

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

**St George Controlled Primary School
Primrose Hill
St George
Abergele
LL22 9BU**

School Number: 6623038

Date of Inspection: 13 March 2006

by

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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

The inspection of St George Controlled Primary School took place between 13/03/06 and 15/03/06. 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:

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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. St George Controlled Primary School is situated in the small village of St George about three miles from Abergele. Pupils attend from a wide area, including the local village and its outlying areas. More than half the pupils attend from outside the school's catchment area.
2. The school has 77.5, full time equivalent pupils between 3 and 11 years of age on roll. Pupils represent the full ability range. Three pupils have a statement of special educational needs although there are six pupils on either school action or school action plus for extra support. The pupils are arranged into three classes.
3. Children are admitted into the nursery in the September following their third birthday and children are admitted into the reception class in the September following their fourth birthday.
4. According to the school, the pupils are drawn from a social background which is described as neither prosperous nor economically disadvantaged. Seven per cent of the pupils receive free school meals.
5. English is the predominant language spoken at home.
6. The school was last inspected in February 2000. The current head teacher has been in post since September 1990.

The school's priorities and targets

7. The school's main priorities and targets for 2006-07 include:
 - reviewing standards in science and information technology;
 - promoting the healthy schools initiative;
 - preparing for the Foundation Phase of Learning;
 - implementing a new reading scheme across the school.

Summary

8. St George Controlled Primary School is a good school. It provides pupils with a good quality education within a happy and secure learning environment. Pupils progress well in their learning and achieve good standards overall. The head teacher and staff are hardworking and dedicated. There are good relationships at all levels.
 - Overall, the school has made good progress since the last inspection.

Table of grades awarded

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

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

Standards

9. 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
4%	55%	41%	0%	0%

10. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
11. The standards of achievement for pupils under-five are as follows:

Area of learning	Nursery	Reception
Personal and social development	2	2
Language, literacy and communication	2	2
Mathematical development	2	3
Knowledge and understanding of the world	2	3
Creative development	2	3
Physical development	2	2

12. Baseline assessments indicate that attainment on entry is above average for many children. Children in nursery achieve good standards in all areas of learning. The standards achieved by children in reception are lower in areas where work provided is too formal or over-directed.

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 2	Grade 2
Welsh second language	Grade 3	Grade 2
Design technology	Grade 3	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

1. Pupils with special educational needs (SEN) make good progress relative to their age and ability.
2. In 2005, end of key stage 1 teacher assessment, the percentage of pupils achieving level 2 or better in English and mathematics was below the local authority (LEA) and the national average, but higher in science. When compared with similar schools across Wales, using the free school meals indicator, the school's results were below average for English and mathematics, and average for science.
3. 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. When compared with similar schools across Wales, using the free school meals indicator, the school's results for mathematics and science were above average and average for English. (N.B. the number of pupils assessed at the end of key stage 2 in 2005 was very small).
4. At both key stages there is no significant difference between the performance of boys and girls. There are no differences in standards of achievement of pupils in terms of social background, language or race.
5. Standards achieved in using literacy, numeracy and information and communications technology (ICT) across the curriculum at both key stages are good.
6. In their bilingual development, pupils achieve standards that have good features that outweigh shortcomings. Whilst pupils in years 5 and 6 achieve high levels of competence, pupils in other classes are unable to move with ease between the two languages. They understand and respond to commands and simple questions but at a limited level.
7. The majority of pupils show a high level of motivation, interest and enthusiasm in their work and concentrate well during lessons. They are happy to ask questions knowing that their effort will be appreciated.
8. The school sets realistic targets for pupils in each year group. They are based on a careful analysis of internal and external assessments, particularly in the core subjects. Pupils are not always fully aware of what they need to do in order to

improve their work and are not involved enough in identifying their own targets for improvement;

9. When provided with appropriate opportunities, pupils achieve well in collaborating on creative and problem solving activities. However, opportunities are often missed for pupils to take more responsibility for their own work and the recording of it.
10. Pupils make good progress in developing their personal, spiritual, social and moral skills. Very good relationships exist between pupils and adults throughout the school. Pupils understand well the principles of equal opportunities and show respect for the diversity of beliefs and cultural traditions to be found in society.
11. Pupils are well behaved, considerate and courteous. They contribute positively to the very good quality of life in the school and demonstrate respect for each other, all members of staff and their learning environment.
12. The level of attendance has remained stable since the previous school inspection and is currently averaging just above 92 per cent. A considerable number of parents take their children on holiday during term time, causing pupils to miss valuable learning time.
13. There are good links between the school and its community and the school benefits greatly from these links.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	41%	0%	0%

15. These percentages are higher than the Welsh Assembly Government target of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.
16. Lessons judged to be good and no important shortcomings had features which included:
 - very secure subject knowledge;
 - effective and consistent use of a range of teaching and learning styles;
 - good questioning techniques and high expectations which challenge and stimulate pupils;
 - work set at the right level for pupils of all ages and ability, with good support for pupils who did not succeed at the first attempt;
 - good pace from beginning to end;
 - very good relationships creating an ethos where learning is nurtured.
17. In lessons judged to have some shortcomings the:
 - learning objectives were not always clear to the pupils;
 - work was not sufficiently differentiated to challenge the more able pupils;

- long introduction and over-direction by teachers impacted adversely on the pace of lessons;
 - over-use of worksheets does not allow pupils the opportunity to use independent learning skills.
18. Teachers have good subject knowledge, are competent and have high aspirations for their pupils. Teachers with a shared responsibility for a class plan together and these are detailed and thorough.
 19. Assessment procedures in the core subjects are well established. They are thorough and fully meet statutory requirements. Marking is consistent and supportive and useful comments in pupils' books help them to identify their strengths and shortcomings. Appropriate records are kept to highlight pupils' progress and development in the core subjects but assessment in the foundation subjects is in the early stages of development.
 20. Individual Education Plans (IEPs) for pupils' with SEN clearly identify the progress that has been made and the action required for further development. Pupils receive sensitive and appropriate help by all adults within the classroom.
 21. The school caters well for the whole range of pupils' learning needs and provides a broad and balanced curriculum that is based on relevant and stimulating experiences. The good range of extra-curricular activities enriches and extends the quality of curricular provision. The curriculum fully complies with legal requirements.
 22. The school effectively promotes pupils', moral, social and cultural development. Collective worship meets statutory requirements and successfully promotes spiritual development. Appropriate opportunities are planned to develop pupils' awareness, understanding and appreciation of their own and other cultures. The quality of relationships within the school helps to form pupils' attitudes to good social behaviour.
 23. The school is an integral part of the community and has very good links with parents. The school has good links with the local high school.
 24. The school provides a safe, secure, welcoming, happy and caring environment for all pupils. They are well cared for, guided and supported. Most parents consider pupils to be very happy in school, and they are very satisfied with the help and guidance provided for their children. Teachers identify and react constructively to individual pupil's needs and the deployment of available support staff is organised appropriately to meet these needs and requirements.
 25. Topics related to health education are contained within the school's Personal and Social Education (PSE) and, as a result, pupils have an appropriate awareness of health and safety issues.
 26. The provision for learners with SEN is good. Early identification of pupils with SEN is made ensuring purposeful support from an early stage.

27. The school considers equal opportunity as a priority with all pupils having the same rights and conditions. The school has high expectations in all pupil relationships. All pupils are treated as individuals and are strongly encouraged to consider every other person as an individual regardless of colour, religion or nationality.

Leadership and management

28. The quality of leadership shown by the head teacher is good. He manages his teaching commitment with his head teacher role well. He gives a positive and caring lead in all aspects of school life. Administration arrangements, although limited, are effective.
29. There is good team work amongst the staff and the school operates smoothly in an environment of mutual trust and understanding and it functions daily as an orderly and well-organised community.
30. 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 increasingly becoming better informed about all aspects of school life and good progress has been made in this respect since the last inspection, but there is a need to improve on the systems and procedures of self-review and link them to priorities in the school improvement plan.
31. The school takes account of national priorities and these have been integrated successfully into many aspects of school life. The effective staff appraisal system promotes individual teacher's continuous professional development whilst at the same time identifies and supports whole school targets for improvement. The governing body meets the vast majority of its regulatory and legal requirements but there are minor shortcomings in the annual report to parents and the school prospectus.
32. The school improvement plan sets out major and minor priorities but, targets set for beyond the current academic year are limited. The plan does not have enough quantitative targets that would help to measure success in terms of pupils' standards of achievement and the progress they have made.
33. Indirect monitoring of pupils' work is now in place for the core subjects. The more formal monitoring by direct lesson observation, however, is underdeveloped.
34. The governing body and head teacher provide sufficient resources to support priorities in teaching and learning; much work has been done to improve the learning environment both inside and outside the school. The governing body has a good overview of financial resources and use money appropriately in order to improve learning opportunities for pupils
35. Taking into consideration the progress pupils make, the overall quality of education provided and the quality of leadership and management in the school, the school provides good value for money.

Recommendations

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

- R1 raise standards in Welsh Second Language, design technology and physical education at key stage 1, and in physical education at key stage 2;
- R2 continue to develop a whole school approach to self-evaluation and link the outcomes to priorities in the school improvement plan which sets out measurable success criteria in relation to progress and standards;
- R3 develop the monitoring role of subject co-ordinators with an emphasis on improving standards, continuity and progression, particularly in the foundation subjects;
- R4 raise the awareness of pupils in what they need to do in order to improve their work and involve them in identifying their own targets for improvement;
- R5 provide more opportunities for pupils to take responsibility for their own work;
- R6 work with the LEA to address the shortcoming in accommodation for large group activities;
- R7 address the shortcomings in relation to the statutory requirements of:
 - Governors annual report to parents and the school prospectus.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

36. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
37. 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
4%	55%	41%	0%	0%

38. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
39. The standards of achievement for pupils under-five are as follows:

Area of learning	Nursery	Reception
Personal and social development	2	2
Language, literacy and communication	2	2
Mathematical development	2	3
Knowledge and understanding of the world	2	3
Creative development	2	3
Physical development	2	2

40. Baseline assessments indicate that attainment on entry is above average for many children. Children in nursery achieve good standards in all areas of learning. The standards achieved by children in reception are lower in areas where work provided is too formal or over directed.
41. 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 2	Grade 2
Welsh second language	Grade 3	Grade 2
Design technology	Grade 3	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

42. Pupils with special educational needs (SEN) make good progress relative to their age and ability.
43. In 2005, end of key stage 1 teacher assessment, the percentage of pupils achieving level 2 or better in English and mathematics was below the local

education authority (LEA) and the national average, but higher in science. When compared with similar schools across Wales, using the free school meals indicator, the school's results were below average for English and mathematics, and average for science.

44. 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. When compared with similar schools across Wales, using the free school meals indicator, the school's results for mathematics and science were above average and average for English. (N.B. the number of pupils assessed at the end of key stage 2 in 2005 was small).
45. At both key stages, there is no significant difference between the performance of boys and girls.
46. Standards achieved in using literacy, numeracy and information and communications technology (ICT) across the curriculum at both key stages are good. Across the school pupils listen carefully to the teacher and to each other. They take interest in their work and respond intelligently during questioning and discussion. Pupils read with fluency, confidence and understanding and use their skills effectively across all areas of learning. ICT skills are developing well at both key stages and are used regularly to research and enrich work. Numeracy is used to a good standard at both key stages when pupils apply their skills in different contexts.
47. In their bilingual development, pupils achieve standards that have good features that outweigh shortcomings. Whilst pupils in years 5 and 6 achieve high levels of competence, pupils in other classes are unable to move with ease between the two languages. They understand and respond to commands and simple questions but at a limited level.
48. The majority of pupils show a high level of motivation, interest and enthusiasm in their work and concentrate well during lessons. They are happy to ask questions knowing that their efforts will be appreciated.
49. The school sets realistic targets for pupils in each year group. They are based on a careful analysis of internal and external assessments, particularly in the core subjects. Targets in the foundation subjects are identified by teachers at the planning stage. The majority of pupils are making good progress towards fulfilling their potential but a small minority of pupils, particularly boys in years 3 and 4, do not always produce work to an acceptable standard. Pupils are not always fully aware of what they need to do in order to improve their work and are not involved enough in identifying their own targets for improvement;
50. There are no differences in standards of achievement of pupils in terms of social background, language or race.
51. When provided with appropriate opportunities, pupils achieve well in 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.

52. Pupils make good progress in developing their personal, spiritual, social and moral skills. Very good relationships exist between pupils and adults throughout the school. Pupils are considerate, friendly and polite to each other, staff and visitors. They have a good awareness 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 to be found in society.
53. Pupils are well behaved, considerate and courteous. They contribute positively to the very good quality of life in the school and demonstrate respect for each other, all members of staff and their learning environment. Pupils enter and move around the school in an orderly and purposeful manner, settling into their appropriate classrooms quickly.
54. Their developing self-confidence helps them take an increasing degree of responsibility for their own behaviour. In discussion, pupils indicate that they understand what is expected of them in terms of attitudes and behaviour and agree that good behaviour is encouraged and recognised. They respond positively to this.
55. There are very few reports of recent incidents of bullying or inappropriate behaviour and no exclusions for many years.
56. The level of attendance has remained stable since the previous school inspection and is currently averaging just above 92 per cent. This is well below the county and national averages and significantly below the average for schools with similar entitlement to free school meals. Unauthorised absence is consistently below 1 per cent.
57. A considerable number of parents take their children on holiday during term time, causing pupils to miss valuable learning time. Although the school does not condone this practice it is the main cause of pupil absence. There are no unexplained variations in attendance levels across the school.
58. Punctuality is generally good at the start of, and throughout the school day. However, each morning a small number of pupils arrive late during the registration period, and a smaller number who arrive a little later thus preventing sessions from starting promptly and without delay or disruption. The school takes account of National Assembly of Wales (NAW) Circular 3/99.
59. 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.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

60. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
61. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	41%	0%	0%

62. These percentages are higher than the Welsh Assembly Government target of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.
63. Lessons judged to be good and no important shortcomings had features which included:
- very secure subject knowledge;
 - effective and consistent use of a range of teaching and learning styles;
 - good questioning techniques and high expectations which challenge and stimulate pupils;
 - work set at the right level for pupils of all ages and ability, with good support for pupils who do not succeed at the first attempt;
 - good pace from beginning to end;
 - very good relationships creating an ethos where learning is nurtured.
64. In lessons judged to have some shortcomings the:
- learning objectives were not always clear to the pupils;
 - work was not sufficiently differentiated to challenge the more able pupils;
 - long introduction and over-direction by teachers impacted adversely on the pace of lessons;
 - over-use of worksheets does not allow pupils the opportunity to use independent learning skills.
65. Teachers have good subject knowledge, are competent and have high aspirations for their pupils. Teachers with a shared responsibility for a class plan together and these are detailed and thorough. This arrangement enables them to have a clear understanding of who is doing what with the pupils. Teachers use a wide range of teaching strategies to gain pupils' interest and attention and they manage behaviour well. A minority of pupils at key stage 2 show a tendency to be easily distracted, however, they are skilfully kept on task by their teachers. There are very good working relationships within classrooms and good team work is evident across the school, with staff strengths fully utilised. The use of classroom support assistants is both appropriate and effective.

66. Teachers promote equal opportunity and equality through their lessons generally and in personal and social education. Pupils are treated fairly and with respect.
67. Provision for pupils' bilingual development is appropriate. There are a range of opportunities to support pupils' learning in this area but have yet to be fully realised. Where there is consistent use of incidental Welsh this has a positive impact and makes a significant contribution towards pupils' bilingual competence. Staff have a positive attitude towards the language.
68. 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 plan work to meet the needs of different ability groups within a class. This information, however, is not used as effectively to set targets for individual pupils. 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 underdeveloped. Marking is consistent and supportive and useful comments in pupils' books help them to identify their strengths and shortcomings.
69. Appropriate records are kept to highlight pupils' progress and development in the core subjects but assessment of the foundation subjects is in the early stages of development. The annual reports to parents conform to statutory requirements and offer helpful detail on pupils' progress in each area of learning. There are good opportunities for parents to meet formally and informally with teachers to discuss pupils' progress.
70. Individual Education Plans (IEPs) for pupils with SEN clearly identify the progress that has been made and the action required for further development. Pupils receive sensitive and appropriate help by all adults within the classroom.
71. Good use is made of a range of teaching and learning resources to enhance the quality of lessons. The use of ICT and the interactive whiteboard is a good example of this. Teachers and pupils are confident in their use.

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

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
73. The school caters well for the whole range of pupils' learning needs and provides a broad and balanced curriculum that is based on relevant and stimulating experiences. All pupils receive the same opportunities whatever their background, gender or disability.
74. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills. It is sufficiently flexible to cater for the needs of all pupils, including pupils with SEN and the very able. The curriculum fully complies with legal requirements.
75. The educational provision for under-fives has some shortcomings, but actions has been identified to address these.
76. Procedures for ensuring the effective delivery of the basic and key skills lack structure. As a result there are some areas, for example, problem solving and creative development, which are insufficiently developed.
77. The good range of extra-curricular activities enriches and extends the quality of curricular provision. Sporting activities are popular and well supported. Extra curricular activities are available to all.
78. Pupils benefit from taking part in numerous events, for example, concerts, which members of the local community regularly attend. Visits to local places of interest are carefully planned to support work in specific subjects and have helped forge good community links.
79. The school effectively promotes pupils' moral, social and cultural development. Pupils are given good opportunities to develop an understanding of their Welsh heritage, and 'Y Cwricwlwm Cymreig' is well planned across many areas of learning. Collective worship meets statutory requirements and successfully promotes spiritual development. All pupils know right from wrong and the school works hard to foster values such as honesty, fairness and respect for truth.
80. Appropriate opportunities are planned to develop pupils' awareness, understanding and appreciation of their own and other cultures. Relationships within the school help to form pupils' attitudes to good social behaviour.
81. The school is an integral part of the community and has very good links with parents. Many parents enthusiastically support organised school events. Pupils use local community facilities, for example, the village hall, and learn to respect and appreciate their surroundings.

82. The school has good links with the local high school. Work experience placements are provided for a number of high school pupils. Links with a teacher training college are well established with 'trainee teachers' regularly placed at the school.
83. Vocational topics contained in the school's Personal and Social Education (PSE) programme help provide pupils with some work-related education. Opportunities to develop pupils' entrepreneurial skills are not identified in teachers planning. Arrangements for setting up the School Council have not yet been formalised. Teachers have yet to undertake industrial/commercial placements, and use the experiences to enrich the curriculum.
84. The current provision of effective work-related education is minimal, partly due to the remoteness of the community, the absence of any local industry, apart from a local quarry, and the cost of transport. There are no partnerships or formal links with local industry.
85. The school has high expectations of its pupils and strongly promotes equality of access, equal opportunities and continually challenges stereotyping. Policies for promoting equal opportunity and racial equality are formally adopted and consistently applied by all teachers. No pupil is barred from any of the school's activities. Equality and stereotyping are topics often covered within the school assembly.
86. The school does not have a documented policy for sustainable development and has no practical examples of promoting and encouraging pupils' involvement in aspects of sustainable development.
87. Pupils' knowledge and understanding of global citizenship are developing well mainly through appropriate subject lessons and assembly topics.
88. The importance of homework is emphasised throughout the school. The setting of homework is organised and pupils are encouraged to complete their set homework tasks promptly.
89. As they progress through school, pupils are encouraged to take a level of responsibility for their own learning, and to be actively involved with community based activities. In discussion, pupils indicate they understand and appreciate the importance of flexibility and adaptability.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
91. The school provides a safe, secure, welcoming, happy and caring environment for all pupils. They are well cared for, guided and supported.
92. Most parents consider pupils to be very happy in school, and they are very satisfied with the help and guidance provided for their children.
93. Teachers identify and react constructively to individual pupil's needs and the deployment of available support staff is organised appropriately to meet these needs and requirements. School support staff work effectively to satisfy each pupil's particular needs. Very good relationships exist between all staff and pupils.
94. Meaningful relationships exist between pupils, staff, parents and members of the local community. The school informally seeks parents' views and opinions on a range of relevant matters. The school has an 'open door' policy and parents are invited to attend one formal parents' meeting per year to discuss their child's progress and/or any other matter related to their education. They are also able to make arrangements to come into school to discuss their child's annual progress reports.
95. Only a very small number of parents help with school activities on a regular basis. The small but very supportive 'Friends' of the school raises valuable funds for the school. The school newsletter, issued about every two weeks, informs parents about school events and activities. The school has a good home-school agreement for its pupils.
96. The family atmosphere within school and the induction arrangements for pupils joining the school help them settle into the school quickly and happily. The 'change over day' arrangement for pupils changing class at the end of each year is effective. An informal 'buddy' system helps the few very shy and reserved pupils to settle into school quickly. The good links, including curricular links, with the high school and the recently improved transfer arrangements for pupils moving from Year 6 to the high school are effective.
97. Topics related to health education are contained within the school's PSE programme, which is firmly based on the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) Framework. The schools' PSE programme contains 'health and safety' related topics. As a result, pupils have an appropriate awareness of health and safety issues.

98. The provision for learners with SEN is good. Early identification of pupils with SEN is made ensuring purposeful support from an early stage. The school's policy complies with the Code of Practice for SEN and the framework for inclusive education. Assessment, recording and reporting procedures meet with statutory requirements. Parents of pupils with SEN are consulted regularly and kept fully informed of their child's progress.
99. Pupils with SEN are offered access to all areas of the curriculum and are provided for through appropriate teaching and resources. The school has a positive and constructive attitude to those with learning disabilities. Individual pupils receive timely and effective help with specific literacy and numeracy programmes, which are monitored and assessed. Able pupils are given appropriate challenge in their learning. All pupils with SEN make good progress considering their individual need and circumstance.
100. The school makes good use of all available specialist services, when necessary. For example, the Educational Welfare Officer (EWO), the Educational Psychologist, the Health Visitor, the Inclusion Officer, the School Nurse and the Speech Therapist are involved, as necessary.
101. The school expects pupils to attend regularly and punctually. The system for recording attendance is effective, however, it does not allow for pupils' punctuality to be accurately recorded.
102. Registers are marked promptly at the start of the morning sessions, with children responding in Welsh. However, registers are not always marked during the afternoon sessions. Although the registers are summarised regularly the current practice used for identifying absences, in particular late arrivals, sometimes provides inaccurate summary results. The head teacher regularly monitors attendance, punctuality and behaviour. Parents are actively discouraged from taking their children on holiday during school term time, and any period in excess of 10 days is correctly regarded as unauthorised.
103. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. The school's system for rewarding good attendance, punctuality and behaviour is effective. The few pupils who display challenging behaviour are supported appropriately. There are no recorded pupil exclusions for the last 15 years.
104. The school buildings provide a safe and secure environment for pupils. Risk assessments are undertaken regularly, but are not always fully documented. The school gives a high priority to pupils' health, welfare, safety and security. Three 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.
105. The head teacher is the designated Child Protection Co-ordinator. A comprehensive Child Protection Policy is in place and staff have received relevant training and update briefings. School staff are aware of the signs of

possible child abuse and the specific procedures they must closely follow. Complaint and appeal procedures are in place.

106. The school has an effective race equality policy and pupils' multi-cultural education is developing well. Any pupils from minor ethnic groups who attend school are fully integrated and accepted without question. No discrimination, animosity or indifference is shown towards any pupil. All equality related policies fully meet statutory requirements.
107. The school considers equal opportunity as a priority with all pupils having the same rights and opportunities. The school has high expectations in all pupil relationships. All pupils are treated as individuals and are strongly encouraged to consider every other person as an individual regardless of colour, religion or nationality.
108. The school recognises, respects and celebrates diversity and includes this aspect in all equality policies. Diversity is also included in the PSE programme. The school provides a range of activities to enable pupils develop a greater understanding of diversity.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

109. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
110. The quality of leadership shown by the head teacher is good. He manages his teaching commitment with his head teacher role well. He gives a positive and caring lead in all aspects of school life. Administration arrangement although limited is effective.
111. The school has clear aims and values that are promoted by a committed staff and governing body. Management responsibility for all classes is shared, overall this works well and staff are clear as to what is expected of them. There is good team work amongst the staff and the school operates smoothly in an environment of mutual trust and understanding and it functions daily as an orderly and well-organised community. Due regard is given to promoting equal opportunity.
112. 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 increasingly becoming better informed about all aspects of school life and good progress has been made in this respect since the last inspection. Monitoring arrangements have improved but there is a need to develop further the systems and procedures of self-review and link them to priorities in the school improvement plan. However, 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.
113. Whole school targets are set according to statutory requirements and appropriate use is made of comparative information, but the process is not sufficiently detailed as to identify the needs of individual pupils. Governors need to set challenging targets for development beyond those for attainment in the core subjects.
114. The school takes account of national priorities and these have been integrated successfully into many aspects of school life. The receipt of the Basic Skills Quality Mark and involvement with the Healthy Schools' Initiative are good example of this. These initiatives are having a positive impact on pupils' learning.
115. The effective staff appraisal system promotes individual teacher's continuous professional development whilst at the same time identifies and supports whole school targets for improvement. The school's procedures for performance management and teacher appraisal meet statutory requirements. The school has been accredited with 'The Investor in People Award'. Governors are very

supportive of the school and meet at least once every term. Governors establish sub-committees as necessary and their awareness of their full range of their responsibilities is, through organised training sessions, developing well. Some governors have recently adopted subject and curricular area interests which helps them to have a better insight into the work of the school.

116. The governing body meets the vast majority of its regulatory and legal requirements. However, the Governors Annual Report to Parents and School Prospectus do not fully meet statutory requirements.

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

Grade 3: Good features outweigh shortcomings

117. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
118. The head teacher, governors and staff are committed to improving standards. Teachers have been involved in the process of self-evaluation but the views of pupils and parents have not been taken into account. Governors have had the opportunity to question and comment on the report but their direct involvement in the process is limited. The inspection team agrees with the judgements made by the school in all the key questions.
119. The school improvement plan sets out major and minor priorities. It includes timescales, responsibilities and intended outcomes; however, there is little reference to cost implications. Targets beyond the current academic year are limited. The plan does not have enough quantitative targets that would help to measure success in terms of pupils' standards of achievement and the progress they have made.
120. Target setting is informed through the school's well established assessment procedures. Analysis of baseline, internal and national curriculum assessments information is used effectively to set appropriate targets for each of the core subjects.
121. Indirect monitoring of pupils' work is now in place for the core subjects, teachers scrutinise pupils work informally and are getting a reasonable oversight of progress and standards. Teachers who take a full teaching responsibility for a key stage in the subject they lead on have a good oversight of pupils' strengths and shortcomings. The more formal monitoring by direct lesson observation, however, is underdeveloped. The recently introduced arrangement where a governor liaises on a more formal basis with curriculum co-ordinators provides a better understanding of the work in classes.
122. Staff are given every opportunity to undertake professional development and training and, when deemed appropriate, share their experiences with other staff. This has a positive impact on the quality of provision.
123. The governing body and head teacher provide adequate resources to support priorities in teaching and learning. Much work has been done to improve the learning environment both inside and outside the school.
124. Overall, good progress has been made since the last inspection. The key issues have been generally addressed but further work is required to improve the rigour of monitoring.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
126. There are a sufficient number of well-qualified and experienced teachers who are deployed effectively. Good use is made of staff expertise to support specific areas of the curriculum.
127. Skilled and trained support staff work closely with the teachers to plan and deliver national curriculum objectives. They provide support, monitor and record pupils' progress.
128. Effective administrative support is provided which ensures that the life of the school runs smoothly and effectively. The caretaker/cleaner and catering staff are valued members of the school team and make an important and valuable contribution to implementing the school's caring values.
129. The amount and quality of the learning resources are good for all areas of the curriculum. They are stored efficiently and are easily accessible and well used. Learning resources are available to meet the needs of pupils of all ages.
130. The small school library is, within the space available, well stocked with carefully selected books, which cover an appropriate range of subjects and provide for the needs of pupils. The books are in good condition and are maintained in an organised manner.
131. Planning, preparation and assessment time for teaching staff is organised and implemented efficiently. Resources allocated for workload reduction and workforce remodelling are used to good effect.
132. Externally there are large grassed and hard surface playing areas. Security of the school site is sound. The gates and the doors to the school buildings are locked during the school day preventing unauthorised persons gaining access.
133. Following the completion of an extension to the main school building the classroom accommodation, overall, is adequate for the number of pupils on roll. The pupil toilet facilities are barely adequate for the number of pupils.
134. Good use is made of the limited space available. There are colourful displays in all classrooms, which enhance and stimulate learning. The play area outside the nursery is small and secure, and has a range of stimulating activities.
135. The school does not have a multi-purpose hall and relies on the availability of the distant village hall. The limited space available at the hall restricts pupils ability to develop their skills in physical education. Access to the village hall is via a narrow uphill lane that has no pavement, which presents a potential safety

hazard for pupils. Supervision of pupils walking between the school and the village hall is not always sufficient to ensure the safety of pupils.

136. The utilised areas of the school are not fully accessible for pupils with physical disabilities but the school has a disabled access plan in place.
137. Professional development of staff is closely linked to the school's development objectives contained within the school development plan. Regular in-service training takes place to develop both expertise and knowledge. The school has been awarded the 'Investor in People' status.
138. Financial resources are carefully managed with expenditure linked to priorities in the school development plan. The outcomes of expenditure are carefully monitored to assess the on-going benefits to the school. The governing body has a good overview of financial resources and uses money appropriately in order to improve learning opportunities for pupils. Maintaining staffing levels has been a high priority for a number of years.
139. Taking into consideration the progress pupils make, the overall quality of education provided and the quality of leadership and management in the school, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

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

Language, literacy and communication skills

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

Good features

141. All children under five express their thoughts and ideas with confidence, speaking to the best of their ability. Children in reception use an imaginative vocabulary when discussing noises at night.
142. They listen attentively while sharing a story.
143. In nursery, children handle books with care, turning the pages appropriately. They are developing good early reading skills.
144. Reception children select their own books and express a preference for different types of stories. Many read a simple text accurately.
145. All children make good progress in developing their early writing skills. Many children form their letters correctly and write confidently and quickly.
146. The more able children space words well and are beginning to develop an understanding of story building.

Personal and social development

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

Good features

147. All children under 5 demonstrate care, respect and affection for other children and adults.
148. They are developing good self-help skills, taking responsibility for putting their own painting aprons on and asking for help when they need it.
149. The children play co-operatively together and share resources well. They take turns and are beginning to exercise self-control.

150. They concentrate for long periods when engaged in suitable activities.

Mathematical development

Nursery: **Grade 2:** Good features and no important shortcomings
Reception: **Grade 3:** Good features outweigh shortcomings

Good features

- 151. Nursery children count confidently and accurately to five when selecting items for their activities.
- 152. All children are beginning to understand the mathematics of money. The most able children correctly identify coins from 1p to 20p.
- 153. Reception children are beginning to develop a good understanding of mathematical concepts such as 'less than' and 'more than'.
- 154. Children in reception handle a computer program with accuracy when they practice their early number skills.

Shortcomings

- 155. The majority of reception children incorrectly colour items in a set when working with numbers from 5 to 10.
- 156. Reception children's ability to identify and continue basic patterns is under developed.

Knowledge and understanding of the world

Nursery: **Grade 2:** Good features and no important shortcomings
Reception: **Grade 3:** Good features outweigh shortcomings

Good features

- 157. Children under five talk confidently about their homes and where they live. They understand some basic differences between the town and the countryside.
- 158. Nursery children carefully observe caterpillars and comment thoughtfully on changes that are taking place.
- 159. Children in reception make good progress in beginning to appreciate the differences in and uses of a range of materials when they explore how wet sand needs to be to make the best sandcastle.
- 160. They use computers confidently and handle the mouse with accuracy to move items around the screen. Even the youngest children open and close programs efficiently.

Shortcomings

161. Children in reception are at a very early stage in developing their understanding of the seasons and their knowledge of people who work in their communities.
162. The ability of children in reception to make decisions and solve problems is insufficiently developed.

Physical development

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

Good features

163. In reception and nursery, children's fine motor skills are developed well through handling appropriate tools such as construction pieces and malleable materials. They use these safely and with increasing control.
164. All children handle large and small paintbrushes with good control.
165. Reception children understand the difference between running, walking and hopping. They move confidently, with increasing control and co-ordination.

Creative development

Nursery: **Grade 2:** Good features and no important shortcomings
Reception: **Grade 3:** Good features outweigh shortcomings

Good features

166. All children enjoy creating pictures and drawings. They make careful choices when selecting colours and confidently discuss their work. They observe and appreciate the work of others.
167. Nursery children participate enthusiastically in role play and imaginative drama.
168. Children in reception participate well in music sessions. They respond to and enjoy rhythm in music and successfully use a range of instruments to enhance their songs.

Shortcomings

169. Reception children do not develop their ability to participate in imaginative role play.
170. The creative development of children in reception is limited when activities are too structured.

English

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

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

Good features

171. At key stage 1, and key stage 2, pupils listen well to teachers' explanations and to other pupils' questions and comments. They respond confidently and enthusiastically to teachers' questioning and are keen to participate in lessons. Pupils, as they progress through the school, are fostering and developing a broad vocabulary across all areas of learning. They express opinions appropriately and justify points of view with confidence.
172. At both key stages, pupils read with confidence, accurately, fluently and with expression. Their enjoyment of books is very evident. Pupils who are less able use a range of appropriate strategies to arrive at meaning: for instance, by building up words phonetically or using illustrations or the context of the story to help. The more able pupils at key stage 1 and key stage 2 read with expression and intonation basing their interpretation on grammatical features such as commas, full stops, question marks and speech marks. By the end of key stage 2 the majority of pupils choose their reading books carefully based on their interest or preferred author/s; they give good reasons for this.
173. By the end of key stage 2 the majority of pupils have built up a good knowledge of organisational structure of non-fiction texts. They show a good understanding of the purpose of contents and index pages. They use a range of reading resources to research work in other areas of the curriculum.
174. By the end of key stage 1, the majority of pupils reach a good standard in their independent writing. Their work covers a good range of work that includes accounts, descriptions, stories and poems. Many spell simple and more complex words correctly and most pupils have developed an alphabetical awareness and use workbooks and dictionaries to support their writing. Pupils show a good command of sentence construction, punctuated appropriately with capital letters and full stops.
175. At key stage 2, the majority of pupils write confidently using a range of styles for different purposes and audiences. There are good examples of story writing, report writing and writing dialogues. Pupils are showing a good understanding of grammatical convention and sentence structure. Some of the more able pupils produce good examples of extended writing.
176. Good use of ICT is made to re-draft and present work for display purposes.

Shortcomings

177. Some boys at key stage 2 do not always produce work commensurate with their age and ability.

178. Handwriting is variable at both key stages and the quality of work presented is not always the best pupils can produce.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

179. At key stage 1, pupils make steady progress in understanding and speaking everyday vocabulary and phrases. They listen carefully and respond enthusiastically to instructions, questions and commands. They are making progress in understanding and speaking familiar everyday vocabulary and phrases; these are often used in practical situations e.g. recording the weather to improve understanding.
180. 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 they successfully take part in dialogue and role-play to build up knowledge and understanding of the language. They respond well to a range of stimuli and can sustain conversation for longer periods. The standards they achieve are very good.
181. At key stage 1 and in years 3 and 4, pupils' reading skills are beginning to develop; these are often based on their oral experiences. They show an understanding of simple text using a range of printed resources.
182. In years 5 and 6, the majority of pupils read and respond to a range of reading materials well. The more able pupils read out their own work confidently, and with expression, and convey the content of materials read. The standards they achieve are very good.
183. At key stage 1 and in years 3 and 4, pupils are building a range of relevant words, phrases and sentence patterns. They use these successfully in tasks that include labelling and matching exercises. Some pupils are beginning to write simple sentences.
184. In years 5 and 6, pupils complete a variety of written tasks to a very good standard. They plan and prepare notes from initial ideas before producing their finished work. Their work is always neatly written and presented to a high standard. Words are generally spelt correctly and punctuation is accurate.

Shortcomings

185. There is a lack of continuity and progression particularly at key stage 1 and in years 3 and 4.

186. The lack of regular contact with the language at key stage 1 and in years 3 and 4 impedes progress.
187. Incidental Welsh is not consistently used in all classes and opportunities are missed in different areas of the curriculum.

Design technology

Key Stage 1: Grade 3: Good features outweigh shortcomings
Key Stage 2: Grade 2: Good features and important shortcomings

188. At key stage 1, pupils have a good understanding of how to assemble simple constructions by following instructions and diagrams. They name a range of joining techniques linked to suitable materials.
189. They understand that materials behave differently and are aware of the need to choose suitable materials for a task. They name a number of tools which can be used to manipulate materials and are aware of health and safety issues connected with their use.
190. Pupils in lower key stage 2 successfully explore information sources to generate ideas for their 'pop up' cards. They understand how a range of mechanisms can be used to create movement. They appreciate the need for accuracy in order to ensure that the mechanisms operate successfully.
191. When designing and making fairground models, key stage 2 pupils select and use appropriate tools in order to work with a wide range of materials. They adhere closely to their design specification and reflect knowledgeably on the success of their project. They produce models of a high standard.
192. At key stage 2, pupils show a good understanding of the components of a motor and successfully incorporate one within their models to provide movement.
193. Pupils at key stage 2 make good use of the internet to access art work with which to enhance their finished products. They confidently use a word processing package to support their work.

Shortcoming

194. The designing skills of key stage 1 pupils are under-developed as a result of insufficient opportunities to plan their own products.

Music

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

195. At key stage 1 and 2, pupils enjoy singing. They sing tunefully and enthusiastically, with good control of breathing, phrasing and pitch.

196. Pupils at key stage 1 make good progress in developing their skills of composition. They use a variety of sound sources effectively, including their voices and bodies, to compose and arrange simple tunes. They correctly recognise and describe sounds in the environment.
197. All pupils listen attentively to their own and other's music. Pupils at key stage 2 confidently compare and contrast various styles of music. They discuss and evaluate pieces of music, including their own compositions and performances.
198. At key stage 2, pupils play a range of instruments skilfully. They use appropriate playing techniques with dexterity and good control of sound. They provide information about the way a piece of music should be played by studying the musical symbols and confidently make distinctions within musical elements. They successfully maintain an individual instrumental part when playing 'Ar hyd y nos'.
199. Pupils at key stage 2 compose interesting and varied tunes, which are accurately recorded using notation. They effectively use ICT to record their music and to select or alter sounds on the keyboard.
200. A number of pupils at key stage 2 extend their musical experience through playing a violin, trumpet and cornet. They make good progress in learning to play the instrument of their choice.

Shortcoming

201. At key stage 1, pupils do not distinguish successfully between the beat and the rhythm when marking time. Their ability to mark a steady beat is underdeveloped.

Physical education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

202. At both key stages, pupils dress appropriately for activities. Due regard is shown to safety issues particularly at key stage 1.
203. Pupils at both key stages undertake 'warm up' activities enthusiastically and understand the purpose of it. They respond well to instruction, showing good awareness of space, and run, skip, dodge and move at different speeds with good balance.
204. Pupils at key stage 1 work sensibly individually and in group activities. When using mats and benches many display good skills of balancing, travelling and jumping with good control. The majority put a sequence of movement together

using a variety of balances. When asked to demonstrate to others they do so with pride and enthusiasm.

205. Pupils in years 3 and 4 work enthusiastically on their floor activities showing a variety of ways of travelling. They use the space available to them well. When using floor mats they are beginning to understand the sequence of movements required to execute a forward roll successfully, and a number of pupils are proficient at this.
206. Pupils in years 5 and 6, when working on their dodging and marking skills do so with a good awareness of space, with the majority throwing and catching a ball with a high degree of accuracy. They mark their partner with the ball effectively and use a range of methods to throw and pass a ball at varying heights.
207. Pupils at both key stages show good sporting behaviours as individuals and when working in groups.

Shortcomings

208. At both key stages, there are times when pupils spend too much time sitting and waiting their turn.
209. At both key stages, opportunities to explore, share ideas and help each other to improve their work are missed.

School's response to the inspection

We are all extremely pleased that the inspection team confirms that, "St George Controlled is a good school that provides pupils with a good quality education within a happy and secure learning environment". It is especially encouraging to note that the inspection team agreed exactly with the judgements made by the school on all seven of the key questions.

We welcome the very positive feedback and constructive comments from Mr M Lloyd Jones and his team. Our School Development Plan will include detailed planned actions in response to the recommendations made. The plan will contain quantitative targets to help measure success. We believe that we can confidently address these issues in the coming months.

Appendix A

Basic information about the school

Name of school	St George Controlled Community Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Primrose Hill, St.George Abergele, Conwy.
Postcode	LL22 9BU
Telephone number	01745 833213

Headteacher	Mr Ian David Pimblott
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mr A Bibby
Registered inspector	Mr Merfyn Lloyd Jones
Dates of inspection	13 th – 15 th March 2006

Appendix B

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	4.5	12	9	11	11	9	12	9	77.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	6	3.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	91	95	92
Summer 2005	91	90	91
Spring 2005	93	90	92

Percentage of pupils entitled to free school meals	7
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:					11
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	0	0	27	64	9	
		National	0	4	13	63	20	
En: reading	Teacher Assessment	School	0	0	27	64	9	
		National	0	4	14	54	28	
En: writing	Teacher Assessment	School	0	0	55	36	9	
		National	0	5	13	71	10	
En: speaking and listening	Teacher Assessment	School	0	0	27	55	18	
		National	0	2	11	64	22	
Mathematics	Teacher Assessment	School	0	0	36	55	9	
		National	0	2	9	61	26	
Science	Teacher Assessment	School	0	0	9	73	18	
		National	0	2	10	68	20	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	64	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	8
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	87	In the school	n/a
In Wales	72	In Wales	n/a

- 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 D

Evidence base of the inspection

A team of three inspectors inspected the school over a period of six inspector days.

The head teacher was the nominee and he 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 the inspection, and during the inspection, were scrutinised.

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

One parent attended the meeting held prior to the inspection, and the parents' responses (31 in all) to the questionnaires distributed were analysed.

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

Appendix E

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 English, Welsh Second Language and physical education.
Mrs Jane Williams (Team Inspector)	Key questions 3, 4 and 7 Special Educational Needs, Under Fives, design technology and music.
Mr Kerry Jones (Lay inspector)	Contribution to all seven key questions.
Mr Ian D Pimlott	School Nominee

Contractor: Atlantes Educational Services
Technology House
Lissadel Street
Salford M6 6AP

Acknowledgement

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