

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

A Report on the Quality of Education in

**Llanidloes C.P. School
Llangurig Road
Llanidloes
Powys
SY18 6EX**

School Number: 6662050

Date of Inspection: 18 February 2008

by

**Glyn William Gaskill
5539**

Date of Publication: 23 April 2008

Under Estyn contract number: 1110907

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

The inspection of Llanidloes C.P. School took place between 18/02/08 and 21/02/08. An independent team of inspectors, led by Glyn William Gaskill 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. The school serves the town of Llanidloes and the surrounding area, providing for boys and girls from the age of four to eleven. The number of pupils on roll is 320 with, at the time of the inspection, another 12 full-time children in the nursery. In line with local education authority policy, children are admitted to the nursery at the start of term after their fourth birthday – at start of spring and summer term. The number of pupils in the school has steadily declined in recent years.
2. The area has a low wage economy with a wide range of socio-economic prosperity. Eight per cent of pupils are registered as entitled to free school meals. This is similar to the local education authority 9.6 per cent average for all pupils aged five to fifteen but less than the 17.5 per cent average for Wales. However, the school is of the opinion that not all entitlements are claimed. Some 21 per cent, a relatively high number, have special educational needs with eight statements for special educational needs.
3. Nearly all pupils are of United Kingdom, white ethnic background. The remainder are of non-United Kingdom white or black backgrounds. A very small number of pupils receive support in their use of English as an additional language. About one per cent of pupils have Welsh as a home language.
4. The school was last inspected in April 2002. An acting head teacher was in post from September 2006. The current head teacher was appointed to the school in September 2007 and the deputy head teacher to her post in November 2007.
5. The school has received the Healthy Schools award for the third phase and gained the ECO school Green Flag status.

The school's priorities and targets

6. The school aims to value every child in body, mind and spirit and fully develop their academic potential and personal development.
7. Current priorities for development include continuing to raise standards in the subjects of English, information technology, mathematics and their application as key skills. Further improving provision for special educational needs. Continuing to promote bilingualism and higher standards in gymnastics. Refining procedures for assessment, including greater involvement of pupils in setting targets for improvement.

Summary

8. Llanidloes Primary School has many positive and improving features. There has been a long period without a permanent full-time partnership of head teacher and deputy head teacher. The school has responded extremely positively to the outstanding leadership of the new head teacher. There is a strong, common purpose to continue getting better. The school provides good care for its pupils. The inspection team agreed with all but two of the judgements made in the school's self-evaluation.

Table of grades awarded

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

Key Question	Inspection grade
1. How well do learners achieve?	3
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?	3
7. How efficient are leaders and managers in using resources?	2

Standards

10. In the lessons for the subjects and areas of learning inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	80%	7%	0	0

11. Pupils' overall standards of achievement in these lessons matches the 2010 primary target [source – Vision into Action] which states that the quality of learning assessed by Estyn to be grade 3 or better in 98 per cent of lessons.
12. Standards of achievement in the areas of learning for the under-fives are as follows:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 1	Grade 1
Physical development	Grade 2	Grade 2

13. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Nursery and reception children achieve good [grade 2] standards in all their basic and key skills but their creativity is outstanding.
14. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 3
Information Technology	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical Education	Grade 2	Grade 2

15. Overall, pupils of all ages, abilities and backgrounds in the early years and key stage 1 make good progress in their learning. In key stage 2, the progress which many pupils make is not as good as their key stage 1 National Curriculum assessments results indicate. However, across the school there are examples of outstanding standards.
16. Overall National Curriculum assessment results [the core subject indicator] at year 2 were above the averages for all and similar schools in Wales at the expected level two and the higher level 3. Results have improved steadily over the last three years.
17. In recent years, overall National Curriculum assessments result at year 6 have been very low in comparison with all and similar schools in Wales. This situation improved in 2007 but results in mathematics were low and in science were very low. In 2005 and 2006 there was a very high proportion of pupils with special educational needs. Results at the higher L5 are slightly better than the national average. Statutory targets set for year 6 were not fully met.
18. There is no significant difference in the performance of those pupils of different ethnic or social background. Pupils who use English as an additional language make good progress in their use of English. Higher attaining pupils achieve well. Overall, pupils with special educational needs make good progress. The school is aware that, at times, boys do not perform as well as girls and is developing provision to improve matters.
19. In both key stages, pupils have good speaking and listening skills but their use of reading, writing and mathematics has shortcomings.
20. In both key stages, most pupils make good use of information and communications technology to support their learning, their creativity is also good but their problem solving has shortcomings.

21. Across the school, most pupils show a good awareness of bilingual skills. Pupils' have a good appreciation and knowledge of the heritage and culture of Wales.
22. In all classes, pupils make good progress in their personal and social skills. Pupils are well behaved. Nearly all parents and pupils have confidence that the school deals effectively with any reported incidents of bullying.
23. Nearly all pupils take a positive interest in their lessons and have good attitudes to their work. Whilst they have an improving understanding of what they need to do to improve in English and mathematics this is at its early stages.
24. The school council and the ECO committee are very successful. Pupils are well aware of local and global environmental issues and the democratic process.
25. At 93.4 per cent, the school's average rate of attendance for the three terms prior to the inspection is above the all Wales average of 92.5 per cent and similar to the local education authority average of 93.5 per cent. Pupils' punctuality is good.

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	73%	19%	0	0

27. The overall quality of teaching across the school compares favourably with the findings of the 2005-6 Annual Report [primary] of Her Majesty's Chief Inspector of Education and Training which states: The quality of teaching is good or better [grade 1 and 2] in 79 per cent of lessons and the quality of teaching is outstanding [grade 1] in 17 per cent of lessons.
28. Teachers and learning support assistants work together very closely and effectively. Relationships between adults and pupils are very good. Volunteer helpers make a valuable contribution to pupils' learning.
29. Planning for lessons is detailed and very consistent between classes in the same year. There are outstanding examples of teachers' planning. Planning for teaching key skills is variable.
30. Teachers have a secure subject knowledge and make stimulating use of this in most lessons. There are times when the lesson does not sufficiently stimulate the progress of all pupils.

31. Teachers have successfully got pupils to think more about what they need to do to make progress. Pupils' work is regularly marked often with supportive encouraging comments and, less frequently, with suggestions that indicate what they need to do to improve.
32. Where teaching is outstanding, groups of pupils are most effectively organised, adult support is very well managed and learning resources are very closely matched to pupils' needs.
33. For the under fives, outstanding use is made of assessment to plan for teaching and judge its effectiveness.
34. In key stage 1 and key stage 2, the quality of assessment to improve learning has good features which outweigh shortcomings. Several new and effective systems are being introduced but they are not fully established across all areas of the school.
35. The school meets the needs and interests of most of its pupils effectively through a broad curriculum, which meets statutory requirements. The curriculum is made very relevant with educational visits and clubs. All pupils have full access to everything the school has to offer.
36. The promotion of key and basic skills is not as thorough as it could be in key stages 1 and 2. All aspects of the curriculum for the under fives is methodically planned for and very relevant to children's needs.
37. Across the school, the provision for pupils' social, moral, spiritual and cultural development is good. Taken together, health education, an understanding of sustainable development and preparation for lifelong learning are well catered for.
38. Overall, the quality of partnerships with other schools, colleges, the community and parents are good. Parents are well informed about their children's progress.
39. The quality of care, support and guidance provided for pupils is good. The school makes a very positive contribution to pupils' well being. The school provides its pupils with a setting in which they feel happy and valued. The quality of provision for pupils with special educational needs is good.

Leadership and management

40. In spite of many uncertainties over recent years, there is a renewed and strong spirit amongst governors and all school staff to provide the best for pupils in the school.
41. Much of this revitalisation is due to the outstanding leadership of the recently appointed head teacher. Together, the staff and governors have devoted much time, energy and talent in making rapid improvements to provision.

42. Significant changes have been introduced to enable teachers with leadership and co-ordinating responsibilities to more effectively carry out their roles. The deputy head teacher was appointed to the post a few months before the inspection and is making a positive contribution to provision.
43. The continuing professional development for teachers and other school staff is well linked to their own professional development but has not been sufficiently linked to whole school developments.
44. The governing body is well organised and effective in its work with a very high commitment to the school. Overall, the school takes good account of national priorities. The governing body fulfils its statutory responsibilities well.
45. The school is self-critical of its performance but the formal way in which the school carries out its self-review and planning for improvement is not sufficiently established. The school development plan is a useful document to guide school improvement and it is used very effectively.
46. Teachers with leadership and co-ordinating responsibilities have been generally well informed about provision. For most subjects, there has not been a long-term, clear view of standards but this aspect has improved greatly in recent times.
47. The school has a sufficient and suitably deployed number of teachers and support staff on roll to teach all aspects of the curriculum. Administrative and mid-day staff, the caretaker and cleaners all make positive contributions to the smooth and effective running of the school.
48. Several areas of the school's buildings are in need of repair and maintenance but this does not affect the accommodation for learning, which is good, overall.
49. Several areas of the curriculum are well resourced but there are shortcomings in the quantity and quality of reading books and learning resources in a few subjects. Overall, learning resources are well managed.
50. Financial management and planning is good and suitably linked to priorities in the current school development plan. The school has addressed the issues identified in the previous inspection well.

Recommendations

51. In order to further improve the school needs to:
- R1 * Raise standards in mathematics at key stage 2.
 - R2 * Improve standards in the key skills of literacy, numeracy and problem solving at both key stages.
 - R3 * Continue to develop manageable and consistent procedures for assessment so that they both promote higher standards and involve individual pupils in all areas of the curriculum.
 - R4 Formalise systems to promote the continuing professional development of all staff.
 - R5 Further develop and rationalise leadership and management of staff, including their role in self-evaluation.
- * The school has identified these areas for development.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

52. The inspection team's findings do not match the grade 2 judgement made by the school in its self-evaluation report. There are areas of limited achievement at key stage 2 in core subjects.
53. In the lessons for the subjects and areas of learning inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	80%	7%	0	0

54. Pupils' overall standards of achievement in these lessons matches the 2010 primary target [source – Vision into Action] which states that the quality of learning assessed by Estyn to be grade 3 or better in 98% of lessons.
55. Standards of achievement in the areas of learning for the under-fives are as follows:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 1	Grade 1
Physical development	Grade 2	Grade 2

56. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
57. Nursery and reception children achieve good standard in their speaking, listening reading and writing skills to support their learning. They use their numeracy skills well. These children are also confident and competent users of computers in their studies. They have good problem solving skills and their creativity is outstanding.
58. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 3
Information Technology	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical Education	Grade 2	Grade 2

59. Overall, pupils of all ages, abilities and backgrounds in the early years and key stage 1 make good progress in their learning. In key stage 2, the progress which many pupils make is not as good as their key stage 1 National Curriculum assessments results indicate. However, across the school there are examples of outstanding standards.
60. When they start in the nursery, children's standards are above what is usually expected of children at this age. Baseline assessments, when children start in reception are also better than expectations but there is a very wide variation. This could be explained by the fact that those children born in the summer have not received any nursery education.
61. Progress from baseline to year 2 National Curriculum assessments is very positive. Results over the last three years have improved steadily at year 2. In 2007, pupils overall attainment in the National Curriculum assessments at the expected level 2 [the core subject indicator] was above the averages for all and similar schools in Wales as were the higher level 3 outcomes.
62. In recent years, overall National Curriculum assessments results at year 6 have been very low in comparison with all and similar schools in Wales. This situation improved in 2007 but results in mathematics were low and in science were very low. In 2005 and 2006 there was a very high proportion of pupils with special educational needs. Results at the higher Level 5 are slightly better than the national average in English and science but below in mathematics. Statutory targets set for year 6 are met in English, slightly below in mathematics and well below predictions in science. These targets have been based on the assumption that all those gaining a level 2 at key stage 1 should attain a level 4 at key stage 2. This is questionable for those pupils attaining in the lower part of level 2.
63. Across the school, inspection evidence indicates that there is no significant difference in the performance of those pupils of different ethnic or social background. Pupils who use English as an additional language make good progress in their use of English. Higher attaining pupils achieve well. Overall, pupils with special educational needs make good progress towards the targets set for them. The school is aware that, at times, boys do not perform as well as girls and is developing provision to improve matters.
64. In both key stages, pupils listen well and speak clearly using appropriate vocabulary. Most pupils read well but many have limited strategies to read unfamiliar words. This restricts their use of reading to support learning, for example when using reference materials. The more able pupils use their reference skills very effectively. Most pupils organise their thoughts in their written work well but the handwriting and presentation of work is lacking in many subjects. Many pupils spell simple words correctly, but the limited strategies of a minority of them restricts their ability to spell unfamiliar words accurately. Nearly all of the more able pupils write creatively and spell most words correctly.

65. Standards in the application of numeracy across the curriculum have good features which outweigh shortcomings in both key stages. Younger pupils correctly complete given data tables and older pupils make good use of their number work in their information technology lessons. The application of mathematics, for example in graph work, in other areas of the curriculum is limited.
66. In both key stages most pupils make good use of information and communications technology to support their learning. In key stage 1 and 2, pupils make excellent use of paint programs in art. The oldest pupils use logo programs as part of their studies of Islam in their religious education.
67. Standards in creativity are good in both key stages. This is seen in pupils' art work, music making, stage performances and information technology. In both key stages, standards in problem solving have good features which outweigh shortcomings. There is a lack of investigative work in science and mathematics.
68. Across the school, most pupils show good awareness of bilingual skills and respond appropriately to a variety of greetings and requests. However, several do not confidently respond in Welsh. The more able pupils make good use of asking questions and replying in Welsh. Across the school, pupils' have a good appreciation and knowledge of the heritage and culture of Wales, known as *Y Cwricwlwm Cymreig*.
69. In all classes, all pupils make good progress in the personal and social skills. Pupils are well behaved and respectful of each other and adults. They are very familiar with what is expected of them. This has been clearly shown in a thorough review of the school rules which has directly involved every class, through the school council. They know the possible sanctions and rewards relating to behaviour and find these to be fair. Nearly all parents and pupils have confidence that the school deals effectively with any reported incidents of bullying.
70. Nearly all pupils take a positive interest in their lessons and have good attitudes to their work. Whilst they have an improving understanding of what they need to do to improve in English and mathematics this is at its early stages. Many pupils are aware of their academic and personal targets. These aspects of their learning skills provides a good base for lifelong learning.
71. Pupils carry out their given responsibilities most effectively. Through the active school council they have a good understanding of the democratic process. The very successful ECO committee ensures that pupils are well aware of local and global environmental issues. Pupils show a good awareness of different cultures and beliefs and accept that people from all groups have equal rights. They are well prepared for effective participation in the workplace and community.
72. At 93.4 per cent, the school's average rate of attendance for the three terms prior to the inspection is above the all Wales average of 92.5 per cent and similar to the local education authority average of 93.5 per cent. Punctuality at the start of the day and for classes is good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	73%	19%	0	0

75. The overall quality of teaching across the school compares favourably with the findings of the 2005-6 Annual Report [primary] of Her Majesty's Chief Inspector of Education and Training which states: The quality of teaching is good or better [grade 1 and 2] in 79 per cent of lessons and the quality of teaching is outstanding [grade 1] in 17 per cent of lessons.
76. Teachers and learning support assistants work very closely together. Learning support assistants know their role very well and are effective in their work. Relationships between adults and pupils are very good. Volunteer helpers make a valuable contribution to pupils' learning. These aspects positively promote pupils' learning and good attitudes to their work.
77. Planning for lessons is detailed and very consistent between classes in the same year. There are outstanding examples of teachers' planning. Planning for teaching key skills is variable.
78. Teachers have a secure subject knowledge and make stimulating use of this in most lessons, promoting good learning. There are times when too many worksheets are used and the content does not sufficiently stimulate the progress of all pupils. Teachers quickly gain pupils' attention and maintain their interest well during the lesson.
79. A common feature of all lessons is at the start when pupils are given a clear indication of what they will be doing in the lesson. In several cases, precise and achievable learning objectives are explained to the class. Lessons invariably end with a session where pupils are taken through a review of what they have learned. This is effective in giving both teacher and pupil a good indication of new learning, particularly when relevant and precise learning objectives have been considered.
80. Teachers have successfully got pupils to think more about what they need to do to make progress. This has been done by pupils making use of individual targets in their English and mathematics books. In addition, classrooms contain a prominent display of pupils' individual targets for their personal and

academic development. Pupils' work is regularly marked often with supportive encouraging comments and, less frequently, what they need to do to improve. Most pupils in key stage 1 receive good verbal feedback on the quality of their work and how to improve.

81. There are several examples of teachers challenging pupils with searching questions and asking them to explain their reasoning.
82. Where teaching is outstanding, groups of pupils are most effectively organised, adult support is very well managed and learning resources are very closely matched to pupils' needs.
83. Children under the age of five are tested upon entry into the nursery and also when they start the reception year. Outstanding use is made of these and other formal and informal assessments to plan for teaching and judge its effectiveness. This is done for each child so their progress and the provision for it can be followed as they move through the early years.
84. In key stage 1 and key stage 2, a number of new initiatives to promote effective assessment have recently been introduced. These provide effective and clear direction to improve assessment procedures and to track pupils progress over a period of time. These are increasingly and appropriately carried out by staff but are yet to be fully embedded across all areas of the school. The procedures are not too demanding on administrative time and easy to use.
85. The school assesses pupils' progress in English and mathematics by means of standardised tests. The school uses the information gathered in these tests effectively. For example, a 'catch-up' scheme is in place which effectively raises identified pupils' reading ability. In addition, teaching groups for the core subjects in most key stage 2 year groups are based on ability so that pupils receive better matched learning activities.
86. A recent development has seen the school coming to a common interpretation of standards with other schools in the locality at both key stage 2 and key stage 3. There are a few examples of portfolios of pupils' work being developed within the school to match national curriculum levels of attainment.
87. The school also uses nationally standardised testing for all pupils in year 4. This testing has mainly given an accurate prediction of the standards attained in the National Curriculum assessments at the end of year 6.
88. Parents are invited to formally discuss their children's progress once a term. In addition parents feel they have good access to teachers at other times. There is an annual written report to parents on their children's progress. These reports give a clear picture of pupils' standards in their academic and personal development together with an indication of the next steps for improvement. A few parents feel they could be better informed about their child's achievement. The inspection team consider parents are well informed.

89. The school's assessment, recording and reporting procedures meet statutory requirements.

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

90. The inspection team's findings match the judgement made by the school in its self-evaluation report.
91. The school meets the needs and interests of most of its pupils effectively through a broad and balanced curriculum, which meets statutory requirements. Aspects of the mathematics and science curriculum are not as effective as they could be in key stage 2. This is currently being addressed in mathematics by the introduction of additional material.
92. The curriculum is equally accessible to all pupils. For example, in key stage 2, pupils are set in ability groups for the core subjects. This structure supports planning to meet the wide and varied needs of the pupils, including those who have special educational needs. The school plans well for pupils who have been identified as being gifted and talented. Schemes of work clearly laid out and are stored electronically making them readily available to all staff. They are followed closely to produce lesson plans.
93. The quality of educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. The curriculum for the under fives is methodically planned for and very relevant to children's stage of development. The school is making good progress towards implementing the new Foundation Phase.
94. The school's provision for the development of pupils' basic and key skills has good features, which outweigh shortcomings. This aspect is catered for well for the under fives. Although most lesson plans at key stage 1 and key stage 2 include provision for key skills, there is not always a clear purpose for their application. The school does not sufficiently co-ordinate the provision and development of basic and key skills.
95. Overall the school makes good use of out-of-hours activities, educational visits and visitors. The range and quality of this area for the under fives is exceptionally rich. Across the school, visits in the locality enhance pupils' understanding of history and geography. Visits are made to places of historical interest in Wales and beyond. These activities extend and bring relevance to pupils' learning. Homework effectively promotes pupils' progress and most parents consider it to be clear and helpful.
96. The school provides a good range of clubs for pupils, who feel there is sufficient for their needs. Sporting activities are very well supported through

events with other schools, local sailing and residential visits to outdoor education centres. These arrangements effectively develop older pupils' social, sporting and leisure interests. This aspect is further enhanced by the exceptional provision for swimming. All pupils, from the nursery onwards, make use of the nearby leisure centre pool and enjoy well structured lessons throughout the year.

97. Overall, pupils' social, moral, spiritual and cultural development is well catered for.
98. The school effectively promotes pupils' spiritual development. School and class assemblies give pupils time to reflect on their own and other people's lives. The school effectively enables pupils to reflect upon ways to help and support each other. This contributes well towards establishing an environment where mutual respect and trust is valued. Music is a well established feature of the school with pupils benefiting from the uplifting experience of playing and singing together. In particular a visit from a choir of black African pupils had an amazing impact on pupils' spiritual experience and also their understanding of the culture of others.
99. Circle Time provides good opportunities for pupils to discuss various concerns and effectively develops their personal and social education. This supports the pupils' moral development well, through promoting awareness of right and wrong. This aspect is also very well promoted through the school rules which all pupils were actively involved in producing. Healthy living and pupils well-being is well provided for as evidenced by the healthy schools award. Whilst provision for pupils' personal, social and health education is effective there is no whole school plan for its provision.
100. Pupils' cultural development is enhanced by visitors to the school. The school makes effective use of visiting artists. These have led to many pupils producing outstanding work using diverse cultures as a stimulus. Performers have brought to life historical characters, such as Samuel Pepys.
101. Historical aspects are brought to life when older pupils make excellent use of drama to enact life at the time of conflict with the Romans and Caradog. Many pupils are members of the Urdd and the associated activities support them well in their understanding and experience of Welsh culture.
102. Many aspects of the school's curriculum reflect *Y Cwricwlwm Cymreig* well. Pupils study the work of famous Welsh artists, listen to Welsh music and stories and compare and contrast localities within Wales.
103. Most teachers use Welsh frequently on an incidental basis throughout the school. They make appropriate use of simple requests, greetings and praise. However insufficient use is made of the language to promote verbal responses from the pupils on a regular basis.
104. Partnerships with parents are good. Several parents visit the school to help with reading, other classroom activities, swimming, clubs and supervising

visits. A recently formed parent teacher association has very successfully organised fund raising activities to purchase prioritised learning resources for the school. Parenting courses are weekly on issues such as diet, nutrition and improving children's behaviour. An outreach worker attends to run these. Information technology classes for parents are currently being developed. A Home/School agreement is in operation.

105. Pupils' awareness of the community is enhanced by visits from several members of the locality who work with pupils to share their skills and knowledge. These visitors have very positive effects on pupils' understanding of the world of work, community living and their creative, spiritual and sporting development. Visits from the emergency services effectively promote pupils' personal safety and well being through carefully structured events.
106. Pupils understanding of the world of work is further enhanced by the good support it receives from a number of local employers. The development of the successful school café, following a visit to a local restaurant, is a good example of this involvement. In addition, older pupils attend an annual enterprise awareness day with other schools. However, no teachers have attended work experience placements to help with curricular planning or provision.
107. The school has established good links with local colleges, other schools and a university. It accommodates students on their school placements and supports them well in acquiring relevant training or work experiences. The school benefits from these arrangements.
108. The school promotes equal opportunities very strongly. Pupils, irrespective of their social background, gender, disability or ability, race or language are positively included in all appropriate school activities. Every pupil is valued equally.
109. Provision for sustainable development is very good. The school ECO committee has received the prestigious ECO schools Green Flag award. Paper is recycled in all classrooms and the school takes part in recycling competitions. Currently there is a impressive collection of Yellow Pages directories in the hall waiting for recycling. Pupils are very familiar with the need for conserving energy and materials and the use made of recycled material. Pupils work in the school garden and grow fruit and vegetables. Jam from the garden is sold in school fairs. These activities effectively promote both pupils' understanding of sustainable development and their commercial skills.
110. An understanding of global citizenship is positively encouraged through several subjects. In art, pupils study works from different parts of the world including Africa and Australia. In their geography and history studies pupils learn about other countries and cultures. Whilst there are no formal links with projects or schools in other parts of the world, the recent visit of a choir of black children from Uganda had a very positive influence on all pupils' understanding of other peoples.

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

Grade 2: Good features and no important shortcomings

111. The inspection team's findings match the judgement made by the school in its self-evaluation report.
112. The quality of care, support and guidance provided for pupils is good with no important shortcomings.
113. The school provides its pupils with a setting in which they feel happy and valued. Nearly all pupils feel secure because of the positive relationships which exist between adults and pupils. School staff also know the pupils very well and are responsive to their needs. Pupils have confidence that they can turn to an adult in school for help and support when they need it. Pupils appreciate the strong principle in the school of including them all in the appropriate activities it offers.
114. The school has particularly regular and effective links with a very wide range of support agencies when it needs them. Several were seen in action with pupils during the inspection days. A positive aspect of this support is that there are very good links with learning support assistants and class teachers to continue promoting pupils' progress.
115. Nearly all parents consider that their child likes school and most parents appreciate the help and guidance their child receives. With very few exceptions, parents feel the school is very approachable and encourages parents/carers to play an active part in school life. The inspection team considers parents are well informed about what is taught in school, their children's progress and events taking place involving their children.
116. The induction of children into the nursery supports both child and parents very well. Arrangements for pupils moving on to the secondary school are good. There are several activities organised, including lessons in the secondary school where pupils meet their future classmates. Parents appreciate these arrangements. A particularly good feature is the established link between ECO committees of the school and the secondary school.
117. The school has clear well documented arrangements that contribute to pupils' well being when in the school's care.
118. Arrangements to ensure the health and safety of pupils and adults using the school are appropriate. Regular health and safety checks are carried out throughout the school by a person accredited to conduct such surveys. The school has greatly improved the safety arrangements for vehicles at the start and end of the school day. It has also recently introduced a thorough checking system for pupils using buses and taxis. All pupils are accounted for as they are released to their particular transport. This is exemplary care. Provision for the administering of medicines and provision for first aid,

including the use of a *Heartstart* defibrillator, are appropriate. Routine safety checks are regularly carried out, such as testing the fire alarm system and testing for Legionnaires' disease microbes in the water system.

119. Procedures for maintaining attendance registers meets requirements. Attendance records are kept on a computer system and a thorough analysis of data is carried out. Where a pupil's attendance is below what it should be, the school communicates with parents. If needed, the school works through the education welfare officer to bring about an improvement. Parents are aware that they should contact the school if their child is absent. Where a pupil is absent without the school's knowledge the home is routinely contacted on the first morning. There are a number of these each day and letters have been sent to parents to bring about an improvement. In the case of a long term absentee, the school liaises with parents to provide appropriate academic support.
120. Pupils were deeply involved in producing the rules for behaviour, which take in the principles of respecting others and promoting general well being. Because of this involvement, organised through the school council, they know the rules well and appreciate the reasons for them. They are also very familiar with the associated rewards and sanctions which they consider to be fair. Strategies to promote good behaviour are applied effectively and consistently by staff. Incidents of bullying and other forms of harassment are rare, but should they be made known to the school, both parents and pupils are confident that matters will be dealt with quickly and effectively.
121. Arrangements for child protection broadly meet current good practice. There is a designated member of staff responsible for child protection, a named deputy and a responsible governor. Staff are aware of these arrangements. Several staff have been trained in child protection with plans for the remainder to be also trained.
122. The school has very effective arrangements that encourage pupils to be healthy. This is seen through the high profile given to sporting activities, and also that the school has achieved phase three of the Healthy Schools programme.
123. There is a long established, highly regarded and effective school council. Pupils take their places on the council through a well considered democratic process with which they are familiar. The way the council records its meetings are a model for others. The views of the council are listened to and acted upon. For example, following pupils' views being given through the council, positive changes have been made to the school, such as the successful 'worry box'. The ECO committee also has similar high status and impact on the school.
124. The quality of provision for equal opportunities is good with no important shortcomings. The school makes good provision to ensure the inclusive education of all pupils regardless of their background, race or ability. Boys and girls are given the opportunity to become involved in all activities. Pupils

are aware of current affairs both domestically and internationally. Two governors visit the school to help with work on race relations issues. The deputy head teacher is presently reviewing the differences in performance of boys against that of the girls to see where improvements can be made.

125. The quality of provision for pupils with additional learning needs is good with no important shortcomings. All pupils needs are assessed in accordance with the policies of the local education authority. The school takes into full regard the statutory requirements and guidance of the Special Educational Needs Code of Practice for Wales when addressing the needs of pupils with special educational needs.
126. The school makes effective use of a variety of assessment strategies to identify and support pupils with additional learning needs. These include different forms of relevant testing which indicate areas for improvement.
127. The school houses a local education authority funded Specialist Special Educational Needs Centre for pupils who need enhanced support and for those who have statements of special educational needs. The quality of provision for pupils with special educational needs both in the centre and in mainstream classes is good. Teachers plan effectively to address the targets and teaching strategies identified in pupils' individual education plans. Learning support assistants provide good and often very good support throughout the school for pupils with additional learning needs.
128. The school makes good and effective use of a wide range of external services to provide specialist support for those pupils who attend the centre and mainstream classes. This has greatly enhanced the provision and expertise offered at the school and contributes well towards pupils' progress against their specific targets. Many pupils show good improvement against their targets as recorded in test scores.
129. The school provides good support for those pupils who show behaviour difficulties, and give high priority towards ensuring the safety of these pupils. The strategies used by teachers are effective and match those suggested on the pupils' individual education plans. These targets have been agreed by parents in review meetings. Where needed, a few pupils' needs are met with an Individual Behaviour Plan. These plans are effectively supported by strategies often suggested by appropriate supportive services.
130. The school provides ample scheduled and additional opportunities for parents to contribute towards reviewing targets on their children's individual education plans on a regular basis. The individual education plans include good suggestions on how parents may support their children effectively at home. Annual review of statements of special educational needs meet statutory requirements.
131. The school make appropriate provision to meet the needs of those pupils who are learning English as an additional language. It ensures that suitable

support is provided for these pupils on a regular basis. The pupils make good progress.

132. The school identifies those pupils who are gifted and talented. Teachers plan and provide effectively for them within lessons and through supportive community and extra curricular activities.
133. The school ensures that pupils who are looked after by the local authority receive an appropriate Personal Education Plan. The head teacher takes responsibility for ensuring that the school meets its statutory duties in meeting their needs.
134. The school complies with the requirements of the Disability Discrimination Act. There is an access plan for disabled persons. Toilets are available for wheelchair users as is access to nearly all areas of the school. Parents of pupils with special needs or disabilities were predominantly complimentary of the school's provision for their children.

Leadership and management

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

Grade 2: Good features and no important shortcomings

135. The inspection team's findings do not match the grade 3 judgement made by the school in its self-evaluation report. Overall, leaders and managers provide a clear direction to promote higher standards and the governors meet their responsibilities well. These positive aspects have only been fully implemented since the appointment of the new head teacher and have not had time to fully impact on standards across the curriculum. This explains the difference in the grades for this key question and that for key question 1.
136. In spite of many uncertainties over recent years, there is now a renewed and strong spirit amongst governors and all school staff to provide the best for pupils in the school. This includes the continuing commitment to give equal opportunity for all pupils to fulfil their potential in their academic and personal development. Overall, there is an effective common approach to teaching and the promotion of pupils' good behaviour. These aspects are having an increasingly positive effect on standards.
137. Much of this revitalisation is due to the outstanding leadership of the recently appointed head teacher. She has brought a resolute and clear purpose to the development of the school. This has been achieved through her up-to-date knowledge of developments in schools. In addition, clear lines of communication exist between the head teacher, staff and governors with important messages about standards at the end of key stage 2 being shared for the first time. These aspects have had a dramatic impact on staff and governors.
138. A major strength of the school is the positive and realistic way in which the staff and governors have responded and rallied to the direction given by the head teacher. Together, the staff and governors have devoted much time, energy and talent in making rapid improvements to provision.
139. Significant changes have been introduced to enable teachers with leadership and co-ordinating responsibilities to more effectively carry out their roles. Job descriptions and strategies to standardise the monitoring already going on in the school are now in place, although time allocation for these duties has not been resolved. Whilst provision for special educational needs is effective, there is a need to rationalise its management to make it less demanding on staff time. All these leadership and co-ordinating aspects are currently being addressed by the school. The deputy head teacher was appointed to her post a few months before the inspection. She is making positive contributions to provision in the school.

140. The school has recently set itself very challenging targets for improvement and met the vast majority of them extremely well in a short space of time. The school is aware that the methods for the setting of statutory targets for National Curriculum assessments need reviewing. The statutory targets set for 2007 were not sufficiently met.
141. The continuing professional development for teachers and other school staff is well linked to their own professional development but has not been sufficiently linked to whole school developments. An appropriate structure is now in place for formal performance management of teaching staff. Newly qualified teachers receive professional development support which they find particularly helpful.
142. The governing body is well organised and effective in its work. The number of meetings of the full governing body are far higher than average but all are called for very real and urgent issues facing the school. This is a measure of the very high commitment of the governors. The governing body and school benefit from the dedicated leadership of its chair.
143. Individual governors are linked to a particular teacher with a leadership role and though they are well informed of their given area of responsibility. In addition, the governors receive detailed reports from the head teacher. Governors are involved in setting the strategic direction for the development of the school but this is limited by the lack of an established routine for self-evaluation. Overall, the school takes good account of national priorities. The governing body fulfils its statutory responsibilities well.

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

Grade 3: Good features outweigh shortcomings

144. The inspection team's findings match the judgement made by the school in its self-evaluation report.
145. The school is self-critical of its performance and looks for practical ways to improve. The formal way in which the school carries out its self-review and planning for improvement is not sufficiently established. Despite that, the school fully involves staff, pupils and governors in the process. Parents have not been formally involved in identifying areas for development. The whole process of gathering the views of all stakeholders and then prioritising them into a plan for action is becoming better established.
146. Teachers with leadership and co-ordinating responsibilities have been generally well informed about provision. This is done through examining planning in their area of responsibility, looking at pupils' work and observing lessons. For most subjects, there has not been a long-term, clear view of standards, particularly in comparison with other schools. This aspect has improved greatly in recent times.

147. The school development plan is a useful document to guide school improvement. It is clearly laid out with detail for the current school year and an appropriate outline of developments in future years. Whilst most of the information is precise, it is a little lacking in dates, resources and quantitative criteria. Very good use is made of the school development plan by staff and the governing body. The plan is effectively steering the rapid development of the school.
148. Annual joint reviews with the local education authority school improvement officer, are well structured to support the school's development. They give a very honest appraisal of the school's strengths and weaknesses and provide valuable information to the school which it uses well.
149. The school's self-evaluation report for this inspection is logically and clearly laid out against Estyn's seven key questions and closely follows the published guidelines. Governors and staff have been very actively involved in the production of the self-evaluation report. The inspection team agreed with all but two of the school's judgements regarding the key questions. In one case the team raised the grade by one and in the other lowered the grade by one.
150. The school has effectively addressed all the key issues identified in the last inspection. Whilst this is a very positive feature, standards at key stage 2 are relatively low. Exceptional progress has been made recently. Overall, the school has made steady progress since the last inspection.

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

Grade 2: Good features and no important shortcomings

151. The inspection team's findings match the judgement made by the school in its self-evaluation report.
152. The reason for the difference in the grades for key question 7 and key question 1 is that the good management of the use of resources has not had sufficient time to impact on standards.
153. The school has a sufficient number of teachers and support staff on roll to ensure expertise in the teaching of all aspects of the curriculum. All teachers have good subject knowledge that is relevant and up-to-date. Support staff make a valuable contribution to the varying needs of the pupils and provide good support particularly for pupils with specific needs.
154. Day-to-day administrative procedures are smooth and effective. The two school secretaries support the head teacher effectively in the daily routines and maintain good financial control. They fulfil other administrative duties very efficiently. The lunchtime assistants and ancillary staff make a valuable contribution to the care of the pupils and support the positive ethos of the school. The caretaker and cleaning staff maintain the accommodation very well. These aspects positively contribute to pupils' well being.

155. Teachers and support staff identify training needs and attend relevant courses that ensure they continue to develop their subject knowledge and skills. All staff are deployed effectively so that the best use is made of their time, expertise and experience. The school makes good use of staff expertise to provide a wide range of extra curricular activities, which pupils enjoy on a regular basis.
156. The planning, preparation and assessment time allocated to teaching staff is carefully organised. Teachers find this time very valuable to mark pupils' work and plan for their continuing progress. Workload initiative funding is well used to provide support for teachers and to reduce their administrative load. The development of future staffing of the school, including management responsibilities, is given very full consideration.
157. Several areas of the school's buildings are in need of repair and maintenance but this does not affect the accommodation for learning, which is good. The designated teaching area for the nursery/reception class children is outstanding, with spacious areas including ready access to an outdoor learning area. Both the outdoor and indoor areas are vibrant, creative and conducive to promoting good practice. Most of the reception children do not have easy access to the outdoor learning area.
158. Classrooms vary in size but all provide adequate space for teaching and learning. Good use is made of the circulation areas outside the classrooms to provide additional teaching facilities, particularly for key stage 2 pupils. Attractive displays are very well used to enhance all corridors and shared areas. Despite the school's best efforts, there are unpleasant odours from the boys' toilets.
159. The extensive school grounds provide an exceptionally good facility to be used for school games and other activities. The outdoor area is very well developed with a wide range of equipment available for pupils of all ages and designated quiet seating areas.
160. The school has a large open-plan area which, is used as the main library. Insufficient good quality books are available in the library and the majority of classrooms. However the school is in the process of addressing this issue using funds raised by the parents.
161. A good range of resources is available for children under-five. These support children's learning well and contribute to raising standards of achievement. Resources available to support the teaching of the National Curriculum varies between subjects. Information technology resources are good throughout the school with a well-equipped computer suite which is carefully timetabled for the use of all classes. The rationalisation of information technology software and hardware throughout the school was a major achievement carried out in the term prior to the inspection.

162. In a few subject areas, for example mathematics, science and geography, resources are insufficient to support learning adequately. Planned expenditure to address shortages is identified in the school development plan.
163. Financial management and planning is good. The head teacher and governors manage the available resources diligently and ensure that spending is linked to priorities identified in the current school development plan. The school appreciates the significant assistance in financial planning provided by local education authority officers. The school provides value for money.

Standards achieved in subjects and areas of learning

Under 5s

U5s overall - Grade 2: Good features and no important shortcomings

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

Language, literacy and communication skills

Grade 2: Good features with no important shortcomings

Good features

165. Children in nursery and reception achieve good standards in the development of their ability to communicate. All children speak as clearly as they are able to and by the end of reception children use a good range of language to express their ideas confidently.
166. The development of children's early reading skills is good. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail.
167. Reception children continue to develop their reading skills and the majority read a simple text accurately, correctly identifying rhyming words within a story. They are aware of the role of an author and an illustrator.
168. Nursery and reception children confidently use emergent writing in a range of situations. The vast majority include initial sounds within their writing and the most able spell simple words correctly. Nearly all children write their name accurately, forming their letters well.
169. In both year groups children enjoy using the Welsh language in conversation with adults.

Personal and social development

Grade 2: Good features with no important shortcomings

Good features

170. Children's ability to concentrate for long periods of time is good. They become very involved in the tasks which are prepared for them. This supports their learning and enables them to benefit in full from the activities in which they engage.

171. All children have a good understanding of class routines and show a high level of independence. They take responsibility for the equipment they use, clearing away quickly at the end of the session.
172. All children under five relate very well to each other and to adults. They show care, respect and affection for their peers, playing well together and readily sharing their equipment.
173. Children confidently experiment with new learning opportunities. They display a sense of awe and wonder when, for example, they separate materials with a magnet and sieves.
174. Children are successfully developing their independence in dressing themselves. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They show a good awareness of issues related to personal hygiene.

Mathematical development

Grade 2: Good features with no important shortcomings

Good features

175. Nursery and reception children are making good progress in developing their early mathematical concepts. They recognise and recreate basic patterns independently, using a range of apparatus. Nursery children sort dinosaurs accurately by colour and reception children correctly name a number of 2 dimensional shapes when exploring the surfaces of three dimensional shapes.
176. Children show a good awareness of number when working independently. They count accurately and confidently when working in the role-play areas, and when working in the sand and water.
177. Reception children confidently explore higher numbers. They count correctly to 10 when measuring out salt for the Three Bear's porridge and accurately estimate the number of bricks in a tower. Reception children successfully combine two numbers by counting on from the first. They correctly identify a number of spots on the dice without the need to count.
178. Children under five accurately measure and compare the height of the Three Bears using large and small blocks. Their understanding of 'full' and 'empty', 'more' and 'less' is very well developed.
179. All children participate enthusiastically in a range of number rhymes, songs and counting games.
180. Children under five make good use of information and communications technology to practise and reinforce their number skills.

Knowledge and understanding of the world

Grade 2: Good features with no important shortcomings

Good features

181. Children under five talk confidently about their homes and where they live. Their knowledge of life in other countries is developing well.
182. Nursery and reception children take great delight in exploring objects on the discovery table. They ask searching questions about why things happen and display a good awareness of the properties of materials when for example, they use magnets and observe the reactions of other materials.
183. Nursery and reception children confidently name a wide range of animals with which they are familiar, particularly as a result of their work on the jungle. They know that some animals provide us with food, for example eggs, and are aware of what animals require in order to live.
184. Children under five are developing a good awareness of the seasons and their features through their daily discussions and as a result of their work in the outdoor area. They have a good knowledge about the work people do and name a large number of people who help them both in school and in the wider world.

Physical development

Grade 2: Good features with no important shortcomings

Good features

185. Children in nursery and reception classes show a very good awareness of their own bodies when they run, walk, and jump. They move confidently, with good control and an awareness of others.
186. All children handle small tools such as pencils, scissors and crayons with good control and a high degree of skill.
187. During outdoor activities children skilfully manoeuvre a range of wheeled vehicles, carefully following a chosen path and avoiding other children. They move with confidence along the climbing frame.
188. Children in nursery and reception understand the importance of diet, rest and sleep. Reception children are developing a good knowledge of healthy and unhealthy foods. They show a good awareness of safety issues, particularly when working in the outdoor area.
189. In both nursery and reception, children develop excellent water confidence through frequent sessions in the nearby leisure centre pool.

Creative development

Grade 1: Good with outstanding features

Outstanding features

190. Children under-five work imaginatively on an extensive number of art projects. For example, they create pictures of the Three Bears using a range of media, producing pictures in colour, black and white and also images created through the use of information and communications technology. The images are exceptionally detailed and effective pieces of art work.
191. Nursery and reception children design an outstanding range of fantasy chairs for Baby Bear. The designs are very individual and include a significant level of detail.
192. All children confidently assume a role when they play in the Three Bears Cottage and the Bears Cave. The level of their imaginative play is outstanding.

Good features

193. Nursery and reception children enjoy working with a range of creative activities, including small world play. They use a range of malleable materials skilfully.
194. Children in nursery and reception respond to and enjoy rhythm in music. They join in enthusiastically with music on the CD player and know a range of songs well. Reception children correctly name a number of instruments. They accurately discriminate between sounds made on wood, metal and plastic.

Shortcomings

195. There are no important shortcoming in any of the above six areas.

Welsh second language

Key Stage 1 – Grade 2: Good features with no important shortcomings

Key Stage 2 – Grade 2: Good features with no important shortcomings

Good features

196. Most pupils make good progress in both key stages, and show enthusiasm when using Welsh in formal situations.
197. Many pupils in key stage 1 use suitable greetings, and pronounce words and phrases with appropriate expression. They respond appropriately to requests indicating good listening skills.
198. Most younger pupils use appropriate words to complete a simple sentence pattern. Nearly all of them correctly identify words indicating items around their homes, as well as including these in phrases.

199. Many younger pupils in key stage 2 describe weather conditions clearly, and state where they went on holiday, using the past tense of verbs correctly.
200. Many younger pupils in key stage 2 ask a variety of questions on a theme, such as food preferences, using correct vocabulary and structure. They reply appropriately, both in a positive form and through using negative answers.
201. Most older pupils in key stage 2 show good awareness of, and use the past tense correctly in their writing. They also know when to use the past or present tense, when speaking or writing.
202. Many older pupils make good use of a word search game to enhance their knowledge of new vocabulary based on specific themes. They show good recognition of words in these activities.
203. Most older pupils acquire a good range of vocabulary based on a selected theme, and use these words appropriately in their oral and written work. They write a simple dialogue with confidence, and make correct use of basic prepositions in their sentences.
204. Many older pupils in key stage 2 keep an accurate diary of activities following visits to Llangrannog. They show good awareness of relevant vocabulary and phrases. They use these appropriately to describe their activities.
205. The more able pupils show well-developed reading skills, and use extended sentences and phrases to good effect, reflecting a given theme well.
206. Less able pupils write simple sentences using correct structure and appropriate vocabulary based on a given theme.

Shortcomings

207. A few pupils in key stage 2 do not make sufficient use of connectives when writing and speaking and do not make sufficient use of extended sentences.

Mathematics

Key stage 1 – Grade 2: Good features and no important shortcomings
Key stage 2 – Grade 3: Good features outweigh shortcomings

Good features

208. Most pupils in key stage 1 develop a good foundation in their understanding of number. The majority manipulate a range of single digit numbers which when added together make ten. Pupils successfully illustrate this by confidently using a range of appropriate apparatus and recording written work accurately and neatly.
209. The majority of older pupils in key stage 1 know their two, five and ten times multiplication tables and most display good understanding of how to apply this knowledge. For example, most pupils recognise the numerical value of each

number and where respective numbers should be sequenced on an empty number line from 0 to 100. Pupils have a good understanding of odd and even numbers and their relative properties.

210. By the end of key stage 1, most pupils have a firm understanding of doubling single and two digit numbers and apply this knowledge in adding near doubles. Most pupils make good progress in relation to simple problem solving skills relating to decimal currency and the use of coins to purchase items, giving and receiving the correct change.
211. The majority of key stage 1 pupils have a good grasp of the names and properties of two-dimensional shapes and higher attaining pupils readily understand the differences between regular and irregular geometrical shapes. Most pupils carefully weigh a range of every day items accurately using standard and non-standard metric measures. The majority of older pupils tell the time correctly to within hour and half hour intervals. Most pupils systematically collect given information and use a database to generate pictographs.
212. Pupils in key stage 2 continue to successfully develop their understanding of number. Most know what each digit represents and they position three numbers accurately into hundreds, tens and units. Older pupils in key stage 2 show an increasing confidence when working with larger numbers, most recording their work neatly and accurately. Most pupils respond well during quick fire mental oral sessions, quickly answering a range of questions linked to different multiplication tables.
213. In upper key stage 2 most pupils display an understanding of negative number systems through their work related to the rotation of given two-dimensional shapes through four quadrants. Most pupils across the key stage make good progress in their recognition and use of fractions. Year 5 pupils correctly identify the relationship between fractions and decimals when related to decimal currency.
214. Nearly all pupils tell the time and record it accurately. Throughout key stage 2 most pupils develop a sound knowledge of the associated properties of two- and three-dimensional shapes. The majority of older pupils in key stage 2 develop a good understanding of area and perimeter when related to a range of simple two-dimensional shapes.
215. The majority of pupils in key stage 2 make good progress in using and creating different types of graphs. Pupils focus well in interpreting the information available in graphs. They plot and read co-ordinates correctly.

Shortcomings

216. The majority of pupils in key stage 2 depend too heavily on work sheets when they record their findings, presenting calculation in a limited number of ways.
217. In many classes pupils do not carry out enough problem solving activities.

218. Higher attaining pupils in key stage 2 complete the same work as other pupils before moving on to more challenging work.

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

219. The use on-screen commands, such as drop-down menus, icons and command buttons, is well established throughout the school. Pupils are skilled in opening programs, printing and saving their work. The oldest pupils show good understanding when they save their work as alternative file formats.
220. In key stage 1, pupils correctly select on-screen icons when they use paint programs. Year 1 pupils use the correct tools to produce colourful symmetrical patterns. They are familiar with the main aspects of the keyboard in their word processing. Their work is well spaced out with appropriate fonts.
221. There are good examples of images being incorporated with their text. Year 2 pupils bring this to a very good standard when they produce newspapers about Africa. They are familiar with data bases when they produce records on different dinosaurs. In years 1 and 2, pupils make good quality pictograms, pie and bar graphs from data they collect, for example, favourite pancake filling in the class.
222. Throughout key stage 2, pupils successfully extend their work on data bases and graph work. For example, year 3 pupils collate accurate data on rocks and sort it by different criteria. Year 4 pupils make very good use of branching data bases to precisely identify living things. Younger pupils have creatively used computer programs to compose simple musical pieces.
223. The use of emails is well established in many classes with the oldest pupils emailing work to their home address. Pupils make well structured use of the internet to find relevant information, for example on the solar system. There is also growing use being made of the developing useful links for learning on the school's website.
224. In year 5, pupils correctly use mathematical formula in spread sheets to solve practical problems. Year 6 pupils effectively extend their use of logo programs to produce complex shapes and patterns. By the end of key stage 2, pupils produce good quality, multi-media presentations.

Shortcomings

225. There are no important shortcomings.

Art

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Outstanding features

226. As pupils move from year 1 to year 6 they build on their exceptional repertoire and make excellent use of a wide range of media and techniques.
227. Across the school, pupils show an outstandingly broad understanding and interpretation of work from a wide range of different artists and craft workers, world cultures and different periods of history.
228. In year 1, pupils produce eye-grabbing sculptures after the style of Andy Goldsworthy. The illustrated lettering they produce is worthy of a novice medieval monk. Year 2 pupils bring colour mixing to unusually good standard when they illustrate the *Great Fire of London*. An exceptional range of media including pastel, charcoal coloured and black lead pencil, are used to convincingly produce images of toys. Their African masks are big, bold and scary.
229. The style of Monet is outstandingly seen when year 3 make striking use of water colour to bring shade and light to images of the natural environments. In year 4, pupils produce exceptionally entertaining, detailed and extended animation sequences using clay figures and information and communications technology to tell the story of *Mole's Potatoes*.
230. Year 5 pupils produce unusually good portraits and collages of people and events from Tudor times using experimental washes and expressive pencil detail. The quality and variety of ways in which pupils have produced work inspired by *The Great Wave at Kanagawa* is truly exceptional. Year 6 pupils study native Australian art to produce exceptionally detailed images using a pointillism technique.

Good features

231. In all classes, pupils thoughtfully evaluate the work of established artists and their classmates.
232. Work in all classes is positively influenced work by the work of established artists, including Welsh artists such as Augustus and Gwen John. Across the school, pupils are extremely familiar with the work of living professional artists. Key stage 2 pupils are currently gaining valuable skills by working with a local wood carver.
233. The use of information and communications technology in art is very well established throughout the school.

Shortcomings

234. There are no important shortcomings.

Physical education

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

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

Good features

235. As pupils move through the school they show an increasing awareness of the effect that exercise has on the body. The youngest pupils have familiar warm-up routines and know that exercise keeps you healthy. By year 6, pupils find their pulse correctly to gauge how their bodies are responding. Many pupils know relevant stretching exercises and several correctly name the muscles involved.
236. Techniques to promote safe working are well established. Year 1 pupils know the techniques for safe jumping by bending their knees. For all their physical education activity, both indoor and outdoor, on land or in water, all pupils are suitably dressed.
237. When playing team games, pupils know and follow the basic rules. They take part in these and all other activities with enjoyment. They show well-developed skills in teamwork, sustained concentration and physical effort. Year 4 pupils perform chest and bounce passes accurately in their netball. Year 6 pupils make good progress in their kicking and trapping in football. Older pupils successfully take part in several competitive games and field events with other schools. In addition, year 5 and year 6 pupils enthusiastically take part in adventurous activities when they go on residential visits.
238. In all classes, pupils give their honest opinion of their own performance and that of others. This includes the very few who are non-participants for particular lessons. These aspects of self-evaluation contribute very well to pupils' progress in performance.
239. From year 1 onwards, pupils make good use of space in their gym and dance lessons. In their dance, key stage 1 pupils make good changes in speed and direction of movement appropriate to the music being played. All pupils make very good use of photographs to illustrate different body shapes. Year 6 pupils perform very high standards of interpretative dance to show the emotions of sadness, fear and loneliness as part of their work on bullying and friendship.
240. Pupils' standards in swimming are outstanding. All pupils enthusiastically take part in frequent pool sessions throughout the year. All year 1 pupils are confident in the water and an exceptional number of them have well developed early swimming skills. Year 6 pupils were recent winners in the Urdd national swimming competition.

Shortcomings

241. There are no important shortcomings.

School's response to the inspection

The inspection findings recognise that Llanidloes C.P. School provides good care, support and guidance for its pupils and has many positive and improving features. We welcome the recognition of the outstanding features identified in the report and the recent exceptional progress.

We are very pleased that the inspection team agreed that the standard of teaching is good, learning support assistants are effective in their work and that the very good relationships between staff and pupils positively promote pupils' learning and good attitudes to their work.

We are delighted that the pupils' standards of achievement in lessons was judged as matching the 2010 primary school "Vision into Action" target.

We are also encouraged by the report's recognition that the school makes a very positive contribution to pupils' wellbeing and provides its pupils with a setting in which they feel happy and valued.

We are pleased that the provision for pupils with special educational needs, both in the specialist centre and in mainstream classes, is judged as being good.

The report notes that there is an effective common approach to teaching and the promotion of pupils' good behaviour and that these aspects are having an increasingly positive effect on standards.

We are very pleased that the report praises the good partnerships with parents and the community and recognises that pupils carry out their responsibilities most effectively and are well prepared for effective participation in the workplace and community.

The inspection report praises the strong spirit amongst governors and all school staff to provide the best for pupils in the school.

We are pleased that most of the recommendations have already been identified by the school as areas for development. The governors will put in place an action plan which will address the need to: raise standards in mathematics at key stage 2; improve standards in the key skills of literacy, numeracy and problem solving at both key stages; formalise continuing professional development for all staff and further develop and rationalise leadership and management of staff. The plan will be sent to all parents. Progress will be reported in the next annual report to parents in the Summer 2008.

We are confident that we will continue to raise standards throughout the school.

The governors and staff of Llanidloes School wish to thank Mr Glyn Gaskill and his inspection team for helping us to identify areas in which we can improve further the education we give to our pupils.

Appendix 1

Basic information about the school

Name of school	Llanidloes C.P. School
School type	Community
Age-range of pupils	4 to 11
Address of school	Llangurig Road, Llanidloes, Powys
Postcode	SY18 6EX
Telephone number	01686 413626

Head teacher	Ms. S. M. Gray
Date of appointment	1 September 2007
Chair of governors	Mrs. Jane Spreull
Registered inspector	Mr. Glyn Gaskill
Dates of inspection	18 – 21 February 2008

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	12	31	47	35	41	55	48	63	332

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	4	16.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	26.5
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	92	93	93
Summer 2007	92	92	94
Autumn 2007	N/A	91	93

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS 1 Results: 2007			Number of pupils in Y2:		38		
Percentage of pupils at each level							
			D	W	1	2	3
ENGLISH:	Teacher Assessment	School	3	0	8	53	37
		National	1	3	13	63	20
EN: Reading	Teacher Assessment	School	3	0	18	34	45
		National	1	3	14	55	27
EN: Writing	Teacher Assessment	School	3	0	13	50	34
		National	1	5	14	68	12
EN: Speaking and listening	Teacher Assessment	School	3	0	0	71	26
		National	1	2	10	63	24
MATHEMATICS	Teacher Assessment	School	3	0	0	66	32
		National	1	2	10	64	23
SCIENCE	Teacher Assessment	School	3	0	0	61	37
		National	1	2	8	65	24

[National figures are for the 2006 results.]

[Figures are rounded to nearest whole number]

D disappled or absent

W working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	92	In Wales:	81

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y6		51		
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	0	4	12	47	37
	National	0	0	1	0	1	4	16	48	30
Mathematics	School	0	0	0	0	0	4	16	58	22
	National	0	0	1	0	1	3	14	48	33
Science	School	0	0	0	0	0	0	20	43	37
	National	0	0	1	0	0	2	11	52	34

[National figures are also for 2006 results.]

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment				
In the school:	76		In Wales:	74

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of five inspectors who spent a total of 12 inspector-days in school. A peer assessor was allocated to the inspection and the head teacher was the school's nominee.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents when nine parents attended.
- The responses on 77 questionnaires returned by parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Thirty-seven lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with members of staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school were examined.
- As the school's nominee, the head teacher was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context. Summary and Recommendations. Key Question 5 and 6. Contributions to Key Questions 1 and 2. Information technology, art and physical education.
Mr Glyn Griffiths Team Inspector	Contributions to Key Questions 2, 3 and 4. Provision for bilingualism. Welsh as a second language.
Mrs Jane Williams Team Inspector	Key Question 7. Children under-five.
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Ms Sue Gray School's nominee	Liasing between the inspection team and the school. Provision of information.
Mrs Paula Bugler Peer assessor	Observing classes and discussions with pupils. Examining pupils' work. Contributions to all Key Questions.

The contractor was

Evenlode Education Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 3QJ

Acknowledgement

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