

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

A Report on the Quality of Education in

**Cwmdu Church in Wales V.A. Primary School
Cwmdu,
Powys, NP8 1RU**

School Number: 666 3321

Date of Inspection: 14/10/08

by

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78706**

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

The inspection of Cwmdu Church in Wales V.A Primary School took place between 14/10/08 and 15/10/08. An independent team of inspectors, led by Dr David G Evans, 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. Cwmdu Church-in-Wales Voluntary Aided Primary School is situated in the village of Cwmdu, in the heart of the Black Mountains between Crickhowell and Talgarth. It was originally founded in 1835 as a National School and the current building was opened in 1873. The accommodation comprises three small classroom areas of traditional design, including an information and communications technology (ICT) suite. In recent years an extension has been built to provide extra accommodation and kitchen facilities.
2. The recently refurbished school-house has been incorporated to provide space for administration, storage and community use, although it is currently unavailable for use as a teaching area. There is no hall, but pupils are allowed to use the local community hall for a range of activities, such as physical education, musical and drama productions. There is a playground, a playing field and an environmental area.
3. The school serves the rural population of the local area, although around 40 per cent of pupils come from Crickhowell and villages outside the traditional catchment area. Currently, there are 24 pupils in the school between the ages of four and eleven, and these are taught in two mixed-age classes.
4. Children are admitted to the school at the beginning of the term following their fourth birthday. Four nursery children are due to attend the school from January 2009. The school also has an early entitlement facility for three-year-old children.
5. According to the school, pupils generally come from homes that are neither prosperous nor economically disadvantaged. Around 3.5 percent are registered as being entitled to free school meals, a figure which is well below the national average. The intake covers the full range of ability. Around 29 per cent of pupils are identified as requiring support for special educational needs (SEN), which is above average; none is statemented. No pupils come from an ethnic minority background, and none is a natural Welsh speaker.
6. The head teacher, who teaches one of the classes, was appointed in 1995 and the other teacher commenced in April 2008.
7. The school achieved its Fourth Basic Skills Quality Mark in June 2008 and it has been recently awarded the Eco-schools Green Flag for the second time.
8. The school was last inspected in November 2002.
9. Religious education was inspected separately under Section 50 of the Education Act 2005.

The school's priorities and targets

10. The school's current priorities and targets are to:

- raise standards in spelling;
- develop assessment for learning strategies;
- promote bilingualism;
- enhance provision across the Foundation Phase;
- revise schemes of work in line with the new key stage 2 curriculum;
- continue to implement the monitoring and review plan; and
- develop further ICT provision and to gain the BECTA award.

Summary

11. Cwmdu Church in Wales V.A. Primary School is a good school where pupils achieve well. It is a happy and caring school, which provides good support and guidance for its pupils. The inspection team agrees with the school's judgements in its self-evaluation report in six of the seven key questions. In key question 3 the team did not identify a sufficient number of outstanding features to merit the award of a grade 1.

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 2
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

Standards

12. 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 Foundation Phase.
13. Statistical analysis of the school's results in national tests is applied with caution, because the number of pupils entered for assessment is often very small and fluctuates from year to year. This means that one pupil's attainment is often a far higher percentage of the total than is the case normally.
14. No pupil actually sat the teacher assessment at the end of key stage 1 in 2008. Although the number of pupils assessed each year fluctuates over time, the overall trend in performance at key stage 1 is well above average. Evidence shows that, of the 32 pupils assessed in key stage 1 over the last six years, only one pupil did not attain the core subject indicator, which is the percentage of pupils attaining at least Level 2 in English, mathematics and science in combination.
15. The number of pupils eligible for teacher assessment at the end of key stage 2 in 2008 was more than four and less than eight, and so only the core subject indicator, the percentage of pupils attaining at least Level 4 in English, mathematics and science in combination, which was well below the national average, is included in this report. When the 2008 results are compared with similar schools, using the free school meals' indicator, results in English, mathematics, science and in the core subject indicator were well below average. The 2008 results were adversely affected by the number of pupils with SEN in the year 6 group. However, the trend in performance over the last three years has been above average. Over the last six years, 36 key stage 2 pupils have been assessed and 29 of these have attained the core subject indicator. In 2008, boys outperformed girls in the three core subjects.
16. Baseline assessment indicates that children enter school with attainment and skills that are about average. They make good progress in line with their age and ability.
17. All children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, mathematical skills, ICT, personal and social education, problem-solving and creative skills.
18. In key stages 1 and 2, all pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English, as well as in mathematical, ICT, personal and social education and creative skills. Their progress in Welsh communication skills, overall bilingual competence and problem-solving skills has good features that outweigh shortcomings.

19. The vast majority of pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well over time.
20. The progress that learners make in their personal, moral, social and wider development is good. However, their awareness of other cultures and multi-cultural aspects has good features that outweigh shortcomings. Pupils' understanding of what they are doing and of what they need to do to improve their work is not fully developed.
21. All pupils are well behaved and invariably courteous and polite to each other and to visitors.
22. Attendance is normally above the national average for primary schools and just below similar schools. However, the small number of pupils means that an outbreak of a contagious disease can have an impact on the school's figures, as occurred in the spring term 2008. Whole-school attendance for the last three terms prior to the inspection averages 92%.

The quality of education and training

23. The quality of teaching in the small sample of lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

24. These figures compare well with the national picture reported by Her Majesty's Chief Inspector in his annual report 2006-2007. Nationally, the quality of teaching is good or better (grades 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 14 per cent of lessons.
25. Features of good and outstanding teaching include: very effective working relationships with pupils; detailed knowledge of the subjects being taught; and purposeful use of good questioning techniques to promote active learning.
26. In the very small number of lessons where teaching was judged to have some shortcomings, these include: a lack of challenge in the tasks provided; the pace of learning not always effective; and teachers not consistently promoting pupils' bilingual skills.
27. The school's systems and overall use of assessment information in both key stages have good features that outweigh shortcomings. The school is becoming involved in arrangements to strengthen teacher assessment at key stage 2 through moderation and standardisation procedures with other schools, but these are at an early stage of development. The assessment of pupils' progress in the foundation subjects and subject portfolios of levelled work are underdeveloped. Pupils are not involved in planning their own progress. Reports to parents meet statutory requirements.

28. The school meets the needs of the range of pupils well and provides a broad, balanced and relevant curriculum, which is fully accessible to all pupils and complies with statutory requirements.
29. Pupils' learning is enriched by the numerous and very effective partnerships between the school, parents and various community groups. This is an outstanding feature.
30. The provision for pupils' spiritual, moral, social and cultural development is good overall; however, the school's provision for pupils' cultural development is not fully developed.
31. *Y Cwricwlwm Cymreig* is effectively promoted in several areas, including history and geography. Curricular provision for the promotion of pupils' bilingual skills is an area for further development.
32. The quality of care, support and guidance for pupils is consistently good: pastoral care is a major strength of the school. Pupils are cared for, guided and supported well in a school, which has a close, family atmosphere.
33. Policies and arrangements relating to the well-being, health, safety and welfare of pupils are good and pupils understand the importance of healthy eating and a balanced diet.
34. Overall, the provision for pupils with additional learning needs, including those with SEN, is good. The school promotes social inclusion well.

Leadership and management

35. The head teacher provides sensitive and dedicated leadership and management. She is supported by the recently appointed staff member. Both co-ordinate several subjects and aspects in this very small school, as well as being fully involved in classroom teaching.
36. The governing body (GB) is supportive of the school and has high regard for the school's well-established profile within the local community.
37. The school's self-evaluation process accurately identifies its strengths and areas for development. The quality of planning for improvement has resulted in measurable improvements in key aspects of the school's provision. The school has made sound progress since the last inspection and addressed some of the key issues for action identified in the 2002 report.
38. There are sufficient teaching and support staff for the number of pupils on roll.
39. The school is well equipped and resources are of suitable quality overall. The accommodation is adequate for the number of pupils on roll. Economic, efficient and effective use is made of available resources. The school provides good value for money.

Recommendations

In order to improve further, it is recommended that the school should:

- R1 improve provision and raise standards in Welsh communication skills and bilingual competence*;
- R2 further develop pupils' problem-solving skills;
- R3 ensure the systematic development of pupils' multi-cultural awareness; and
- R4 continue to develop whole-school assessment procedures and involve pupils more in the assessment of their own learning*.

* These recommendations are identified in the school's current development plans.

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

40. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
41. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase.
42. Statistical analysis of the school's results in national tests is applied with caution, because the number of pupils entered for assessment is often small and fluctuates from year to year. This means that one pupil's attainment is often a far higher percentage of the total than is the case normally.
43. No pupil actually sat the teacher assessment at the end of key stage 1 in 2008. Although the number of pupils assessed each year fluctuates over time, the overall trend in performance at key stage 1 is well above average. Evidence shows that, of the 32 pupils assessed in key stage 1 over the last six years, only one pupil did not attain the core subject indicator, which is the percentage of pupils attaining at least Level 2 in English, mathematics and science in combination.
44. The number of pupils eligible for teacher assessment at the end of key stage 2 in 2008 was more than four and less than eight, and so only the core subject indicator, the percentage of pupils attaining at least Level 4 in English, mathematics and science in combination, which was well below the national average, is included in this report. When the 2008 results are compared with similar schools, using the free school meals' indicator, results in English, mathematics, science and in the core subject indicator were well below average. The 2008 results were adversely affected by the number of pupils with SEN in the year 6 group. However, the trend in performance over the last three years has been above average. Over the last six years, 36 key stage 2 pupils have been assessed and 29 of these have attained the core subject indicator. In 2008, boys outperformed girls in the three core subjects.
45. Baseline assessment indicates that children enter school with attainment and skills that are about average. They make good progress in line with their age and ability.
46. All children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, mathematical skills, ICT, personal and social education, problem-solving and creative skills.

47. In key stages 1 and 2, all pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English, as well as in mathematical, ICT, personal and social education and creative skills. Their progress in Welsh communication skills, overall bilingual competence and problem-solving skills has good features that outweigh shortcomings.
48. The vast majority of pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well over time
49. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve their work is not fully developed.
50. The progress that learners make in their personal, moral, social and wider development is good. Pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others. However, their awareness of other cultures and multi-cultural aspects is not fully developed.
51. All pupils are well behaved and invariably courteous and polite to each other and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
52. Pupils' awareness of equal opportunities is good with no important shortcomings. They take an active part in the life and work of the school through the school council and involvement in Eco activities. They develop effective skills to work as part of a team and as members of the school community.
53. The school is very much at the heart of the local village community and is involved with most of the events it runs. As a result, pupils develop self-confidence and social skills that enable them to cope with the eventual move to the wider world and to prepare well for participation in the workplace and the community. They raise funds for local and national causes and they visit many different places, such as agricultural and local businesses: this ensures that they have a good understanding of community-related and global issues.
54. Attendance is normally above the national average for primary schools and just below similar schools. However, the small number of pupils means that an outbreak of a contagious disease can have an impact on the school's figures, as occurred in the spring term 2008. Whole-school attendance for the last three terms prior to the inspection averages 92%. Although a number of pupils

travel from outside the catchment area, nearly all arrive on time at the start of the school day. There was one temporary exclusion during the last year.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
56. The quality of teaching in the small sample of lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

57. These figures compare well with the national picture reported by Her Majesty's Chief Inspector in his annual report 2006-2007. Nationally, the quality of teaching is good or better (grades 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 14 per cent of lessons.

58. Features of outstanding teaching include:

- very effective working relationships with pupils; and
- teachers actively promoting equality of opportunity and ensuring that pupils are fully involved in lessons.

59. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:

- a clear presentation of objectives at the beginning of the lesson;
- detailed knowledge of the subjects being taught;
- behaviour management, which enables teachers to ensure that there is no inappropriate behaviour in lessons;
- well organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps; and
- purposeful use of good questioning techniques to promote active learning.

60. In the very small number of lessons where teaching was judged to have some shortcomings, these include:

- a lack of challenge in the tasks provided;

- the pace of learning not always effective;
 - teachers not always planning well enough for the different ability groups in classes; and
 - teachers not consistently promoting pupils' bilingual skills.
61. The planning of *Y Cwricwlwm Cymreig* is good. Teachers provide regular opportunities for pupils to acquire a wide experience and knowledge of Welsh life and culture.
 62. Support staff are deployed well and make an effective contribution to pupils' learning. They plan alongside teachers, attend regular training and are knowledgeable and effective in supporting pupils.
 63. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. The school's systems and overall use of assessment information in both key stages have good features that outweigh shortcomings. The school is becoming involved in arrangements to strengthen teacher assessment at key stage 2 through moderation and standardisation procedures with other schools, but these are at an early stage of development.
 64. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects. The assessment of pupils' progress in the foundation subjects and subject portfolios of levelled work are underdeveloped.
 65. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work. They set learning targets in English. However, the process of target-setting is underdeveloped.
 66. Pupils are not involved in planning their own progress. Most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work. However, the school is actively developing ways to improve assessment for learning strategies.
 67. Reports to parents meet statutory requirements. They provide useful information about the core subjects and some information about pupils' targets, but there is no clear indication of how parents can help their children or what the next stages of learning might be.

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

68. The inspection findings do not match the school's self-evaluation of grade 1 for this key question because the team did not identify sufficient outstanding features to merit a grade 1.

69. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase.
70. The school provides a broad, balanced and relevant curriculum, which is fully accessible to all pupils and complies with statutory requirements. The learning experiences provided effectively meet the needs of most learners.
71. Schemes of work are often variable in quality and the school is in the process of modifying its schemes to cater for the new skills-based curriculum at key stage 2. Even though key skills are identified in short-term plans, there is no overall indication of how bilingual and problem-solving skills develop throughout the school.
72. The school provides equal opportunities for all pupils to participate in a range of activities and older pupils benefit from residential visits to various centres, including the Urdd centre at Llangrannog. The school makes good use of the local church and community hall and the vicar is a regular visitor to the school.
73. The school enjoys a positive partnership with parents and carers. This was demonstrated at the pre-inspection meeting, when almost three-quarters of the total number of parents/carers turned out for the meeting with inspectors. Parents are kept well informed of school events through several channels, including newsletters. Formal parent/teacher consultations occur twice a year and at other times by arrangement. Parents feel valued and the vast majority are confident that their views are carefully considered.
74. Pupils' learning is enriched by the numerous and effective partnerships between the school and various community groups. The local police officer regularly visits the school as do several representatives of the local community. The school also benefits from the support of the cluster group of primary schools to which it belongs.
75. The provision for pupils' spiritual, moral, social and cultural development is good overall. The aims of the school encourage and promote positive values and attitudes and displays in the school extend pupils' understanding of the school's mission statement.
76. Collective worship makes a positive contribution to pupils' understanding of their self-worth and effectively develops their sense of community and corporate identity within the school.
77. In personal and social education, there is a clear focus across the school on family and community life and the provision is enhanced by regular class circle times.
78. Good features outweigh shortcomings in relation to the school's provision for pupils' cultural development. The school is in the process of establishing links with another urban primary school in Wales where multicultural education features prominently.

79. *Y Cwricwlwm Cymreig* is effectively promoted in several areas, including history and geography. However, curricular provision for the promotion of pupils' bilingual skills is an area for further development.
80. The school successfully promotes pupils' knowledge and understanding of sustainable development and the need to care for the environment. Concepts such as energy conservation and recycling are threaded through the curriculum and pupils are actively encouraged to become involved in various school initiatives. A very pleasant feature of the school is the environmental and garden area and pupils successfully grow different vegetables.
81. Pupils' understanding of global citizenship is developed well in personal and social education, geography, assembly topics and talks by visitors to the school and through supporting international charities.
82. The school has developed some invaluable links with employers, which it uses to enhance the learning experiences of its pupils. A good example of this is the link with a potato crisp manufacturer. Pupils grow their own potatoes, sell these to the factory and then observe the process whereby they are converted into crisps.
83. Opportunities to develop pupils' entrepreneurial skills, such as problem-solving and decision-making skills, are not planned across the curriculum. Consequently, although pupils are occasionally exposed to their use in lessons and in outside activities, such as their involvement in farmers' markets, this does not happen consistently.
84. The breadth of the curriculum, various extra-curricular opportunities and community ventures ensure that the learning experiences reflect national priorities and lay the foundations for lifelong learning.

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

Grade 2: Good features and no important shortcomings

85. The findings of the inspection team match the judgement of the school in its self-evaluation report.
86. The quality of care, support and guidance for pupils is consistently good: pastoral care is a major strength of the school. Pupils are cared for, guided and supported well in a school community which has a family atmosphere. The head teacher and staff make notable contributions to this aspect of the school's work. There is a caring ethos in which members of staff speak respectfully to each other and to pupils. Members of staff create a welcoming ambience, in which the contributions of pupils are clearly valued.
87. All adults in the school know the children and their families well and the resulting, secure and purposeful relationships underpin the school's strong values. Pupils say that teachers are friendly and approachable and that they are confident that they can approach any member of staff for help if they need

- it. Older pupils say that they feel safe and happy in school and parents support this view.
88. The school has developed effective partnerships and close working relationships with parents and carers. This enhances the care, support and guidance for pupils. Parents' views are sought through questionnaires and meetings. Good account is taken of their views in reviewing policies and planning future developments.
 89. The school council is well established and extremely effective. Pupil councillors are pro-active and enthusiastically encouraged to communicate their ideas and findings to the school community. Pupils are actively encouraged to accept responsibilities and the council is a good forum where pupils' concerns, ideas and opinions are sought. Pupils are encouraged to work collaboratively and co-operatively.
 90. There are suitable policies and procedures in place to monitor pupils' attendance and punctuality. The school works closely with the education welfare officer, attendance targets are set and monitored rigorously.
 91. Induction arrangements for the under-fives are carefully planned and help children settle well into school life. Parents are given good information to help them understand the curriculum for the under-fives and the school is producing a new handbook for the parents of nursery children, who will be coming to the school in January 2009. Pupils move from one class to another easily and, in this small school, they know their teachers very well.
 92. The provision for personal guidance and support is good with no important shortcomings. It is well planned to ensure that good attention is given to issues such as health and personal safety. Education for the development of healthy lifestyles is a priority and outside agencies and professionals, such as the school nurse, make regular contributions to this aspect of pupils' learning.
 93. Policies and arrangements relating to the health, safety and welfare of pupils are good and pupils understand the importance of healthy eating and a balanced diet. Play equipment at lunchtimes helps promote active playtime and health and fitness. Members of staff are trained in emergency first-aid. Risk assessments are conducted and members of staff are alert to issues relating to the well-being of pupils whilst at school.
 94. The school has suitable child protection policies and procedures, which ensure that 'looked after' and other vulnerable pupils are closely monitored to ensure that they are safe, secure and happy in school. The head teacher is the nominated person. Regular audits are used to check that staff training is regularly updated. The ethos of the school is one in which children and young people are valued, listened to and taken seriously.
 95. Overall, the provision for pupils with additional learning needs, including those with SEN, is good. Arrangements are in place throughout the school for the early identification and diagnosis of the needs of individual pupils and teachers

and support staff are well focused on meeting pupils' learning needs. The school works closely with outside agencies and seeks expert advice where necessary.

96. The school has effective policies and procedures for recognising and taking account of pupils' backgrounds. It promotes social inclusion well. All learners, irrespective of their race, ability or social background, are valued as individuals and integrated into a cohesive community.
97. Pupils' individual education plans are of good quality and members of staff, with the support of the Special Educational Needs Co-ordinator, are fully involved in preparing and implementing these plans. The school ensures that parents and pupils are fully involved in preparing and reviewing them.
98. The school actively monitors and promotes good behaviour and there is effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal appropriately with any such incidents. These are, however, rare because staff are alert to the early signs of difficulties and act purposefully to tackle these.
99. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities.
100. Good features outweigh shortcomings in relation to the promotion of pupils' understanding of diversity and race relations and the school is actively seeking ways to develop this aspect of its provision. There are appropriate measures to eliminate oppressive behaviour; values such as mutual respect and tolerance are sensitively and consistently promoted.
101. The school's disability equality scheme and action plan are well implemented and every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. All pupils have full access to the school buildings.

Leadership and management

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team match the judgement of the school in its self-evaluation report.
103. The head teacher provides sensitive and dedicated leadership and management. She is committed to the school and promotes shared values and norms about learning, behaviour and relationships.

104. The head is supported by the recently appointed staff member. Both co-ordinate several subjects and aspects in this small school as well as being fully involved in classroom teaching.
105. Leaders and managers work well together on an informal and formal basis to ensure a common sense of purpose. They meet regularly to set targets and goals and these are having a good impact on standards.
106. The school takes effective account of national and local priorities and works closely in partnership with other providers. It has concentrated well, for example, on developing ICT and it focuses well on issues such as sustainable development and healthy eating.
107. The school displays a commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuous professional development. The school's leaders maintain a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
108. The GB is supportive of the school and has high regard for the school's well-established profile within the local community. Governors are supportive of the head teacher, members of staff, pupils and the aims and objectives of the school. They meet regularly and are supplied with information about the life and work of the school by the head teacher. The GB meets statutory and regulatory requirements.

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

Grade 2: Good features and no important shortcoming

109. The findings of the inspection team match the judgement of the school in its self-evaluation report.
110. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed and provides a useful overview of the school's position. It makes clear judgements on all aspects of school life. The inspection team agrees with the school's judgements in its self-evaluation report in six of the seven key questions.
111. The head teacher, supported by other staff members, has established a culture of self-evaluation in school with suitable links between the processes of self-evaluation and planning for improvement.
112. The school takes good account of the views of pupils, parents, staff and the GB as sources of evidence when evaluating its effectiveness. This wide consultation process provides clear evidence from a range of stakeholders and agencies that impinge on school life.

113. Subject leaders are generally well informed about standards and have a good level of understanding of strengths and areas for development in their subjects. The school has established a cycle for monitoring teaching and learning standards in classrooms to enable subject co-ordinators to evaluate individual subjects, identify good practice and areas for improvement. However, as a result of recent staff changes, the monitoring cycle has not operated effectively for the last few months.
114. Analytical and effective use is made of local and national benchmarking data in order to compare the school's performance with that of similar schools.
115. The school development plan is a comprehensive working document, which has a clear focus on improving standards and is based firmly on the school's self-evaluation process.
116. The school has made sound progress since the last inspection and addressed some of the key issues for action identified in the 2002 report: standards have improved in ICT skills; there have been many improvements to the school building; and the boundary fence has been secured. However, the school is continuing to develop assessment procedures and its schemes of work.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge by attending appropriate in-service training sessions. The deployment of teaching and support staff is good and the school uses the subject expertise of individual teachers, such as the music teacher, well. Learning support assistants are trained effectively to fulfil their roles and they make an important contribution to the quality of teaching.
119. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The school uses its resources for workforce remodelling well.
120. Effective administrative support is provided. Cleaning staff and lunchtime supervisory assistants are valued members of the school team and make an important contribution to the school community.
121. The school is well equipped and resources are of suitable quality overall. Teachers often supplement commercial resources by producing their own materials. There has been recent investment in ICT and interactive whiteboards.
122. The accommodation is adequate for the number of pupils on roll and in a good state of repair. The under-fives area has been improved and an enclosed play

space has been developed. The recently refurbished school-house provides space for administration and storage, but it is currently unavailable for use as a teaching area. Although there is no school hall, pupils are allowed to use the local community hall for a range of activities. There is a playground, a spacious playing field and an attractive environmental area.

123. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the school development plan are carefully set out. The school successfully secures grants from different sources, thus saving money from its allocated budget. It also raises valuable funds through many school events. Key spending decisions are made after full consultation with relevant members of staff and the GB. The school provides good value for money.

School's response to the inspection

124. The school did not wish to submit a written response to the inspection.

Appendix 1

Basic information about the school

Name of school	Cwmdu Church in Wales V.A Primary School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Cwmdu, Crickhowell, Powys
Postcode	NP8 1RU
Telephone number	01874 730358
Headteacher	Mrs Pat Wormleighton
Date of appointment	January, 1995
Chair of governors/ Appropriate authority	Councillor Mrs K Silk
Registered inspector	Dr David Gareth Evans
Dates of inspection	14-15 th October, 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	0	4	3	2	1	3	3	8	24

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10.9:1
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	12
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer, 2008	87%	87%	94%
Spring, 2008	93%	93%	88%
Autumn, 2007	N/A	91%	94%

Percentage of pupils entitled to free school meals	3.5%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	0
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	60%	In the school	N/A
In Wales	75%	In Wales	N/A

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of five inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 13 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 14 parents'/carers' questionnaires, of which 98.70 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2a, 4 and 5
Mrs Gill Ellis, Team Inspector	Key Questions 2b, 3, 6 and 7
Mr Ted Tipper, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Pat Wormleighton, Nominee and head teacher	Attending meetings and supplying information

Acknowledgement:

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

The contractor was:

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