

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

**Llanigon C.P. School  
Llanigon  
Hay-on-Wye,  
Via Hereford,  
Powys  
HR3 5QA**

**School Number: 6662114**

**Date of Inspection: 19/06/06**

**by**

**Merfyn Lloyd Jones  
78218**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
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- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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Llanigon 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 Llanigon C.P. School took place between 19/06/06 and 22/06/06. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Llanigon County Primary School is situated on the edge of the Black Mountains, some four miles to the south-west of Hay-on-Wye, in an area administered by Powys County Council.
2. The school caters for pupils between 3 and eleven years of age. At the time of the inspection there were sixty one full-time pupils on roll. Pupils are admitted into the nursery on a full time or part time basis in the term following their fourth birthday.
3. Pupils represent the full ability range. One pupil has a statement of special educational needs although there are thirteen pupils on school action for extra support. The pupils are arranged into 3 classes.
4. According to the school, the pupils come from a mixture of background, ranging from relatively prosperous to those who are neither prosperous nor economically disadvantaged. There are two pupils in receipt of free school meals.
5. The majority of pupils come from white ethnic origin of English speaking backgrounds; therefore, no pupil speaks Welsh as their first language.
6. The numbers on roll have dropped significantly since the last inspection, from a pupil population of 120 full time equivalent in 2000 to sixty one at present.
7. The current head teacher has been in post since September 2002. She has a teaching commitment equivalent of 4 days a week.
8. The school was last inspected in 2000.

### The school's priorities and targets

9. The school's main priorities and targets for 2005-06 include:
  - Developing the process of self-evaluation;
  - Raising standards in written English;
  - Formulating and implementing a whole school pupils tracking system for assessment and recording;
  - Supporting the development of information technology across the school;
  - Reviewing 'Y Cwricwlwm Cymreig';
  - Continuing to work towards gaining Eco school status;
  - Developing the role of subject co-ordinators in monitoring standards.

## Summary

10. The school provides a welcoming, safe and caring environment for pupils to learn. All pupils are treated fairly and with respect. They make good progress in developing their personal, spiritual, social and moral skills. Good relationships exist between pupils and adults throughout the school. The good features at the school outweigh the shortcomings.

### Table of grades awarded

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

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

### Standards

11. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	23%	64%	13%	0%

12. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The provision does not match closely enough, the requirements of the Desirable Outcomes for Children's Learning.
13. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Welsh second language	Grade 3	Grade 3
mathematics	Grade 3	Grade 2
Geography	Grade 3	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

14. Overall, the progress made by pupils with special educational needs (SEN) is generally good.
15. In 2005, end of key stage 1 teacher assessment, the school has not published the results of assessments undertaken by pupils in order to safeguard the anonymity of the small number of pupils in question.
16. In 2005, end of key stage 2, teacher assessment, the percentage of pupils achieving level 4 or above in English, mathematics and science was above the local authority and national average. A number of pupils achieved level 5 in each subject. Girls performed better than boys gaining a 100 per cent score in all subjects. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the top 50 per cent of schools for each subject.
17. When comparing the school's performance over the past three years, using the free school meals indicator, the school has not performed as well as similar schools across Wales. A useful and challenging improvement plan, has been drawn up by the LA and governors to try and improve the school's performance in relation to its statistical neighbours.
18. The majority of pupils at both key stages make good progress in using literacy, numeracy and information and communications technology (ICT) to support their work in a number of curriculum areas. Across the school the majority of pupils listen carefully to the teacher and to each other. However, a handful of pupils at both key stages show a tendency to be easily distracted. Numeracy is also used to measure and calculate accurately, particularly in science, geography and design technology.
19. In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. However, pupils across the school are unable to move with ease between the two languages and while they understand and can respond to commands and simple questions this is at a limited level.
20. The school sets targets for its pupils based on the analysis of published tests, and are monitored on a regular basis. These could be more challenging, particularly for the more able pupils.
21. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. They use an appropriate range of strategies, make hypotheses and deductions and explore ideas. However, opportunities are often missed for pupils to take more responsibility for their own work and the recording of it.
22. Pupils generally make good progress in developing their personal, spiritual, social and moral skills. Good relationships exist between pupils and adults throughout the school. They have a good understanding of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.

23. With a few exceptions, pupils' behaviour is good. Most pupils understand what is expected of them, in terms of their standards of behaviour.
24. The level of attendance and punctuality is good.

### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	26%	61%	13%	0%

26. Lessons judged to be good with no important shortcomings had features, which included:
- Well planned lessons;
  - Clear objectives which are clearly understood by pupils;
  - Good use of demonstration to recap the skills learnt;
  - Good support by classroom assistants;
  - Effective and good use of a range of teaching and learning styles;
  - Good questioning techniques;
  - Good pace from beginning to end;
  - Effective evaluation by pupils of each other's work.
27. In lessons judged to have some shortcomings:
- Learning objectives are not always clear to the pupils;
  - The work is not appropriately differentiated to challenge the more able pupils;
  - Some planned activities limit the output of work produced by some of the less able pupils;
  - Lessons lack pace with pupils losing concentration;
  - Opportunities for pupils to take responsibility for their own work are limited.
28. Overall teachers have good subject knowledge and are appropriately trained. There are good working relationships in all classrooms. Resources are used effectively to enhance the quality of lessons. The use of the ICT suite in particular, plays a prominent part in enhancing teaching and learning and is used extensively by all pupils.
29. Provision for pupils' bilingual development is progressing well. A range of opportunities are being put in place to support pupils' learning and where the use of incidental Welsh takes place, this makes a positive contribution towards pupils' bilingual competence. However, incidental Welsh is not consistently used in all classes and opportunities to use Welsh in different areas of the curriculum are missed.
30. Assessment procedures in the core subjects are well established. They are thorough and fully meet statutory requirements. The majority of pupils are aware of what they need to do in order to improve their work but this understanding is not shared by all pupils. Pupils' involvement in determining

their own targets for improvement is developing well, particularly at key stage 2. Assessment of the foundation subjects is in the early stages of development.

31. There are good opportunities for parents to meet with teachers formally and informally to discuss pupils' progress. Annual reports to parents conform to statutory requirements. A small number of parents are of the view that more should be done to inform them of how well their children should be doing.
32. The school responds positively to the learning needs of pupils and provides equal access to a broad and balanced curriculum. Overall, the pupils experience a purposeful and varied programme of activities.
33. Policies and schemes of work are in place for all National Curriculum subjects and religious education, which is taught in line with the locally agreed syllabus. The curriculum meets statutory requirements. The quality and range of extra-curricular activities provided are very good. The after school clubs are enthusiastically attended by the pupils.
34. Pupils of nursery and reception age are in the same class as the key stage 1 pupils and sometimes share the same lessons and experiences. These sessions are often too long for pupils to sustain concentration. Much of their provision is directed and does not allow for choice.
35. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a good sense of truth and fair play. They take responsibility for their school and its environment seriously. Knowledge and understanding of *Y Cwricwlwm Cymreig* is well planned across many areas of the curriculum.
36. There are good links with parents, the community and other schools. The Friends of the school have contributed a substantial amount of money to improve resources. There are good links with colleges at Hereford and Brecon, and students on the child development courses are placed at the school.
37. Vocational topics outlined in the schools' personal and social educational programme help provide pupils with some work-related education but provision is underdeveloped. There are, however, good links with the farming community. Teachers have not undertaken industrial/commercial placements to help enrich the curriculum.
38. Through its policies, the school promotes equality of access, equal opportunities and challenges stereotyping. It adopts an inclusive approach with all pupils encouraged to participate in the full range of activities available.
39. Relationships between pupils, staff, parents and the local community are generally good. Most parents consider pupils to be well cared for and supported and they are satisfied with the help and guidance they receive.

40. The school's procedures for the identification of special educational needs (SEN) are generally good. Pupils on the SEN register have individual education plans, which are reviewed at the end of each term and parents are invited to participate in the process. The evaluation of the individual education plans and the progress that pupils make towards the target is often informal and thus difficult to assess.
41. The small number of pupils from minor ethnic groups who attend school are fully integrated.

### **Leadership and management**

42. The school has clear aims and values, which promote equal opportunities in all aspects of the school's work. These are actively promoted through assemblies, religious education and other aspects of school life. Governors are committed to supporting the head teacher and staff in creating an ethos in which all pupils reach their full potential.
43. The head teacher is primarily responsible for setting the school's strategic direction and presents reports to the governors for discussion and approval. Governors are not yet fully and effectively involved in contributing towards setting the strategic direction of the school, or monitoring and evaluating the quality of provision and the standards pupils achieve. Through recent initiatives they are increasingly becoming better informed about all aspects of school life and good progress is being made in those areas where governors have 'link' responsibilities.
44. Whole school targets are set according to statutory requirements. Setting targets for individual pupils are developing well particularly at key stage 2; pupils are aware of their individual targets, which are reviewed regularly as part of the school's assessment procedures.
45. The school takes account of national priorities and these are integrated into the daily life of the school.
46. The school's staff appraisal system identifies individual teacher's continuous professional development needs, but because of budgetary pressures these cannot always be met. All teachers receive the statutory planning, preparation and assessment time.
47. The governing body meets most of its regulatory and legal responsibility. However, the governors' annual report to parents and school prospectus does not fully meet statutory requirements.
48. The head teacher, governors and staff are committed to improving standards. Teachers have been involved in the process of self-evaluation and have contributed to discussions to identify the school's strengths and shortcomings. The self-evaluation report, although useful in identifying priorities for development, lacks judgements in relation to many aspects for each key question.

49. The school development plan identifies the main focus areas for the next three years and includes timescales, responsibilities, intended outcomes and cost implications but as yet is not sufficiently focused on pupils' progress and raising standards.
50. Recently introduced monitoring arrangements for the core subjects and some aspects of foundation subjects are developing well but this work is not as yet fully developed across the school. Through the informal scrutiny of pupils' work and by direct lesson observations teachers are beginning to have a better oversight of work across the school.
51. The inspection team's judgements differ to that of the school's in all but key question 7. It is the view of the team that the school has overestimated its judgements in the other questions.
52. The governing body and head teacher provide adequate resources to support priorities in teaching and learning.
53. School staff are qualified and experienced and are generally suitably deployed to teach all aspects of the schools' curriculum. Support staff work well with teachers to support pupils' learning.
54. The school has a good level of resources for all areas of learning. They are comprehensive, appropriate and well organised. Attractive displays and photographs in the classrooms and other areas of the school create a stimulating learning environment.
55. Accommodation, overall, is plentiful for the number of pupils on roll and the adjacent community hall provides useful additional space for group activities such as physical education. The school building is well maintained and cared for and free of litter and debris. Extensive use is made of excellent outdoor facilities at the school.
56. The head teacher and the governors' finance committee are fully aware of the costs of the school's priorities, which are regularly kept under review for cost effectiveness.
57. Overall, the school achieves value for money.

## Recommendations

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

- R1 address the shortcomings in the subjects inspected;
- R2 ensure that the curriculum for the under-fives is planned in accordance with the requirements of the Desirable Outcomes for Children's Learning.
- R3 staff and governors to continue to develop a whole school approach to self-evaluation and link the outcomes to priorities in the school development plan which set out measurable success criteria in relation to progress and standards;
- R4 further develop the monitoring role of subject co-ordinators with an emphasis on improving standards, continuity and progression, particularly in the foundation subjects;
- R5 use assessment information to differentiate work more appropriately, particularly to challenge the more able pupils and to support those who have learning difficulties;
- R6 provide more opportunities for pupils to take responsibility for their own work;
- R7 address the shortcomings in relation to the statutory requirements of the governors' annual report to parents and the school prospectus;
- R8 improve communications with parents.

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

58. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. There are shortcomings in several aspects of how well learners achieve.
59. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	23%	64%	13%	0%

60. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The provision does not match closely enough, the requirements of the Desirable Outcomes for Children's Learning.
61. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Welsh second language	Grade 3	Grade 3
mathematics	Grade 3	Grade 2
Geography	Grade 3	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

62. Overall, the progress made by pupils with special educational needs (SEN) is generally good.
63. In 2005, end of key stage 1 teacher assessment, the school has not published the results of assessments undertaken by pupils in order to safeguard the anonymity of the small number of pupils in question.
64. In 2005, end of key stage 2, teacher assessment, the percentage of pupils achieving level 4 or above in English, mathematics and science was above the LEA and national average. A number of pupils achieve level 5 in each subject. Girls performed better than boys gaining a 100 per cent score in all subjects. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the top 50 per cent of schools for each subject.

65. When comparing the school's performance over the past three years, using the free school meals indicator, the school has not performed as well as similar schools across Wales. A useful and challenging improvement plan has been drawn up by the LA and governors to try and improve the school's performance in relation to its statistical neighbours.
66. The majority of pupils at both key stages make good progress in using literacy, numeracy and information and communications technology (ICT) to support their work in a number of curriculum areas. Across the school the majority of pupils listen carefully to the teacher and to each other. However, a handful of pupils at both key stages show a tendency to be easily distracted. The majority of pupils read with fluency, confidence and understanding and use their skills effectively across all areas of learning. Information and communications technology skills are developing well at both key stages and by the end of key stage 2 pupils show a high degree of confidence and use a range of skills to support their work. Numeracy is also used to measure and calculate accurately, particularly in science, geography and design technology.
67. In their bilingual development, pupils achieve standards that have good features that outweigh shortcomings. However, pupils across the school are unable to move with ease between the two languages and, while they understand and can respond to commands and simple questions, this is at a limited level.
68. The school sets targets for its pupils based on the analysis of published tests, and are monitored on a regular basis. These could be more challenging, particularly for the more able pupils. There are no differences in standards of achievement of pupils in terms of social background, language or race.
69. The majority of pupils particularly at key stage 2 show interest and enthusiasm in their work. They are happy to ask questions knowing that their efforts will be appreciated.
70. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. They use an appropriate range of strategies, make hypotheses and deductions and explore ideas creatively in a number of media. However, opportunities are often missed for pupils to take more responsibility for their own work and the recording of it.
71. Pupils generally make good progress in developing their personal, spiritual, social and moral skills. Good relationships exist between pupils and adults throughout the school. They have a good understanding of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day. Pupils understand well the principles of equal opportunities and show respect for the diversity of beliefs and cultural traditions in society.
72. There are good links between the school and its community and the school benefits greatly from these links. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and

to play an active part in social and fundraising activities. Visits and visitors to the school help them to have a developing understanding of the world around them and give them a good start in understanding the importance of the world of work and citizenship.

73. With a few exceptions, pupils' behaviour is good. The majority of pupils understand what is expected of them in terms of their standards of behaviour. Pupils move around the school in a quiet and orderly manner. In most instances they show respect to their fellow pupils and to adults, listening and responding appropriately to instructions and requests.
74. Pupils' manners and attitudes at playtime and at lunchtimes are good. They are happy and participate readily lessons and activities. Pupils are considerate of others and of school property and demonstrate a developing level of self-confidence, taking a degree of responsibility for their own behaviour and attitudes.
75. No pupils have been excluded during the last year.
76. The level of attendance is good, usually well above 95 per cent; better than both the LA and similar schools (based upon free school meals entitlement) averages and significantly better than the national average. Recorded unauthorised absence is virtually zero.
77. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. There are no significant or unexplained variations in attendance levels across the school or throughout the year. The overall attendance for spring term 2006 fell to just below 92 per cent as a result of many pupils being absent due to illness.
78. Apart from a small number of pupils, who are regularly late as a result of their taxi arriving late, punctuality is good at the start of the day and throughout the school day, allowing sessions to start promptly without interruption.
79. The school takes appropriate account of the requirements of National Assembly of Wales Circular 3/99.

## The quality of education and training

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

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

80. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. There are shortcomings in several aspects of how effective are teaching, training and assessment.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	26%	61%	13%	0%

82. Lessons judged to be good with no important shortcomings had features, which included:

- Well planned lessons;
- Clear objectives which are clearly understood by pupils;
- Good use of demonstration to recap the skills learnt;
- Good support by classroom assistants;
- Effective and good use of a range of teaching and learning styles;
- Good questioning techniques;
- Good pace from beginning to end;
- Effective evaluation by pupils of each other's work.

83. In lessons judged to have some shortcomings:

- Learning objectives are not always clear to the pupils;
- The work is not appropriately differentiated to challenge the more able pupils;
- Some planned activities limit the output of work produced by some of the less able pupils;
- Lessons lack pace with pupils losing concentration;
- Opportunities for pupils to take responsibility for their own work are limited.

84. Overall teachers have good subject knowledge and are appropriately trained. The practice of using the expertise of individual teachers for subjects such as music works well. Teachers avail themselves of professional development opportunities and incorporate new approaches and initiatives successfully into their teaching.

85. There are good working relationships in all classrooms. All staff are fully committed to equal opportunities, regardless of gender, ability or race. All pupils are treated fairly and with respect.

86. Resources are used effectively to enhance the quality of lessons. The use of the ICT suite in particular, plays a prominent part in enhancing teaching and learning and is used extensively by all pupils.

87. Provision for pupils' bilingual development is progressing well. A range of opportunities are being put in place to support pupils' learning in this area but have yet to be fully realised. Where the use of incidental Welsh takes place, this makes a positive contribution towards pupils' bilingual competence. However, incidental Welsh is not consistently used in all classes and opportunities to use Welsh in different areas of the curriculum are missed.
88. Assessment procedures in the core subjects are well established. They are thorough and fully meet statutory requirements. The information on pupils' achievements is used effectively to predict how well pupils in each year group should do. The majority of pupils are aware of what they need to do in order to improve their work but this understanding is not shared by all pupils. Pupils' involvement in determining their own targets for improvement is developing well, particularly at key stage 2.
89. Assessment of the foundation subjects is in the early stages of development. Subject leaders have begun to monitor pupils' work, but have not yet introduced a system, which tracks progress and achievement.
90. When marking pupils' work, teachers make comments that offer encouragement, but there is some lack of guidance on how pupils should improve their work.
91. There are good opportunities for parents to meet with teachers formally and informally to discuss pupils' progress. Annual reports to parents conform to statutory requirements. They contain useful evaluative comments on pupils' achievement and progress as well as their personal and social development. A small number of parents are of the view that more should be done to inform them of how well their children should be doing.

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

**Grade 3: Good features outweigh shortcomings**

92. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. There are shortcomings in several aspects of the learning experiences provided by the school.
93. Overall, the school responds positively to the learning needs of pupils and provides equal access to a broad and balanced curriculum. Overall, the pupils experience a purposeful and varied programme of activities.
94. Policies and schemes of work are in place for all National Curriculum subjects and religious education, which is taught in line with the locally agreed syllabus. There are plans for these to be reviewed and updated. The curriculum meets statutory requirements. However, the lack of regular contact with Welsh at both key stages impedes progress.

95. The regular setting of homework is a feature throughout the school and pupils complete their set homework tasks promptly.
96. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Pupils of nursery and reception age are in the same class as the key stage 1 pupils and sometimes share the same lessons and experiences. These sessions are often too long for pupils to sustain concentration. Much of their provision is directed and does not allow for choice.
97. The key skills are identified in teachers' planning, and the scheme of work gives good examples of when these can be usefully developed in the different subjects.
98. The quality and range of extra-curricular activities provided are very good. Pupils' personal and social skills are enhanced through a well-planned programme of out of school hours learning. Residential visits to Llangrannog for example, provide valuable learning experiences for pupils.
99. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a good sense of truth and fair play. They take responsibility for their school and its environment seriously. Knowledge and understanding of *Y Cwricwlwm Cymreig* is well planned across many areas of the curriculum.
100. There are good links with parents, the community and other schools. The Friends of the school have contributed a substantial amount of money to improve resources. The school has established good links with colleges at Hereford and Brecon, and students on the child development courses are placed at the school.
101. Vocational topics outlined in the schools' personal and social educational programme help provide pupils with some work-related education but provision is underdeveloped. There are however, good links with the farming community. Teachers have not undertaken industrial/commercial placements to help enrich the curriculum.
102. Through its policies, the school promotes equality of access, equal opportunities and challenges stereotyping. It adopts an inclusive approach with all pupils encouraged to participate in the full range of activities available. No pupil is barred from activities or clubs.
103. Numerous activities for promoting sustainable development and global citizenship are visible in and around the school. Paper recycling, composting and energy conservation are good examples of this. Through these initiatives and in lessons, the pupils develop a good awareness and understanding of this area of work, but as yet the school has no formal written policy for this. The school is actively participating in the ECO schools initiative and promotes healthy eating as part of the Healthy Schools initiative.

104. Pupils' entrepreneurial skills are developing well. There are good examples of work in this area particularly in years 5 and 6. Pupils are involved with several initiatives which include the School Council and the 'Dynamo' project.

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

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

105. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. There are shortcomings in the school's provision for care, guidance and support.
106. The school provides a welcoming, safe and caring environment for pupils to learn. They are generally well cared for, guided and supported.
107. Relationships between pupils, staff, parents and the local community are generally good. Most parents consider pupils to be well cared for and supported and they are satisfied with the help and guidance they receive. The deployment of available support staff is appropriate and this helps pupils' to achieve their individual goals. External support services are used appropriately and effectively.
108. The school operates an 'open door' policy and each year, parents are invited to attend two parents' meetings to discuss their child's targets, progress and/or any other matter related to their education. These are well attended.
109. There is a signed home-school agreement for all pupils. The small, but active, Friends organisation arranges a range of events, which raise valuable funds for the school.
110. The induction arrangements for pupils joining the nursery help them settle into the school quickly and happily. The 'moving up' arrangements for pupils changing class at the end of each year also works well. The school has good links with the high school and the transfer arrangements for Year 6 pupils are generally effective.
111. Attendance, punctuality and behaviour are regularly monitored. The school expects pupils to attend regularly and punctually and the system for recording attendance is robust and effective. Parents are discouraged from taking their children on holiday during school term time.
112. The school expects good standards of behaviour and discourages bullying or inappropriate behaviour. The school has developed strategies to encourage and reward good behaviour and the greater majority of pupils are respectful to adults and each other. The school has identified a small group of pupils whose behaviour impedes their progress and that of others. Effective liaison has taken place with the local authority's Behaviour Support Team to introduce measures to improve behaviour.

113. The school gives appropriate priority to pupils' health, welfare, safety and security and provides a safe and secure environment for pupils to learn and play. Risk assessments are undertaken regularly. All school staff are trained in emergency first aid. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
114. There is a good Child Protection Policy in place and staff have received relevant training and are fully aware of the procedures to follow. The head teacher is the designated Child Protection Co-ordinator.
115. The school's procedures for the identification of special educational needs (SEN) are generally good. Pupils on the SEN register have individual education plans which are reviewed at the end of each term and parents are invited to participate in the process. The evaluation of the individual education plans and the progress that pupils make towards the target is often informal and thus difficult to assess.
116. Support is provided for SEN pupils through both in-class and withdrawal sessions. The quality of this provision varies and not all activities provide appropriate challenge for pupils.
117. The school has an effective race equality policy and pupils' multi-cultural education is developing well. The small number of pupils from minor ethnic groups who attend school are fully integrated.
118. The school is sensitive to matters of inclusion and implements the equal opportunities policy to good effect regardless of sex, race or religion. The school provides a range of activities to enable pupils develop a good understanding of diversity within society.
119. The school meets the requirements of the Disability Discrimination Act. An audit has been made and an accessibility plan prepared.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

120. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. There are shortcomings in the school's leadership and strategic management.
121. The school has clear aims and values, which promote equal opportunities in all aspects of the school's work. These are actively promoted through assemblies, religious education and other aspects of school life. The contribution of all members of the school staff is valued. Governors are committed to supporting the head teacher and staff in creating an ethos in which all pupils reach their full potential.
122. Management responsibilities are shared and staff are clear as to what is expected of them. There is a good number of management and curricular policies in place, but there is some inconsistency in their implementation.
123. The head teacher is primarily responsible for setting the school's strategic direction and presents reports to the governors for discussion and approval. Governors are not yet fully and effectively involved in contributing towards setting the strategic direction of the school, or monitoring and evaluating the quality of provision and the standards pupils achieve. Through recent initiatives they are increasingly becoming better informed about all aspects of school life and good progress is being made in those areas where governors have 'link' responsibilities.
124. Whole school targets are set according to statutory requirements for English, mathematics and science and appropriate use is made of comparative data. Good support in this respect is provided by the local authority. A useful and challenging improvement plan has been drawn up by the LA and governors to try and improve the school's performance in relation to its statistical neighbours. Setting targets for individual pupils are developing well particularly at key stage 2; pupils are aware of their individual targets which are reviewed regularly as part of the school's assessment procedures.
125. The school takes account of national priorities and these are integrated into the daily life of the school. The receipts of the Basic Skills Quality Mark, involvement in the ECO schools programme, and health promotion are good examples of this. These initiatives are having a positive impact on pupils' learning and well being.
126. The school's staff appraisal system identifies individual teacher's continuous professional development needs, but because of budgetary pressures these cannot always be met. The school's procedures for performance management and teacher appraisal meet statutory requirements.

127. The school works very effectively in partnership with its 'family' of local primary schools. They meet regularly to discuss local and national initiative. Joint arrangements are put in place to provide professional development opportunities for staff. Induction and transitional arrangements with the local high school are good.
128. The governing body meets most of its regulatory and legal requirements. However, the governors' annual report to parents and school prospectus does not fully meet statutory requirements.
129. Although the statutory policies, procedures and documents are in place many are in draft form, amended in manuscript, out-of-date or copies of old LEA documents. Most of these have no indication to show that they are current or that the governing body has adopted them.

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

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

130. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. There are shortcomings in how well the school evaluates and improves quality and standards.
131. The head teacher, governors and staff are committed to improving standards. Teachers have been involved in the process of self-evaluation and have contributed to discussions to identify the school's strengths and shortcomings. Similarly, the views of governors, parents and pupils through questionnaires and discussion have influenced the outcomes. The self-evaluation report, although useful in identifying priorities for development, lacks judgements in relation to many aspects for each key question.
132. The inspection team's judgements differ to that of the school's in all but key question 7. It is the view of the team that the school has overestimated its judgements in the other questions.
133. The school development plan identifies the main focus areas for the next three years and includes timescales, responsibilities, intended outcomes and cost implications but as yet is not sufficiently focused on pupils' progress and raising standards.
134. Recently introduced monitoring arrangements for the core subjects and some aspects of foundation subjects are developing well. Through the informal scrutiny of pupils' work and by direct lesson observations teachers are beginning to have a better oversight of work across the school. At key stage 2, the involvement of pupils in self and peer assessments are models of good practice. This work is not as yet fully developed across the school.

135. The governing body and head teacher provide adequate resources to support priorities in teaching and learning.
136. The school has made good progress in addressing the key issues identified in the last inspection report but there are still shortcomings in relation to monitoring and differentiation of work to meet the needs of pupils in mixed age, mixed ability classes.

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

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

137. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
138. School staff are qualified and experienced and are generally suitably deployed to teach all aspects of the schools' curriculum. Job descriptions, available for every member of staff, are reviewed regularly. Support staff work well with teachers to support pupils' learning but opportunities for training and further professional development is limited. Effective administrative support is provided which ensures that the day to day life of the school runs smoothly and effectively. The care-taking, cleaning and catering staff all make an important and valuable contribution to implementing the school's values.
139. The school has a good level of resources for all areas of learning. They are comprehensive, appropriate and well organised. The books, contained in the very large library room are in good condition and are maintained in an organised manner. The dedicated IT suite and interactive white-board have significantly contributed to supporting pupils learning in a range of worthwhile projects.
140. Attractive displays and photographs in the classrooms and other areas of the school create a stimulating learning environment.
141. Accommodation, overall, is plentiful for the number of pupils on roll and the adjacent community hall provides useful additional space for group activities such as physical education. The school building is well maintained and cared for and free of litter and debris.
142. Extensive use is made of excellent outdoor facilities at school. Pupils benefit from the spacious, secure grassed, hard surface and all-weather playing areas. The amphitheatre, nature garden and adventure playground are all used well. However, the 'cushioned' safety play area is worn through in parts and the hard surface is exposed; this poses a safety hazard.
143. The head teacher and the governors' finance committee are fully aware of the costs of the school's priorities, which are regularly kept under review for cost effectiveness. The school receives useful support from the local authority in this respect.

144. Appraisal and performance management systems are in place and staff have targets for development. The budget for staff development is limited and training is thus restricted to the core initiatives. All teachers receive the statutory planning, preparation and assessment time.
145. Overall, the school achieves value for money.

## Standards achieved in subjects and areas of learning

### English

**Key stage 1: Grade 3: Good features outweigh shortcomings**

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

#### Good features

146. Pupils develop good speaking and listening skills in both key stages and by the end of key stage 2 the great majority of pupils are very articulate demonstrating the ability to offer sensible opinions when talking to adults and reporting back in lessons.
147. Pupils structure their talk so that they are understandable and coherent and they adapt their speech to different circumstances and demands. When motivated, they are attentive in class and concentrate well.
148. At key stage 1, pupils develop their reading skills well with the majority reaching good standards by the end of the key stage. The more confident pupils are aware of punctuation and read with increasing expression. They demonstrate good recall of the content of their storybooks with the more able self correcting as they read, predicting endings and making appropriate observations about the plot.
149. Younger pupils at key stage 2 make good progress with their reading skills. They appreciate a range of reading materials and can discuss their reasons for choosing books discussing their preferences and recalling their favourite books and authors. Pupils can confidently access non-fiction books for information.
150. Older pupils at key stage 2 read with increasing fluency, accuracy, understanding and enjoyment. Pupils read a wide range of fiction and non-fiction material with good levels of comprehension; they confidently use the library and the internet as sources of information.
151. Pupils at key stage 1 begin to write with an increasing understanding of basic sentence structure. By the end of year 2, pupils have an awareness of the correct use of full stops and they usually spell common words correctly.
152. At key stage 2, pupils begin to write in response to a wider range of purposes and towards the end of the key stage standards rapidly improve. Younger pupils at key stage 2 make good attempts at writing poetry, understanding and using such terms as alliteration and onomatopoeia. The majority use basic punctuation well and write in clearly demarcated sentences when writing letters and stories.
153. Older pupils at key stage 2, develop the ability to organise and structure their writing in a variety of ways. They write using the characteristics of different

kinds of writing well; for example, they use argument, commentary, dialogue and make good attempts at updating extracts from Shakespeare into modern English. Pupils use good sentence structure, usually punctuate their work well and spell words appropriate to their age correctly.

### **Shortcomings**

- 154. At key stage 1, pupils make insufficient progress with their writing skills. They do not write sufficiently at length and for a range of purposes. Their awareness as to how phonics can assist them to understand words hinders their progress in reading.
- 155. The quality of pupils' handwriting and the presentation of their work are variable. Many pupils at key stage 2 print their work and do not develop a neat joined up style of writing.

<b>Welsh second language</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 156. At key stage 1, pupils make steady progress in understanding and speaking everyday vocabulary and phrases. They listen carefully and the majority, respond enthusiastically to questions. They are making progress in understanding and speaking familiar everyday vocabulary and phrases, and these are used in practical situations e.g. recording the weather to improve understanding.
- 157. At key stage 2, pupils ask and answer questions about their likes and dislikes and respond with understanding. As they progress into years 5 and 6, the more able pupils successfully give extended answers to questions building up knowledge and understanding.
- 158. At key stage 1, pupils' reading skills are beginning to develop. They show an understanding of simple text using a range of printed resources. They read prepared worksheets to help the complete written tasks based on their oral experiences.
- 159. At key stage 2, pupils are beginning to gain more confidence in reading out their work aloud. By the end of the key stage the more able pupils explain with understanding what they have read.
- 160. At key stage 1, writing skills are beginning to develop through tasks that include labelling, matching exercises and simple sentences to reinforce oral work. As they progress through key stage 2 pupils are beginning to gain more confidence building up a range of relevant words, phrases and sentence

patterns. They construct sentences, based on a pattern provided by the teacher, with appropriate attention to spelling and punctuation.

### **Shortcomings**

161. At both key stages, there is limited progression in pupils' ability to read and write independently.

<b>Mathematics</b>
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### **Key stage 1: Grade 3: Good features outweigh shortcomings**

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

#### **Good features**

162. By the end of key stage 1, pupils have a basic understanding of number, shape, space and measure. The more able have a good knowledge of place value and work confidently with numbers up to a hundred and beyond; they recall number bonds well and when asked, they explain how they worked out their answers mentally.
163. In year 1, pupils can recognise simple 2 and 3 dimensional shapes and describe some of their properties. Pupils count to at least fifty and in twos to twenty; they explore patterns in addition and subtraction and measure in non-standard units.
164. The majority of year 2 pupils count to at least a hundred in 2s, 5s and 10s and, using a computer program, they match coins to amounts in money of up to £3.00. Pupils add 3 single digit numbers together correctly and represent data using tally charts and pictographs.
165. Pupils in year 3 have a good knowledge of addition and subtraction to a thousand; they make good progress in learning their tables to the five times and they work with simple fractions finding a third of a divisible number up to 12. They use the four point compass to find direction and find a square on a grid using two figure co-ordinates.
166. Pupils progress well with their mathematical skills in year 4. They represent data using simple graphs, accurately use the eight point compass and progress with learning their tables to the ten times. Pupils make sensible estimates using centimetres and millimetres and work well with fractions finding two thirds and four fifths of numbers.
167. By the end of the key stage pupils have a good understanding of place value to a million, work with decimals to hundredths and the majority accurately multiply with 2 digit numbers and divide with a single digit number. They represent data in a variety of ways using charts, diagrams and graphs. Pupils calculate the perimeter and area of irregular shapes accurately; work with angles to 360 degrees and use percentages and fractions confidently.

## Shortcomings

168. At key stage 1 pupils make insufficient progress with their mathematical skills. They are not always challenged to extend their learning and apply their skills across the curriculum.
169. At both key stages, pupils do not undertake sufficiently challenging investigative and problem solving tasks.

## Geography

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

### Good features

170. At key stage 1, pupils know where they live and describe some features in their locality. They can describe what they like about where they live and explain some differences between Llanigon and the Mumbles, which they visited. Some pupils interpret simple photographs to recap their experiences and make observations about physical and human features.
171. At key stage 1, pupils use appropriate geographical vocabulary to describe their route to school and explain how to use a compass to find direction.
172. Throughout key stage 2 pupils build progressively on the skills and techniques of map reading and interpretation. They use a key accurately to interpret different features on a map. By the end of key stage 2 pupils understand and use co-ordinates and four-figure references. They follow directions, estimate and calculate distances accurately. Their work on locating places using eight points of the compass is good. They have a good understanding of how to use an atlas.
173. At key stage 2, pupils use a range of resources such as pictures, aerial photographs for information, ideas and explanations. They use ICT, successfully to access additional sources to assist in handling, classifying and presenting evidence and communicating ideas.
174. At key stage 2, pupils make good use of their geographical skills when studying two contrasting localities. They show good understanding and are knowledgeable about similarities and differences. They describe with confidence the main features like housing, occupations and weather conditions.
175. Pupils' involvement in the programme for sustainable development shows they have a good understanding of and a concern for their local environment. Older pupils understand the effect of pollution and are able to suggest sensible solutions.

## Shortcomings

176. Pupils at key stage 1 have little understanding of how to use maps, atlases and the globe.
177. Pupils do not use ICT sufficiently to communicate and to assist with work in geography at key stage 1.

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

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

### Good features

178. At both key stages pupils have good vocal skills. They sing with enthusiasm and in tune, enunciate words clearly and understand the importance of breathing, pitch and dynamics.
179. Pupils at key stage 1 know a wide number of songs and rhymes by heart. They can clap a steady beat and follow a rhythmic pattern. Pupils use a range of untuned percussion instruments well to accompany the song 'someone's in the kitchen'. Pupils improvise, compose and arrange music using a wide variety of sound sources, including their own bodies and percussion instruments.
180. Lower key stage 2 pupils, progress with their music skills and have a good recall of Welsh composers. When motivated, they listen carefully to the music of Karl Jenkins and recognise the effect of his technique of the layering of sound. They confidently play a simple pentatonic accompaniment to a range of songs using tuned percussion instruments with obvious enjoyment.
181. Older key stage 2 pupils sing a good range of unison and simple part songs. They sing the song Shalom and hold their part well in a two-part round with confidence appreciating the effect of the harmony produced. They play a good range of both tuned and untuned instruments to accompany their songs.
182. By the end of key stage 2, pupils compose their own music, creating, selecting and organising sounds well in response to stories, poems and ideas gained from Welsh and international composers. Pupils develop their appraisal skills well as they progress through the school.
183. Pupils extend their musical skills well through participation in a good range of musical ex, carol singing and cluster events. Many pupils further develop their skills with brass and woodwind instruments through tuition from the peripatetic music teacher. The school provides tuition for recorder groups and pupils play well in assemblies.

## Shortcomings

184. There are no significant shortcomings.

## Physical education

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

185. At both key stages, pupils are appropriately dressed for activities. They undertake warm up activities enthusiastically and understand the purpose of these.
186. During the games lesson at key stage 1, the majority of pupils respond well to instruction, showing enthusiasm when running and dodging to avoid others. The majority of pupils when throwing and catching a ball show good control and awareness of space.
187. In their games lesson, pupils in years 3 and 4 show a good understanding of the skills and technique required for running over obstacles and the importance of establishing a rhythm for this purpose. Some pupils were quite successful at this and made good progress during the lesson.
188. In their games lesson, pupils in years 5 and 6 respond well to instruction and participated enthusiastically in the 'warm up' activity. They are aware that regular physical activities are important for a healthy life-style. The majority of pupils in the activity to develop the skills and technique of baton changeover demonstrate good control. During the lesson pupils refined their movements in order to improve their skills and some groups by the end of the lesson had become quite good at this. Pupils successfully evaluate their work.
189. There is evidence in the school's planning for physical education that opportunities are offered to all pupils in various aspects of physical activities.
190. The pupils have recently gained notable success in hockey by qualifying for the 'All Wales' finals.

### Shortcomings

191. Pupils at key stage 1 are not given sufficient opportunities to appraise their work and that of others.
192. At key stage 2 a small minority of boys lacked self control and discipline when working in small groups.

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

The Staff and Governing Body of Llanigon School welcome the report and are pleased that the inspection findings acknowledge the strengths of the school. However, they remain unconvinced that the grades awarded by the inspection team are supported by their comments.

An Action Plan which addresses the minor shortcomings will be incorporated into the School's Development Plan for the next academic year, and parents will be informed accordingly.

## Appendix 1

### Basic information about the school

Name of school	Llanigon C.P. School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Llanigon, Hay-on-Wye, Via Hereford, Powys.
Postcode	HR3 5QA
Telephone number	01497 820367

Head teacher	Mrs A Edwards
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Michael Rylands
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	19 <sup>th</sup> – 21 <sup>st</sup> June 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	4	5	7	7	10	14	13	61

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	20:1
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	95.3	97.3	96.2
Autumn 2005	n/a	99.5	97
Spring 2006	87.5	96.4	92

Percentage of pupils entitled to free school meals	3
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87	In Wales	80

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

**National Curriculum Assessment Results  
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6			15	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	7	46	47
		National	1	0	0	0	1	5	16	46	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	33	60
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	7	33	60
		National	0	0	0	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	93.3	In the school	93.3
In Wales	72	In Wales	72

- 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**

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

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

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

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

Discussions were held with staff and pupils about their work.

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

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

Fifteen parents attended the meeting held prior to the inspection, and the parents' responses (8 in all) to the questionnaires distributed were analysed.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 1, 2, 5 and 6; Welsh Second Language, geography and physical education.
Mr Cliff Brace (Team Inspector)	Key questions 3, 4 and 7; English, mathematics, music and special educational needs.
Mr J Kerry Jones (Lay inspector)	Contribution to all seven key questions.
Mrs Katharine Huxley (Peer Assessor)	Contribution to all seven key questions.
Mrs A Edwards	Nominee.

The contractor was:

Evenlode Education Ltd  
6 Fisher Close,  
Duxford,  
Cambridgeshire.  
CB8 4XU

### Acknowledgement

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