupils participated enthusiastically.
- Pupils experience a variety of field visits and excursions to places of interest. They also participate in some local activities, such as the village show.
- The curricular provision is socially inclusive and provides equality of access and opportunity for all pupils; there is none for whom the NC is modified or disapplied.

5.4 Support, Guidance and Pupils' Welfare

Very good provision is made for the support, guidance and welfare of pupils.

- Pupils feel secure in a warm, caring and friendly environment.
- Staff are aware of the needs of individual pupils and work hard to provide them with very good pastoral and educational care and guidance. All pupils, including those with SEN, are fully involved in all school activities.
- Some policies and procedures have been agreed between the head and governors in areas such as behaviour and discipline, bullying, health and safety and equal opportunities.
- The school has drawn up a good policy on racial equality, but there is no clear action plan to show how the school will assess the impact of this policy.
- Appropriate attention is given to health and safety, including healthy eating and alcohol and drug abuse.
- There are good arrangements in place for child protection. The head is the designated member of staff for this area and ensures that colleagues are fully aware of procedures and responsibilities. The school has adopted the LEA policy, which conforms to statutory requirements.
- Good relationships have been established with support services and other outside agencies. Close liaison takes place with the school nurse on health matters and sex education.

- Members of staff are very well qualified in first aid and accidents are recorded appropriately.
- Fire drills are carried out regularly and fire equipment is checked and kept up to date.
- Arrangements for contacting parents when necessary during the day are very good. Parents are informed immediately of any difficulties or accidents.
- Pupils are very carefully supervised during break times, at lunch time and at the end of the school day.

5.5 Provision for Pupils with SEN

The overall provision for pupils with SEN is good, but documentation is in need of updating and revision.

- Altogether, six pupils are deemed to have some form of SEN, including one with a formal statement, which is reviewed in accordance with statutory requirements.
- On the whole pupils with SEN make good progress relative to their abilities; the development of their self-confidence and self-esteem is one of the major strengths of the school.
- Appropriate procedures are in place for the early identification of pupils with SEN and for screening and assessment purposes.
- The SENCO plans well to ensure the NC is fully covered and that work in support sessions is well matched to tasks undertaken in class lessons.
- The teaching of pupils with SEN in withdrawal sessions is good. Very good attention is paid to reading and spelling skills on these occasions. The tasks are varied and interesting and pupils are eager to learn and keen to stay on during break times to complete tasks.
- Good care is taken to ensure that pupils with SEN are happy and well integrated into the life and work of the school. Strengths are identified and pupils' efforts are valued in lessons.
- The school is aware of the urgent need to update its SEN documentation to ensure that it fully complies with statutory requirements; it is now planning to move towards the new CoP.
- IEPs have been drawn up for all relevant pupils and they are reviewed on a regular basis. However, their format does not fully comply with the requirements of the new CoP. Although objectives and targets are noted, they are not always set out in sufficient detail. There is no written evidence to show that parents have made contributions or comments.
- Resources for pupils with SEN are good and links with outside agencies are appropriate. The school makes good use of external expertise and support in making assessments and ensures that specific provision is in place.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Links with parents, the community, schools and with other institutions are good.

- The school firmly believes that close liaison with parents is essential; they are kept well informed about their child's academic and social progress. Newsletters are sent out when required and parents help with fund-raising, listening to readers and school trips. The prospectus, however, lacks clarity and does not reflect fully the life and work of the school.
- All parents have signed the home/school agreement. The few who replied to the questionnaire are overwhelmingly supportive of the school.
- The GB's annual report to parents meets statutory requirements; only two parents attended the last meeting.
- The community fully supports the school. Members are invited in to talk to pupils; for example several recently visited to talk about their experiences in Llangurig during the Second World War as school children and evacuees. Various community groups use the school for meetings.
- The school works with the local vicar, who occasionally visits to lead assembly. Pupils also visit the local chapel. Members of the emergency services talk to pupils about their work and the importance of road safety and the dangers of fire.
- New pupils are well looked after prior to joining full-time; they attend school gradually building up to full attendance when the statutory age is reached.
- Relationships with other primary schools in the area are very good. For example, KS2 pupils link up for sports activities and recently they participated in a joint venture to present a concert at the Theatre Hafren. The heads meet to discuss areas of common interest.
- Pupils are very well prepared for secondary education. Y6 attend the local high school for two induction days and, in addition, former pupils visit to talk to Y6 about their experiences and answer any questions. There is a high school liaison officer, who discusses the new intake with primary staff, and all pupils' records are transferred.
- Some curriculum links are in place with the high school and Y6 have worked in its ICT suite and have visited to work on a sustainable development project.
- The school has an official partnership agreement with a teacher training university and students undertake teaching practice in the school. There is also a link with the local college in connection with the school's educational business day.

5.7 Partnership with Industry

Links with industry are very good.

- Pupils have very good opportunities to learn about the world of work, the highlight being the school's educational business day. In collaboration with other schools, pupils undertake a task such as designing a school bag. They work in small groups, planning the exercise, then designing, costing and marketing their product. Local businessmen are on hand to advise and the project is supported by Careers Wales. The project is linked to the curriculum and design and technology staff from the high school and the head of science and technology at the local college also attend.
- Pupils learn about the importance of sustainable development and recycling; they visit a local wind farm and a landfill site.
- KS1 pupils visit a lifeboat station, an animalarium and a supermarket to learn about the work undertaken there. Following on from the supermarket visit, they go to the local post office and general store to draw comparisons.
- To augment resources and help with transport costs, many good links are in place with local businesses, who sponsor the school either by direct donations or by holding fund raising events.
- The head has been on an industrial placement with a well known design and clothing company, where he had the opportunity to shadow a manager and learn about management skills and techniques employed in the workplace.
- Very good liaison exists with ELWa and with the EBP.
- There is no formal policy setting out the school's approach to business and industrial links.

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.
- Good use is made of the results of annual NC assessment tests and other data to identify areas for improvement in English, mathematics and science.
- The SDP has a number of useful and relevant targets for school improvement over the next two years, covering many aspects of school life, but there is a lack of detail, for example, in relation to success criteria. The priorities in the SDP do not consistently match those set out in the school's self-assessment document.

- Although the head and the other full-time teacher meet regularly to discuss subject improvement, there is a lack of curriculum co-ordination and no formal subject monitoring across the school. There is a case, therefore, for curriculum co-ordinators to be established for each subject, in order to ensure continuity and progression in the curriculum from reception to Y6 and to monitor standards of achievement and teaching quality.
- Regular reports are produced by the head to keep the GB informed of developments. However, governors are not yet sufficiently involved in planning for improvement nor in the monitoring and evaluation of progress.

6.2 Leadership and Efficiency

Leadership and efficiency are good.

- The head provides effective and firm leadership and gives clear direction to the work of the school, despite having a 0.8 class teaching responsibility, oversight of all subjects in KS2 and no secretarial assistance. He is well supported by the other class teacher and visiting teachers.
- There is a clear sense of purpose and a very positive community ethos in the school, founded on sound values, which are conducive to effective learning. The stated aims are appropriate, although these are not specifically listed for parents in the prospectus.
- Staff meetings are held formally when necessary, although they are not minuted; informal discussions between staff occur continually.
- Day to day routines operate efficiently, although much of the administrative work has to be completed out of school hours by the head.
- There are several gaps in the school's supporting documentation and some policies are in need of updating; however, a new performance management policy with appropriate procedures, in line with current government directives, is in place.
- Although some governors have only recently been appointed, they take a keen interest in the school and undertake their responsibilities conscientiously. They have subject interests and visit the school from time to time. However, in light of the falling roll, little action has been taken to market the school to ensure its viability.
- The budget is well managed and is now in surplus. Funds are being allocated to improve resources where there are shortages. A reserve fund is also being accumulated in order to ensure the current level of staffing can be maintained, as a further decline in the number on roll is predicted in the near future.
- Financial procedures in the last two audit reports of July 1997 and June 2000 were reported to be good; the few minor recommendations have now been addressed.

- Except for registration, all statutory requirements are generally met and the school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

The level of staffing is very good and resources are generally satisfactory, but there are shortcomings in the accommodation.

- At present, the school is very well staffed; teachers are suitably qualified and appropriately deployed.
- Support staff, including peripatetic teachers, make a significant contribution to the quality of learning.
- The cook, who has served the school loyally for thirty-seven years, produces high quality lunches for staff and pupils, who sit down to eat together. All pupils have a school dinner and eat heartily. Lunch time is a special feature of the school day.
- There is no school secretary and this impacts noticeably upon the administration burden on the head.
- Although the school is kept clean and the classrooms and the toilets have been recently painted and refurbished, there is a lack of storage facilities which contributes to the cluttered and untidy appearance of the school; this is not conducive to a well ordered learning environment.
- There is no school hall where physical education, music and drama lessons, as well as assemblies, can take place, although use is made of the church hall across the road.
- The school entrance lobby does not provide a welcoming atmosphere; displays and information boards here are generally out of date.
- There is still some lack of provision for early years children. Although there is an outside playhouse and a separate yard for the under-fives and KS1, there are few large toys, no suitable all-weather covered area and no slides or soft fall equipment. Due mainly to unsuitable flooring in the classroom, sand and water play is only undertaken outside in the summer months, although the school is in the process of addressing this issue.
- The school does not have a playing field for sports and physical education. In the autumn, spring and summer months, pupils have access to a farmer's field.
- Resources are generally adequate for the delivery of the curriculum, although there are deficiencies in some areas, including books and artefacts in history, geography and religious education. The school is aware of these shortages, which are a target for action in the current SDP.
- A generous supply of computers is available to support work across the curriculum. However, some use outdated operating software with slow processors and small hard drives.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Only one part-time nursery child and one full-time reception child are in the school. They are well settled in the class, which only contains five other pupils of Y2 age. They generally achieve good results across the six areas of the learning, according to their age and stage of development, although separate provision for them tends to focus mainly on language, literacy and communication skills and mathematical development; inevitably they join in with a range of activities provided for the class as a whole, particularly in relation to knowledge and understanding of the world and physical and creative development. The quality of the educational provision, taken overall, is thus mainly appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Good Features

- Children make good progress in language, literacy and communication skills. At the nursery stage they become familiar with how to use a book and learn to underwrite their name. In reception they begin to read words and simple sentences and quickly begin to produce their own emergent writing; they record a good quantity of written work and form letters correctly according to the school's handwriting style. Standards in speaking and listening and children's knowledge and use of Welsh are very good for their age, especially as they have to sit and listen at times for lengthy periods.
- Standards in personal and social development are very good. Children are happy and secure in their learning and are keen to come to school. They have a good degree of independence and work well with others, joining in enthusiastically with older pupils. They take turns sensibly. They exercise appropriate self-control and take responsibility for their own hygiene. They behave very well, maintain concentration and persevere with the tasks that are set. They relate well to adults.
- Children make good progress in mathematical development. They are adept for their age at recognising and making patterns, sorting and matching, and completing tasks such as jig-saws. In reception they can match symbol to sound, add and subtract within ten using counters, order numbers to 10 and find missing numbers and the odd one out; they understand the concept of zero. They can tell the time to o'clock, understand the purpose and use of money and know basic facts about the calendar; they are familiar with simple mathematical language and the names of two and three dimensional shapes and some of their properties.
- Standards in knowledge and understanding of the world are good. Children join in with class lessons, studying, for example, living and non-living things, light and shadow, the body, forces and the use of Braille. They are familiar with how plants grow and some of the features of the past and their locality; they are able to describe the weather in both English and Welsh. They are aware of the work carried out by people in their community through visits and visitors to the school. They have opportunities to use the computer; in reception they can do simple word processing and use various functions on the keyboard,

such as the delete and return keys. They control the mouse and functions on screen well to undertake various games and to colour in a picture.

- No specific physical development activities were observed during the inspection, but from observations in class and at playtime, standards are judged to be good. Children have appropriately developed gross and fine motor skills and they handle scissors, pencils and other implements correctly. They have opportunities in the summer to use wheeled vehicles in the playground and in reception they also join in with other pupils in swimming lessons.
- In creative development standards are good. Both nursery and reception children were observed during the inspection participating in play activities and taking part in a music lesson. They sing and play instruments enthusiastically and can keep to a rhythm. They also join in willingly with other class activities, such as drawing, painting and model making, and can recognise and name different colours.

English

Standards are good in both key stages.

Good Features

- All pupils display very good listening skills and speak confidently. They readily respond to questions and express themselves clearly when discussing their work.
- In KS1 pupils participate confidently in discussions and talk clearly about their work and events in the life of the school. Older pupils employ an appropriate range of vocabulary.
- The vast majority of pupils in KS2 speak clearly and communicate effectively. When engaged in collaborative work, they demonstrate ability to share thoughts and opinions and to reach collective judgements.
- Standards in reading are good throughout the school. The majority of KS1 pupils read with fluency, confidence and understanding and KS2 pupils display a wide knowledge of authors and are able to express preferences and opinions. All show a clear enjoyment of literature, including poetry and plays.
- Very good attention is paid to phonics and pupils make appropriate use of word building skills to tackle new vocabulary.
- Teachers hear pupils read on a regular basis and keep proper records of their progress.
- Pupils make wide use of reference books and ICT to carry out research, especially in KS2.
- Older pupils show the ability to skim texts for information; they draw inferences and make deductions from written materials.
- Solid foundations are laid in writing in KS1, with good progress overall by the end of Y2. Pupils are able to write for different purposes and occasions, and enjoy reading what they

have written. Most appreciate the significance of punctuation and know that capital letters and full stops are used to delineate sentences.

- In KS2 pupils write in different styles and formats to match the occasion. Some very good creative writing is produced at the upper end of the school.
- Good attention is paid to handwriting with work being neatly presented in most cases.
- Pupils make regular use of word books, dictionaries and thesauri to promote good standards in spelling. Homework frequently includes spelling tests.
- All pupils take advantage of regular opportunities to develop their writing skills in other subjects.
- Regular visitors to the school, such as a poet, make a significant contribution to pupils' learning.

Mathematics

Standards are good in both key stages.

Good Features

- Pupils in both key stages make good progress in their mathematical knowledge, understanding and skills across the different ATs of the NC. They work individually and independently at their own pace and at an appropriate level of challenge. They undertake a range of practical activities and display good skills of problem solving.
- Y2 pupils understand place value and can add and subtract using tens and units, including taking away by decomposition. They reach correct answers by using different methods of addition and subtraction. They can add three rows of numbers correctly, complete sequences of numbers forwards and backwards and recognise and name simple fractions. They are familiar with hundreds and odd and even numbers. They can recite the two, five and tens times tables and most can answer random questions on them.
- Y2 pupils know the names and properties of two and three dimensional shapes. They can measure length using standard units and rulers correctly. They know the number of weeks and days in a year and a leap year. They can tell the time up to a quarter of an hour and some can accurately do this to the minute. They can recognise coins and add money and give change up to a pound.
- In KS2 pupils learn to produce tally charts and graphs accurately and to divide and multiply using remainders and carrying. They understand about fractions and by the end of the key stage they can use the four rules to calculate pounds and pence using a decimal point. Y6 pupils know their tables thoroughly up to 12, can use long multiplication and division and can order numbers using millions. They are familiar with squared numbers and square roots, negative numbers and percentages.

- In KS2 pupils can use standard measures for calculating length, weight, capacity, volume and area and by the end of the key stage they know the conversion tables for these. They are familiar with symmetry, points of the compass, co-ordinates and angles and degrees. They can tell the time in minutes in both analogue and digital modes using the 12 and 24 hour clocks.
- Pupils in both key stages have good mental agility skills and are well challenged in the tasks that are set; KS2 pupils in particular relish the daily opportunities they have to respond to a variety of rapid fire questions. They answer confidently and enthusiastically and display good skills in order to reach correct answers quickly through the use of a range of alternative strategies of calculation.
- Pupils in both key stages understand and use a range of relevant mathematical language commensurate with their age and stage of development. For example, in KS1 they are familiar with a variety of vocabulary related to shape and in KS2 they know a wide range of different terms for the four rules of calculation.
- In both key stages work is set out neatly in exercise and work books and corrections are completed according to set procedures. Pupils persevere with their tasks and produce a good quality and quantity of accurate work in the time available. They use calculators appropriately to check answers.
- Pupils are able to apply their mathematical knowledge and skills to work in other subjects, for example design and technology and science.

Shortcomings

- There are no major shortcomings, but work is not always dated and older pupils' understanding of decimals and more advanced language of shape is somewhat insecure.

Science

Standards are good in both key stages.

Good Features

- Pupils in both key stages participate enthusiastically in a range of practical investigations and successfully undertake the scientific process of predicting, experimenting and recording, at times using labelled diagrams. They recall previous work well and use relevant scientific terminology. They work together in pairs or small groups successfully, sharing ideas and helping each other.
- Pupils in both key stages undertake experiments carefully and conscientiously, giving good attention to accuracy. They have a good understanding of a fair test, commensurate with their age and ability, and use scientific equipment properly. They repeat experiments, when appropriate, to ensure precision.
- Y2 pupils cover the different ATs of the NC through a topic approach. For example, under the theme of 'Our World', they study forces, the solar system, desert and arctic

animals and plants and waste and pollution. They undertake investigations into floating and sinking, air and wind, shadows and running cars down a ramp. They know what conditions are necessary for plants to grow.

- When learning about sound, Y2 pupils understand that noise diminishes as people move away from each other; they learn to distinguish between different sounds and to express preferences and they can identify a range of familiar sounds.
- KS2 pupils cover a range of topics relating to living things, such as teeth, the digestive system, categories of food, bones and the circulatory system, as well as reproduction and how life begins. Older pupils at times have the opportunity to plan out their own investigations and to test out their own ideas.
- In KS2 pupils are able to predict whether certain materials will burn or not, using their experiences and reasoning; they understand that some changes are permanent and others temporary.
- Good reference is made at times to pupils' own experiences and rural background and particular attention is given to health and safety.
- There are some good cross-curricular links based on the thematic approach, for example with music in KS1 in relation to sound, and with mathematics in KS2 with regard to recording patterns of diet in graphic form.

Shortcomings

- There are no major shortcomings, but the more able are not always suitably challenged, particularly in relation to devising their own means of recording and speculating on their results.

Welsh second language

Standards are good in both key stages.

Good Features

- Y2 pupils understand a range of basic commands and respond well to instructions. Most have a good understanding of some basic sentence patterns and generally answer questions accurately.
- Y2 pupils know the names of colours in Welsh and can count to 10. They can discuss the weather using appropriate vocabulary.
- In both key stages pupils' listening and speaking skills develop well; most speak with good pronunciation and intonation.
- In Y2 pupils develop a sound working vocabulary and are able to construct a range of oral answers to simple questions relating to themselves or everyday situations. In KS2 they increase their vocabulary and abler pupils can sustain an extended dialogue.

- In both key stages colourful and attractive worksheets, which focus on consolidating oral work, are completed competently.
- In both key stages pupils keep individual folders, which contain a range of good, and sometimes very good, work.
- Teachers and pupils throughout the school make regular incidental use of the language both in class and whole school activities.
- Older pupils regularly visit the Urdd camp at Llangrannog before moving on to the local secondary school.

Shortcomings

- There are no major shortcomings, but many pupils in KS2 lack the confidence to develop conversational skills in the language and insufficient emphasis is placed on targets for improvement in reading.

Design and technology

In the two lessons observed in design and technology, standards were judged to be satisfactory in KS1 and good in KS2.

Good Features

- Pupils in both key stages regularly design and make a range of products for a purpose across the different strands of the NC, including food technology and the use of textiles and rigid and pliable materials.
- Pupils use a range of tools, construction kits and resources that are available in the school. During the inspection, for example, in KS1 they were making puppets to use as a form of communication and in KS2 they were making vehicles that would move forwards and backwards by means of a battery operated motor.
- Pupils in both key stages plan out what they are going to make and identify their needs and materials, ensuring fitness for purpose; in some cases they record and label their designs.
- Pupils in both key stages develop appropriate skills of cutting, sawing, shaping, joining and assembling, using tools and other equipment, such as glue guns and bench rests, safely and responsibly.
- Pupils, especially in KS2, have opportunities to test out and refine their models as they proceed through self and peer evaluation; they are able to identify problems and weaknesses in their designs and make appropriate adjustments. They help each other spontaneously, when necessary.

- Pupils work diligently and enthusiastically; in KS2 in particular they are careful to measure and cut accurately and to follow instructions precisely. They take pride in their work and are keen to produce a well finished article.
- Work in control technology is planned for pupils in KS2, when they will link their finished electric vehicle to a computer program to determine its movement.
- Activities are well linked to a range of other subjects and pupils utilise knowledge and skills learnt in other aspects of the curriculum effectively in their work.

Shortcomings

- In the lesson observed in KS1, although instructions were clearly given and learning objectives were shared with the class, pupils did not draw, plan or begin constructing their models; some pupils became restless since too much time was spent on explaining and rationalising the task.

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.
- Pupils display good control of the mouse and keyboard, relevant to their age and stage of development, and they have a good understanding of a range of functions on screen, such as deleting and saving their work.
- Pupils in both key stages have regular opportunities to word process their work and in KS2 they produce text using desk top publishing, for example in history and in the computer club, making use of different colours, type sizes and fonts.
- Pupils in KS1 use a range of programs to develop specific skills in various subject areas.
- Pupils in KS2 have regular opportunities to use Logo. They understand how to work out various commands and can operate the program to gain accurate results; they are able to correct their errors when these occur.
- Pupils in KS2 can search for information and download it to use as part of their research in various subjects. They know how to use CD-ROMs for this purpose and have access to the internet to extend their investigations. They can collate data and reproduce it in various forms, such as pie charts and spreadsheets.
- Pupils in KS2 have begun to use e-mail to communicate in both English and Welsh with each other and with local primary schools.

- All pupils have a personal disk on which they save and retain their work.
- Pupils in KS2 have additional beneficial experiences when they attend the weekly computer and games clubs after school. These extra-curricular activities are well supported and effectively structured, enabling pupils to learn new skills and operations.
- Pupils have experiences of using a range of other electronic equipment, such as listening centres, a programmable floor robot and lap tops.

History

Standards are very good in both key stages.

Good Features

- Chronological skills develop very well in KS1, where Y2 pupils are able to sequence events and stories accurately. They have a very good understanding of the concept of change over time and are encouraged to compare past and present generations.
- Y2 pupils demonstrate good skills of enquiry and observation and use a range of source materials to support their learning. They develop a knowledge of famous people such as Florence Nightingale and Louis Braille.
- In KS2 older pupils use a range of historical sources effectively to increase their knowledge and understanding of the Stuart period, such as the Great Fire of London and the English Civil War. They make a careful study of the impact of the Civil War on Wales and produce meaningful and mature written pieces on the period.
- Pupils have well developed skills in relation to the use and interpretation of evidence and primary source materials. For example KS2 pupils study the 1891 census and produce a data base as a result of their researches.
- KS2 pupils engage in studies of the local village and make very precise chronological comparisons of buildings in the area. They interpret old maps well and display very good historical understanding and knowledge.

Geography

Standards are good in both key stages.

Good Features

- Pupils in both key stages develop good mapping skills and acquire relevant geographical knowledge through their study of contrasting areas.
- Y2 pupils of all abilities show a good understanding of the general life of the community and can talk about what they like and dislike about the area. They have a good knowledge of major features and landmarks.

- Y2 pupils demonstrate good directional skills and develop a satisfactory understanding of basic grid references.
- Younger pupils in KS2 begin to develop a bank of geographical terms and understand the importance of a key when they draw simple maps.
- Pupils have a good awareness of environmental issues and sustainable development. For example, older ones make very detailed surveys of waste creation and disposal in the area; their 'Waste Watchers' books contain many good examples of geographical surveys and questionnaires.
- KS2 pupils make detailed surveys of their local community and village; their work contains good cross-curricular links with literacy, science and history.
- Pupils make regular use of ICT to investigate topics such as rain forests.
- Pupils take care to ensure 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.

Art

Although no lessons in art were observed during the inspection, evidence in the school indicates that standards are satisfactory in both key stages.

Good Features

- In KS1 pupils enthusiastically engage in many opportunities to paint and experiment with colour. They create good quality observational drawings in a variety of media and respond well to ideas presented by the teacher.
- In KS2 pupils experiment with colour, pattern, texture, line and tone and produce some good paintings and drawings based on the work of renowned impressionist and other European artists.
- All pupils cut, stick and paste with confidence and display positive attitudes to the subject; they enjoy showing their work to visitors.

Shortcomings

- Pupils lack knowledge of Welsh artists and art in other cultures.
- In both key stages pupils' skills in sketching and use of the computer are underdeveloped.

Music

From the two lessons observed in music, standards in performance were judged to be good overall. Very little evidence was seen of composing and appraising.

Good Features

- Relative to their age, pupils display a good sense of rhythm, reproducing sounds accurately through clapping and singing.
- The quality of singing is good with some very good aspects; words are pronounced clearly and breathing is well controlled.
- Songs and rhymes are sung in English and Welsh; words are generally well known in both languages.
- Pupils sing in tune and most can pitch their voices accurately.
- Pupils acquire an appropriate musical vocabulary. Many show an understanding of the different ways in which sounds can be transcribed and recorded.
- Lesson activities include recorder groups, in which pupils learn to play well.
- Pupils benefit from having a wide range of musical resources.
- Pupils regularly perform competently in the local chapel.

Physical education

Only one KS2 lesson was observed in physical education during the inspection, in which standards were judged to be good.

Good Features

- In the lesson observed, which was a dance session held in the church hall, pupils followed instructions carefully and used the limited space available appropriately. They remembered the movements and steps of the first dance from the previous week and all joined in enthusiastically and with enjoyment. They quickly learnt the format of a new dance and eagerly performed this. They displayed agility and good co-ordination in their movements.
- Pupils warm up and cool down appropriately and most are suitably attired. They work well together.

Shortcomings

- There are no major shortcomings, but in the lesson observed there were no specific opportunities for pupils to undertake any peer or self-evaluation.

Religious education

Although no lessons were observed in religious education during the inspection, evidence in the school indicates that standards are good in both key stages.

Good Features

- Pupils in both key stages have good knowledge of festivals and practices of different religions, for example Diwali in Hinduism and Hanukkah in Judaism. In KS1 they look at religions around the world and in KS2 they make a chart of comparative features of the major faiths, as well as studying the Bible and the Torah and different signs and symbols.
- Appropriate attention is given to cultural differences and similarities to aid pupils' understanding of the meaning of faith and belief through such topics as Christmas around the world in KS1 and an Islamic ceremony and a Christian baptism in KS2.
- Pupils in both key stages have a good knowledge of different creation stories, starting with Genesis Chapter One in KS1. In KS2 this learning is extended to other faiths and countries, including China and Aboriginal Australia, where pupils also become familiar with different great flood traditions.
- Pupils in KS1 cover in depth the Christmas story.
- Pupils in KS2 have knowledge of the lives of well known Christians and their courage and faith, as well as their impact on society, such as Father Borrelli, Lord Shaftesbury and Dr. Barnado.
- Pupils in both key stages write prayers and become familiar with the importance of rules, such as the Ten Commandments; in KS2 they write their own commandments.
- Occasional visits are made to the local chapel and the parish church for curriculum purposes, which raises pupils' understanding about places of worship.
- The scheme of work is based on the Locally Agreed Syllabus.

Shortcomings

- There are no major shortcomings, but a lack of artefacts in the school means that pupils' understanding of different religions is restricted.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

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

- review the organisation of the infants class to ensure more efficient use of teacher's time and greater independent learning among pupils:

- implement the proposed enhancement of provision for pre-KS1 pupils with the aim of providing more appropriate and specific learning opportunities and activities;
- adopt, implement and monitor a whole-school policy on record keeping so that pupils' records are accessible, functional and regularly updated;
- review and develop further the school's assessment procedures paying particular attention to acquiring a common and consistent practice for:
 - i) identifying the assessment potential of activities;
 - ii) marking and responding to pupils' work;
 - iii) selecting samples of work and recording their significance;
 - iv) identifying and monitoring pupils with SEN;
 - v) setting goals for pupils and promoting self-assessment;
- implement the proposed changes in school hours in order to comply with the recommendations of the Welsh Office on teaching time in KS2 and also ensure optimum use in general of the time available;
- provide an adequate means of escape from both classes in an emergency.

The school has made good progress since the last inspection and all the key issues have been wholly or partially addressed:

- The organisation of the infants class has been reviewed and inspection evidence now indicates that efficient use is being made of the teacher's time and that sufficient independent learning is being provided for pupils.
- The pre-KS1 provision has been enhanced to provide more appropriate and specific learning opportunities and activities for children under five, although there is scope to continue to develop more play experiences and to improve resources and facilities for this age group.
- A whole school policy on record keeping has been adopted and pupils' records are now accessible, functional and regularly updated.
- Assessment procedures have been reviewed and developed, so that there is now common and consistent practice in marking and responding to pupils' work, selecting samples of work and recording their significance, and identifying and monitoring pupils with SEN and setting goals. However, there is a need to introduce more self-assessment, especially for older pupils, and to continue to refine the planning process, in order to identify the assessment potential of activities.
- The proposed changes in school hours have been implemented and teaching time in KS2 now complies with WAG recommendations; optimum use is also now being made in general of the time available.

- An adequate means of escape from both classes in an emergency has now been provided through the installation of new doors in the KS1 classroom with an adjoining outside ramp.

8.2 Key Issues for Action

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

- address the few shortcomings in subjects listed in Section 7 of this report:
- assure curriculum continuity and progression by:
 - establishing a rolling programme for the further development of schemes of work;
 - introducing a system of subject co-ordination and formal monitoring across the school;
- address deficiencies in school documentation, as indicated in this report, and give attention to the lack of secretarial support;
- address the shortcomings in accommodation and resources, especially in relation to the lack of storage space and the amount of clutter in the school;
- ensure registration occurs immediately at the beginning of the morning and afternoon sessions;
- give consideration to how the current success of the school might be vigorously marketed and disseminated, in order to raise the number of pupils on roll and to ensure its future viability.

N.B. Issues two and four are related to targets in the current SDP.

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

APPENDIX

A. Basic Information About the School

| | |
|----------------------|----------------------------------|
| Name of School | Llangurig Primary |
| School type | Community |
| Age -range of pupils | 3 - 11 years |
| Address of school | Llangurig Llanidloes Powys |
| Post-Code | SY18 6SG |
| Telephone Number | 01686 440207 |

| | |
|----------------------|--|
| Headteacher | Mr E R Jones |
| Date of appointment | 1 st September 1996 |
| Chair of Governors | Mrs K Crower |
| Registered Inspector | Dr P D Ellis |
| Dates of inspection | 14 th - 16 th January 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 | 0.5 | 1 | 0 | 5 | 2 | 3 | 1 | 6 | 18.5 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 2 | 3 | 2.4 |

| <i>Staffing information</i> | |
|---|-------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 7.7 |
| Average class size, excluding nursery and special classes | 9.25 |
| Teacher (fte) : class ratio | 1.2:1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | |
|---|-----|------|------|--------------|
| | R | KS1 | KS2 | Whole school |
| Term 1 | N/A | 95.4 | 95.8 | 95.6 |
| Term 2 | N/A | 93.2 | 93.5 | 93.5 |
| Term 3 | 84 | 96 | 98 | 97.0 |

| | |
|---|-----|
| Number of pupils excluded during 12 months prior to inspection. | Nil |
|---|-----|

C. Results of National Curriculum Assessments and Public Examinations

| | |
|---|---------------------------|
| National Curriculum Assessment KS 1 Results: 2002 | Number of pupils in Y2: 2 |
| As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included. | |

| | |
|---|---------------------------|
| National Curriculum Assessment KS 2 Results: 2002 | Number of pupils in Y6: 4 |
| As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included. | |

D. 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 two days, and the lay inspector one day, in the school.

- Twenty-four learning activities were assessed, 22 by the professional inspectors and two by the lay inspector.
- Each class was visited 12 times.
- All classes were observed by each inspector.
- Discussions were conducted with the head, the other class teacher, visiting teachers 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. Four parents' questionnaires were returned; 95% of responses were positive.
- Forty-four 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 Religious 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 |