

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

*Llanvihangel Crucorney CP School
Pandy
Abergavenny*

School Number: 679-2243

Date of Inspection: 2-4 February 2004

*By
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Registered Inspector*

Date: 23 March 2004

Under Estyn Contract Number: CT153/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Llanvihangel Crucorney Primary is a community school, catering for boys and girls aged from four to eleven years. The school was previously inspected in May 1998. There are 76 pupils on roll, including six children under five. The school is organised in three mixed age classes. Children in reception are taught alongside pupils in Year (Y) 1 and Y2, a second class caters for pupils in Y2, Y3 and Y4 and the third class comprises pupils in Y5 and Y6. The average class size is 25. There are three full-time teachers, including the headteacher, and two part-time teachers. Seven learning support assistants enhance this provision and five of these support pupils with special educational needs (SEN).

The school is situated in the village of Pandy and serves several rural communities in a wide area to the north of Abergavenny. In general, the area is relatively prosperous with a variety of mainly owner occupied homes. Approximately 10 per cent of pupils are entitled to free school meals. This is below local and national averages. There are no pupils from ethnic minorities. No pupils come from homes where Welsh is the first language.

In partnership with the Local Education Authority (LEA) the school provides places for a small number of pupils with special needs who come from a wide area. The school receives pupils from the full range of abilities. The results of baseline assessments indicate a range of attainments. Subsequent assessments show the majority of pupils are of average or above average ability and a minority are less able. The school identifies almost 20 per cent of the pupils to have SEN. This is above national figures. Three pupils have a statement of SEN.

The school's aims are published in the prospectus. Appropriate targets for end of key stage attainment are set and the school improvement plan (SIP) identifies the following key goals for 2003/4:

- implement a range of curricular targets with particular emphasis on end of key stage results and key skills;
- further initiatives relating to the library, school grounds, the role of the school in the community, implement performance management, improve evaluation strategies and review health and safety;
- address issues of transition;
- prepare for the foundation curriculum (early years learning);
- enhance provision in the creative arts (music, drama and art);
- improve the analysis and presentation of pupils' performance data;
- develop the role of link governor.

The school holds the Investors in People accreditation and the Basic Skills Quality Mark.

2. MAIN FINDINGS

The main findings of the report

This is a caring and friendly school where pupils' good attitudes to learning and the needs of others are effectively promoted.

Educational Standards

- In the 24 lessons or parts of lessons observed standards were judged to be good in around 25 per cent, satisfactory in approximately 67 per cent and unsatisfactory in close to eight per cent.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The standards achieved are as follows:

| Area of learning | Reception |
|---|--------------|
| Language, literacy and communication skills | Good |
| Personal and social development | Good |
| Mathematical development | Good |
| Knowledge and understanding of the world | Good |
| Physical development | Satisfactory |
| Creative development | Good |

- The standards achieved in the subjects of the National Curriculum (NC) and religious education in both key stages are as follows:

| Subject | KS1 | KS2 |
|------------------------|--------------|--------------|
| English | Satisfactory | Satisfactory |
| Mathematics | Satisfactory | Good |
| Science | Satisfactory | Satisfactory |
| Welsh second language | Satisfactory | Satisfactory |
| Design and technology | Satisfactory | Satisfactory |
| Information technology | Satisfactory | Satisfactory |
| History | Satisfactory | Satisfactory |
| Geography | Satisfactory | Satisfactory |
| Art | Good | Satisfactory |
| Music | Good | Good |
| Physical education | Satisfactory | Good |
| Religious education | Satisfactory | Satisfactory |

- By Y6 the majority of pupils achieve good standards in reading.
- In Key Stage (KS) 2 pupils' good levels of ability are well reflected in the high standards attained in the end of key stage NC tests in English, mathematics and science.
- The evidence available to inspectors indicates the good abilities of pupils are not always fully reflected in their work.
- Progress across both key stages is at least satisfactory. There is clear evidence of better progress towards the end of KS2, although pupils' productivity and achievement are sometimes limited by too little depth and appropriate challenge in their learning.
- The progress of pupils, including the most able, improves where the work is well matched to their needs and regular opportunities are provided to develop research and investigative skills, and to use information and communications technology (ICT).

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- Slower learners, including those with SEN, benefit from additional support in literacy, and often make good progress, particularly in reading.
 - In 2003 75 per cent of pupils in Y2 attained expected levels in English, mathematics and science (known as the core subject indicator). This is below national figures and well below the average for similar schools having between nine and 12 per cent of pupils entitled to free school meals. The three-year average is 78 per cent.
 - In KS2, NC test results indicate significant improvement overtime with a high proportion of pupils in Y6 attaining level 5. However, overall performance in mathematics is generally below that in English and science.
 - The three-year average for pupils attaining the core subject indicator is 71 per cent. This is above national figures and close to the average for similar schools. In 2003 89 per cent of pupils in Y6 attained the core subject indicator. This is a marked improvement.
 - Standards of achievement in the key skill of listening are good. This is a strong feature. Standards in using speaking, reading, writing and numeracy and in the use of ICT across the curriculum are satisfactory.
 - There is good evidence in recent work that pupils achieve well in using graphics and data base programs to develop their learning across several subjects.

The ethos of the school

- Provision for pupils' moral and social development is good. This is a particular strength of the school. Provision for pupils' spiritual and cultural development is satisfactory.
- The pupils' response to the school's provision for spiritual, moral, social and cultural development is good.
- Pupils' behaviour is good and they have positive attitudes to learning. The school is a caring and orderly community.
- Pupils' attendance and punctuality are good.

The quality of education

- The quality of teaching is satisfactory overall. It is good where teachers have strong subject knowledge and expertise, and the learning is imaginatively developed.
- In the 24 lessons, or parts of lessons, observed teaching was judged to be good in approximately 21 per cent of lessons, satisfactory in around 67 per cent and unsatisfactory in about 12 per cent.
- Lesson planning is detailed. However, the key learning objectives are not always fully developed to provide a suitable range of work so that pupils can fully develop the intended knowledge and skills.
- The use of on going assessments to inform the next stage of learning and match the work to pupils' ability, and what they already know, is insufficiently developed.
- The school has good procedures for the assessment, recording and reporting of pupils' progress and is well supported by the LEA in the analysis of test results. The information from tests is used well to improve attainment in KS2 for example.
- The school employs complex arrangements to record individual pupils' results and track their progress. These reduce the usefulness and accessibility of this information.
- The planned curriculum is broad and meets statutory requirements. The school carefully tailors its long-term plans to the needs of mixed age classes.

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- There are shortcomings in the implementation of schemes of work that result in too little emphasis on fully developing the subject knowledge and skills specified in the programmes of study. This too often results in a lack of depth in pupils' work.
 - The arrangements for pupils' personal and social education are good.
 - The school is an inclusive community. This is most evident in the extent to which pupils with special needs are integrated in the school.
 - The quality of support, guidance and the attention given to pupils' welfare is good.
 - A particular strength is the very good care provided for pupils with particular special needs. The overall quality of the provision for pupils with SEN is good.
 - The school's partnership with parents and community, schools and other institutions is good. The school is rightly proud of the way that staff, parents and governors work together.
 - The school's partnership with industry is satisfactory.

Management

- The overall quality of self-evaluation and planning for improvement is satisfactory.
- The scope of the school's procedures to evaluate standards is good and the SIP provides the basis of a clear programme to guide the way forward.
- The effectiveness of procedures to evaluate the quality of provision and monitor the school's work is not well developed. Monitoring strategies lack sufficient rigour, as they are not closely enough linked to the school's goals.
- Leadership and efficiency are satisfactory overall. The headteacher, with the support of governors, provides positive managerial systems that guide the school's work appropriately.
- Governors and teachers make a positive contribution to strategic leadership. However, the role of subject co-ordinators is at differing stages of development.
- There are some shortcomings in the organisation and use of lesson time that slow the pace of learning. The use of lesson time is insufficiently rigorous to ensure an appropriate balance is maintained between subjects.
- The provision of staff is good and the provision of accommodation and learning resources satisfactorily meets the needs of the curriculum.
- The support staff makes a very positive contribution to the quality of life in the school.
- There is no designated, secure outdoor learning area for the under fives. This limits both provision and standards.

School improvement

- The extent of improvement since the last inspection is satisfactory. The school has worked hard to improve provision, although the profile of pupils' achievements across subjects is similar to that when the school was last inspected.
- The older pupils now have a good understanding of scientific methods.
- The headteacher monitors planning and class teachers evaluate the curriculum each term. However, there is little evidence to show recent initiatives are linked to the school's goals.

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- Lesson planning is well structured but there is sometimes a lack of rigour in developing the subject content. Shortcomings remain in using assessments to match work to pupils' needs and abilities.
 - Pupils are taught the conventions of writing but they seldom write enough across subjects and despite the development of guidelines for the presentation of pupils' work too little emphasis is placed on good presentation.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are satisfactory overall.

- In the 24 lessons or parts of lessons observed standards were judged to be good in around 25 per cent, satisfactory in approximately 67 per cent and unsatisfactory in close to eight per cent.
- Children enter school with a range of attainments. They make good progress towards the Desirable Outcomes in the six areas of learning.
- The standards achieved by the under fives are good in language, literacy and communication skills, in personal and social development, mathematical development, knowledge and understanding of the world and in creative development. Standards are satisfactory in physical development.
- Progress across both key stages is at least satisfactory. There is clear evidence of better progress towards the end of KS2, although in general pupils' productivity and achievement are sometimes limited.
- The progress of pupils, including the more able, improves where the work is well matched to their needs and regular opportunities are provided to develop research and investigative skills, and to use ICT.
- Slower learners, including those with SEN, benefit from additional support in literacy, and often make good progress, particularly in reading.
- By Y6 the majority of pupils achieve good standards in reading.
- Standards in music are good in both key stages.
- In mathematics and physical education standards are satisfactory in KS1 and good in KS2.
- In art standards are good in KS1 and satisfactory in KS2.
- In both key stages standards of achievement are satisfactory in English, science, Welsh as a second language, design and technology, information technology, history, geography and religious education.
- The school's results in the NC assessments in KS1 show lower standards in English compared with mathematics and science. Over recent years fewer pupils have attained level three in all three subjects and none did so in 2003.
- In 2003 75 per cent of pupils in Y2 attained expected levels in English, mathematics and science (known as the core subject indicator). This is below national figures and the performance of similar schools having between nine and 12 per cent of pupils entitled to free school meals. The three-year average is 78 per cent.

- In KS2, NC test results indicate significant improvement overtime with a high proportion of pupils attaining level 5. However, performance in mathematics is generally below that in English and science.
- In 2003 89 per cent of pupils in Y6 attained the core subject indicator. This is a marked improvement and is a measure of the high standards attained last year. The three-year average for pupils attaining the core subject indicator is 71 per cent. This is above national figures.
- Analysis of the school's NC results, on the basis of gender, indicates that on the whole girls perform better than boys. The school often exceeds its targets for end of key stage attainment.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards of achievement in listening are good overall. This is a strong feature. Standards in speaking, reading, writing, numeracy and in the use of ICT are satisfactory.

- The under fives develop key skills well in a variety of learning activities. They listen attentively, take turns in speaking and make a good start in reading and writing. They practise counting and use ICT equipment appropriately to support their learning.
- Across the school, pupils often listen attentively to adults and sometimes to each other. Many have a good vocabulary. The older pupils express ideas clearly and are encouraged to develop learning through discussions, for example. Although there are appropriate opportunities for collaborative work there is less evidence of structured role-play and debate, for example.
- Most pupils use reading skills well in the tasks they undertake. However, there are few examples of a variety of extended writing in science and geography and of the development of study skills in history and religious education for instance.
- There are some good examples across the school of the use of numeracy to record results. Pupils record data in tables and present their results in a variety of graphs. There is less evidence of the use of numeracy skills in practical subjects such as design and technology.
- The extent to which pupils regularly use ICT to support and develop their learning varies. Where pupils have regular opportunities to use word processing, data handling and graphics their skills are improving well. There is less evidence of the use of information sources such as CD-ROM.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Provision for pupils' moral and social development is good. This is a particular strength of the school. Provision for pupils' spiritual and cultural development is satisfactory.

- Whole school assemblies incorporate an act of collective worship. These occasions are regularly enhanced by the contribution of visitors. The programme for assemblies is broadly Christian, promotes positive values and meets statutory requirements. Weekly singing practice, house group assemblies and a celebration assembly also feature.
- Singing, reflection about the chosen theme and the saying of prayers suitably foster pupils' self-knowledge. However, pupils lack sufficient guidance to fully develop their thoughts on the main messages of the assembly and to explore the concepts presented.

Furthermore, across the curriculum there is little evidence of planned opportunities for reflection.

- Pupils have a clear understanding of right and wrong. A strong emphasis is placed on caring for others and pupils show respect towards each other and adults. They also respect each other's property and the environment of the school. Pupils know the school rules well and are fully aware of the school's expectations of them.
- Pupils demonstrate good social skills, conversing well with adults whom they treat with courtesy. Pupils respond well to responsibility, for example, pupils in Y6 are responsible for taking 'house assemblies' once a week and they show respect for the ideas of others. Pupils' achievements are celebrated in weekly award assemblies.
- The aims of the school are well reflected in the positive relationships between pupils. The staff promotes the school's policy for caring, helping, understanding, making friends and sharing effectively.
- Pupils' knowledge of the history of Wales is suitably promoted through visits to places of historic interest, the annual celebration of St David's Day and participation in an *Eisteddfod*. The younger pupils know about the work of some Welsh artists for example. However, pupils' knowledge of Wales and the Welsh culture is generally underdeveloped.
- Pupils' awareness of a diversity of cultures is limited. They have some awareness of other cultures, notably those of India and the Australian aborigines, but the contribution of subjects such as history, geography and music is limited in this respect. However, the recently introduced religious education programme provides good opportunities to promote knowledge of religious diversity.
- The pupils' response to the school's provision for spiritual, moral, social and cultural development is good.

4.2 Behaviour and Attitudes

Pupils' behaviour is good and they have positive attitudes to learning. The school is a caring and orderly community.

- Pupils behave well in and around the school. This is particularly evident during wet play times when the pupils occupy themselves sensibly in the classrooms.
- The pupils show a keen interest in learning and the older pupils in particular have a good ability to sustain concentration and work together. However, interest and motivation waiver, and classes become unsettled where lessons lack pace and the learning provides too little variety or challenge.
- The quality of life in the school is enhanced by pupils' positive attitudes. They are courteous and self-confident and show appropriate respect when talking to visiting adults both in the classroom and the playground.
- Pupils are friendly, and understand what is expected of them. They respond well to the school rules that they regard as clear and fair.
- There are good arrangements in place for the regulation of behaviour in general and for minimising incidents of bullying in particular. These arrangements are effectively implemented and the majority of parents are pleased with the standard of pupils' behaviour.
- Good behaviour and effort are rewarded and celebrated in the classroom and in school assemblies. Pupils understand the sanctions imposed for inappropriate behaviour.

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- The school has positive strategies to manage occasional incidents of misbehaviour. However, disagreements or boisterous behaviour sometimes spill over into the classroom.
 - The school has appropriate policies to prevent and eliminate sexism, racism and any other forms of discrimination.

4.3 Attendance

Pupils' attendance and punctuality are good.

- Levels of attendance of 95 per cent are recorded in the three terms before the inspection. This is above national figures and below local averages.
- Most absences are due to illness. There are no unauthorised absences.
- There is no formalised policy on attendance although the school follows LEA guidelines. The school has not set a formal target, or determined specific strategies to promote attendance further.
- Full details about absences are published in the school prospectus giving parents clear information about procedures and their responsibilities, including the notification of holidays.
- Parents telephone the school when their child is absent and complete holiday request forms when needed. Pupils are rarely withdrawn for holidays in excess of the statutory 10-day allowance.
- Pupils are punctual to school and the day begins promptly.
- Registration occurs first thing in the morning and after lunch, although during the inspection one class register was not marked in the afternoon.
- The school monitors patterns of attendance and consults the Education Welfare Officer (EWO) should there be a cause for concern. It complies with the Welsh Assembly Government (WAG) guidelines for recording absence.

5 QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory overall. It is good where teachers have strong subject knowledge and expertise and the learning is imaginatively developed.

- In the 24 lessons, or parts of lessons, observed teaching was judged to be good in approximately 21 per cent of lessons, satisfactory in around 67 per cent and unsatisfactory in about 12 per cent.
- In general teachers have appropriate knowledge and understanding of the subjects and areas they teach. There are particular strengths in music, physical education and information technology that are having a positive impact.
- Lesson planning is detailed. It is based on well-structured schemes of work that provide for appropriate progression and continuity. However, the key learning objectives for a subject are not always fully developed to provide a suitable range of work so that pupils fully develop the intended knowledge and skills.
- Although teaching places strong emphasis on English and mathematics there is limited evidence of problem-solving activities and promoting pupils' study and research skills across subjects.

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- Teaching is most effective where the subject line of development provided by the scheme of work is rigorously followed.
 - The impact of teaching is sometimes reduced where there is a lack of clarity about the subject knowledge and skills to be developed. This is most evident where lessons cover elements of several subjects. Such lessons often lack pace.
 - Teachers generally use a range of approaches and organisational strategies well. In good lessons they clearly explain the learning intentions to the pupils, skillfully engage the class, use questioning to develop pupils' understanding, support individual or group work well and make good use of plenary sessions to consolidate new learning.
 - The impact of teaching is more variable where the learning is not fully explained and less attention is paid to structuring activities and providing clear and appropriate guidance so that pupils fully understand the requirements of the task.
 - Although teachers positively encourage pupils to behave and achieve well, and they regularly mark pupils' work, too little emphasis is placed on good presentation.
 - Teaching is informed by much useful data provided by tests in literacy and numeracy and this information is sometimes used well to group pupils and focus teaching.
 - The planning frameworks used by teachers often identify opportunities for focused day-to-day assessments that are linked to key learning objectives. However, the use of ongoing assessments to inform the next stage of learning and match the work to pupils' ability and what they already know is insufficiently developed.

5.2 Assessment, Recording and Reporting

The school has good procedures for the assessment, recording and reporting of pupils' progress.

- Procedures begin with an appropriate baseline assessment in reception. The results are used appropriately to set targets for individual children and the school receives information that compares its assessments with schools locally.
- In KS1 and KS2, assessment procedures are comprehensive. The school has a system for tracking pupils' attainment that employs standardised tests in English and mathematics. The tests are administered annually and the results used to track pupils' attainment, set annual individual targets and project NC results at the end of both key stages.
- The school employs over-complex arrangements to record individual results. The data is not collated, on spreadsheets, for example. This reduces the usefulness and accessibility of the information the tests provide.
- The school has identified the need to improve the use and presentation of assessment data in the current SIP.
- Records of achievement files are maintained for each pupil. These contain examples of work in English, mathematics and science, some of which is assessed using NC criteria.
- There are no formalised arrangements for tracking individual pupils' progress in the foundation subjects and religious education.
- Subject co-ordinators have recently updated portfolios of pupils' work in each subject. In some cases these examples are assessed using NC criteria. The collections of work provide useful exemplification of standards across the school.
- Pupils' work is marked thoroughly and comments are generally supportive and encouraging. In the best examples, marking indicates how pupils might improve.

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- Reporting arrangements are good. Parents receive a comprehensive annual report that gives a clear indication of pupils' progress. Parents are also formally invited to discuss their children's work each term.
 - The school is well supported by the LEA in the analysis of assessment data. The information from tests is used well to improve attainment in KS2, for example.

5.3 Curriculum

The school's curricular provision is satisfactory.

- The curriculum for the under-fives suitably promotes the Desirable Outcomes in the six areas of learning. An appropriate range of tasks is provided but planning is not always sufficiently linked to the six areas of learning
- The curriculum in both key stages is broad and meets statutory requirements. Appropriate policies are in place and suitable schemes of work are available in all subjects. Schemes of work are updated from time to time. For example, the schemes in information technology and religious education are new this school year.
- The school carefully tailors its long-term subject plans to match the needs of mixed age classes. For example, there is a clear framework across the key stages to ensure appropriate progression in science and history topics.
- There is appropriate emphasis on the *Cwricwlwm Cymreig*.
- There is a strong emphasis on English and mathematics. For example, significant additional time is given to reading in Y5/Y6 (Class 3) and to mental mathematics in Y4/Y3/Y2 (Class 2). This reduces the time available for other subjects and limits opportunities to adequately develop pupils' research and investigative skills, for example.
- Although the intended allocation of time to subjects is balanced, the linking of subjects often results in too little emphasis being placed on fully developing the subject knowledge and skills specified in the programmes of study. This often results in a lack of depth in pupils' work.
- The quality of whole school planning for the development of key skills is satisfactory. Teachers regularly identify opportunities to promote key skills in their planning.
- The overall effectiveness of the curriculum is reduced by shortcomings in its organisation.
- The regular provision of homework tasks in all classes has a positive impact on the standards achieved.
- The arrangements for pupils' personal and social education are good. The different elements of the programme are set out in a clear whole school programme.
- The programme of educational visits, including an annual residential opportunity for older pupils and the contribution of visitors to the curriculum, significantly enrich pupils' experiences. A good number of pupils benefit from instrumental tuition. Furthermore, the provision includes occasional 'themed' days where pupils engage in role-play. This successfully brings their learning alive.
- The school provides extra-curricular clubs, mostly in sport and music. There are appropriate opportunities for participation in competitive sports.
- Good opportunities are given to pupils to enable them to appreciate the importance of sustainable development, for example taking part in the Yellow Pages recycling challenge and using compost on their gardens.

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- The school is a socially inclusive community. This is most evident in the extent to which pupils with special needs are integrated in the school. In general, pupils have equality of access and opportunity within the curriculum but the needs of able pupils are not always fully met and in some instances the regular withdrawal of pupils limits access to particular lessons.
 - There are no pupils for whom the NC is modified.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and the attention given to pupils' welfare are good. These aspects are strong features of the school's provision.

- The staff know the pupils' needs well. They are good role models and are concerned at all times for pupils' welfare. Pupils speak highly of the staff and feel that they receive good support. They are happy, confident and readily approach teaching and non-teaching staff for help and advice.
- A particular strength of the school is the very good care provided for pupils with particular special needs. Teaching and support staff lead by example in their exemplary support of these pupils. This is reflected in both older and younger pupils' commendable concern for their peers and the kindness and sensitivity they display towards them at all times.
- Educational guidance is most effective where rigorous targets are set with each pupil and their evaluations of achievements in their work are used to promote further progress.
- The school has adopted nationally recommended child protection procedures. The headteacher is the nominated officer and she has received appropriate training. However, not all staff have been trained in the application of the procedures.
- All pupils, including those with SEN, enjoy equal opportunities to participate in school activities and both boys and girls receive appropriate support. The school's policies to promote equal opportunities and prevent discrimination are generally effective.
- Risk assessments of the buildings and grounds are carried out regularly and any concerns noted. Fire escape routes are checked daily, extinguishers and fire alarms weekly and fire drills are held every half-term. Periodic safety checks are carried out on electrical and physical education equipment.
- Several members of staff hold valid first-aid certificates and well-stocked first-aid boxes are located in every classroom. Accidents or safety related incidents are recorded and, where pupils are involved, parents informed immediately.
- Older pupils receive guidance in drugs and alcohol awareness, sex education and citizenship through the school's personal and social education programme.
- An issue relating to pupils' health and safety was drawn to the school's attention.

5.5 Provision for Pupils with SEN

The overall quality of the provision for pupils with SEN is good.

- There are 15 pupils (19.7 per cent of the total roll) on the school's list of pupils' with SEN. Seven pupils are supported at the school action stage of the SEN Code of Practice and five at the school action plus stage. In addition, three pupils have a statement of SEN.
- The arrangements to provide for the special needs of pupils are clear, support staff are deployed appropriately and the provision complies with the requirements of the SEN Code of Practice. There is a designated governor who takes a keen interest in this aspect.

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- The arrangements for the provision of support and the annual review of statements are in line with statutory requirements. The school benefits from advice and support from a number of outside agencies.
 - The special needs of pupils are identified at an early stage. A range of assessment procedures is used well to guide provision and following a period of monitoring an appropriate individual education plan (IEP) is written.
 - There is close liaison with parents at every stage of the process. The arrangements for the regular review of progress towards learning targets are well organised. The school works hard to encourage the involvement of parents with individual programmes.
 - Class teachers, with the advice of the special educational needs co-ordinator (SENCO), write the IEPs. These identify areas of need. The best examples set well-defined learning objectives and provide clear details of the programme to be followed. In some cases however, the learning objectives and the steps in learning required are less well defined.
 - Where pupils receive targeted support, such as in literacy, progress is often good. However, where insufficient account is taken of individual needs when planning lessons, progress is more variable.
 - Opportunities to promote learning through the regular use of ICT are being developed. There is good practice linked to the provision of SEN statements and provision for some other slow learners is developing well.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents and community, schools and other institutions is good. The school is rightly proud of the way that staff, parents and governors work together.

- The quality and range of the information provided for parents by the school are a very good feature that successfully promotes home/school communication.
- The prospectus and governors' annual report to parents are clear and contain all the required information. Few parents attended the governors' annual meeting for parents but an imaginative illustrated newsletter was produced précising the formal report so that parents are kept fully up to date with the school's progress.
- An open door approach ensures both formal and informal opportunities are available for parents to come into school, to talk to teachers and to view their child's work. Regular letters and termly newsletters are also published, the latter including an input from the pupils, governors and the parent teacher and friends association (PTFA).
- A particularly successful initiative is the weekly progress book that informs parents of their child's progress and pupils comment on their own achievements. Parents value this system.
- Parents' responses to the pre-inspection questionnaire were very positive. The majority feel they are kept well informed and feel encouraged to play a full part in the life and work of the school. Nearly all parents have signed the home/school agreement. This meets statutory requirements.
- There is a thriving and enthusiastic PTFA. The committee meets twice a term and considerable funds are raised to augment resources in the school.
- Several adults help in school, although during the inspection opportunities to guide a volunteer in helping younger children were overlooked. Other community members regularly help with clubs, including safe cycling, all of which benefit the pupils.

- The school contributes to and draws on resources in the local community. It continues to develop these links to benefit pupils' education. Community members visit the school to talk to pupils and during the last year the school played an important role in the campaign to reduce the speed limit on the main road. Friends of the school are invited to attend concerts and other functions.
- The 'satellite' classroom is used as a Pre-School Pop-in Centre for parents and toddlers. This initiative encourages good links with pre-school children and their parents. There is regular liaison with the early years teacher.
- Much close work is done with local schools, for example sporting events and staff training that benefit the curriculum. Subject links are being developed with the comprehensive schools and pupils have good opportunities to visit the main secondary school before transfer at the end of Y6.
- The school has formal partnerships with two initial teacher-training institutions and benefits from student and work experience placements.

5.7 Partnership with Industry

The school's partnership with industry is satisfactory.

- Despite the absence of a policy and formalised strategies to involve business and industry in the delivery of the curriculum, pupils' awareness of the world of work is suitably promoted through educational visits and visitors to the school.
- Visitors include a veterinary surgeon, local chef and staff from an electricity company. This benefits pupils by broadening their understanding of different jobs.
- As part of their work in design and technology, the older pupils visit a local garden centre to research products and price their own garden designs. This gives them a good insight into how cost can influence the materials used in a design.
- The younger pupils visit a nearby post office and gain first hand knowledge about its day-to-day routines and how the post is delivered.
- Through the LEA, a business links co-ordinator arranged for pupils to take part in a building challenge that benefited pupils' learning.
- No member of staff has recently undertaken a placement in industry. However, a Commonwealth Teacher Exchange took place in 2002.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The scope of the school's procedures to evaluate standards is good. These include the use of tests and arrangements to moderate teacher assessments. However, the effectiveness of procedures to evaluate the quality of provision and monitor the school's work is less well developed.
- The current SIP provides the basis of a clear programme to guide the way forward. The range and nature of the issues identified are appropriate to the needs of the school.
- Teachers and governors are encouraged to make qualitative evaluations and to help in identifying key goals for the school.

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- The impact of particular strategies is evident in improved results in the end of KS2 NC test results in 2003. The school was successful in meeting or exceeding its end of key stage targets for attainment in both key stages.
 - The analysis of test results has enabled the school to highlight focused areas for improvement in the core subjects. However, the impact of these well chosen initiatives lacks consistency.
 - Systems such as the monitoring of planning by the headteacher and termly curriculum evaluations by the teachers are well established. However, both formal and informal monitoring strategies lack sufficient rigour, as they are not closely enough linked to the school's goals, in order to promote greater consistency across the school.

6.2 Leadership and Efficiency

Leadership and efficiency are satisfactory.

- The headteacher, with the support of governors, provides positive managerial systems that direct and guide the school's work appropriately. The recent award of Investors in People accreditation is an acknowledgement of the school's thorough management practices.
- The school has a clear mission statement and its key aims are well reflected in its work. The school strives to provide equal opportunities for all its pupils.
- Governors and teachers make a positive contribution to strategic leadership. The teamwork among teachers and support staff is a strong feature and the organisation of staff's roles and responsibilities contributes well to the school's work.
- The governing body is both well informed and well organised. It fulfils its statutory responsibilities.
- The role of subject co-ordinators is at differing stages of development. Where individual teachers have particular expertise or interest in a subject they have a clear view of strengths and weaknesses and describe planned developments. However, apart from compiling collections of exemplar work for example, co-ordinators have few formal opportunities to develop a whole school view of provision in a subject.
- Efficiency is reduced by shortcomings in the organisation and use of lesson time that reduce and slow the pace of learning. Some lessons, particularly in English and mathematics are over long. This results in too little time being given to other subjects and is reflected in teachers' evaluations that frequently note that units of work are not completed.
- Monitoring of the use of lesson time is insufficiently rigorous to ensure an appropriate balance is always maintained between subjects. Furthermore, although key skills are taught, opportunities to further such skills in foundation subjects and through the use of the library and ICT are not always fully developed.
- Budget setting and the pattern of spending match the school's needs. In recent years prudent financial management has ensured a contingency amounting to 10 per cent of the school's allocated funds. This reserve is held to minimise the impact of fluctuating pupil numbers. Governors have enhanced the provision of teachers this academic year.
- The governing body exercises appropriate controls and the most recent auditor's report confirms sound systems of financial control. A number of recommendations were made.
- The finance sub-committee carefully examines expenditure plans and monitors trends. Appropriate steps are taken to ensure best value for money.

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- Day-to-day administration and organisation are effective in ensuring the routines of the school run smoothly. The school administrator makes a very positive contribution in this regard.

6.3 Staffing, Accommodation and Learning Resources

The provision of staff is good and the provision of accommodation and learning resources satisfactorily meets the needs of the curriculum.

- There are sufficient, suitably qualified staff to satisfy the requirements of the NC and religious education.
- Support staff are well deployed, their work is well planned and they make a valuable contribution to standards and the provision for pupils' learning.
- The arrangements for performance management are in line with national guidance. There are suitable arrangements for the staff's professional development and a number of in-service courses have been attended.
- The opportunities to enhance teachers' expertise in teaching music, through working with the specialist part-time teacher, have yet to be developed.
- The support assistants give very good service and they have made effective use of the training opportunities available to them. There is good communication between support staff and teachers.
- The school secretary, catering staff and the caretaker make effective contributions to school life and are well liked by the pupils.
- The main building generally provides sufficient space for teaching and learning in both key stages although the provision of support for pupils with SEN limits the space available for the majority in all classes.
- The classroom for the mixed reception, Y1 and Y2 class, lacks sufficient space for the under-fives to engage in structured play activities. Furthermore, there is no designated, secure outdoor learning area for the under fives. This limits both provision and standards in children's physical development.
- The school benefits from large grounds that include a recently installed multi-purpose sports court. An outside area has been paved, trees planted and picnic tables erected by the parents' self-help group. These changes have enhanced the appearance of the school and the use made of the grounds.
- A demountable building, formerly a classroom, is used for school activities such as orchestra, teaching small groups of pupils and once a week for the under-fives to use large toys. Parents and pre-school children also use the room as a 'pop-in' centre.
- The main school building is clean and well maintained.
- There is a basic sufficiency of learning resources but there are few 'large books', the range of computer software is narrow and access to maps and artefacts is limited. The school makes effective use of the school library service and reading scheme books are well organised.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Children in the reception year

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

- There are six children under-five. They are taught in a mixed age class alongside pupils in Y1 and Y2.

Language, literacy and communication skills

Standards of achievement in language, literacy and communication skills are good.

Good features

- Children listen attentively, speak fluently and contribute confidently to discussions. They retell favourite stories enthusiastically and demonstrate good early reading skills. They understand the functions of print and follow familiar texts carefully.
- Children make good progress in developing early writing skills as they enthusiastically engage in a range of experiences that provide enjoyable opportunities for writing.
- Children respond positively to the incidental use of Welsh and confidently use familiar words within school routines.

Personal and social development

Standards of achievement in personal and social development are good.

Good features

- Children are secure in their relationships with adults and with each other. They readily engage in co-operative play, take turns well and demonstrate concern for their peers. They respond well to new experiences and concentrate well on the task in hand.

Mathematical development

Standards of achievement in mathematical development are good.

Good features

- Most children use appropriate mathematical language correctly when exploring shape, position, size and quantity. They understand terms such as 'less' and 'more'.
- Children create regular patterns, recall a range of number rhymes and accurately match numbers to at least five to pictures of sets of objects. They are beginning to sort and count objects reliably.

Knowledge and understanding of the world

Standards of achievement in knowledge and understanding of the world are good.

Good features

- Children describe confidently and in detail where they live and the work their parents do. They have a clear understanding of the difference between a town and the countryside.

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- They know the features of the seasons and have a good understanding of the passage of time. The children know that materials have different properties and select from a collection those that are most appropriate for a given purpose.
 - Children use ICT appropriately and gain confidence in operating suitable programs and controlling events onscreen with the mouse.

Physical development

Standards of achievement in physical development are satisfactory.

Good features

- Children have appropriate awareness and control of their body movements and a good understanding of spatial relationships. They respond well to instructions when using small apparatus to practice throwing and catching.
- Their fine motor skills are well developed. Children show increasing control when using pencils and paintbrushes of different thickness, tools such as scissors and a variety of objects in the role-play area that they manipulate well.

Shortcomings

- Children do not sufficiently develop the full range of physical skills, such as the control of large and small push and pull movements. Their progress is restricted by the lack of a designated and appropriately resourced outdoor learning area.

Creative development

Standards of achievement in creative development are good.

Good features

- Children engage in a good range of creative activities that include the use of a variety of tools, including paintbrushes and pastels of different sizes. When engaged in role-play on a chosen theme, children demonstrate good imagination and express themselves well.
- They confidently use different media such as clay, charcoal, and paper and successfully explore textures when using scissors and glue to make collages.

Shortcomings

- There are no major shortcomings in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and creative development.

English

Standards of achievement in English are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils' speaking and listening skills are well developed. They speak confidently when re-telling stories and contribute enthusiastically to class discussions. Pupils express themselves clearly when describing events and experiences.
- Pupils generally listen well and respond appropriately to the teacher.
- They converse confidently and enthusiastically in groups and with individuals, using language that is appropriate for the context.
- Pupils in KS1 read accurately and make good use of their phonic knowledge to build unfamiliar words. The more able read fluently and with good expression.

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- Pupils have good prediction skills and re-tell stories in detail.
 - Standards of writing are satisfactory in KS1. Pupils progress from under-writing to producing independent stories and write appropriately for a range of purposes including book reviews and accounts of visits.
 - In KS2, pupils speak confidently and are eager to contribute to discussions. They listen attentively to one another and make good use of opportunities to talk about things they know and which interest them.
 - Across KS2 pupils read fluently and with good expression. They enjoy a range of fiction, including poetry, and non-fiction reading books.
 - Towards the end of the key stage pupils name a wide range of authors and indicate which are their favourites, giving good reasons for their choices. They are eager to read at home and in school.
 - Pupils in Y5 and Y6 demonstrate good information-retrieval skills and know how to use the library to search for information.
 - In handwriting, letters are generally formed correctly and in written work punctuation is reasonably accurate.
 - Across KS2, pupils complete accurately a range of writing tasks that include work at 'sentence level', for example the use of prefixes, adjectives and developing comprehension skills. At 'text level' pupils write letters, poems, stories, accounts and informative writing.

Shortcomings

- In KS1, the listening skills of a minority of pupils are impaired by a lack of concentration. The ability of pupils in Y2 to engage in extended dialogue, for example in role-play, is underdeveloped.
- Across KS1, a number of pupils read mechanically and sometimes show limited understanding of the text when asked to talk about the book.
- In both key stages pupils seldom achieve and maintain a good standard of handwriting and the majority pay too little attention to the presentation of their work.
- In KS2, pupils' ability to produce pieces of extended writing is underdeveloped. They do not sufficiently apply the knowledge gained through language exercises in their writing.

Mathematics

Standards of achievement in mathematics are satisfactory in KS1 and good in KS2.

Good features

- In Y1 pupils have a sound understanding of addition and subtraction to ten. They name a variety of two and three-dimensional shapes and begin to describe their properties.
- In Y2, Y3 and Y4 pupils satisfactorily develop their knowledge of place value and number operations in line with age and ability. The majority complete sums using the four operations with figures up to 100, are confident in recording amounts of money including pounds and pence and can calculate change from a pound.
- The older pupils subtract using the exchange method, understand place value to a thousand, convert grams to kilograms and have a developing knowledge of fractions and mixed numbers.

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- The majority of pupils in Y2, Y3 and Y4 identify and name common two and three dimensional shapes, identify lines of symmetry and know how to represent data on a block or line graph.
 - In Y5 and Y6 pupils have a good understanding of place value; including decimal notation and their competence in more complex calculations using the four operations is developing very well.
 - Pupils know the formula for calculating area and accurately calculate the area and perimeter of complex shapes. Their knowledge of measurement and topics such as time is sound. Pupils are developing competence in interpreting 12 and 24-hour clock notation and reading timetables. They collect and record a variety of data and know how to present these in a variety of graphs.

Shortcomings

- Across the school pupils are insufficiently aware of number patterns and relationships. Their knowledge of shapes and measurement, and their competence in problem solving is underdeveloped.
- In KS2, pupils do not readily explain their methods of calculation and are generally slow to recognise alternative strategies. Their recall of work about shapes and geometry is also limited.

Science

Standards of achievement in science are satisfactory in KS1 and KS2.

Good features

- In Y1 pupils have a developing knowledge of light and sound. They identify a variety of light sources and know that a shadow is created when the light is blocked.
- Pupils readily distinguish between loud and quiet sounds, know that sound travels in vibrations and know that sounds appear quieter or louder in relation to distance.
- They identify the uses of electricity, distinguish between battery and mains powered appliances, draw a basic circuit incorporating a switch and begin to recognise some materials are insulators and others are conductors.
- In Y2, Y3 and Y4 pupils identify the uses of a variety of materials and have a developing understanding of their properties.
- They suitably develop their knowledge of how sound travels by investigating if sound travels better through air or water, for example.
- In Y5 and Y6 pupils have recently studied three units of work covering sound and light, the earth and beyond and materials. They have a good understanding of investigations, make good use of planning frames and know how to ensure a test is fair.
- They know the requirements for a healthy diet and understand the functions of the major organs of the body, have a basic knowledge of plants, animals and environmental relationships and are beginning to explain the behaviour of forces.

Shortcomings

- In both key stages pupils use a narrow range of scientific vocabulary and seldom write sufficiently detailed accounts. In general, their knowledge of the programmes of study lacks breadth and depth.
- Pupils in KS1 have limited skills of planning, investigation and prediction.

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- In KS2, pupils rarely build on their prior learning in science, to set up their own fair test, consider variables and work out suitable methods of recording information. Their knowledge of plants, food chains, materials and changes, and forces is limited.

Welsh second language

Standards of achievement in Welsh as a second language are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 listen well to stories and participate confidently and with enjoyment in discussions about them.
- Pupils have a satisfactory knowledge of some basic language patterns such as ‘*Pwy wyt ti?*’ and respond with one-word answers.
- Pupils respond in Welsh appropriately when the teacher calls the register.
- Pupils find, read and copy Welsh words from wall displays.
- They write simple sentences that are appropriately punctuated to communicate information about themselves, for example.
- In KS2, pupils listen attentively to stories and know the Welsh terms for author and title.
- They respond orally to simple questions and understand the different sentence constructions for positive and negative replies.
- Pupils satisfactorily complete written exercises to reinforce sentence patterns and vocabulary.

Shortcomings

- Pupils in both key stages do not have a secure knowledge of sentence patterns and this impairs their ability to make responses.
- Pupils in both key stages have insufficient knowledge or command of question patterns to enable them to conduct a simple conversation.

Design and technology

Standards of achievement in design and technology are satisfactory in KS1 and KS2.

No lessons in design and technology took place during the inspection. Evidence is drawn from pupils’ previous work and teachers’ records.

Good features

- In both key stages, pupils design, make and evaluate their own products.
- In KS1, pupils competently design and make models of houses, musical instruments and handkerchiefs; these are attractively finished.
- Pupils demonstrate a basic understanding of simple mechanisms when they design and make a vehicle with wheels and axles.
- Through assignments to design and make a fruit cocktail and an attractive picnic plate pupils record the design process clearly and follow their plan carefully to make their finished products.
- In KS2, pupils design and make greetings cards and after studying aerial photographs make model houses incorporating a simple hinge mechanism. The finished products make a good model of the village.

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- Pupils effectively conduct research into products and how they work and consider the properties of the materials used before designing and making their own trousers, for example. They evaluate different types of seams to join the components.

Shortcomings

- In KS1, pupils' ability to investigate and evaluate products prior to commencing their designs is underdeveloped.
- Pupils' evaluations are frequently brief and superficial in both key stages.
- In KS2, pupils' knowledge of simple mechanisms and the design process including consideration of the needs of the user is underdeveloped. Pupils seldom sufficiently develop their assignments.

Information technology

Standards of achievement in information technology are satisfactory in KS1 and KS2.

Improved opportunities for pupils to learn about and use information technology are enabling the majority to make good progress this year. Many pupils build well on the information technology skills they learn at home. Judgements are based on discussions with pupils and the information provided by teachers. No lessons in information technology took place during the inspection.

Good features

- In Y1 pupils confidently use word processing to type and amend sentences. They name parts of the computer and control the mouse well.
- In Y2 pupils further their skills in word processing and create pleasing effects using a graphics program. They gain confidence in using buttons and icons on the screen to control functions.
- In KS2 pupils enter data into a spreadsheet and know how to select commands to generate different types of graph. They add labels to each axis and know how to save and retrieve their work.
- Across the key stage pupils confidently use basic word processing to record weather and biographical details for instance. Pupils have a sound knowledge of the functions of a graphics package and can explain how they achieve particular effects. Some of the older pupils know how to combine 'clip art' images with text.
- The younger pupils have a developing knowledge of fax and e-mail. Some successfully use these methods to correspond with their Australian pen pals.

Shortcomings

- In both key stages many pupils lack the expected level of competence in basic computing skills, such as saving, editing, retrieving and printing their work independently. The older pupils' skills in manipulating text, graphics and sound are underdeveloped.
- The majority of pupils lack both confidence and competence in following instructions and operating the mouse when using simulation and modelling programs.
- Pupils have insufficient competence in using a variety of information sources such as web sites and CD-ROM.

History

Standards of achievement in history are satisfactory in KS1 and KS2.

No lessons in history took place during the inspection. Judgements are based on discussion with pupils and the scrutiny of previous work and teachers' records.

Good features

- Pupils in KS1 have a developing sense of chronology and use appropriate words and phrases when talking about the passage of time.
- Pupils differentiate well between old and new when discussing toys, for example.
- A visit to a manor house of historical interest enhances pupils' knowledge of the past. They compare and contrast life in Tudor times with that of today and record their observations well in pictures and writing.
- Pupils have a sound knowledge of the reasons that prompted Guy Fawkes and his friends to plot against the king. They retell in detail the circumstances surrounding his capture and his death.
- In KS2, pupils have a good knowledge and understanding of Tudor times. They identify the main characters of the period, particularly the monarchs, list the reasons for the dissolution of the monasteries and describe the consequences of the church's split with Rome.
- As they progress through KS2, pupils suitably develop their sense of chronology such as through the use of timelines. Their historical vocabulary develops particularly well in Y5 and Y6.
- Older pupils describe well the features of the social order and make comparisons between the lives, health and clothes of the rich and the poor in the Victorian era. They give their opinions on these matters and understand the importance of the work of great Victorians such as Dr Barnardo and Isambard Kingdom Brunel.
- They have a good understanding of life during World War 2 and the implications for everyday living of safety and of food rationing.
- Older pupils discuss their work fluently and confidently, and demonstrate an interest in the subject.

Shortcomings

- In KS1, older pupils' knowledge and understanding of previous work is insecure. Their ability to recognise why events happened and what their consequences were is insufficiently developed.
- In both key stages, pupils' knowledge and understanding of the topics they study often lacks sufficient depth. Their sense of chronology and ability to make comparisons are also insufficiently developed.
- Across KS2, pupils' skills of historical enquiry and their knowledge of historical sources and interpretations is widely variable.

Geography

Standards of achievement in geography are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 have a developing knowledge of their locality. For example, they describe in detail their journey from home to school and identify key geographical features.

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- In Y1 pupils know well the differences between life in Wales and in Australia. They carefully keep weather charts and compare the local weather with that in Toowoomba, Australia.
 - Across KS1, pupils' geographical skills develop well through drawing simple plans. They use aerial photographs and pictorial maps effectively and understand how symbols and keys are used.
 - The older pupils make an effective large-scale model showing accurately the layout of the village.
 - In KS2, pupils further develop their geographical skills when they plan journeys using maps. They make good use of six-figure co-ordinates and compasses and make effective use of photographs to glean information about a locality.
 - Across KS2, pupils have a developing understanding of environmental responsibility. For example, they know that everyday behaviour such as discarding litter on the road and in the countryside has a harmful effect on the environment.
 - Pupils in KS2 have a secure knowledge of the features of a river. They study local rivers including the Wye and develop fieldwork skills through a study of Hereford, for example.
 - In Y5 and Y6 pupils learn about and identify the main human and physical features of a contrasting locality. They research information brochures about Pembrokeshire and apply the knowledge gained to produce a brochure to market their own locality.

Shortcomings

- In KS1, pupils' ability to formulate geographical questions, express opinions and make comparisons is limited. They lack confidence in skills such as using simple co-ordinates.
- In KS2, pupils' knowledge of a contrasting locality in Wales and of a less economically developed area in a country such as India is limited. Pupils' ability to use a range of information sources, including ICT, to gain additional information and present evidence is underdeveloped.

Art

Standards of achievement in art are good in KS1 and satisfactory in KS2.

No lessons in art were observed. Judgements are based on the scrutiny of previous work and teachers' records.

Good features

- Pupils in KS1 talk about their work confidently, explaining and evaluating the techniques that they employ.
- Pupils undertake a range of work that reflects a good understanding of pattern shape and texture through paper weaving and repeat printing.
- Pupils develop a good understanding of line and tone through producing effective observational drawings using pencils, charcoal and pastel.
- Their knowledge of art from other cultures is enhanced when they study aboriginal art and produce good examples of work in this style.
- Pupils mix colours competently and use them well to produce work in the style of artists such as the Impressionists. This further develops their understanding of different genres.

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- They confidently work with clay to produce three-dimensional artefacts such as small pots.
 - The *Cwricwlwm Cymreig* is effectively promoted in KS1 when pupils study and emulate the work of Allan Jones, for example. Pupils use art well to support work in other curriculum areas.
 - In lower KS2 pupils further develop their understanding of line, tone and colour when they produce portraits of Henry VIII and his wives which are sewn together to make an effective wall hanging.
 - Influenced by their study of aboriginal art, pupils produce attractive message sticks.
 - In Y5 and Y6 pupils use their knowledge of line, tone and colour well to introduce perspective into their observational pictures, in the style of David Hockney, and enhance their understanding of form and colour by emulating the work of other artists such as Gauguin.

Shortcomings

- There are no major shortcomings in KS1.
- In KS2, pupils' knowledge of three-dimensional work, such as sculpture, is undeveloped; their ability to experiment with pattern, texture and a range of artistic techniques is underdeveloped and in general their work lacks sufficient range and depth.
- Pupils' knowledge of the work of Welsh artists is underdeveloped.

Music

Standards of achievement in music are good in KS1 and KS2.

A limited range of work was observed. All classes are taught by a specialist teacher this school year. This provision is having a very positive impact and standards are improving well from a low starting point.

Good features

- In KS1 pupils distinguish between high and low sounds; add actions with their hands when singing and maintain the rhythm accurately. They repeat the sound of the guitar in six sound steps, take turns to play instruments to accompany a song such as a nursery rhyme and group instruments according to sound with some help.
- In lower KS2, pupils enthusiastically sing the 'Wombat song' with good intonation; they clap the rhythm and take turns to play percussion instruments to add sound effects to their performance. A few pupils are beginning to express likes and dislikes.
- In upper KS2, pupils sensibly suggest words and select instruments to represent the sounds of harvest in Keshapur. Working in groups they create a sound picture and are just beginning to develop ways of recording, shaping and conducting their performance. Some pupils count the beats and use graphics to record their music.
- Pupils in both key stages enjoy singing. They are developing a suitable repertoire of songs and many show a good sense of rhythm, especially when adding actions to a song.
- Pupils have opportunities to learn to play the recorder and a good number benefit from instrumental tuition. This has a positive impact on standards and about a dozen pupils come together to form an orchestra.

Shortcomings

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- Pupils display little knowledge of a range of composers and different styles of music, including Welsh composers, songs and hymns; their skills in composing, performing and appraising are at an early stage of development.

Physical Education

Standards of achievement in physical education are satisfactory in KS1 and good in KS2.

A limited range of work was observed. Pupils benefit from opportunities to work with specialist instructors in gymnastics, swimming and games. This has a positive impact on standards in KS2.

Good features

- In KS1 pupils use a variety of movements to warm up their bodies at the beginning of the lesson. They make good use of space and improve their hand-eye co-ordination when throwing and catching.
- Younger pupils in KS2 follow instructions well when carrying out a series of warm up exercises. They understand the need to stretch different groups of muscles and show developing control of a range of fast and slow movements.
- In response to music pupils enthusiastically perform sequences of dance movements to convey make-up, a clown walk and throwing a custard pie. They work well in pairs to develop their dance and understand the reason for cooling down at the end of the lesson.
- Older pupils know exercise is an important element in a healthy life style and understand the effects of energetic activity on the body. They systematically complete a series of warm up exercises before running and understand the need to build up stamina through regular practice at an appropriate pace.
- Pupils follow instructions well and show a clear awareness of safety.
- By the end of KS2 the majority of pupils swim at least the expected 25 meters and successfully improve their skills in athletics, gymnastics and games. The inter school matches and the regular games clubs enhance the standards achieved.

Shortcomings

- Pupils do not sustain their efforts for a sufficient period to improve the quality of their movements.
- There are no major shortcomings in KS2.

Religious Education

Standards of achievement in religious education are satisfactory in KS1 and KS2.

One lesson in religious education was observed. Judgements are based on the scrutiny of pupils' previous work, teachers' planning and discussion with pupils.

Good features

- In Y1 pupils have a developing knowledge of Bible stories and figures such as Noah. They celebrate festivals, including Harvest and Christmas, and record their thoughts in simple prayers.
- In Y2, Y3 and Y4 pupils develop knowledge of the teachings of Jesus. They recall the story of the Good Samaritan for example. Pupils have some knowledge of Bishop William Morgan and stories from around the world, such as Baboushka, that retell the story of Christmas.

- Pupils in Y5 and Y6 know the Bible is a collection of books and is divided into the Old and New Testaments. They can describe the symbolism of the gifts presented to Jesus by the three wise men and compare the different accounts of the birth of Jesus found in two of the gospels.
- They have a developing understanding of the changes in Saul's life; they recognise the symbolism of Saul being led into Damascus and the courage of Ananias in following God's command to visit Saul.

Shortcomings

- In both key stages, pupils seldom fully develop their understanding of the religious customs and celebrations of different faith communities, such as through the study of artefacts and a variety of information sources.
- Pupils' knowledge of the development of religion in Wales and of figures such as St David and Mary Jones is limited.
- In KS2 pupils' knowledge of the features of Christian worship and of significant religious figures is insecure.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school's response to the key issues raised by the previous inspection is well documented. Although much has been done to strengthen curricular planning and promote improvements in the quality of teaching and learning, the profile of pupils' achievements across subjects is similar to when the school was last inspected.

- The extent of improvement is satisfactory overall. The school has focused on the following issues shown in bold type:
- **improve standards of pupils' experimental and investigative skills in science.**

The present older pupils have a good understanding of scientific methods. Although this is a good improvement there is limited evidence to show pupils fully develop this aspect of science across the school.

- **extend the role of the headteacher and subject leaders in the monitoring and evaluation of standards of achievement.**

The headteacher regularly monitors planning and class teachers make summary evaluations of the curriculum each term. There are some planned opportunities for monitoring in the core subjects. Records show a good start was made in lesson monitoring in 1998 but more recent monitoring is not well documented. There is very little evidence to show how monitoring and evaluation strategies are linked to the school's goals.

- **improve short term planning to ensure that learning objectives are clearly identified for all classes in all subjects.**

Lesson planning uses a well-structured format and where schemes of work are systematically followed there is good attention to the learning objectives and developing the subject content. However, the recent move to a more integrated approach to planning is reducing the rigour and focus of some lessons.

- **give more attention to the pace and challenge provided for pupils during lessons.**

Teachers are mindful of the range of needs and abilities in mixed age classes but shortcomings in the organisation of lesson time and the implementation of planning still result in limited pace and challenge in the work provided in some lessons.

- **refine on-going assessment to provide work that is suitably matched to pupils' individual needs and abilities.**

Schemes of work identify good opportunities to build on assessments but the emphasis in lesson planning is often on the content at the expense of using assessments to match tasks more closely to pupils' needs and abilities.

- **improve opportunities for and standards in writing across the curriculum.**

Although pupils are taught the conventions of writing in English they seldom write enough to sufficiently develop their skills in using different styles of writing across subjects.

- **give further attention to the improvement of the quality of presentation in pupils' work.**

Despite the development of guidelines for the presentation of pupils' work this inspection finds inconsistencies in the attention given to the presentation and organisation of pupils' work.

8.2 Key Issues for Action

In order to raise standards and improve further the quality of education, the school and the governing body, with the support of appropriate agencies, should:

- raise standards of achievement in all subjects and areas of learning where shortcomings are identified;
- improve teaching and learning by:
 - strengthening lesson planning through the systematic use of schemes of work;
 - ensuring appropriate pace and challenge in learning, particularly for able pupils;
 - using assessments more effectively to provide suitably differentiated work;
- in line with the current SIP, simplify the tracking of pupils' progress and improve the use and presentation of assessment data;
- provide a designated and appropriately resourced outdoor learning area for the under-fives;
- improve the organisation and management of the curriculum and ensure an appropriate balance and emphasis, both within and between subjects;
- develop effective monitoring and evaluation strategies to help ensure consistent progress in achieving the school's goals.

APPENDIX

A. Basic Information About the School

| | |
|---------------------|---------------------------------------|
| Name of School | Llanvihangel Crucorney Primary |
| School type | Community |
| Age-range of pupils | 4–11 years |
| Address of school | Pandy Abergavenny Monmouthshire |
| Post-Code | NP7 8DL |
| Telephone Number | 01823 890416 |

| | |
|----------------------|-----------------------|
| Headteacher | Mrs D Thomas |
| Date of appointment | 1 September 1996 |
| Chair of Governors | Dr B Stark |
| Registered Inspector | Mr M T Ridout |
| Dates of inspection | 2nd–4th February 2004 |

B. School Data and Indicators

| <i>Number of pupils in each year group</i> | | | | | | | | |
|--|---|----|----|----|----|----|----|-------|
| Year group | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 6 | 18 | 10 | 8 | 10 | 11 | 13 | 76 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 3 | 2 | 3.8 |

| <i>Staffing information</i> | |
|---|--------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 20:0 |
| Average class size, excluding nursery and special classes | 25.3 |
| Teacher (fte) : class ratio | 1.27:1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | |
|---|----|-----|-----|--------------|
| | R | KS1 | KS2 | Whole school |
| Spring 2003 | 94 | 95 | 95 | 95 |
| Summer 2003 | 94 | 95 | 96 | 95 |
| Autumn 2003 | 97 | 95 | 96 | 95 |

| | |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 0 |
|---|---|

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KS1: 2003

| | |
|---|---------------------------|
| National Curriculum Assessment KS 1 Results: 2003 | Number of pupils in Y2: 8 |
| 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: | 75 | In Wales: | 80 |

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2003

| | |
|--|---------------------------|
| National Curriculum Assessment KS 2 Results: 2003 | Number of pupils in Y6: 9 |
| As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included | |

| 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: | 78 | In the school: | 89 |
| In Wales: | 69 | In Wales: | 67 |

D. The Evidence Base of the Inspection

- The inspection team consisted of three inspectors who worked for six inspector days (over three days) gathering first-hand evidence. In total, 24 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the pupils' work.
- Inspectors visited registration sessions and school assemblies and observed break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the Governing Body, parents and others both during the inspection and initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each year group, plus the work of a sample of pupils with SEN were scrutinised. A representative number of pupils was heard reading both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 12 parents before the inspection and considered 10 parents' responses to a questionnaire.
- During the inspection no lessons in design and technology, history, art and information technology took place. A limited range of work was observed in science, geography, music, physical education and religious education.

- At the end of the inspection the main findings of the inspection were discussed with the headteacher and staff. A short time after the inspection, meetings were held with the head and governors to report the findings of the inspection.

E. Composition and Responsibilities of the Inspection Team

| Inspector | Type | Aspect Responsibilities | Subject Responsibilities |
|------------------|-------------|---|---|
| Mr M T Ridout | RgI | The school and its priorities; the main findings of the report; standards in subjects and areas of learning; standards in key skills; teaching; curriculum; provision for pupils with SEN; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection. | mathematics; science; information technology; music; physical education; religious education. |
| Mrs R Boardman | Lay | attendance; partnership with parents, the community, schools and other institutions; partnership with industry. | |
| Mrs B Jones | Team | pupils' spiritual, moral, social and cultural development; behaviour and attitudes; assessment recording and reporting; support, guidance and pupils' welfare; staffing, accommodation and learning resources. | provision for the under-fives; English; Welsh as a second language; design and technology; history; geography; art. |

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.