

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

A Report on the Quality of Education in

**Crickhowell C.P. School
Oakfield Drive
Crickhowell
Powys
NP8 1DH**

School Number: 6662113

Date of Inspection: 30 June 2008

by

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

The inspection of Crickhowell C.P. School took place between 30/06/08 and 02/07/08. An independent team of inspectors, led by Merfyn Douglas 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Crickhowell Community Primary School is situated near the centre of the small market town of Crickhowell in the south of Powys and it caters for pupils aged between four and eleven years. The area is relatively prosperous with the majority of the intake coming from private accommodation. Pupils are drawn from a range of social backgrounds from the town, the surrounding rural area and the local army camp.
2. Currently, there are 264 pupils on roll, including 20 full-time nursery pupils. The full range of ability is represented in the intake with three per cent entitled to free school meals and 14 per cent being identified as having special educational needs. These percentages are below local and national averages.
3. The school also houses a Specialist Centre for 12 pupils with moderate learning difficulties. This unit serves the catchment area of the local High School.
4. Nearly all the pupils come from English speaking homes. None speak Welsh as a first language and one per cent comes from minority ethnic groups. Eight pupils (three per cent) receive support teaching in English as an additional language.
5. No child is registered as 'Looked After' by the local authority and no pupil was excluded in the last 12 months.
6. Including the head teacher, there are eleven full-time and two part-time teachers. There are also four full-time and two part-time classroom support staff.
7. The school was last inspected in May 2002 and the present head teacher was appointed in February 2006.
8. **The school's mission statement:**
"Crickhowell Primary School will strive to provide a welcoming, happy, caring and secure working environment for all, in which our pupils will be educated appropriately in terms of the changing needs of the world in which we live."
9. **The school's main aims are to:**
 - create an environment in which pupils are safe, secure and happy;
 - offer teaching suited to individual need;
 - develop pupils' academic and social skills through working together;
 - encourage pupils to strive for excellence in work, attitude and behaviour;
 - encourage politeness, courtesy and respect for people and property;
 - develop pupils' sensitivity to different social customs and behaviour, and
 - meet the needs of the National Curriculum.

The school's priorities and targets

- raise standards in reading and spelling;
- improve Welsh as a second language including teachers' knowledge, incidental Welsh and pupils' extended writing;
- use the library and the interactive whiteboards more effectively;
- improve pupils' problem solving and independent learning skills and review target setting procedures;
- implement the foundation phase, and
- ensure pupils' work is properly differentiated.

Summary

10. Crickhowell Community Primary School is a very good school with outstanding features, which include a very caring and supportive ethos and a very successful special needs provision. The head teacher and staff work extremely hard to raise standards and to ensure equality of opportunity for all children.

Table of grades awarded

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

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
12. Early Years children and pupils in both key stage 1 and key stage 2 make very good progress and achieve outstanding standards in the key skills of speaking, listening and information and communications technology (ICT).
13. They also make good progress and achieve good standards in the key skills of reading, writing and numeracy.
14. Overall, pupils' creative and problem-solving skills are good. Their knowledge and understanding of the heritage and culture of Wales is generally good. However, their bilingual skills are underdeveloped across the school.
15. Pupils with special educational needs (SEN) make good, and sometimes very good, progress and regularly achieve targets set in their individual educational programmes. Pupils with English as an additional language also make good progress.
16. Baseline assessments indicate that standards on entry are generally slightly above the Local Education Authority (LEA) averages.
17. Analysis of end of key stage assessment results over the last three years indicates that key stage 1 pupils attained above the local and national averages in 2006 and 2008 but below in 2007.

18. In 2008, the core subject indicator, i.e. the percentage of pupils attaining level 2 and above in all three subjects combined, is 94 per cent compared with 80 per cent nationally. This is a significant improvement on previous years' results.
19. Over the last three years, end of key stage 2 results have been above local and national averages. In 2008, the core subject indicator results, i.e. the percentage of pupils attaining level 4 and above in all three subjects combined, is 88 per cent compared with 74 per cent nationally.
20. These 2008 results will place both key stage 1 and key stage 2 in the top 50 per cent when compared with similar schools, i.e. schools with similar numbers of pupils entitled to free school meals. In the last three years, key stage 1 results have consistently been in the bottom 50 per cent and key stage 2 around the average mark.
21. It must be noted that end of key stage assessment results can be affected by the transient nature of the school role (particularly with regards pupils from the local army camp) and the inclusion of pupils from the Specialist Centre in the data.
22. Overall, pupils make good progress in developing their spiritual, moral, social and cultural skills.
23. In all classes, pupils' progress in their personal, social, moral and learning skills is good. They carry out their responsibilities confidently and this has an encouraging effect on the positive ethos of the school. Relationships are very good throughout the school and pupils feel free to express and explore their views within an atmosphere of honesty and fairness. Both pupils and staff show respect, care and concern for others.
24. Pupils are extremely well motivated and show a very high level of enthusiasm for their schoolwork and related activities. However, pupils' understanding of the progress they make and how they need to improve their work is underdeveloped.
25. Attendance is excellent. This is an outstanding feature at the school. The vast majority of pupils arrive punctually for school and for lessons.
26. Discussions with pupils, including the school council, indicate that they have good awareness of equal opportunities, tolerance and respect for diversity. Pupils show themselves to be good global citizens when they talk knowledgeably about the cultures and religions of the wider world.
27. Pupils' knowledge and understanding of the workplace and the local community is good and their entrepreneurial skills are developing well.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	70%	12%	0%	0%

28. These figures are above those reported in the Chief Inspector of Schools Annual Report for 2006 – 2007 when the quality of teaching throughout Wales was a grade 2 or better in 80 per cent of lessons. The figures also exceed the target for 2010 for the quality of teaching to be grade 2 or better in 80 per cent of classes.
29. Teaching in the Early Years is consistently good; with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning.
30. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils. They have excellent relationships with their pupils and demonstrate consistent and very effective pupil management. Lessons are well planned with clear objectives, and take account of the needs of individual pupils, including those with SEN or with English as an additional language. Planning for the basic and key skills is good.
31. Teachers make good use of questioning to elicit pupils' views and feelings and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations. They use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of experiences, including visits and visitors.
32. Learning support assistants are deployed and used very effectively. They are capable and knowledgeable and make a significant impact on pupils' learning and attitudes.
33. The school has a comprehensive system of assessment based on clear, valid criteria and on a good balance of information from a wide range of sources. The procedures are well carried out and understood by the staff. However, the quality of the targets to improve pupils' learning and the involvement of the pupils in setting and evaluating these targets vary considerably across the school.
34. The school's procedures for reporting to parents are good and parents are well informed about the progress that their child has made.
35. The school provides a broad balanced curriculum that complies with statutory requirements and meets the needs of the age range and abilities of pupils on roll. The curriculum is equally accessible to all pupils, including those with special educational needs (SEN) and those with English as an additional language.

36. Pupils in the Early Years enjoy a very good range of experiences both indoors and outside. The school has put much emphasis on preparation for the Foundation Phase of learning and teachers are well placed to put this new curriculum initiative into practice.
37. The breadth and quality of the curriculum, extra-curricular opportunities, business enterprise and work-related education ensures that the learning experiences reflect national priorities and successfully lay the foundation for lifelong learning.
38. The provision for spiritual, moral and social development is an outstanding feature observed. However, there is a lack of opportunities and incentives to promote bilingualism and to encourage pupils to use the Welsh language.
39. The school has good and positive links with parents, the local community and other schools and colleges.
40. Sustainable development and global citizenship are extremely well promoted across the curriculum.
41. The school provides a happy, supportive, caring and safe environment for pupils to learn. The provision for personal support and guidance for pupils is good.
42. The personal and social education programme, including health education, is fully integrated into all aspects of the school's activities and ensures the healthy development, safety and well being of all pupils.
43. The school carefully monitors pupil's attendance, punctuality, behaviour and performance. This is an outstanding feature at the school.
44. The deputy head teacher is the designated Child Protection Officer and all staff have received relevant training in child protection and are aware of correct procedures to follow.
45. The policy and procedures for dealing with bullying and unacceptable behaviour are clearly understood by pupils, staff, parents and carers and are successfully implemented. This is an outstanding feature.
46. The quality of provision for pupils with additional learning needs is also an outstanding feature of the school. Very thorough procedures are in place to diagnose, intervene and properly deal with pupils' individual difficulties.
47. The quality of provision for equal opportunities at the school is another outstanding feature. This is because the school gives such a high priority to the inclusion of all pupils whatever their learning, linguistic, social, or ethnic background and it makes every effort to ensure the equal treatment of disabled learners.

48. Good race relations are promoted effectively through the caring nature of the school. It actively embraces diversity and promotes respect for it effectively across the school.

Leadership and management

49. The very experienced head teacher provides a high quality of leadership. His management is purposeful and knowledgeable and he is dedicated to raising standards in both teaching and learning. By virtue of his own industry and enthusiasm, he has the respect and loyalty of staff, governors, parents and pupils alike.
50. He is extremely well supported by a very recently appointed deputy head teacher and a hard working senior management team. The deputy head teacher is an excellent role model with outstanding teaching skills.
51. The staff and governors work together as a very effective team and meet regularly to monitor and review different aspects of school life. However, the monitoring role of the subject leaders, with regards teaching and learning in the foundation subjects, is not yet fully developed.
52. The school takes good account of national priorities and is promoting pupils' awareness of healthy eating, sustainable development and global citizenship very well. The promotion of bilingualism is not as obvious and has been identified as an area for development.
53. The school works closely with other local schools and takes good account of local partnerships and cluster initiatives.
54. Teachers and support staff regularly attend training courses to improve their skills. All in-service training is linked to priorities in the school development plan as well as continual professional development needs.
55. The governing body is very supportive of the head teacher and has a comprehensive understanding of what is required to move the school forward. It fulfils its regulatory and legal requirements and all governors understand their roles and responsibilities.
56. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements. There is a culture of review and self-criticism among the staff and governors. They contribute to the process of self-evaluation and are well aware of its findings. The school also sought out, and took account of, other interested parties, including ancillary staff and pupils. However, the views of parents were not formally sought.
57. The school's self-evaluation report is good, and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. It is detailed, concise and identifies strengths and areas where improvements are needed. These are used to inform the priorities in the School Development Plan.

58. Overall, the school has made good progress since the last inspection. Most of the key issues have been successfully addressed.
59. The school has a suitable number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Teachers are well-qualified and are effectively deployed in providing the school with a comprehensive range of skills and expertise
60. The caretaker, cleaners, canteen staff and lunchtime support team are valued members of the school community and make an important contribution to the efficient running of the school.
61. The quality and quantity of the learning resources are very good and positively enhance pupils' work in the different subjects and areas of learning. The grounds and building are situated in a very attractive setting; the use and adaptation of these facilities for learning by the school is an outstanding feature.
62. The head teacher, deputy head teacher and governors budget systematically for all expenditure and they are clear about the costs of developments and their impact on educational standards. Spending decisions are clearly linked to the school's priorities.
63. The school is actively addressing all the issues recommended in the last financial audit and is achieving good value for money.

Recommendations

64. In order to improve, the school needs to:
- R1 Continue to further develop regular monitoring of teaching and learning in the core subjects and develop monitoring procedures for the foundation subjects;
 - R2 Create more opportunities and incentives to improve pupils' bilingual skills, and
 - R3 Continue to develop assessment for learning, ensuring the involvement of all pupils in setting and reviewing their own targets in subject areas.

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

65. The findings of the inspection team match the judgements made by the school in its self-evaluation.
66. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
67. Early Years children and pupils in both key stage 1 and key stage 2 make very good progress and achieve outstanding standards in the key skills of speaking, listening and information and communications technology (ICT).
68. They also make good progress and achieve good standards in the key skills of reading, writing and numeracy.
69. Overall, pupils' creative and problem-solving skills are good. Their knowledge and understanding of the heritage and culture of Wales is generally good. However, their bilingual skills are underdeveloped across the school.
70. Pupils with special educational needs (SEN) make good, and sometimes very good, progress and regularly achieve targets set in their individual educational programmes. Pupils with English as an additional language also make good progress.
71. Baseline assessments indicate that standards on entry are generally slightly above the Local Education Authority (LEA) averages.
72. Analysis of end of key stage assessment results over the last three years indicates that key stage 1 pupils attained above the local and national averages in 2006 and 2008 but below in 2007.
73. In 2008, 94 per cent attained level 2 or better in English, by teacher assessment, compared with an average of 82 per cent nationally. In mathematics, they attained 97 per cent compared with 87 per cent nationally and, in science, 97 per cent compared with 89 per cent nationally.
74. The core subject indicator, i.e. the percentage of pupils attaining level 2 and above in all three subjects combined, is 94 per cent compared with 80 per cent nationally. This is a significant improvement over previous years.
75. Over the last three years, end of key stage 2 results have been above local and national averages. In 2008, 88 per cent attained level 4 or above in English compared with 79 per cent nationally. In mathematics, they attained

92 per cent compared with 80 per cent nationally and, in science, 92 per cent compared with 85 per cent nationally.

76. In 2008, the core subject indicator results, i.e. the percentage of pupils attaining level 4 and above in all three subjects combined, is 88 per cent compared with 74 per cent nationally.
77. These 2008 results will place both key stage 1 and key stage 2 in the top 50 per cent when compared with similar schools, i.e. schools with similar numbers of pupils entitled to free school meals. In the last three years, key stage 1 results have consistently been in the bottom 50 per cent and key stage 2 around the average mark.
78. It must be noted that end of key stage 2 assessment results can be affected by the transient nature of the school role (particularly with regards pupils from the local army camp) and the inclusion of pupils from the Specialist Centre in the data.
79. Similar to national figures, girls generally outperform boys. This is recognised by the school and appropriate steps have been taken to address the differences.
80. Following a focus on raising standards in literacy and numeracy, through regular withdrawal support and 'Catch Up' programmes for identified groups of pupils, 2008 targets set by the school for the end of key stage 2 were exceeded in both English and mathematics.
81. Overall, pupils make good progress in developing their spiritual, moral, social and cultural skills.
82. In all classes, pupils' progress in their personal, social, moral and learning skills is good. They carry out their responsibilities confidently and this has an encouraging effect on the positive ethos of the school. Relationships are very good throughout the school and pupils feel free to express and explore their views within an atmosphere of honesty and fairness. Both pupils and staff show respect, care and concern for others.
83. Pupils are extremely well motivated and show a very high level of enthusiasm for their schoolwork and related activities. They have a very positive attitude to learning and demonstrate interest in their work, making very effective use of their time. Their capacity to work independently, as well as collaborating with others, is good.
84. However, pupils' understanding of the progress they make and how they need to improve their work is underdeveloped.
85. Pupils show respect to their peers and to adults and move around the school in a quiet and orderly manner.

86. Pupils have a very clear understanding of what is expected of them and their attitudes and behaviour are excellent. They are confident, polite, friendly and relaxed in lessons. This is an outstanding feature at the school.
87. Attendance is excellent. This is an outstanding feature at the school. The average attendance for the three terms prior to the inspection was above the target figure of 95per cent set by Welsh Assembly Government, above the Powys LEA average and above the latest All Wales figures. The unauthorised absence figure is minimal. The vast majority of pupils arrive punctually for school and for lessons.
88. Discussions with pupils, including the school council, indicate that they have good awareness of equal opportunities, tolerance and respect for diversity. Pupils across the school have a clear understanding that 'you should treat all others as you would like to be treated yourself'.
89. Boys and girls work and play well together, without demonstrating any stereotypical attitudes and take an active part in all that the school offers.
90. Pupils show themselves to be good global citizens when they talk knowledgeably about the cultures and religions of the wider world, and in particular about their strong links with children in Botswana and Uganda. They say that racism is not an issue because they learn respect, and know that everyone is equal.
91. Pupils' knowledge and understanding of the workplace and the local community is good and they are developing good entrepreneurial skills. They are aware of the work people do and of the ways in which people look after and care for their community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team match the judgements made by the school in its self-evaluation.
93. In the 32 lessons or part lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	70%	12%	0%	0%

94. Teaching shows good features, with no important shortcomings, in 88 per cent of the lessons observed. Within this proportion, 18 per cent had outstanding features. These figures are above those reported in the Chief Inspector of Schools Annual Report for 2006 – 2007 when the quality of teaching throughout Wales was a grade 2 or better in 80 per cent of lessons. The figures also exceed the target for 2010 for the quality of teaching to be grade 2 or better in 80 per cent of classes.
95. Teaching in the Early Years is consistently good; with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning. The learning environment for these children effectively promotes the skills and attitudes necessary for learning.
96. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.
97. Teachers have excellent relationships with their pupils and demonstrate consistent and very effective pupil management; this is an outstanding feature.
98. They work hard to raise pupils' self-esteem by showing concern and giving regular praise and encouragement.
99. Lessons are well planned with clear objectives and take account of the needs of individual pupils, including those with SEN or with English as an additional language.
100. Teachers make good use of questioning to elicit pupils' views and feelings and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations.
101. They use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of experiences, including visits and visitors.

102. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching. Their knowledge and understanding of the requirements of the national curriculum is good.
103. Learning support assistants are deployed and used very effectively. They are capable and knowledgeable and make a significant impact on pupils' learning and attitudes.
104. Outstanding features in lessons included:
 - tasks and activities that are challenging within a set time scale and very well matched to pupils' abilities;
 - the clarity of explanations and the quality of questioning;
 - the very effective use of support staff and the outdoor facilities, and
 - the pace of the lesson and the range of strategies used.
105. In the few lessons where there are shortcomings, lessons lack pace and are too teacher-directed.
106. The school has a comprehensive system of assessment based on clear, valid criteria and on a good balance of information from a wide range of sources. The procedures are well carried out and understood by the staff. The progress made by individual pupils in the core subjects is clearly recorded in the teachers' assessment files and this information, together with the information in the school tracking file give a clear picture of the standards achieved by individuals and year groups.
107. The efficiency and purpose of the collation and analysis of the pupils' assessments, and the use made of this analysis to improve teaching and learning in the Specialist Centre, Early Years and in the curriculum area of Information and Communications Technology is a particular strength of the school.
108. Teachers regularly and effectively adjust the learning objectives in their weekly plans following their evaluation of pupils' responses to previous lessons. Teachers have produced useful portfolios of evidence of pupils' work to indicate the expected standards at different stages.
109. The school fully complies with all statutory requirements for assessment and for recording and reporting its outcomes. The quality of the transfer records sent to the comprehensive school is good and there are regular and useful arrangements between the two schools for moderation to strengthen teachers' assessment skills.
110. The marking policy offers teachers good guidance and the greater majority of pupils' work is marked conscientiously. However, the marking often indicates that the task has been completed and only rarely does it directly relate to the lesson objectives or indicate what the pupil needs to do next to improve.
111. The quality of the targets to improve pupils' learning and the involvement of the pupils in setting and evaluating these targets vary considerably across the

school. The new 'Assessment for Learning' initiative is beginning to develop the good practice in this area that is already in place in the Specialist Centre, Early Years and in the curriculum area of Information and Communications Technology (ICT).

- 112. The school's procedures for reporting to parents are good and parents are well informed about the progress that their child has made. Individual annual reports to parents provide a good balance of detailed information relating to both the academic and personal progress made by the pupils.
- 113. The school has an open door policy for parents and carers; parent teacher consultation evenings are arranged twice a year, these are well attended and enable parents to have a good understanding of their child's progress.

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

- 114. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 115. The school provides a broad balanced curriculum that complies with statutory requirements, including that for religious education and personal and social education. The curriculum is equally accessible to all pupils, including those with SEN and those with English as an additional language.
- 116. Overall, the curriculum is well organised and supported by relevant policies and schemes of work that ensure, as pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
- 117. The planning of the curriculum is, in most lessons, sufficiently differentiated to meet the needs of the greater majority of pupils. There is a clear policy for the more able and talented pupils.
- 118. The quality of the curriculum on offer in the Specialist Centre, including the support given to SEN pupils, together with initiatives such as the 'Catch-Up' programme, is a notable strength of the school.
- 119. Pupils in the Early Years enjoy a very good range of experiences both indoors and outside. The school has put much emphasis on preparation for the Foundation Stage of learning and teachers are well placed to put this new curriculum initiative into practice.
- 120. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

121. Planning for the basic and key skills is good. The school has a detailed document that outlines the key skills to be taught each term; teachers' short term and lesson planning focuses on the specific basic and key skills to be developed in the lesson. The emphasis on the development of pupils' skills in speaking and listening and the progressive development of ICT skills, are notable strengths of the school.
122. Pupils take part in a good range of extra-curricular activities that broaden and enrich their curriculum experiences. Visits to the local community and further afield, together with the experiences provided by a variety of visitors to the school, enrich pupils' learning. They promote their sense of belonging, and their knowledge and understanding of the heritage and culture of Wales. Together these visits and visitors enhance the pupil's knowledge and inform them about work and the wider world.
123. The provision for spiritual, moral and social development is an outstanding feature of the schools provision. Staff are good role models and they ensure that very many opportunities are provided for pupils in planned activities across the curriculum.
124. The school's provision for cultural development is good overall.
125. There are good and positive links with parents, the local community and other schools and colleges. Parents make a very effective contribution to the school through their regular support of pupils' learning and their fund raising activities.
126. The school provides good training facilities for student teachers and others taking vocational qualifications.
127. There are effective links with the Education Business Partnership and Careers Wales Gwent. Industrialists come to school to talk to the pupils about the workplace and staff have been on courses with Careers Wales.
128. There is a lack of opportunities and incentives to promote bilingualism and to encourage pupils to use the Welsh language. However, the *Cwricwlwm Cymreig* is promoted well across the school.
129. The school is actively inclusive and offers equal opportunities for both boys and girls in all activities. Pupils from minority ethnic groups and pupils from the Specialist Centre are fully integrated into the life of the school.
130. Sustainable development and global citizenship are extremely well promoted across the curriculum. Pupils recycle paper and card and have been involved in the 'Happy Bin' project where they have, over a six-week period, measured the amount of waste generated by the school with their conclusions influencing their recycling initiatives.
131. The school has composting bins for fruit skins with the resulting compost being used on the nature area and, following the establishment of the six

allotments at the school, this compost will in the future be used on these allotments.

132. There is an active ECO Committee and has achieved the Bronze ECO Award and is working towards the Green Flag. ECO Warriors have designed the school ECO logo, selected a mascot and made presentations on the benefits of recycling to pupils in assemblies.
133. The school addresses Global Citizenship across the curriculum, particularly through geography and science. There are established links with schools in Uganda and Botswana and pupils maintain regular contact. Items of jewellery produced by the Botswanan pupils are to be sold by pupils at the forthcoming School Fete with the money raised being sent on to them.
134. Pupils run the fruit tuck shop and organise raffles and stalls at fundraising events. There has been an Infants sponsored 'Toddler', a tea party organised by Year 6 pupils in aid of Diabetes and various other activities and events raising money which benefits a number of local national and international charities.
135. The School Council, ECO Committee and the buddy system are effective means of providing pupils with real problems to solve. Pupils take their roles seriously and are very proud of their positions.
136. The breadth and quality of the curriculum, extra-curricular opportunities, business enterprise and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

Grade 1: Good with outstanding features

137. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report. The inspection team identified a number of outstanding features in the school's provision and so awarded a higher grade.
138. The school provides a happy, supportive, caring and safe environment for pupils to learn.
139. There is a well-structured pastoral system within the school and pupils trust teachers to deal with any concerns quickly and effectively and are happy with their school. Parents appreciate the high quality of care that their children receive. There are good links with the EWO, Educational Psychology Service and other support services.
140. The school operates an open door policy. Parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly

upon them. The school works well with parents to reduce any areas of concern.

141. Induction for new pupils is well established and effective. Children due to join the nursery and reception classes are invited in, with their parents, for taster sessions to give them an opportunity to familiarise themselves with staff and the school.
142. The transfer of pupils to Crickhowell High School is similarly well established and effective.
143. The provision for personal support and guidance for pupils is good. The staff know the pupils well. The personal and social education programme, including health education, is fully integrated into all aspects of the school's activities and the positive outcome is reflected in the pupils' thoughtful and caring attitudes. The mutual respect between adults and pupils is such that pupils feel confident in approaching staff with their concerns and problems.
144. The school has a democratically elected School Council, which discuss improvements that they would like to see in school. There are no elected officers of the School Council and the teacher is the intermediary with the head teacher and the Governing Body.
145. The school carefully monitors pupil's attendance, punctuality, behaviour and performance. This is an outstanding feature at the school. Attendance, punctuality and behaviour are regularly addressed at the praise assemblies, in lessons invoking personal and social education, circle time, and in school newsletters.
146. Good procedures exist with the EWO and other agencies should the non-attendance, punctuality or behaviour of a pupil give rise for concern. The School's 'Golden Rule' is displayed around the school and there is an effective Rewards and Sanctions Policy known to pupils, staff, parents and carers.
147. Pupils from Year 6 are elected by their peers to act as Buddies within the school. Pupils feel that they can talk to the Buddies and staff if they have any concerns and feel confident that these would be properly addressed. Located around the school are 'Buddy Boxes' where pupils, if they wished, could place notes recording any concerns they may have.
148. The school has good policies and procedures in place to ensure the healthy development, safety and well being of pupils.
149. The school has an effective Health and Safety Policy. Regular Health and Safety risk assessments are undertaken on activities both in school and on outside visits. The fire alarm is tested regularly and there is a fire evacuation at least termly.
150. The school achieved the Healthy School Award last year and has a breakfast club. Pupils run the fruit tuck shop and there are a number of events and

activities, which provide a focus for pupils to eat healthily and undertake regular exercise.

151. There are two dedicated first aiders in the school with first aid boxes located around the school. School staff are aware of the medical conditions of pupils and the school maintains a suitable accident book.
152. The deputy head teacher is the designated Child Protection Officer. All staff have received relevant training in child protection and are aware of correct procedures. The school has an appropriate Child Protection Policy.
153. Any instances of inappropriate behaviour or bullying are dealt with quickly and effectively. The school's 'Golden Rule' and behaviour policy are based on respect and consideration for others. School staff constantly remind pupils of the general expectation of tolerance towards all members of the school community.
154. The policy and procedures for dealing with bullying and unacceptable behaviour are clearly understood by pupils, staff, parents and carers and are very successfully implemented. This is an outstanding feature.
155. The quality of provision for pupils with additional learning needs is an outstanding feature of the school. Very thorough procedures are in place to diagnose, intervene and properly deal with pupils' individual difficulties. The support of parents and outside agencies is fully harnessed. This is a notable strength, and it is to the credit of staff at the school that pupils with additional learning needs generally meet their targets, often achieving well above them. All statutory requirements are fully met.
156. The competent special needs co-ordinator (SENCO), and a highly experienced and caring teaching assistant, run a specialist resource facility, which draws on and supports pupils from the school, and from the wider locality. Effective intervention means that almost all these pupils return to mainstream lessons well able to integrate and achieve their own targets.
157. There is a strong ethos of mutual respect and inclusion at the school, and this ensures that all pupils are integrated seamlessly into the life and work of the school, whatever their additional needs are, including behaviour and linguistic difficulties. Assessment data confirms that by the end of the school most pupils with additional learning needs are achieving at the same level as their peers.
158. The quality of provision for equal opportunities at the school is another outstanding feature. This is because the school gives such a high priority to the inclusion of all pupils whatever their learning, linguistic, social, or ethnic background.
159. Staff ensure that all pupils are treated with respect and are valued equally. Pupils, for their part, confirm that this is one of the things they like best about

the school. Pupils have many opportunities to challenge stereotypes and gender equality is promoted very effectively.

160. Good race relations are promoted effectively through the caring nature of the school where pupils are taught to be respectful of each other and to know that everyone is equal. The school actively embraces diversity and promotes respect for it effectively across the school.
161. The school makes every effort to ensure the equal treatment of disabled learners. Pupils with disabilities are welcomed and integrated well into the life and work of the school. The school recognises however, that the building has some access limitations for wheelchair users, and steps are being taken to remedy this. The governors' disability access plan is clear.

Leadership and management

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

Grade 2: Good features and no important shortcomings

162. The findings of the inspection team match the judgements made by the school in its self-evaluation.
163. The school has definite aims and values that are clearly understood by staff and governors regarding learning, behaviour and relationships. A strong commitment to the care of pupils and to equality of opportunity is reflected in the school's work; this is an outstanding feature of the school's work.
164. The very experienced head teacher provides a high quality of leadership. His management is purposeful and knowledgeable and he is dedicated to raising standards in both teaching and learning. By virtue of his own industry and enthusiasm, he has the respect and loyalty of staff, governors, parents and pupils alike.
165. The head teacher, who was appointed relatively recently, following a period of difficulties regarding staffing, provides the school with a clear vision and determination. He has brought about changes that are having a positive effect on all aspects of school life, particularly regarding staff commitment and moral.
166. He is extremely well supported by a very recently appointed deputy head teacher and a hard working senior management team. The deputy head teacher is an excellent role model with outstanding teaching skills.
167. The staff and governors work together as a very effective team and meet regularly to monitor and review different aspects of school life.
168. Induction procedures for newly appointed staff are very supportive and effective.
169. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are implemented by all staff.
170. The school takes good account of national priorities and is promoting pupils' awareness of healthy eating, sustainable development and global citizenship very well. The promotion of bilingualism is not as obvious and has been identified as an area for development.
171. The school works closely with other local schools and takes good account of local partnerships and cluster initiatives.
172. There is an effective staff appraisal system, which successfully links both teachers' professional development and the priorities set by the school in its school development plan.

173. Teachers and support staff, regularly attend training courses to improve their skills. All in-service training is linked to priorities in the school development plan as well as continual professional development needs. Performance management practices and policies are established and the principle of workforce remodelling has been observed.
174. The governing body makes a good contribution to the leadership of the school. Governors meet regularly and are supplied with detailed reports about the life and work of the school by the head teacher.
175. The governing body is very supportive of the head teacher and has a comprehensive understanding of what is required to move the school forward at pace.
176. They visit the school and monitor provision, teaching and standards. Appropriate sub-committees are in place.
177. The governing body fulfils its regulatory and legal requirements and all governors understand their roles and responsibilities

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

Grade 2: Good features and no important shortcomings

178. The findings of the inspection team match the judgements made by the school in its self-evaluation.
179. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements.
180. There is a culture of review and self-criticism among the staff and governors. They contribute to the process of self-evaluation and are well aware of its findings.
181. The school takes account of other interested parties, including ancillary staff and pupils. However, the views of parents are not formally sought.
182. Subject leaders evaluate development and progress in the subjects for which they are responsible. They identify strengths and shortcomings in standards, particularly in the core subjects, through analysis of assessment results, scrutiny of pupils' work and questioning pupils. However, the monitoring role of the subject leaders, with regards teaching and learning in the foundation subjects, is not yet fully developed.
183. Classroom observations to monitor teaching and learning are undertaken by the head teacher and deputy head teacher at present.

184. The school's self-evaluation report is good, and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. It is detailed, concise and identifies strengths and areas where improvements are needed. These are used to inform the priorities in the school development plan.
185. The school development plan is a useful working document that clearly sets out responsibilities, costing, time and success criteria. It is continuously reviewed by the head teacher and governors.
186. The steady rise in pupils' standards of achievement in recently targeted areas, such as information technology, indicates the effectiveness of the school's planning for improvement.
187. Overall, the school has made good progress since the last inspection. Most of the key issues have been successfully addressed.
188. The inspection team agreed with the judgements made by the school in six of the seven key questions. Where there was a difference in key question 4, the inspection team awarded a grade higher because outstanding features were identified.

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

Grade 2: Good features and no important shortcomings

189. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
190. The school has a suitable number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Teachers are well-qualified and are effectively deployed in providing the school with a comprehensive range of skills and expertise. The quality of the liaison between the classroom support staff and teachers for the planning, teaching and recording of pupils' work is a notable strength of the school.
191. The staff are deployed economically and efficiently and good use is made of their expertise. Good examples of this can be seen in the arrangements for teachers' planning, preparation and assessment time, when pupils develop their ICT skills in the computer suite, in the quality of support for SEN pupils and in the organisation of team teaching in Year 6. Preparation and assessment time is well-organised and proving effective in raising standards.
192. The caretaker, cleaners, canteen staff and lunchtime support team are valued members of the school community and make an important contribution to the efficient running of the school.
193. The quality and quantity of the learning resources are very good and positively enhance pupils' work in the different subjects and areas of learning. The

resources available for Information and Communications Technology (ICT) and for outdoor learning are good examples of this provision used to very good effect. The library is well organised and equipped and there is an ongoing programme to equip every classroom with an interactive white board.

194. Children in the early years have access to a very well equipped safe outdoor area that positively contributes to the promotion of their physical development and provides good experiences for the other areas of learning.
195. The grounds and building are situated in a very attractive setting and promote children's well being very well. The use and adaptation of these facilities for learning by the school is an outstanding feature.
196. Much thought has been given to the development of the school grounds to provide a stimulating learning environment for the pupils; the use of outdoor space in preparation for the forthcoming Foundation Phase, the pond, class allotments, orienteering route and opportunities for stimulating play are good examples of this outstanding provision.
197. The school building is in good condition and is of adequate size for the number of pupils on roll. There is a separate school dining hall and kitchen. The school library and computer suite, have dedicated rooms and the classrooms are generally bright and airy.
198. The staff work very hard to create a positive learning environment for the pupils. Displays of pupils' work celebrate their achievements and further enhance the appearance of the interior of the building. The school buildings and the extensive grounds are well cared for and respected by the pupils.
199. The head teacher, deputy head teacher and governors plan ahead for school development and together they ensure that all plans are achievable within the school's resources. They know the costs of major programmes and they identify priorities for development and areas where savings can be made. Existing programmes are regularly reviewed for cost effectiveness.
200. The appraisal and performance management systems in place ensure that staff development is well organised and linked directly to the school development plan. The school development plan is corporately agreed and links the available resources to achieve the best possible outcomes for the pupils.
201. The head teacher, deputy head teacher and governors budget systematically for all expenditure and they are clear about the costs of developments and their impact on educational standards. Spending decisions are clearly linked to the school's priorities.
202. The school is actively addressing all the issues recommended in the last financial audit and is achieving good value for money.

School's response to the inspection

The staff, governors and pupils wish to thank the inspection team for the thorough, friendly and professional manner in which they conducted the inspection. The staff and governors feel that the findings of the inspection are a true reflection, are very positive and that we can celebrate many successes.

We are delighted with the initial statement that we are a very good school with outstanding features.

The happy, supportive, caring and safe environment of the school is recognised as an outstanding feature of the school.

We are very pleased that the inspection findings clearly recognise the commitment and impact staff, LSA's and Governing Body have on pupils' learning and attitudes and that staff and governors work together as a very effective team.

It is also encouraging to know that the quality of teaching exceeds the targets set by the Welsh Assembly Government for 2010.

It was pleasing to receive confirmation that the quality of provision for pupils with additional learning needs is very successful and an outstanding feature of the school.

The school takes pleasure in the fact that the Inspectors recognise pupils' ICT skills throughout the school as outstanding.

The report points out that the budget is carefully monitored and that the school provides value for money.

Staff and governors will work in partnership in formulating the action plan which will be incorporated into the School Development Plan for 2008-2009. A copy of the school's action plan in response to the Inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making.

Appendix 1

Basic information about the school

Name of school	Crickhowell C.P. School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Oakfield Drive, Crickhowell, Powys
Postcode	NP8 1DH
Telephone number	01873 810300
Head teacher	Mr Howard Wynne Thomas
Date of appointment	February 2006
Chair of governors/ Appropriate authority	Mrs J Griffiths Powys Education Authority
Registered inspector	Merfyn Douglas Jones
Dates of inspection	30 th June – 2 nd July 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	28	31	33	25	36	41	50	264

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	6:1
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
Summer 2007	94.5%	93.6%	95.1%
Autumn 2007	n/a	94.4%	95.3%
Spring 2008	94.2%	94.2%	94.6%

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					33
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	6	61	33	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	6	58	36	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	6	82	12	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	3	70	27	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	3	58	39	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	3	51	46	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94%	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 2007							Number of pupils in Y6		50		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	2	10	35	53
		National	0	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	41	51
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	8	33	59
		National	0	0	0	0	0	2	12	53	32

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	89%	In the school	n/a
In Wales	74%	In Wales	n/a

- 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

Appendix 4

Evidence base of the inspection

A team of four inspectors, and a peer assessor, inspected the school over seven inspector days.

The deputy head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.

Fifty questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, the LEA link officer, teachers and support staff.

Discussions were also held with pupils about their work and the life of the school.

Thirty-two lessons or part lessons were observed.

Samples of pupils' work, practical and written, from across the ability range in each year group, including Early Years, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship and observed extra-curricular activities.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and with the governing body to discuss outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Mr Merfyn D Jones Registered Inspector	Context, summary and recommendations Key Questions 1, 2, 5 and 6
Mr Cliff Brace Team Inspector	Key Questions 3 and 7 and contributing to key question 2
Mrs Kay Andrews Team Inspector	Key question 4
Mr Reg Cawthorne Lay Inspector	Contributing to key questions 1, 3 and 4
Mrs Jane Thomas Nominee	Providing evidence and support
Mrs Christine Davies Peer Assessor	Supporting all key questions

Contractor

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Acknowledgement

The inspectors wish to thank the management group, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.