

REPORT

on the

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

**TRELLECH PRIMARY SCHOOL
TRELLECH
MONMOUTHSHIRE
NP25 4PA**

School Number: 679/2301

Date of Inspection: 21st – 23rd January 2003

By

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Under Estyn contract number: T/146/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

- The school is located in well-appointed and attractive accommodation in the village of Trellech in eastern Monmouthshire. It was built in 1987, following the reorganisation of local primary education and amalgamation of four smaller schools. The school is maintained by Monmouthshire Local Education Authority (LEA). It caters for 123 pupils from Reception to Y6. There is no provision for children of Nursery age although a private nursery operates adjacent to the school in separate accommodation. The school's numbers on roll are well below its recommended capacity and numbers have fallen considerably in recent times. Most pupils attending the school live in the surrounding area.
- The school reports that it caters for pupils who come mainly from advantaged backgrounds. There are only 1.6 per cent of pupils eligible to receive free school meals, which is very low compared with the national average. The pupil population is white and English-speaking. No pupils come from a minority ethnic background, and none receive extra support in learning English. No pupils speak Welsh as their first language.
- Slightly over twenty per cent of pupils are on the register of special educational needs (SEN), which is in line with the national average. Two pupils have formal statements of SEN.
- The staff consists of six full-time teachers, and a non-teaching, acting headteacher, who cater for six classes from YR to Y6. The substantive headteacher has been seconded to the LEA at her own request from 16th September 2002 until 1st April 2003.
- The school was last inspected in October 1997. Key issues from the previous inspection report included the need to:
 1. develop a more effective and coordinated system for monitoring standards of achievement;
 2. ensure that policy and procedures relating to SEN are reviewed to make them comprehensive; ensure that procedures are fully implemented and that IEPs are prepared in more detail;
 3. revise the targets set out in the SDP to make them more specific;
 4. maintain the current good standards while striving to overcome the shortcomings identified in this report, especially to improve literacy for the small group of pupils at the lower end of the average ability range.
- The aims of the school as expressed in the mission statement are “to provide a quality education in an effective, caring learning environment, offering professional understanding and value for money, based on trust and supportive relationships.”

2. MAIN FINDINGS

The main findings of the report

Trellech Primary School is a school with serious weaknesses which are a significant cause for concern. Its most serious weaknesses, from which others have accrued, are its poor, long-term leadership and management. Urgent action is needed to tackle these weaknesses in order to ensure that pupils have an acceptable and consistent standard of education. The school, however, has strengths: in the professionalism of its staff, the support and close interest of parents, its warm and inclusive ethos, its provision for spiritual, moral and social development, its provision for pupils with special educational needs (SEN), its accommodation, and the good attitudes of its pupils to their learning.

Standards of achievement for children aged under five

- The overall quality of the educational provision for the under-fives is good and successfully promotes the achievement of the desirable outcomes for children's learning. Initial assessments and inspection evidence indicate that children's attainment on entry is usually above average. Children make satisfactory progress and achieve good standards in five areas of learning and satisfactory progress in physical development.

The six areas of learning for children aged under five	Standards of achievement Reception
Language, literacy and communication skills	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Personal and social development	Good
Creative development	Good
Physical development	Satisfactory

Standards of achievement for pupils by the age of 7 and 11

- Overall, standards of achievement were satisfactory in the work seen but pupils have made unsatisfactory progress over time relative to their abilities. Standards were good in Reception and KS1, being satisfactory or better in 100 per cent of work scrutinised, and good in over 50 per cent of the work. Standards in KS2 were satisfactory in the work seen but pupils' progress has been unsatisfactory over time. Although standards are good in 48 per cent of work, satisfactory in 93 per cent, and unsatisfactory in seven per cent, pupils could do much better. There has been an overall decline in standards achieved in virtually every subject since the last inspection.
- By the age of 11, overall standards of achievement in the National Curriculum tests in English, mathematics and science are well below average, and have been for at least three years in comparison with pupils in similar schools. Most pupils have made unsatisfactory progress in relation to their abilities in most subjects and could do much better.

Subject	Key Stage 1	Key Stage 2
Welsh second language	Satisfactory	Satisfactory
English	Good	Satisfactory
Mathematics	Good	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Unsatisfactory
Information and communications technology (ICT)	Satisfactory	Unsatisfactory
History	Insufficient evidence	Satisfactory
Geography	Good	Satisfactory
Art	Satisfactory	Unsatisfactory
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Satisfactory	Satisfactory

- Pupils with special educational needs (SEN) now achieve satisfactory standards, and make satisfactory progress, relative to their ages and abilities, in KS1 and KS2, but their progress in recent years has been unsatisfactory.
- In the range of subjects, standards in the key skills of speaking and listening are good, in reading are satisfactory, but in writing, numeracy and ICT are unsatisfactory.

The spiritual, moral, social and cultural development of pupils

- The provision for pupils' spiritual, moral and social development is good. The overall quality of assemblies and acts of collective worship is good. Pupils perform well musically on such occasions. The ethos of the school is warm and inclusive. The provision for cultural development is unsatisfactory because too little prominence is given in lessons to the heritage and culture of Wales and that of other cultures.

Pupils' behaviour and attitudes to learning

- Pupils' behaviour is good and their attitudes to learning are good. Pupils are articulate and often show maturity and sensitivity in their dealings with others. The school has instituted a policy to promote racial equality, and has effective measures in place to prevent racism, bullying, sexism and other forms of discrimination. Attendance levels are satisfactory.

The quality of education provided

- The overall quality of teaching is satisfactory. Teaching was good in the Early Years and at KS1 and satisfactory at KS2. The quality of teaching was satisfactory or better in 93 per cent of lessons observed, good in 64 per cent, and very good in two per cent. In KS2, however, 14 per cent of teaching was unsatisfactory or poor. The quality of teaching has deteriorated since the 1997 inspection, when 75 per cent was good or better and the rest was satisfactory.
- The quality of assessment, recording and reporting to parents is unsatisfactory. Assessments are accurate and consistent in KS1 but inaccurate and inconsistent in KS2.

Overall, assessment is not used enough to promote higher standards. The reports issued to parents are unsatisfactory in that subjects, such as DT and ICT, are not reported on fully, and targets for improvement are too vague. The school makes poor use of assessment data as a tool to help pupils improve their achievements.

- The overall quality of the curriculum is unsatisfactory and has declined since the last inspection. The quality, breadth and balance of the curriculum for children aged under five is good. The curriculum for pupils in KS1 is satisfactory, but the curriculum for pupils in KS2 is poor, in that schemes of work are either grossly out-of-date or very light on detail. As a result, pupils are not able to make progressive development in their learning as they grow older. The curriculum is socially inclusive and helps ensure that all pupils have equality of access and opportunity but planning for the Welsh Dimension is unsatisfactory. Few educational visits are undertaken, and pupils do not gain enough of a perspective of the culture and heritage of Wales through subjects such as art, English, history, geography or music.
- The provision for homework is unsatisfactory. There is some inconsistency between classes in the clarity of the instructions given to pupils about the homework they are set, and in the frequency and quality of the feedback they receive in teachers' written or verbal comments.
- The school's provision for a wide range of extra-curricular activities is good. Teachers, governors and external providers run extra-curricular clubs for pupils to improve their skills and understanding in football, rugby, country dancing, short tennis, netball, gymnastics, orchestra, infant mathematics club, chess, and science.
- The school ensures that pupils have equality of opportunity and full access to the NC, regardless of their gender, ethnicity or prior achievements. Good provision is made for pupils with special educational needs (SEN) now, but provision has been inconsistent in recent years. Parents have not always, for example, been properly informed about the identification of their children's special needs.
- The planning for teaching and learning key skills in the full range of subjects is poor.
- Satisfactory overall provision is made for the support, guidance and welfare of pupils. The school is committed to equality of opportunity for all but it has no health and safety policy, and it has not conducted an assessment of potential risks for many years.

The partnership with parents, the community, schools, other institutions and industry

- The quality of information sent to parents is unsatisfactory, but parents make a good contribution to school life. Many local residents show considerable interest in supporting the school and care about its future. Links with the community help pupils' development and standards to a satisfactory degree. The school has not yet drawn up a home/school agreement for parents, although this is a statutory requirement.
- Liaison arrangements with other schools and institutions are unsatisfactory. There have been few partnership arrangements with initial teacher training institutions in recent years.

- The school's partnership with industry is unsatisfactory. It has no policy for the promotion of links with industry and effective strategies are not in place to raise the economic and industrial awareness of pupils and give them insight into the world of work. Pupils have been involved in the development of their school grounds and are rightly proud of their efforts. Overall, the school's partnership with industry has little impact on standards of achievement and curriculum provision for pupils.

The management and efficiency of the school

- The quality of the school's procedures for evaluating standards achieved and the quality of its provision is poor. The range and nature of objectives for improvement that the school has set are unsatisfactory. Planning for school improvement and target-setting is poor.
- The overall quality of leadership and management since the last inspection has been poor. Because of disagreements between governors and the substantive headteacher, a majority of governors resigned in May 2002. Over the summer term, replacement governors were sought and found for all but three vacancies. The new governing body is relatively inexperienced, and its influence upon the school's strategic development is embryonic but growing. In 2002 it was involved in crisis management rather than the building of a longer-term vision for school improvement.
- Because of the substantive headteacher's absences through illness, followed by her voluntary secondment to the LEA, the school has had seven headteachers in the last two years. The previous deputy headteacher resigned two years ago, and after some time-lapse, an acting deputy headteacher was appointed. Governors have not yet been able to recruit a permanent, new headteacher or deputy headteacher but confirm that this is vitally important to future development. Lack of coordination in school leadership has resulted in an impoverished curriculum, insufficient monitoring of standards, loss of support amongst many parents, the removal of at least 50 pupils to other schools, and the demoralisation of some governors, staff, pupils and parents. Nevertheless, parents report that the school has improved in the last four months under the stable leadership of the present acting headteacher.
- The school complies with most of, but not all, the statutory requirements and guidelines of the National Assembly for Wales. The prospectus does not meet statutory requirements, and performance management systems are not in place for any staff. There are also no induction systems in place to support the three, newly appointed teachers, representing 50 per cent of the teaching workforce.
- The quality of subject leadership is ineffectual. In general, there is no system for subject co-ordinators to monitor or evaluate the quality of teaching or standards regularly, or guide subject planning and development. There are also inequalities in the apportionment of subject responsibilities, with three newly appointed teachers coordinating three-quarters of the curriculum between them.
- Financial management is unsatisfactory in that the school's budget is heading for a substantial deficit and there are too few systems to check that expenditure has had a good

impact on pupils' learning. Given the under-achievements of many pupils for a number of years, coupled with the low pupil:teacher ratios, the school gives poor value for money.

- The school's routine daily administration and organisation are satisfactory.
- The overall quality of staffing is good. The team of teachers and support staff is committed and conscientious. The staff has a good mix of experienced and new teachers. Support staff, such as the NNEB-trained assistants, administrative staff, lunchtime catering staff, the caretaker and cleaners, make a good contribution to the overall quality of school life.
- The quality of accommodation is good. The school's hall is large and well-designed, classrooms are well-presented and decorated with pupils' work, and the school's playing fields and surrounds are attractive as well as educationally beneficial. Learning resources are good in physical education and religious education, and satisfactory for all other subjects, except art, ICT and history, where they are unsatisfactory.

The effectiveness with which the issues identified in the previous inspection have been addressed

- Overall, the school has made poor progress in addressing the issues raised in the last inspection.
- Although provision for pupils with SEN is now good, there are very few systems to monitor or evaluate standards in any subjects. For most of the last year, the SDP was not amended or used to direct school development. The current SDP has not involved enough of the school's stakeholders and does not deal sufficiently robustly with the most urgent issues needing attention.
- Standards have declined in every subject but one. There are many more shortcomings in subjects now than there were at the time of the last inspection. Additionally, the school's curriculum is impoverished at KS2 and lacks cohesion throughout the school, apart from in the Reception class. Too little attention has been given to refinement of the curriculum in view of the national initiatives and guidance in recent years. Finally, the quality of leadership and management has deteriorated since the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Overall, standards of achievement are satisfactory in the work seen but pupils have made unsatisfactory progress over time relative to their abilities. Standards are good in Reception and KS1, being satisfactory or better in 100 per cent of work scrutinised, and good in over 50 per cent of the work. Standards in KS2 are satisfactory now but pupils' progress has been unsatisfactory over time. Although standards are good in 48 per cent of work, satisfactory in 93 per cent, and unsatisfactory in seven per cent, pupils could do much better. There has been an overall decline in standards achieved in virtually every subject since the last inspection.

- By the age of 11, overall standards of achievement in the National Curriculum tests in English, mathematics and science are well below average, and have been for at least three years, in comparison with the achievements of pupils in similar schools. Despite their best efforts, most pupils have made unsatisfactory progress in relation to their abilities in most subjects and could do much better.
- The educational provision for children aged under five is good. Baseline assessments indicate that children's attainment on entry is above average. Children make satisfactory progress and achieve good standards in five areas of learning and satisfactory progress in physical development.
- More-able pupils tend to under-achieve as do average pupils. Teacher assessments were inaccurate last year, being about 30 per cent adrift of the test results in the three core subjects.
- In the work seen during the inspection, standards of achievement in physical education were good in KS1 and KS2. Standards of achievement in English, mathematics and geography, in KS1, were good. Standards in Welsh, science, music and religious education were satisfactory in KS1 and KS2. In KS2, standards were satisfactory in English, mathematics, history and geography, and unsatisfactory in design and technology, ICT and art.
- Pupils with SEN achieve satisfactory standards, relative to their ages and abilities, in KS1 and KS2.

3.2 Standards achieved in key skills across the curriculum

Pupils develop good skills in speaking and listening, satisfactory skills in reading but unsatisfactory skills in writing, numeracy and ICT, across the curriculum. Planning for the development of key skills is unsatisfactory.

- Most pupils concentrate and listen well in lessons and during whole school assemblies. They carry out instructions efficiently and listen intently to their teachers or to visitors to the school.
- They speak at length and are eager to express their own ideas and opinions and many do so articulately and enthusiastically. They are confident speakers and older pupils display an extensive range of vocabulary. This is put to good use in different subjects such as mathematics and science, when clear explanations are asked for.
- Pupils in KS1 and KS2 make satisfactory use of their reading skills to obtain information from a range of sources, including reference books, CD-Roms and the Internet. Pupils do not get enough opportunities for a broad range of reading, particularly in KS2.
- Pupils, including those with SEN, do not extend their writing skills learned in English into other subjects. A heavy reliance on worksheets often reduces opportunities for pupils to write for themselves and restricts pupils' individuality and imagination.

- Pupils apply their numeracy skills occasionally in science, geography and design and technology, but they do not have enough regular practice and as a result do not understand sufficiently how to apply their skills in many subjects.
- Pupils do not make enough use of ICT to support their learning in many subjects and consequently their skills in using the keyboard, or in creating graphs and databases are underdeveloped.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral and social development is good and reflects the caring ethos of the school. The provision for cultural development is unsatisfactory because too little prominence is given to the heritage and culture of Wales and that of other cultures.

Provision for pupils' spiritual development is good.

- Daily acts of worship make a significant contribution to pupils' spiritual and moral development. The standard of attentiveness, the quality of the music provided by the school orchestra and the pupils' singing contribute significantly to the spiritual aspect of their development. Prayers and reflection are regular features, especially for the younger pupils.
- In religious education lessons, such as that observed in lower KS2, teachers promote spiritual development well, providing excellent artefacts, combined with a sensitive approach to pupils' concerns.

Provision for pupils' moral development is good.

- Staff promote good manners and mutual respect among pupils. Adults give regular guidance on the differences which distinguish right from wrong and pupils respond well.
- Most pupils are polite and friendly towards each other and towards adults and visitors to the school. They show respect to people, property and the school environment. They also tolerate the poor behaviour of a small minority of their peers with great patience.

Provision for pupils' social development is good.

- Pupils' social awareness is promoted well by their participation in campaigns to raise money for good causes and charities. The extra-curricular activities run by teachers and governors also make a good contribution to pupils' social development.

Provision for pupils' cultural development is unsatisfactory.

- Y Cwricwlwm Cymreig is underdeveloped and pupils do not demonstrate a good knowledge and appreciation of the traditions and culture of Wales.

- In general, pupils' knowledge and awareness of other cultural traditions are underdeveloped because schemes of work and lesson plans do not have sufficient planning for cultural development.

4.2 Behaviour and attitudes

Pupils' behaviour and their attitudes to learning are good.

Good features

- Teachers have high expectations of pupils' behaviour and pupils respond well to their consistent approach.
- From their earliest days in the infant department, children quickly learn what is expected of them with regard to behaviour. Infant teachers are successful in promoting understanding and acceptance of school rules and routines.
- The quality of relationships throughout the school is good and this contributes significantly to pupils' self esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly, and pupils welcome visitors warmly and politely.
- The school has a policy and set of procedures to promote positive behaviour. School rules are simple, relevant and clearly understood by pupils.
- Pupils have positive attitudes towards their work and play. They co-operate willingly with staff and their fellow pupils and they settle quickly to tasks and sustain concentration. Most pupils are interested in their work and are keen to do their best.
- Good behaviour and effort are celebrated in the classroom and in school assemblies.
- The school has a clear anti-bullying policy and procedures are in place to deal with any incidents brought to the attention of staff. No incidents of bullying, sexism, racism or aggressive behaviour were observed during the inspection.
- The good behaviour of pupils and their positive attitudes to learning enhance considerably the quality of life in the school.

Shortcomings

- Pupils' positive attitudes are not exploited enough to benefit their learning and standards of achievement in some lessons.

4.3 Attendance

Attendance rates are satisfactory and there are no instances of unauthorised absence.

- The school places a high priority on attendance and punctuality and many pupils have good records of attendance. Attendance rates have averaged 93 per cent over the last year.

- Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
- Effective liaison takes place with the Education Welfare Officer (EWO) when required.
- Registration is conducted efficiently and in accordance with statutory requirements.
- The school complies with the requirements of the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
- The school has set no formal targets for the improvement of attendance rates but the high priority afforded to attendance and punctuality is frequently made known to pupils and parents.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is satisfactory. Teaching was good in the Early Years and at KS1 and satisfactory at KS2. The quality of teaching was satisfactory or better in 93 per cent of lessons observed, good in 64 per cent, and very good in two per cent. In KS2, however, 14 per cent of teaching was unsatisfactory or poor. The quality of teaching has deteriorated since the 1997 inspection, when 75 per cent was good or better and the rest was satisfactory. The quality of teaching has been seriously affected in a few classes by teachers' absences through illness. A significant minority of pupils has been taught by many temporary teachers and the continuity of their education has been disrupted as a consequence.

Good features

- Teachers have a satisfactory knowledge and understanding of the subjects they teach. Although no teachers speak Welsh as their first language, they make positive efforts to teach and learn Welsh.
- The majority of teaching includes effective, short-term planning for the development of pupils' skills, knowledge and understanding, but there are deficiencies in planning, particularly in KS2. In the best teaching, teachers lead, guide and shape pupils' learning well because they are confident in their subject knowledge and their aims, and they know their pupils well.
- Teachers make clear what they expect of pupils in terms of achievement and behaviour. They use praise judiciously and help build their self-esteem. When teaching is particularly effective, teachers provide excellent resources and work in effective partnership with pupils to develop exciting and well-informed lessons. In a particularly

good English lesson in lower KS2, for example, the teacher blew bubbles of different viscosity, and inspired pupils to write well-crafted poetry with good vocabulary.

- Teachers use a range of organisational strategies. They provide pupils with opportunities to work as a whole class, in pairs and as individuals. They also use a good mix of teaching techniques to enliven their lessons. In the lessons in which teaching was good or very good, there was a strong sense of purpose amongst both teachers and pupils; the lesson's direction was very clear and time was used well.
- Teachers know their pupils well, value them as individuals and establish good relationships with them. They display a caring attitude towards them and offer a firm, fair and consistent approach to discipline. As a result, pupils feel happy and secure.
- Last year, the Y5 pupils in the mixed-age Y5/6 class were taught English and mathematics separately for part of each week. This ensured that those pupils received well-differentiated teaching, but that practice has not been undertaken at other times in the last five years. Teachers usually match work satisfactorily to pupils' abilities now, particularly in KS1.

Shortcomings

- Absence through illness has had a negative effect upon the teaching in at least one class because of a lack of coordination between the class teacher and a long series of temporary (supply) teachers.
- Teachers do not give pupils enough opportunities for individual investigations or independent research in maths and science, or for creative, extended writing.
- Teachers do not use ICT and the Internet enough to enrich pupils' knowledge.
- In some lessons, in KS2, teachers use time ineffectively, talking for too long, and leaving pupils with too little time to get on with their work.

5.2 Assessment, recording and reporting

The arrangements for assessment, recording and reporting to parents are unsatisfactory.

Good features

- Good use is made of information gained from baseline assessments to plan work for the children in the Reception class. Progress is closely monitored and parents are kept well informed.
- In KS1, teachers make good and very detailed, formative assessments and keep on-going notes on individual pupils' progress.
- Recent developments have improved the assessment and recording of pupils with SEN.
- Assessment of pupils' reading is very good in KS1

Shortcomings

- Assessment and recording procedures are inconsistent across the school.
- No assessments are made systematically in science, a core subject, nor in any of the other foundation Subjects.
- Pupils' progress is neither monitored nor tracked. Records do not provide a complete picture of pupils' achievements and progress.
- There are no moderating procedures in place and no portfolios of levelled pupils' work in the core subjects to use as benchmarks or to help improve teachers' assessment skills.
- The analysis of standardised tests, including national tests at the end of both key stages, is underdeveloped and not specific enough to recognise and highlight trends or weaknesses.
- Assessment of pupils' reading is superficial in lower KS2.
- A minority of teachers' marking is superficial and unhelpful.
- Annual reports to parents do not comply with statutory requirements, in that ICT is not reported on as a separate subject, and design and technology is wrongly referred to as technology. Summative comments are unsatisfactory in failing to set detailed targets for improvement.

5.3 Curriculum

The overall quality of the curriculum is unsatisfactory. The quality of the curriculum provided in the Early Years is good, in KS1 is satisfactory, but in KS2 is poor. The curriculum is socially inclusive and helps ensure that all pupils have equality of access and opportunity.

Good features

- The curriculum for children in Reception is rich and varied and prepares them well for the NC in KS1.
- The curriculum for pupils in KS1 is broad and balanced. Throughout the school, the curriculum is enhanced by the provision of a good range of extra-curricular clubs and activities which cater for pupils' musical, sporting and academic interests.
- The organisation of pupils in mixed age classes, is handled effectively in the main.
- The curriculum is socially inclusive. A good example of this is the way in which pupils with SEN are supported within the classroom and enjoy the same broad and balanced curriculum as pupils in mainstream classes. The promotion of racial harmony has recently been emphasised in a new policy.

Shortcomings

- Policies and schemes of work are incomplete or out-of-date in ten subjects and do not provide teachers with sufficient guidance, apart from in Welsh and religious education. Teachers do not plan their lessons with enough liaison between year-groups or key stages to ensure that all aspects of the NC are actually taught. Consequently, in KS2 history, for example, pupils have studied the Romans for too long but not covered other eras in enough detail. Similarly, the design and technology curriculum lacks depth, challenge, appropriate experiences or progression.
- In English, there is no overall scheme of work for KS2, and insufficient mapping of the skills taught to ensure that pupils develop their abilities progressively from year to year. English planning reflects some aspects of the National Literacy Strategy but there is no overall cycle of planning, followed by moderated evaluation feeding back into amended future planning. Design and technology planning is light on detail in KS2. More broadly, planning does not include enough opportunities for investigative mathematics or science, or for creative, extended writing in English.
- Schemes of work show little evidence of the influence of or amendments suggested by ACCAC in its guidance in the year 2000 (Curriculum 2000).
- Opportunities for pupils to apply and develop their key skills are not identified enough in teachers' planning. Opportunities are sometimes overlooked with regard to pupils' use of numeracy and ICT.
- Planning for the Welsh Dimension in subjects such as art, geography, history, or music is unsatisfactory.
- The provision for homework is unsatisfactory. There is some inconsistency between classes in the clarity of the instructions given to pupils about the homework they are given and in the frequency and quality of the feedback they receive in teachers' written or verbal comments.
- The arrangements for personal and social education are unsatisfactory. Opportunities to develop pupils' personal and social development are not identified enough in schemes of work.

5.4 Support, guidance and pupils' welfare

Satisfactory overall provision is made for the support, guidance and welfare of pupils but the school has no health and safety policy, and no assessment of potential risks has been carried out for many years.

Good features

- Teachers know pupils well and effectively monitor and support their social development and their personal welfare.

- Pupils are well supervised at break and lunch times and mid-day supervisors make a valuable contribution to their care and welfare.
- The school's policy for equal opportunities for all is successful. Teachers give a high priority to the inclusion of all pupils and this is evident in all aspects of school life.

Shortcomings

- Insufficient emphasis is placed on educational guidance. The academic support and guidance based on individual assessment linked to high expectations of pupils' progress, is underdeveloped.
- Some aspects of hygiene, health and sex education are incorporated into the curriculum but there is no policy for personal and social education (PSE) and it is not consistently planned and co-ordinated across all classes. There is no policy in place to ensure teachers give adequate consideration to the issue of drug and alcohol abuse.
- The school has no health and safety policy. No assessment of potential risks has been carried out for many years.
- The school has adopted the policy of the LEA to guide practice in child protection issues. Teachers understand the procedures to be followed but no formal training in child protection procedures has been undertaken for a number of years.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for pupils with special needs is good and they make satisfactory progress in acquiring the basic skills. Recent changes in procedures have been introduced, after parents voiced concerns, to ensure that parents are involved at an early stage in partnership with the school. There are 21 pupils at School Action level, four on School Action Plus and two with statements of SEN.

Good features

- The school conforms to the requirements of the new SEN Code of Practice for Wales and there is a clear, recently modified policy in place.
- The acting Special Educational Needs coordinator (SENCo), other teachers and support staff provide good quality support. They work together to provide well-structured activities and positive support.
- Pupils are identified at an early stage and are supported by well-written individual education plans (IEPs). These are matched to pupils' abilities, have clear learning targets and are regularly reviewed with teachers providing detailed reports for discussion.
- Generally, teachers provide differentiated work and tasks, which are appropriate to pupils' ability, although this is not always the case in mixed-age classes.

- Pupils with SEN are included fully in the life and work of the school, although a few are not allocated as much one-to-one support from learning support assistants as they, the teacher, and other pupils need.
- The acting SENCO manages the workload efficiently and co-ordinates the various outside agencies, teachers, support staff and parents well.

Shortcomings

There are no significant shortcomings.

5.6 Partnership with parents and community, schools and other institutions

Overall, the partnership with parents and the community, schools and other institutions is unsatisfactory.

Good features

- A small number of parents and friends help out in the classroom and accompany pupils on educational visits. Their commitment is valued by staff and they make a positive contribution to pupils' learning.
- The school's active Parents and Friends Association makes a good contribution to the life and work of the school. The association organises many social and fundraising events that enhance links with the local community and provide the school with a vital source of additional income. Funds raised are used purposefully to provide learning resources and enhance the school environment.
- Children aged under five have a good understanding and knowledge of the roles of adults who work in the school and in the community.
- The school has very recently introduced a useful home/school partnership agreement.

Shortcomings

- In the pre-inspection meeting with parents, in the questionnaires and letters returned to the inspection team, and in meetings with parents during the inspection, a significant majority of parents expressed grave concerns about the school's relationship with parents. Parents are concerned that the lack of continuity in leadership has had and continues to have an adverse impact on their children's education and standards of achievement.
- Parents are kept informed by regular newsletters and a termly curriculum topic sheet but overall, the quality of information provided for parents is unsatisfactory. The school prospectus is a useful document but, in its present form, fails to include all statutory information.
- Pupils' annual progress reports fail to provide parents with adequate information and do not meet statutory requirements.

- The school has developed satisfactory pastoral and administrative links with the main receiving secondary school but curriculum links are largely undeveloped and the lack of curriculum liaison impedes continuity and progression between KS2 and KS3.
- The school enjoys a productive partnership with the local church, but overall, the partnership with the local community is underdeveloped.
- In the past, the school has been in partnership with an initial teacher training establishment but in recent years no student teachers have undertaken placements there.
- Overall, other than the contribution of parents, the school's partnerships have little impact upon pupils' development and standards of achievement.

5.7 Partnership with industry

The school's partnership with industry is unsatisfactory.

Good features

- Pupils have been involved in the development of their school grounds. Working with various agencies, parents, teachers and a local craftsman, pupils have made a pathway around the grounds and constructed a tunnel and dome out of willow. Their enjoyment in the project is evident and they are justly proud of their achievements.
- Older pupils have some understanding of the importance of agriculture in their rural community and are aware of the impact that the Foot and Mouth outbreak had on the farming community.

Shortcomings

- The school has no policy for the promotion of links with industry and effective strategies are not in place to raise the economic and industrial awareness of pupils and give them insight into the world of work.
- Few members of staff have undertaken a relevant industrial placement with a view to enhancing professional development and improving curriculum provision for pupils.
- Partnerships with relevant agencies such as the Education and Business Partnership (EBP) and with Education and Learning Wales (ELWa) are underdeveloped.
- Overall, the school's partnership with industry has little impact on standards of achievement and the curriculum provision for pupils.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Procedures for self-evaluation and planning for improvement are poor.

Good features

- The acting headteacher has begun to encourage a more self-evaluative approach.

Shortcomings

- Recent major changes in membership of the governing body, and lack of coordination in leadership have had a detrimental effect on the school's procedures for self-evaluation and planning for improvement.
- The school development plan does not identify immediate priorities in enough detail. There are no systems in place for monitoring pupils' standards in the various subjects of the National Curriculum. Limited account has been taken of strengths and weaknesses when determining priorities for action. The programme for rewriting schemes of work has been set over too long a period of time. If it were adhered to, some subjects would not be brought up to date for 8 years.
- In general, procedures for analysing and tracking pupils' assessment and progress are poor.
- No formal system has been put in place for monitoring standards of work or the quality of teaching.
- Policies and schemes of work have not been reviewed thoroughly for many years.
- The school has responded poorly to the key issues identified in the last inspection report.

6.2 Leadership and efficiency

The overall quality of leadership and management provided since the last inspection have been poor but the school's ethos, currently, is good.

Good features

- Parents report that the school has undergone a considerable improvement in the last four months under the leadership of the present acting headteacher.
- The coordination and leadership of education for children aged under five is good.
- The school's routine daily administration and organisation are satisfactory.

- Governors share great concern with parents about the school's future and are working hard to achieve improvements.

Shortcomings

- The quality of leadership and management provided by the substantive headteacher has been poor. Because of the head teacher's absence through illness, followed by her voluntary secondment to the LEA, the school has had seven headteachers in the last two years. The previous deputy headteacher resigned two years ago, and after some lapse of time, an acting deputy headteacher was appointed.
- Because of public disagreements between governors and the substantive headteacher, a majority of governors resigned in May 2002. Over the summer term, replacement governors were sought and found for all but three vacancies. The new governing body is committed but relatively inexperienced, and its influence upon the school's strategic development is embryonic but growing. In 2002 it was involved in crisis management rather than a longer term, strategic view of school development. Governors' involvement in monitoring and evaluating the development of subjects is in its infancy.
- Governors have not yet been in a position to recruit a permanent, new headteacher or deputy headteacher but confirm that this is vitally important to future development. Lack of coordination in school leadership has resulted in the lack of a clear vision for school improvement, underachievement by pupils, an impoverished KS2 curriculum, a loss of support amongst many parents, the removal of about 50 pupils to other schools, and the demoralisation of governors, parents, staff and pupils.
- The school complies with most of, but not all, the statutory requirements and guidelines of the National Assembly for Wales. The prospectus does not meet statutory requirements, and performance management systems are not in place for any staff. There are also no induction systems in place to support three, recently appointed teachers.
- The leadership of subject coordinators is ineffectual in that they have not been allowed to influence subject development to any realistic degree for a substantial time. In general, there is no system for subject co-ordinators to monitor or evaluate the quality of teaching or standards regularly, or guide subject planning and development. There are also inequalities in the apportionment of subject responsibilities, with three recently appointed teachers coordinating three-quarters of the curriculum between them. With regard to English, the school has had some advisory, monitoring support from the LEA's literacy advisor but this has been insufficient.
- Financial management is unsatisfactory in that the school's budget is heading for a substantial deficit and there are no systems to check that expenditure has had a good impact on pupils' learning.
- Given the under-achievements of many more-able pupils for a number of years, in comparison with pupils in other similar schools, coupled with the low pupil:teacher ratios, the school gives poor value for money.

6.3 Staffing, accommodation and learning resources

The quality of staffing and accommodation are good overall. The quality and quantity of learning resources are satisfactory.

Good features

- The teachers are appropriately qualified and able to meet the needs of the pupils. They work hard to provide a happy and secure environment.
- The knowledge and expertise gained through INSET are usually relayed effectively to other teachers to enhance their skills.
- The school buildings and grounds are in good condition.
- Good use is made of all the available spaces.

Shortcomings

- The allocation and use of INSET has sometimes been ineffective.
- There is no formalised system in place for the induction of three recently appointed teachers in Reception, Y1 and Y2. A recently qualified teacher receives no non-contact time, and has no mentoring programme, yet has responsibility for three subjects.
- Most teachers have responsibility for one or more areas of the curriculum but three recently appointed KS1 staff have responsibility for nine of the 12 subjects of the curriculum.
- The lack of a learning support assistant in the Reception class limits the overall quality of support the teacher can provide for children in their different activities.
- There is no secure outside play provision for children under five and there is no ventilation in the cloakrooms.
- Storage space is limited.
- Resources for each area of the curriculum vary in quality and quantity and are barely satisfactory overall. There are no wheeled toys or climbing frames available for the children in the Reception class to develop their gross motor skills. Shortages in resources exist in art, history, geography and ICT.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is good and successfully promotes the achievement of the desirable outcomes for children's learning. The standards achieved are good in each of the six areas of learning except in physical development, which is satisfactory because of the lack of suitable, large, wheeled toys to develop children's gross motor skills. Work is characterised by detailed planning, supported by ongoing assessment, and well-organised routines.

Language, Literacy and Communication Skills are good

Good features

- Children listen attentively and respond well orally to the teacher's instructions and questions. They are articulate and can explain things clearly and confidently. Role play, games and puppetry help to foster children's speaking and listening skills.
- Sound progress is generally made in early reading. Children recognise many simple words and phrases. They recognise that print carries meaning, predict what happens next and re-tell the story in their own words.
- Many have a very good range of vocabulary and can suggest alternative words with similar meanings.
- In their written tasks, children use their descriptive vocabulary well to write a simple poem about the Troll from the story of 'The Three Billy Goats Gruff', using correct letter formation. Early skills in writing are developed well.
- A good start is made in Welsh due to the teacher's timely, regular and incidental use of the language.

Shortcomings

There are no significant shortcomings

Mathematical Development is good

Good features

- Children confidently sort and match objects according to size, colour and shape.
- They recognise, name and order numbers to ten correctly and count confidently to twenty and back. They recall numeracy rhymes and songs and concentrate well on simple counting games.

- The more able can create simple number sentences, using the correct symbols, on the interactive white board.

Shortcomings

There are no significant shortcomings

Personal and Social Development is good

Good features

- Children have a high level of confidence and establish effective relationships with other children and adults.
- They work increasingly independently and persevere in their learning. They share, take turns and clear up after practical activities.
- They take care of their personal hygiene and change appropriately, with a little help from adults, in preparation for physical activities.

Shortcomings

There are no significant shortcomings

Knowledge and Understanding of the world is good

Good features

- Children identify and sort materials by specific properties, for example, smooth, rough, hard and shiny. Their shelter for 'Antarctica', which is used for role-play, shows they make appropriate choices of materials for warmth and protection.
- They are developing a sense of chronology through comparing old and new houses and have a good awareness of the changes in the different seasons.
- They have developed good basic investigative skills in a classroom environment which stimulate interest and discussion.

Shortcomings

There are no significant shortcomings

Creative Development

Good features

- Children have regular access to a range of activities. They confidently cut, stick, model and decorate various items, making appropriate choices about colours and medium.

- They express their feelings well through painting, drawing and sound.
- They respond well to the different sounds of a range of percussion instruments.

Shortcomings

There are no significant shortcomings

Physical Development is satisfactory

Good features

- Children have a good awareness of space and understand the importance of safety aspects, listening carefully and responding to instructions, which they follow well.
- They share the equipment and take turns.
- They are agile, move around the room with confidence and change direction using space well. They work hard to improve their performance.
- Children handle various tools and construction toys with developing skill and use scissors and brushes with increasing precision.
- While working on the computer, children handle the mouse well to enable them to make choices and to follow commands.

Shortcomings

- Children's gross motor skills are underdeveloped.

English

Standards of achievement are good in KS1 and satisfactory in KS2, overall, though with significant shortcomings in writing.

Good features

- In KS1, standards in speaking and listening are good. Pupils listen carefully to their teachers and respond appropriately to questions. Most of them speak confidently to adults and express their thoughts clearly.
- In KS1 pupils read with increasing accuracy, fluency and independence. Their knowledge of phonics is well developed and they apply this knowledge effectively in both their reading and their writing. Most of them read aloud with confidence and more able pupils read with expression, recognising the role of punctuation in helping them to make sense of the text. Pupils in Y2 knew that Red Riding Hood is a traditional tale which has been repeated often and could cite other similar stories such as Alice in

Wonderland and the Three Bears. Some of these pupils also knew that an ellipsis presages something about to happen.

- They express preferences regarding the types of books they like to read and enjoy choosing books. All pupils in Y1 knew that dictionaries contain definitions, that they are non-fiction books, and that they contain words in alphabetical order for ease of use.
- Pupils in KS1 make good progress in the formal skills of handwriting, spelling and punctuation. The standard of handwriting of some pupils is very good and the great majority develop a legible, joined, consistent style.
- In KS1 pupils write in a satisfactory range of forms including personal accounts, letters and stories. When they write stories, most pupils in Y2 develop their ideas in sequences of sentences and use capital letters and full stops appropriately.
- Pupils achieve good standards in speaking and listening in KS2. For example, they listen attentively when the teacher reads a poem aloud to them, are eager to answer questions and some of them offer perceptive responses. In speaking aloud, they vary their performance to good effect. Y6 pupils also provide extended answers to their teacher's questions about deduction and inference. In Y3, pupils could not only describe bubbles as *circles*, but also as *transparent spheres*.
- Standards of reading in KS2 are satisfactory. Pupils use a range of reading strategies for different purposes. For example, they can read closely and give examples to support answers to questions. In Y5/6 more-able pupils can infer meanings not explicitly stated in the text. Less able pupils have developed confidence in reading to the whole class and have good comprehension skills.
- By upper KS2 most pupils can use the library classification system efficiently to find a book on a particular topic, confidently use contents and index pages and skim and scan to locate specific information.
- Pupils in KS2 make satisfactory progress in the development of handwriting, spelling and use of punctuation. They take responsibility for practising and learning to spell correctly words they are unsure of in their own writing. They use a range of punctuation effectively. The handwriting of the majority is well formed, regular and fluent and their work is neatly presented, but a large minority has poorly-presented work.
- A small amount of writing was very good, using phrases such as "*crimson, swirling darkness*" and "*screams of desperation*". A few very-able pupils are confident enough to drop the formal conventions of grammar when seeking to achieve more impact: "... *it was like it was something special. A birthday, a special day, Christmas.*"

Shortcomings

- Pupils do not make sufficiently swift progress in learning to read and write, relative to their abilities. Pupils in lower KS2, for example, do not make sufficiently good progress in reading because teachers' assessments do not inform them clearly what the next steps in their learning should be.

- Standards in writing in KS2 are unsatisfactory. Pupils write in a small range of forms and gradually learn how to plan, draft and develop their ideas. For example, in their poetry writing most pupils follow closely the ideas in the original poem they have studied. However, examples were seen of work that had been simply copied word-for-word from a text. Also, scrutiny of Y4 written work showed that pupils have made uneven, slow progress over time, even though a majority are able, and the class size is small.
- Less-able pupils have insufficient variety in the range of their writing for different audiences.
- Pupils do not write for a sufficiently wide range of purposes and audiences or use ICT often in their English work. There are very few examples of correspondence using electronic mail.
- In KS2 particularly, pupils' spelling is unsatisfactory.

Mathematics

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

Good features

- In KS1, pupils sort, match and sequence numbers correctly. They start to identify and use simple number patterns and number bonds.
- In Y1, pupils are familiar with number symbols and are confident in calculating using simple addition and subtraction.
- Pupils in Y2 can count confidently in twos, fives and tens, forwards and backwards. Knowledge of bonds is further extended at this stage. They know doubles up to ten and the more able pupils up to twenty. They recognise odd and even numbers.
- Pupils' mental strategies are developing well and they explain their thinking clearly, using the correct mathematical terms.
- They name and select coins to match given totals correctly and calculate change in simple shopping problems.
- In most cases, pupils can confidently name and accurately describe a number of two and three-dimensional shapes, use simple standard and non-standard units of measure, and recognise simple fractions. Many are also beginning to tell the time.
- In KS2, pupils continue to reinforce their work in numeracy with an increasing understanding of pattern and relation. They have a good understanding of place value and are confident in the computation of number, including negative numbers.
- Older pupils know and have a good recall of mathematical tables and recognise the relationship between fractions, decimals and percentages.

- Pupils deal confidently and accurately with tasks in number, shape and measurement and can create and analyse different forms of graphs with growing confidence. They calculate the perimeters and areas of regular shapes correctly, using the appropriate units of measure.
- Pupils have a good knowledge of the names and main features of two and three-dimensional shapes. They understand that some shapes have complex lines of symmetry.
- Pupils use correct mathematical language well.

Shortcomings

- Pupils' ability to use and apply mathematics is generally underdeveloped.
- Pupils develop and use mental strategies inconsistently in KS2.
- More-able, older pupils under-achieve because they are given work which lacks an appropriate stimulus or challenge.

Science

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils develop their observational skills well in KS1, learning to examine objects carefully, using all their senses. They describe their properties, similarities and differences with increasingly good use of correct scientific vocabulary.
- They recognise the different materials in the home and know that their different properties, such as waterproofing or transparency, are important for their use and function.
- Pupils understand that flowering plants grow and produce seeds which, in turn, produce new plants. They name and recognise the main parts of plants and are beginning to understand their functions and the conditions they need for healthy growth.
- They are aware of the importance of a healthy diet and exercise, name the major parts of the human body and identify the difference between living and non-living things.
- In KS2, pupils further develop their observational skills. In Y3, for example, pupils look closely at and compare different rocks and minerals, gathered during a visit to a site under the Severn Bridge. They record their findings in word and pictures and have a good recall of the names of the different types.

- Pupils in Y4 know and understand the difference between reversible and irreversible changes. They are beginning to classify them correctly by following instructions, observing carefully and noting changes as they happen.
- Older pupils know about germination, seed dispersal, the function of parts of plants and the conditions needed for healthy growth. They understand that plants and animals live in different habitats and can describe various food chains using the correct terminology.
- They know that light comes from many sources, including the sun, and have a clear understanding of how shadows are formed. They describe accurately the relationship between the sun, moon and earth, and the effects they have on night and day.
- Pupils' understanding of forces, magnetism and electricity is developing well.

Shortcomings

- Pupils' understanding of the principles of fair testing is unsatisfactory.
- Older pupils have insufficient knowledge of how to design their own investigations and recordings.
- A significant number of more-able pupils record known skills in their worksheets but do not extend or refine their ideas consistently.

Welsh second language

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1 and KS2, pupils use a few simple Welsh phrases incidentally, regularly and effectively during registration periods.
- Most pupils participate enthusiastically in lessons and display enjoyment when practising oral activities and dialogues in pairs. They complete language tasks, which build on their speaking, reading and writing abilities.
- In KS1, pupils sing songs and action rhymes to reinforce vocabulary. They show familiarity with simple greetings and can answer simple questions about themselves. They know a wide range of colours, can count to ten or beyond and make pertinent comments about the weather.
- Pupils develop their language patterns further through the use of role-play, which they enjoy.
- In KS2, pupils develop their knowledge and understanding of Welsh through repeating and extending set phrases about themselves, such as the colour of their hair or eyes, and the weather.

- Most can answer questions about their likes and dislikes, such as in different sports.
- Pronunciation is generally good and pupils work hard to improve by repeating sounds, which are often unfamiliar to them.
- Older pupils read confidently, with expression, when taking part in a role-play about Harri Morgan and make sensible suggestions when translating new vocabulary.

Shortcomings

- Pupils do not regularly practise incidental Welsh in other subjects.
- In KS2, pupils have an insecure recall of vocabulary and phrases and find difficulty in sustaining a simple dialogue without the aid of the written word.
- Pupils do not develop their knowledge of Welsh, or their understanding of the Welsh Dimension, progressively through the school.

Design and technology

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

Good features

- In KS1, pupils' making skills are developing well. They accomplish a variety of practical tasks where they work with a range of materials and components.
- Pupils use construction kits to good effect to develop their imagination and dexterity.
- They assemble their products by cutting and shaping materials with precision to produce a reasonable outcome.
- In Y1, pupils have designed and made houses related to the story of the 'Three Little Pigs'. They discussed their strengths and weaknesses to withstand the Wolf's blowing and are beginning to understand the importance of the materials used. The finished items show good choice of materials and skills of cutting, sticking and decorating.
- Their planning books show that they are beginning to design, list the necessary tools and materials and evaluate their finished products using their previous knowledge.
- In Y2, pupils are designing glove puppets having looked at examples of different types of puppets for ideas and came to the conclusion that sewing the material is stronger than gluing it. They cut out the shape carefully to fit their own hand and add facial features to suit the character from 'Little Red Riding Hood'. They make sensible evaluative comments.

- Pupils in KS2 have some experience of designing and making. For example, as part of their studies in history, they designed and made Tudor Houses listing the items and materials needed to make them.
- Older pupils are designing a kitchen tidy as an example of making an item for a purpose.

Shortcomings

- Pupils' evaluation skills are unsatisfactory in KS2. They do not regularly evaluate the outcomes of their lessons.
- Older pupils' design and technology skills are unsatisfactory. They lack imagination and experience in the use of a wide range of tools, materials and techniques.
- Pupils' skills in using ICT to support and extend their work are unsatisfactory.

Information and communications technology

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

Good features

- Pupils learn to use ICT to communicate and handle information to some degree in a range of subjects. They have sometimes used a digital camera to record their work.
- They start using computers from the age of four onwards and become increasingly capable as they get more practice.
- In KS1, pupils have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the Tool Bar such as the airbrush, the spray and the pen. Their work is well-proportioned, colourful and lively.
- Y1 pupils are able to find information about different subjects using the Internet.
- Pupils have improved their ICT capability in their wordprocessed writing, for example, by using a range of fonts and styles of text in poetry and letters.
- Pupils can find appropriate files in their own directories on a hard disk, and can open and use them. Occasionally, pupils are encouraged to use computers to support their research, for example, by using encyclopaedias on multimedia compact discs.

Shortcomings

- Pupils do not use ICT enough to record the results of their work in a range of subjects or for independent research, using databases, graphs or spreadsheets.

- Pupils in KS2 are not sufficiently skilled in the use of the internet, or multimedia compact discs, for research or in using electronic mail.
- Older pupils confirmed they do not use computers very much at all and when they tried to use a library computer, some did not know how to switch it on.

History

Standards are barely satisfactory in KS2. There was insufficient evidence to make a judgment on standards in KS1 but scrutiny of last year's work indicates that pupils had little opportunity to develop their knowledge and understanding of times past.

Good features

- Pupils in KS1 have written some very basic facts about the events involving Guy Fawkes' and the Gunpowder Plot in the 17th Century.
- In KS2, pupils develop a satisfactory knowledge and understanding of the major events of Tudor times and can recall details of the reign of Henry VIII and Queen Mary. They are beginning to understand the impact that discoveries based on world explorations made to the culture of the United Kingdom such as changes in eating and drinking habits caused by the importation of potatoes and chocolate.
- Pupils in KS2 develop an increasing ability to identify the causes and consequences of historical events in Y5 and Y6, but there was little evidence of pupils having many opportunities to study history in Y3 and Y4. Y5 and Y6 pupils have learned about the Gods worshipped by the Romans and the Celts, the temples they built, the layout of Roman towns, including Roman amphitheatres.
- By Y6, pupils' written reports of the Roman invasion from the point of view of a Celt demonstrate they have developed some understanding that people in the past would have viewed events in different ways. More able pupils have begun to evaluate the impact of the Romans on Britain.
- Older pupils have developed an understanding of how steam power affected the growth of mass production. Pupils have also studied simple time lines starting with facts about pre-history. Their work has included attention to the Seven Wonders of the World, Ancient Greece and Early Britain. Pupils have studied a Victorian schoolroom and compared it to a modern classroom. Some basic studies of coal mines have been completed.

Shortcomings

- Pupils do not build their skills and knowledge of history from one year to the next.
- Pupils in KS1 do not know how to ask as well as answer questions about the past using artefacts and other historical sources.

- Pupils in KS2 do not engage sufficiently in independent investigation of primary and secondary sources of information to answer questions about the past and to select, organise and communicate their findings in a variety of ways.
- Pupils generally do not have enough understanding of Welsh history.

Geography

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

Good features

- Y1 pupils are able to identify and locate most teachers and their classes on a simple map of the school. Virtually all pupils could draw the school from an aerial view. Previously they have identified the most common climatic features of a range of European countries, placing appropriate symbols on a map of Europe.
- Y2 pupils have a good working knowledge of weather conditions in different parts of the world and their effects upon the environment. They talk, for example, of how heavy rain in Hungary causes the main rivers to flood, or how monsoons in India involve very heavy, continuous rain for a long time, or of how African people sometimes have to dig for water because the desert is so dry.
- Y2 pupils can name British rivers such as the Wye and the Severn, and other famous rivers such as the Nile.
- Pupils make satisfactory progress in KS1 and KS2 in understanding and using maps.
- Pupils in Y1 understand some of the features of maps such as sea and land and can identify Wales on a map of the British Isles.
- Most Y3 pupils are able to predict temperatures with increasing accuracy, and can measure, record and compare temperatures around the school. The more-able refer to the Celsius scale.
- Y4 pupils respond sensibly to questions and are beginning to understand that maps represent an aerial view of land rather than oblique views.
- Pupils can identify north, south, east and west on maps when given guidance.
- Most Y6 pupils can research purposefully and pose some pithy and relevant questions about Pakistan. They collaborate well with partners. Most have a good understanding about the location of the Northern and Southern hemispheres. They could find out that Islamabad is the capital city of Pakistan. About 50 per cent have a good understanding of the scales and keys used in maps.

- Pupils with SEN are well provided for and make good progress in building their geographical knowledge through the use of ICT and the good support of learning support assistants.

Shortcomings

- Pupils in KS2 do not use their independent research skills sufficiently to gain additional information and to question, discuss, analyse and present their findings.
- Pupils who use the computer in geography lessons can produce printed labels but are very unfamiliar with the keyboard and take a long time as a consequence.
- Pupils have a limited understanding of grid references or of the positions of the compass.
- Pupils throughout the school do not use computers or the interactive whiteboard enough in their geography work, for example, to understand the geography of Wales.

Art

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

Good features

- In KS1, pupils express themselves well through pictures and patterns.
- They show good observational skills in their drawings and paintings and they are dextrous when manipulating pencils, paint brushes, glue and scissors to create images and models.
- Collages show a variety of techniques and materials used.
- In Y2, pupils' attempts to produce paintings in the style of famous French artists are very successful and achieve the desired effect.
- In KS2, pupils' drawings show good observational skills.
- Y4 pupils use watercolours effectively to show different shades and tones.
- Older pupils' efforts to create Mehndi patterns on their hands are detailed and effective, showing good concentration and imagination.

Shortcomings

- Pupils' understanding of the work of famous artists, including Welsh artists, is limited.
- Pupils in KS2 do not paint on a regular basis and do not develop their imagination in pictorial form.

- Pupils in KS2 do not develop their knowledge and skills progressively in investigating and evaluating their work from year to year.
- Pupils have insufficiently developed skills in three-dimensional artwork or in their understanding of Welsh artists.

Music

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Standards of performance in singing during KS1 and KS2 assemblies are good. Pupils respond positively to the music of famous composers when pieces are played in assemblies.
- Standards in playing musical instruments are good. Pupils play a range of string, woodwind, percussion and brass instruments well in school assemblies, and in after-school sessions.
- Pupils in Y1 are practised at evaluating each others' performances. They maintain a good rhythm in group readings of shared poetry using percussion instruments.
- Pupils in Y2 can use untuned percussion instruments to compose and arrange simple pieces of "water" music.
- Y3 pupils are inventive in suggesting accompaniments to pieces of music and show confidence in performance. Their music-making is creative and vivacious.
- Pupils show a good understanding of different rhythms, and how they can be combined to make music of an interesting texture, using a range of musical instruments.
- Pupils in Y6 have some knowledge about composers such as Gustav Holst. They are highly articulate in appraising the Planets Suite. Valuable contributions are made by both gifted pupils and those with SEN. In their compositions they show good standards and perform them well. Through their teacher's encouragement they learn how to improve their work through positive appraisal.
- Extra-curricular activities, such as orchestra rehearsals run by teachers, and a recorder club taught by a Y6 pupil, enhance standards in music

Shortcomings

- Pupils do not build up enough of a vocabulary of musical words because lessons do not have a sharp enough focus on key words.
- Pupils' sense of timing is unsatisfactory because they have too few opportunities to compose and perform music in lessons.

- Pupils have a limited understanding of Welsh culture through music.

Physical education

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1 and KS2, pupils follow instructions well and work hard, with sustained energetic activity and sensible behaviour, to improve their personal performance.
- They show good balance and body control when repeating their movements.
- They compose movements by varying shape, speed, level and direction, with good rhythmic response.
- They keep to music well and perform with obvious enjoyment and focused concentration.
- Pupils work well as individuals, in pairs and in groups, and their awareness and use of space is good.
- They know about the physical effect of exercise on their bodies and the importance of warming up and cooling down.
- Many show good hand-eye co-ordination when catching, passing or directing a ball. They are developing a competitive but sporting attitude in team games.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1 and KS2, pupils have a good knowledge and understanding of Christian festivals, as well as those of other World faiths. Visits to the local church help pupils' to a better understanding of religious symbolism and the reasons for rites and rituals.
- In KS1, pupils understand the need for and the importance of rules in daily life.
- They understand the meaning of some religious celebrations and show an appreciation of their significance in the Christian, Jewish, Hindu and Islamic faiths.

- In KS2, pupils are gaining confidence to talk about the values that are important to them. Many were able to produce thoughtful, reasoned arguments in a particularly sensitive discussion held in circle time.
- Stories from Christianity and other World faiths, as well as those originating in Wales provide the children with a good base on which to develop their opinions about culture and faith.
- In KS2, pupils develop a satisfactory knowledge about the different symbols used in a range of faiths, such as the lamb, the egg and the horseradish. Pupils also get some understanding about the holy things used in religious places of worship, such as for the Christian Passover or in the Jewish Hanukkah.
- Pupils have learned something about the concept of pilgrimage to holy places of faith, such as to Rome, to Mecca and to Banaras.

Shortcomings

- Less-able pupils have much unfinished written work in their books and their presentation is unsatisfactory.
- Pupils do not make good enough progress because they are unclear as to how to improve their work.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Overall, the school has made poor progress in addressing the issues raised in the last inspection and in overall school improvement over the last five years.

1. *“develop a more effective and coordinated system for monitoring standards”*
There are very few systems to monitor or evaluate standards in any subjects. Poor progress.
2. *“ensure that policy and procedures relating to SEN are reviewed to make them comprehensive; ensure that procedures are fully implemented and that IEPs are prepared in more detail”*
Provision for pupils with SEN is now good. Good progress.
3. *“revise the targets set out in the SDP to make them more specific”*
For most of the last year, the SDP was not amended or used to direct school development. The current SDP has not involved enough of the school’s stakeholders and does not deal sufficiently robustly with the most urgent issues needing attention. Unsatisfactory progress.

4. *“maintain the current good standards while striving to overcome the shortcomings identified in this report, especially to improve literacy for the small group of pupils at the lower end of the average ability range”*
Standards have declined in every subject but one. There are many more shortcomings in subjects – and aspects - now than there were at the time of the last inspection. Poor progress.
5. Additionally, the school’s curriculum is impoverished at KS2 and lacks cohesion throughout the school, apart from in the Early Years class. Too little attention has been given to refinement of the curriculum in view of the national initiatives and guidance in recent years.
6. The quality of leadership and management has deteriorated.

8.2 Key issues for action

The governors, headteacher and staff now need to:

1. improve all aspects of leadership and management;
2. improve pupils’ achievements in English, mathematics, science, art, design and technology, ICT, and other subjects where they are only satisfactory or worse;
3. raise standards in the key skills of writing, ICT and numeracy when used in other subjects;
4. improve all aspects of the quality of teaching;
5. improve the curriculum by:
 - updating the schemes of work for all subjects to ensure that all aspects of every subject are taught at the appropriate time and pupils make progressive gains in their knowledge and understanding;
 - improving the planning and teaching for personal and social education;
6. improve arrangements for assessment, recording and reporting;
7. improve the partnership with parents, the community, other schools and institutions, and industry;
8. ensure that statutory requirements are met with regard to:
 - the school prospectus
 - performance management
 - induction and support for new staff
 - a policy for health and safety

APPENDIX

A. Basic information about the school

Name of School	Trellech Primary School
School type	Maintained Primary
Age-range of pupils	4 to 11
Address of school	Trellech, Monmouthshire
Post-Code	NP25 4PA
Telephone Number	01600 860395

Substantive Headteacher	Mrs. L. Beavan
Acting Headteacher	Mr K. Jacob
Date of appointment	September 1996
Chair of Governors/ Appropriate Authority	Cllr M. Routh
Registered Inspector	Mr. R. A. Isaac
Dates of inspection	21 st to 23 rd January 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	17	17	24	21	14	15	15	123

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.1

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	17.3 : 1
Pupil:adult (fte) ratio in nursery classes	N/A
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20.5
Teacher (fte) : class ratio	1.18 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Spring 2002	92.4	92.8	89.6	91.5
Summer 2002	91.9	92	92.4	92.1
Autumn 2002	93.6	95.5	95.5	95.5

Percentage of pupils entitled to free school meals	1.6%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 22					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	5	55	41	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	0	5	50	45	0
		National	0	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	0	5	73	23	0
		National	0	5	14	70	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	18	41	41	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	0	0	55	45	0
		National	0	2	10	65	23	0
SCIENCE	Teacher Assessment	School	0	0	0	73	27	0
		National	0	2	11	70	17	0

Of those entered for the statutory English Spelling Test, the percentage at each level was as follows:

	W	1	2	3	Abs
School	0	n/a	n/a	n/a	n/a
National	0	15	60	25	

CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 2 in mathematics, and English			
by Teacher Assessment		by Test	
In School:	95	In the school:	n/a
In Wales:	81	In Wales:	n/a

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002										Number of pupils in Y6: 20		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	8	42	50	0
		National	0	0	1	0	1	5	16	45	29	0
	Test/Task	School	0		0	0	0	0	25	42	33	0
		National	0	2		1	0	4	12	41	38	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	0
		National	2	0		0	1	4	19	49	23	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	0
		National	2	2		N	N	3	17	50	24	N
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	42	50	0
		National	0	0		0	1	4	19	46	27	0
	Test/Task	School	0		0	0	0	17	17	42	25	0
		National	0	2		0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	8	42	50	0
		National	0	0		0	0	2	13	49	33	0
	Test/Task	School	0	0	0	0	0	0	17	50	33	0
		National	0	3		0	0	1	10	47	38	N

CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by Teacher Assessment		by Test	
In the school:	95	In the school:	60
In Wales:	68	In Wales:	68

- D Pupils who are exempted 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

D. Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, was at the school for a total of seven inspector days.

- During this time all teachers were visited and all classes were seen. A total of 44 sessions, part sessions or interactions were inspected and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, staff and pupils. Pre- and post-inspection meetings were held with governors and staff, and 20 parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 46 parents were also analysed.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr R. A. Isaac Registered Inspector	English Information & Communications Technology History Geography Music Religious Education	Context Main findings Standards achieved in subjects and areas of learning The Curriculum Quality of Teaching Leadership and efficiency Progress since the last inspection Key issues for action
Mrs J. Warr Lay Inspector		Behaviour and attitudes Attendance Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry
Mr M. D. Jones Team Inspector	Welsh second language Mathematics Science Art and Design Design and Technology Physical education	Early Years Key Skills SMSC Assessment, recording and reporting Provision for pupils with SEN Self-Evaluation Staffing, accommodation and learning resources

Acknowledgement

The registered inspector and team wish to thank the governors, acting headteacher, staff, and pupils for their co-operation and courtesy before and during the inspection.