

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

A Report on the Quality of Education in

**Ffynnon Gynydd Church in Wales Primary School
Glasbury-On-Wye, Herefordshire,
HR3 5LX**

School Number: 6663034

Date of Inspection: 07/07/08

by

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Ffynnon Gynydd Church in Wales 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 Ffynnon Gynydd Church in Wales School took place between 07/07/08 and 09/07/08. An independent team of inspectors led by Peter Mathias 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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 Ffynnon Gynydd is a very small Church in Wales Primary School situated in a village of the same name near Glasbury in Powys, which is the Unitary Authority (UA). It serves the village and its surrounding areas. There are 27 full-time pupils on roll between the ages of four and eleven, including three children who are of reception age. All are taught in two classrooms.
- 2 The local area is neither prosperous nor economically disadvantaged. Pupils have a full range of ability. When they start in the reception class, children's skills and experiences are generally about in line with those expected for their age.
- 3 The school reports that 4% of pupils are entitled to free school meals, which is well below the UA average of 9.6% and the all-Wales average of 17.5%. About 10% of pupils are considered by the school to have some degree of special educational needs (SEN) which is below average for schools locally and nationally. No pupil has a statement of SEN. No pupil was excluded in the previous school year. No pupil has the National Curriculum (NC) disapplied. No pupil is looked after by the UA.
- 4 English is the predominant language of all pupils. No pupil has Welsh as a first language. Nearly all pupils are of white British backgrounds. No pupil has support in English as an additional language.
- 5 The school was last inspected in the summer term 2002, when the previous headteacher was in post. All teaching staff have changed since that inspection. The acting headteacher was appointed in September 2007 and the other full-time teacher in January 2008. There is also a part-time teacher who provides time for teachers to plan, prepare and assess, to enable the headteacher to carry out some administrative duties and also to teach instrumental music within KS2. That teacher also took up these duties in January 2008.
- 6 The school holds the Basic Skills Quality Mark (3).

The School's Aims

- 7 The school's aims are wide and appropriate and reflect its Christian background.

The School's Mission Statement is: -

- 8 " Caru Dysgu – Dysgu Caru
Love to Learn - Learn to Love."

The school's priorities and targets

- 9 The school's priorities and targets for 2007/2008 are to: -
 - raise standards in art

- prepare for the implementation of the Foundation Phase
- improve teachers' planning processes
- implement Curriculum 2008
- strengthen teaching of practical mathematics and improve the understanding of mathematical applications in the real world
- promote bilingualism
- raise standards in reading
- implement school self-evaluation
- develop the outdoor classroom further
- begin Healthy Schools initiative
- organise physical resources effectively
- promote opportunities and support to meet the needs of the new teaching staff
- improve assessment, recording and reporting arrangements
- involve parents and governors more in the life of the school
- strengthen communication with parents and the local community
- raise standards in teaching and learning in personal and social education

Summary

10 Ffynnon Gynydd Church in Wales Primary School is a good school. It is well led and is at the heart of the community it serves.

Table of grades awarded

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

11 The inspection team agrees with all of the judgements in the seven key questions made by the school about the standards pupils achieve and other areas of its work.

Standards

12 Overall standards achieved in the subjects and areas of learning inspected are as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

13 These figures are well above those set out as a target in the Welsh Assembly Government (WAG) 'Vision into Action' document for primary schools that by 2010 at least 98% of lessons inspected should be Grade 3 or better.

14 The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

15 Many children begin school with about the expected levels of basic skills. They make good progress and are well prepared for the next phase of their education.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

16 Pupils with SEN and those with additional learning needs including those identified as being gifted or talented, make good progress as a result of the good help and provision they receive.

17 Great care should be taken when considering the results of the national teacher assessments for seven and eleven year olds because only a few pupils are assessed annually. The performance of one child has a large impact upon the overall results.

18 In the end of KS1 national teacher assessments for seven year olds in 2007 starting from an average base, the proportion of pupils attaining at least the expected level (Level 2) was below the UA and national averages in English, mathematics and science and when the results were combined. As the group was so small, no worthwhile comparisons can be made in the performance of boys compared to girls in 2007. In 2007 the performance of those pupils who were assessed was better than that predicted when they began school.

19 When the results of seven year olds are compared to other schools in the UA with a similar proportion of pupils entitled to free school meals, these results were well below those similar schools. Since 2005 the performance of seven year olds has varied. In 2006 results were very high and in 2005 they were very low.

- 20 In the KS2 national teacher assessments for eleven year olds in 2007 the proportion of pupils reaching at least the expected level (Level 4) in English, mathematics and science was very high and also when the results were combined. These results were well above the UA and national averages. The proportion of pupils reaching the higher level (Level 5) was also very high in all of these subjects and when the results were combined.
- 21 In the assessments in 2007 of eleven year olds, boys out-performed girls. When compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the school performed well above most of these similar schools.
- 22 As for seven year olds, the results for eleven year olds have varied. In 2006 the results were very high. In 2005 they were below most of these schools. Pupils have, however, consistently made good progress and have exceeded the standards predicted for them when they were seven years of age. Standards observed in classes indicate that across the school pupils achieved well.
- 23 Overall, standards and progress in key skills are Grade 2 (Good features and no important shortcomings). In communication in English and Welsh standards are Grade 2. In the reception class and in KS1 and KS2 pupils speak confidently in both languages and listen well. In reading, in KS2, older pupils lack the skills to read unfamiliar words because they do not know how to blend the sounds which the letters make. Reception children and pupils in KS1 and KS2 write for a wide range of reasons at appropriate standards in English and in Welsh. Their bilingual skills are the same and are also Grade 2.
- 24 Across the school pupils' mathematical skills are Grade 2. In the reception class, children make good progress in learning practically how to measure distance and to weigh objects in their play. In KS1 and KS2 pupils apply their mathematical knowledge well in science, design technology, geography and history.
- 25 Pupils' skills in information and communications technology (ICT) are Grade 2. In the reception class all children use the mouse correctly to navigate simple programs. They use the interactive whiteboard confidently. In KS1 and KS2 all pupils use a good range of hardware and software, for example to research, create databases and to make electronic presentations.
- 26 All reception children have a good understanding of their immediate area and of some Welsh folk tales and legends. In KS1 and KS2 pupils' understanding of their Welsh heritage and culture is Grade 2. Pupils' creative skills are also Grade 2. They express themselves confidently and competently in art, music and dance. Across the school pupils' problem solving skills, their personal and social skills and their ability to work with others are all Grade 2. In the reception class children discuss informally with their teachers how they are enjoying their work. In KS1 and KS2 a minority of pupils are beginning to develop the skills to make realistic evaluations of how well they are working and to identify the small steps they should make to improve. This is Grade 3 (good features outweigh shortcomings).
- 27 Pupils behave well and have positive attitudes to learning. They support each other positively. Relationships between pupils and all adults at the school are

good. Pupils are courteous, polite and relate well to each other and to adults. They have, however, only limited opportunities to develop the skills needed to take more responsibility for their own learning.

28 Attendance at 96% is above the local and national averages and above the WAG target of 95%. All pupils arrive punctually and lessons start promptly.

The quality of education and training

Grades for teaching:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

29 The above figures are above the national picture reported by HMCI in the Annual Report 2006/2007 where the quality of teaching nationally was at least Grade 2 in 80% of lessons with 14% having outstanding features.

30 These figures are also above the WAG 'Vision into Action' document where the target for 2010 for the quality of teaching observed by Estyn is for 80% of classes to be at least Grade 2 or better.

31 In the reception class, teachers plan effectively for an appropriate range of activities and experiences. Children begin school happily and are well supported. Across the school the good features include: -

- careful planning to match work to the different ages, needs and range of pupils' abilities in classes
- detailed explanations of what is expected of pupils as a result of the teaching
- very constructive relationships between all adults and their pupils
- very positive encouragement for pupils to reach the teachers' high expectations which are held for them
- good subject knowledge and infectious enthusiasm
- vivid use of language to make the topic come alive
- well developed questioning skills which encourage pupils to think things out for themselves
- well organised resources which are readily to hand to support pupils learning
- clear explanations of how a lesson in one subject is linked to lessons in other subjects so that pupils understand the purpose of what is being taught
- well taken opportunities to develop pupils' bilingual skills
- systematic reviews of what has been taught in the lessons

32. There are thorough arrangements to assess, record and report on pupils' progress which meet legal requirements. The school uses an appropriate range of reliable tests and assessments to judge pupils' performance regularly. Teachers have taken part in training to agree standards between themselves and to match the judgements they make with other teachers from other schools in English, mathematics and science. Pupils with SEN are assessed regularly and their needs are thoroughly addressed.

33. Parents are well informed about their children's progress. Annual reports to parents are sufficiently detailed. Parents have good access to teachers in order to discuss their children's progress.
34. The curriculum is easily accessible to all pupils and meets the legal requirements of the National Curriculum (NC). It is generally well planned. However, the planning for the teaching of the key skills does not give sufficient guidance on how teachers should plan in these areas to ensure that pupils develop these skills systematically and build successfully on what they already know and can do. The curriculum is significantly enhanced by a wide range of out of school activities, visits and visitors. Arrangements for homework are appropriate and provide relevant additional learning opportunities for pupils.
35. The school has good arrangements to promote pupils' personal development. The provision for spiritual, moral, social and cultural development is good. Daily acts of worship meet legal requirements. Pupils are successfully encouraged to reflect, show consideration for others, appreciate the cultural and religious differences between peoples and the richness of their own cultural traditions. Racial harmony is promoted well. There are good opportunities for pupils to learn how to take on responsibility, to be helpful members of their community and to look after their environment.
36. Arrangements for pupils to understand the world of work and to promote pupils' understanding of sustainable development and conservation are good. Pupils are successfully encouraged to see themselves as citizens of the wider world.
37. Pupils are well cared for, guided and supported and feel safe, secure and respected. There is a strong and effective partnership with parents. The school council is active and its members carry out their duties very conscientiously. They understand their role in the democratic process.
38. There are detailed arrangements to support successfully pupils' well being. Pupils have as a result a good understanding of the importance of exercise and of a healthy diet.
39. The school promotes equal opportunities well. All pupils are included in all activities. Throughout the school good race relations are promoted well and all are positively encouraged to celebrate individuality and diversity. The school is aware of its responsibilities to secure the equal treatment of disabled pupils. An accessibility plan is in place linked to its Disability Equality Scheme and action plan. The school positively discourages the stereotyping of individuals and cultures.
40. The personal support and guidance for pupils is good. Child protection arrangements meet local guidelines and recommended good practice.
41. Support for pupils with SEN and those identified as having other additional learning needs is good and is well managed. The requirements of the Code of Practice for SEN are met in full. Special educational needs co-ordinator (SENCo), teachers and their assistants carefully review the progress these pupils are making.

42. There are detailed policies and arrangements to review pupils' attendance, punctuality, behaviour and performance.

Leadership and management

43. The acting headteacher successfully provides a purposeful and positive lead and is very hard working. Relationships between all staff are constructive and all share a strong commitment to work together constructively. The school has a very warm family ethos. All staff have high expectations of themselves and of their pupils.
44. The roles of the three co-ordinators are well developed. In the context of a very small school co-ordinators have a clear understanding of the needs of their areas of responsibility and have taken appropriate action to identify shortcomings, for example in English and mathematics.
45. The school takes careful note of national priorities and local initiatives. Preparation for the introduction of the Foundation Phase, Curriculum 2008 and the development of pupils' skills for learning are well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are well organised and enrich the curriculum further.
46. The governing body is well led and is very committed to the school. Governors are very aware of the long-term strategic needs of the school and plan systematically to meet them. Some governors are regular visitors to the school and are well informed about its progress. However, governors as a whole are only beginning to formalise arrangements for them to look at the quality of teaching and learning at first hand and to judge the success of initiatives the school is pursuing. Financial management is thorough and spending decisions are made very carefully. The governing body meets all of its statutory duties in full.
47. The process of self-evaluation is thorough and well founded on first hand evidence. It is closely linked to the school improvement plan (SIP) and to its performance management procedures. The views of all of those with a stake in the school, including parents and pupils, have been carefully considered. The school self-evaluation report is sufficiently detailed and accurate.
48. Since the last inspection in the summer term 2002 the school has made good progress, particularly lately, in addressing the key issues of that inspection.
49. Day-to-day administration is efficient, smooth and friendly. There is an appropriate number of teaching and support staff for the number of pupils on roll. All work together well. Good use is made of a difficult school site. The classrooms and corridors are bright and provide a stimulating environment for learning.
50. The outdoor play facilities are of a good quality and give appropriate play opportunities for Reception age pupils as well as for older pupils in KS1 and KS2.

51. However, the school lacks a hall for physical education and one of the two classrooms is regularly used for dining assemblies as well as for indoor physical education. The school makes best use of these arrangements and has regular access to a modern gymnasium at the local secondary school.
52. All staff benefit from good arrangements for their professional development. Opportunities offered are taken up well. There is an effective induction programme for newly qualified teachers and teachers who are new to the school. The school is well resourced and manages its budget efficiently. Good use is made of all available resources which are easily accessible.
53. Bearing in mind the standards pupils achieve and the quality of education provided, the school gives value for money.

Recommendations

54. In order to improve the school in the areas inspected, the staff and governing body need to: -
 - R1 continue to improve pupils' skills in applying their knowledge of the sounds letters make in order to read unfamiliar words; *
 - R2 raise pupils' awareness of the small steps they need to make in order to improve their learning and performance across the curriculum;
 - R3 strengthen planning for the teaching of key skills so that there are clear indications of what should be taught year on year in each of the key skills so that pupils continue to build on what they already know and can do; and
 - R4 strengthen further the role of the governing body in reviewing the quality of teaching and learning. *

* These recommendations have already been identified by the school as priorities.

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

55. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
56. Standards of achievement in the lessons observed were as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

57. These figures are well above the targets set for primary schools in the WAG 'Vision into Action' document. In it the targets for primary schools by 2010 for the quality of learning assessed by Estyn to be Grade 3 or better in 98% of lessons.
58. Baseline assessments indicate that children's basic skills are about in line with most children when they begin school.
59. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

60. Pupils with SEN and those who are identified with additional learning needs including those pupils who are considered to be gifted and talented make good progress as a result of the well organised help they receive.
61. Because this is a very small school and only a very few pupils take part in the national teacher assessment annually, great care should be taken when interpreting the results of these assessments. This is because one pupils' performance has a very significant impact on the overall picture.
62. In the 2007 national teacher assessments for seven year olds in English, mathematics and science the proportion of pupils reaching at least the expected level (Level 2) was below the UA and national averages in all three subjects and also when these results were combined. Because of the very

small number of pupils in the school, no comparison is possible in order to show the relative performance of girls compared to boys. When these results are compared to the group of schools in the UA considered to have a similar proportion of pupils entitled to free school meals, the results were well below these similar schools.

63. Since 2005 the results in the national teacher assessments for seven year olds have fluctuated widely. For example, in 2006 results were very high and in 2005 they were very low. Analysis of the 2007 data indicates that the progress made by pupils from their initial assessments when they enter the reception class was better than predicted for half of the group and less than predicted for the remainder.
64. In the KS2 national teacher assessments for eleven year olds in 2007 in English, mathematics and science, the proportion of pupils achieving at least the expected level (Level 4) was very high in all three subjects and also when the results were combined. They were well above the UA and all-Wales averages. The proportion of pupils reaching the higher level, Level 5 was also very high in all three subjects and when the results were combined. In these assessments boys out-performed girls.
65. When the 2007 results for eleven year olds are compared to the group of schools in the UA with a similar proportion of pupils entitled to free school meals, the performance was very high and well above these similar schools in all three subjects and when the results were combined.
66. Since 2005 the end of key stage results have varied. In 2006 results were very high. In 2005 they were below most of these similar schools. Between 2005 and 2007 pupils reached higher standards than they were predicted to achieve based upon their performance when they were seven years of age. They made good progress. In 2007 the school exceeded the targets agreed with the UA. Currently standards in classes indicate that across the school pupils achieve well in their lessons.
67. Overall, pupils' achievements in the key skills are Grade 2. In communication in English in the reception class, children make very good progress in speaking and listening and good progress in reading and writing. In KS1 and KS2 standards in communication in English are Grade 2. In KS1 pupils speak confidently and have well developed vocabularies. In KS2 many pupils express themselves fluently and maturely. Across the school pupils listen well. Standards in reading are Grade 2 in reception and in KS1. Standards of reading in KS2 are Grade 3. Younger pupils recognise key features of a book and use contents and index pages accurately. In KS2, while pupils know how to read for information, on the whole they lack the skills to read words they do not know.
68. Pupils' skills in writing in other subjects are Grade 2. Children in reception write short sentences unaided. By the end of KS2 pupils write for a wide range of reasons and in different styles.

69. Pupils' communication skills in Welsh are Grade 2. In the reception class children recognise and respond appropriately to simple phrases and comments. They are beginning to write in Welsh. In KS1 and KS2 pupils respond to greetings and questions in Welsh confidently and accurately. They read and write in Welsh as part of their general reading and writing activities. Pupils' bilingual skills follow a similar pattern.
70. Pupils' mathematical skills are Grade 2. They are well used in science, geography and history to interpret information and to draw conclusions. Pupils use their skills effectively in design technology. In reception children make good progress in learning how to measure and weigh.
71. Across the school pupils' skills in ICT are Grade 2. In reception children use the mouse to find their way through simple programs confidently. They use the interactive whiteboard to complete large pictures and drawings using the controls appropriately to produce a desired effect. In KS1 pupils interrogate the Internet to find out information and to produce graphs from a database. Within KS2 pupils use cameras to record their work. They research using the Internet; they create databases and enter a wide range of information. Older pupils in KS2 construct a wide range of graphs and charts. They produce detailed electronic presentations of topics they have been studying.
72. Pupils' understanding of the richness of their Welsh culture is Grade 2. Reception class children have a good understanding of their immediate area. They are aware of some of the folk tales and legends of Wales. In KS1 and KS2 pupils have a good knowledge of some Welsh artists and crafts people. They know the work of several Welsh authors. They take part in a wide range of cultural events which help them to appreciate the particular features of Welsh music and dance.
73. Pupils' personal and social skills are Grade 2. From reception all pupils have a strong sense of community and of care for each other. Pupils treat each other as though they were all of the same family. They work well together. Boys and girls co-operate readily and show consideration and sensitivity to each other. They are polite and share resources and ideas easily both with each other and with adults.
74. Pupils' problem solving skills are Grade 2. In reception and KS1 they solve practical problems as individuals and in groups. They think carefully about finding solutions and then experiment to test whether they work. In KS2 pupils know how to investigate thoroughly in mathematics and in science. They find different ways of putting ideas into practice in physical education and in design technology, for example when constructing rafts or when finding out ways to overcome physical obstacles. They respond enthusiastically to challenges set for them.
75. Across the school pupils' creative skills are Grade 2. Pupils express themselves well in art, music and dance. They perform with confidence. Older pupils interpret and play a wide range of music with feeling. They

illustrate their work well, utilising different materials and media to produce a variety of effects.

76. Pupils work willingly together; this is Grade 2. They have a strong sense of fairness and from an early age show consideration and concern for each other. They share their ideas willingly and sensibly.
77. In the reception, children discuss with their teachers and with each other what they have enjoyed doing. They seek help and explanations readily but do not always know how they could improve their work. Within KS1 and KS2 pupils are only beginning to have the skills to evaluate their own performance realistically. This is Grade 3. They do not know the small steps they need to make in the shorter term in order to make longer-term progress in their learning.
78. Pupils' behaviour and their attitudes towards learning are good and the school functions well as a happy, supportive and orderly community. School rules are simple, relevant and clearly understood by pupils. A strong feature of the school is the way older pupils help and support younger pupils throughout the school day.
79. The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils' relationships with the acting headteacher, teaching and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
80. Pupils have positive attitudes to their work and play. They listen carefully to their teachers, engage in discussion and settle quickly to the tasks set them. They persevere and are keen to do their best.
81. Attendance rates for the past three terms average 96%, which is considerably higher than local and national rates of attendance for pupils of compulsory school age. Pupils are punctual and keen to attend school. Registration is conducted efficiently and in accordance with statutory requirements, and lessons start promptly.
82. Good features outweigh shortcomings in pupils' capacity to work independently. Whilst pupils are developing appropriate problem-solving and decision-making skills, particularly in their responsibilities outside the classroom, they do not always have sufficient opportunities to develop the skills needed to take more responsibility for their own learning within lessons.
83. Pupils make good progress in the development of their personal, social, moral and wider development. The strong community ethos of the school, the secure relationships between staff and pupils and the sensitive moral and spiritual elements of collective worship help pupils develop a secure set of values to guide them through life.
84. The school is successful in promoting equality of opportunity for all pupils, and pupils demonstrate a good understanding of the importance treating

everyone equally, fairly and without discrimination. In discussion with pupils, they display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society today.

85. Pupils are well prepared for effective participation in the life and work of the local community. Governors, staff and pupils work in close partnership with the local community and support a range of community initiatives and activities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

86. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
87. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

88. The quality of teaching is good, that is Grade 2 in 100% of lessons. This figure is above the national picture reported by HMCI in the Annual Report 2006/2007 where the quality of teaching in primary schools is at least Grade 2 in 80% of lessons with 14% having outstanding features. This figure is also above the 2010 target for primary schools set out in the WAG Vision into Action document where the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of classes.
89. In the reception, teachers plan effectively to organise an appropriate range of suitable learning experiences. There are warm and supportive relationships between teachers and children so that children settle into school life happily and make good progress, often from about the expected starting point.
90. Across the school, teaching is well structured to meet the different needs and abilities of all pupils. Shorter term planning is sufficiently detailed so that it enables teachers and pupils to understand how much time they need to set aside for the different activities to be completed. Teachers carefully explain what is expected of their pupils and what they should learn as a result of their teaching. There are very constructive relationships between all adults and pupils. All pupils receive very positive encouragement to reach the high expectations held for them.
91. In many Grade 2 lessons which are consistently found across the school, teachers show a secure understanding of what they are teaching and an obvious enthusiasm for it. They pass this on successfully to their pupils; for example, when analysing why a speech made by Martin Luther King was

effective, teachers explain in detail the elements that contribute to its dramatic impact. They make the lessons come to life by the vivid use of language when re-telling the story of Actaeon and Diana. They question effectively to encourage pupils to think things out for themselves and to make relationships between cause and effect. They successfully emphasise the skills for younger children of looking carefully at the sounds letters make when reading unfamiliar words.

92. The lessons progress purposefully so that pupils work hard, are anxious to please their teachers and find their learning is fun. A good range of resources are carefully organised so that they are readily to hand to support learning, for example when looking at the works of some Welsh artists as part of an art lesson in the use of hues and shades of colour. They successfully encourage pupils to use incidental Welsh regularly and appropriately. Teachers carefully organise their lessons so that the links between subjects being studied are made clear to pupils. As a result pupils see the overall purpose of what they are studying and work enthusiastically, for example when performing dance movements linked to their work in history.
93. In many lessons teachers systematically review what has been taught and use that information at the beginning of the next lesson in that subject in order to ensure that all pupils have a good foundation to extend their learning. They are very mindful to ensure that all pupils are treated equally and do not think of people in stereotypical ways, for example when discussing the political news from Zimbabwe.
94. The rigour of assessment for the under-fives is good. Baseline results are well used to guide the support given to children. In both key stages the school uses a number of reliable systems as diagnostic tests. The data is carefully collated, analysed and used effectively. Tracking sheets for individual pupils and year groups are used regularly to give early identification of underachievement. Ways of indicating the progress pupils make are in place in science and history. Future planning is informed by careful assessments in each term, for all subjects.
95. The school's arrangements for assessment, including baseline assessments and end of key stage teacher assessments, meet statutory requirements. Teachers have undertaken appropriate exercises within school and with other local schools including the secondary school to ensure that teacher assessments are accurate and consistent. The school compares its results with similar schools in the UA and nationally. Governors set targets accordingly.
96. In the best practice some teachers mark work with positive comments, targets and leading questions for pupils to improve their work. The school is developing self-assessment strategies to improve pupils' understanding of assessment and the next step in their learning but this is at an early stage. Learning objectives are made clear to pupils at the beginning of lessons and effective strategies are used to evaluate whether these have been met. However, although key skills are identified in planning and discussed at the end of lessons, pupils do not decide how to tackle tasks for themselves and

how in the process to choose methods and resources to become more independent learners.

97. Parents are kept well informed about their children's progress. Parents have a detailed annual written report and opportunity to discuss with teachers their children's progress in the autumn and spring terms. Reports in KS2 include longer-term targets for improvement in English, mathematics and science.

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

98. The findings of the inspection team matched the judgement made by the school in its self-evaluation report.
99. The school curriculum meets the aspirations and interests of the range of pupils effectively. Children in the reception class are well catered for and pupils in both key stages have equal access to all the activities provided.
100. Policies and new schemes of work provide a good basis to ensure a broad, balanced and relevant curriculum. Planning for the under fives reflects well the requirements of the Desirable Outcomes for Children's Learning, including a range of indoor and outdoor learning opportunities. In both key stages, new schemes of work in all subjects provide for a coherent and well-structured programme of learning with appropriate progression.
101. Teachers carefully identify opportunities to promote key skills in their short term planning and in KS2 pupils, during plenary sessions reflect on the key skills used in the lesson. However, arrangements to ensure that pupils acquire the full range of key skills, in literacy, numeracy and ICT are not yet fully in place to ensure that pupils develop their skills systematically and build progressively on what they already know and can do.
102. The provision of homework is good. A wide range of homework activities including projects and initiatives not related to national curriculum, promote well pupils' independent learning skills.
103. Carefully planned educational visits, visitors to the school and a wide range of extra-curricular activities successfully enrich pupils' learning experiences. Club activities include a KS2 nature club and a KS1 art club. Pupils visit places of educational interest relevant to their studies, such as, Twyn y Gaer hill fort and the Sherman Theatre.
104. The school promotes pupils' personal development well. The provision for spiritual, moral, social and cultural development is good. Daily assemblies incorporate an appropriate act of collective worship, comply with statutory requirements and are broadly Christian in nature. Pupils have good opportunities to say prayers and sing hymns in both Welsh and English.

These occasions together with time for discussion offer pupils appropriate guidance in spiritual and moral issues, including opportunity for guided reflection.

105. Social development is enhanced successfully through consideration of the needs of others, such as through fund raising for charities and a strong sense of community is promoted through the celebration of pupils' achievements in a wide range of planned activities. The residential visit to an outdoor activities centre supports their social development very well as they work together rock climbing, abseiling and orienteering and sharing domestic duties. Cultural awareness is promoted well through stories, music, visits to a mosque and synagogue and learning about other people's achievements.
106. The school provides a structured programme of personal and social education. Issues relevant to pupils' needs are covered. Outside agencies including the police and health professionals enhance this provision well.
107. The school's partnerships with parents, the local community and other schools are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
108. Parents are overwhelmingly supportive of the school. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents express high levels of satisfaction and appreciate the strong sense of community fostered by the school. Parents value the commitment of the acting headteacher and staff, the welcoming nature of the school and the willingness of the school to listen to parents.
109. Parents and friends make a very good contribution to the life and work of the school by supporting school activities, accompanying pupils on educational visits and in fund-raising for the school. The Parent Teacher Association (PTA) organises many social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income. Funds raised are used purposefully to enhance learning resources for all pupils.
110. The school's partnerships with other schools in its locality are highly productive, particularly with the secondary school to which pupils transfer. Arrangements for the transfer of pupils are very good and ensure that Y6 pupils look forward to secondary school and approach it with confidence. A range of successful curriculum links are in place, which contributes to the systematic development of pupils' learning as they move from KS2 to KS3.
111. The school has no formal partnerships with initial teacher training institutions but regularly welcomes students from local secondary schools who undertake work-experience placements at the school. Students are well supported by staff and they make a positive contribution to school life.

112. The school's partnership with the local community is outstanding. In a short time, the acting headteacher has been highly successful in encouraging local community members to become involved in the school and share their talents and expertise with pupils. Staff take full advantage of all that the community has to offer to extend pupils' learning experiences in many subject areas. The school and its various activities are very well supported and valued by the local community.
113. Overall, the school makes good provision for work related education and teachers take due account of the vocational aspect of the PSE programme. Despite being in an area with limited industry and business, the school welcomes a variety of personnel from different occupations and professions to speak to pupils about their work.
114. Pupils also visit the local charcoal kiln, re-cycling centre and have interviewed personnel working on the relief road being built in the nearby community of Talgarth. Pupils are gaining good insight into the variety of work undertaken in the area and of the range of careers open to them.
115. Local businesses are supportive of the school but no teachers have undertaken a relevant industrial or business placement with a view to enhancing professional development and enriching curriculum provision for pupils.
116. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are successful, and pupils make progress regardless of their ability, gender, race or backgrounds.
117. The languages, culture and heritage of Wales are reflected well in the life of the school. A sense of pride in being Welsh is fostered successfully through for example the celebration of Saint David's Day. Y Curriculum Cymreig is well established and pupils' bilingual skills are promoted well.
118. The curriculum includes local studies and the study of the Celts and Romans in Wales and the study of Welsh artists such as Ogwyn Davies. The school's commitment to its home culture is celebrated annually in the success of its musical ensemble at local, county and national levels in the Urdd Eisteddfod.
119. The standards in, and provision for education for sustainable development and global citizenship are good and the school makes good efforts to act in a sustainable way. Pupils understand the issues of pollution and global warming and the need to care for the environment. They are actively involved in re-cycling schemes and understand the need to conserve energy and water consumption.
120. Pupils' understanding of global citizenship is developed well. Through their work in geography and religious education, pupils are aware of the lives of children in other parts of the world; the inequalities that exist and how global forces shape their lives. The school's commitment to the Fairtrade ethos is excellent and pupils have a clear understanding that the actions of people in

one country can have a direct, beneficial impact on the lives of those in other countries.

121. As part of the eco schools award scheme, the school has received the bronze and silver awards in recognition of its commitment to conservation and the environment. The school is working towards achieving the European Green Flag.
122. Pupils' entrepreneurial skills are well developed. Pupils demonstrate good decision-making and problem-solving skills as they organise events and raise considerable sums of money for charity. Pupils are committed, enthusiastic and enterprising in their approach and take on responsibilities with confidence. In addition, members of the school agriculture and nature club have grown a wide range of crops and vegetables, which they sell for a profit to parents and the local community.
123. Overall, the school is successfully laying the foundations for lifelong learning and community regeneration. Pupils demonstrate well-developed self-confidence and independence in their work on the school council, in their environmental work and in their fundraising for local and national charities. However, pupils do not take sufficient responsibility for their own learning in lessons.
124. The acting headteacher, staff, pupils and governors are committed to the local community and are supportive of community initiatives. The school is helping pupils to recognise their role as citizens and how they can contribute to the community in which they live. Pupils have been actively involved in initiatives run by the Talgarth Regeneration Project and personnel from the project value the school's commitment and support.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team matched the judgement made by the school in its self-evaluation report.
126. The school provides good quality care, support and guidance for all pupils. In a short time, the acting headteacher has established effective procedures to ensure the pastoral needs of pupils are met in a sensitive manner. Pupils in the school say that they feel secure, safe and respected in this very small school.
127. The school plans and manages care arrangements and support services effectively. Parents are welcomed into the school; the acting headteacher listens carefully to them and their views and opinions are valued and acted upon.
128. Pupils have regular opportunities to contribute their own ideas, views and opinions and do so with confidence through the school council. The school council is a good forum for the development of pupils' personal and social

skills. It provides a good opportunity for pupils to work together and contribute to decision making. School councillors undertake their duties conscientiously; they feel the school listens to them and often acts upon their recommendations.

129. The induction procedures for pupils entering the school, moving from KS1 to KS2 and transferring to secondary school are effective and ensure pupils settle quickly into their new environments with minimal disruption to their learning and personal well being.
130. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with kindness and consideration.
131. Pupils have access to an effective personal and social education (PSE) programme in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils. Sex education, drugs awareness and health education are given appropriate attention and good use is made of outside agencies to help deliver the programme.
132. Pupils' punctuality, attendance, behaviour and performance are monitored carefully by the school and early action is taken to deal with any issues that arise. The school has appropriate procedures to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school enjoys a positive working partnership with the education welfare officer (EWO).
133. The school has clear behaviour and anti-bullying policies which work well. A clear code of conduct exists and pupils respond well to the expectations of staff with regard to behaviour.
134. The academic performance of pupils is carefully monitored by teachers but the role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress, is not yet fully developed across the school.
135. The school has a detailed policy and set of procedures to promote the health, safety and well being of pupils, including risk assessment, which are monitored carefully by the headteacher, staff and the governing body.
136. The school successfully promotes the importance of a healthy diet and lifestyle and pupils regularly take part in many sporting and physical activities that contribute to their health and well-being.
137. The school has a clear policy and set of procedures to deal with child protection issues. The acting headteacher is the designated person with responsibility for child protection issues and all staff are aware of the correct procedures to be followed. Training is regularly updated. The acting headteacher receives very good support from the nominated governor.

138. The quality of provision for additional learning needs, including those with SEN is good. The school uses a range of appropriate tests and assessments, including baseline and diagnostic and teacher assessments, at an early stage to influence the teaching appropriately.
139. The provision for pupils with SEN is in line with the recommendations of the SEN Code of Practice. An appropriate register of SEN is maintained and identified pupils are provided with appropriate support through suitably detailed individual education plans (IEPs) and tasks well matched to their ability.
140. The SENCo, teachers and support assistants in this very small school, monitor and assess pupils' progress. Parents are regularly involved in discussions about their child's progress and needs. IEPs are reviewed and these indicate both learning targets and strategies to be developed. Some pupils receive additional focused teaching in a 'Catch-up' programme, and a programme of letter recognition to help them decode unfamiliar words. Records indicate that steady progress is made. Able and gifted children are identified and their needs are addressed well. The school is successful in providing appropriate support for pupils whose behaviour impedes their progress and that of other pupils.
141. All pupils with additional learning needs are fully included in all aspects of school life and all of its activities.
142. The school's provision for equal opportunities is good and pupils have equal access to the curriculum and all other facilities within the school.
143. Teachers recognise the diversity of pupils' backgrounds and take this into consideration when planning support and guidance. All pupils are treated equally and with care and respect.
144. Gender equality is promoted well and boys and girls work and play co-operatively together, valuing what each has to offer. Mixed team games, extra curricular activities and mixed gender groups in the classroom help promote equality and challenge stereotypical views.
145. Good race relations are promoted throughout the school and the whole school community values and celebrates individuality and diversity. Good quality statutory documentation underpins this good practice.
146. The school takes reasonable action to secure the equal treatment of disabled pupils and is aware of its responsibilities under the Disability Discrimination Act (2005). An accessibility plan is in place to demonstrate how the school will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. The school has consulted widely during the process of drawing up its Disability Equality Scheme and has produced an action plan to demonstrate its commitment to disability equality.

Leadership and management

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

Grade 2: Good features and no important shortcomings

147. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
148. The acting headteacher provides a positive lead and has a clear and ambitious vision for the school. She is very hard working and since her appointment much has been achieved in identifying the future needs of the school and in forming a hardworking and cohesive team.
149. Staff morale is high and all work closely and constructively together. They all share a strong commitment to the success of the school and its place in the local community. There is a very positive family ethos built around mutual respect and high expectations of all pupils to achieve well.
150. Currently, there are detailed arrangements which are being effectively used for subject co-ordinators to judge for themselves the needs of their subjects and to assess the standards pupils achieve. They carefully listen to pupils and look at their work in order to judge the progress they are making. They have taken effective steps to put in place arrangements to address identified weaknesses. For example, well thought out strategies have been put in place to improve pupils' skills in reading unfamiliar words and in encouraging pupils to think things out for themselves in mathematics and science.
151. There are detailed arrangements in place to assess pupils' long-term progress in order to identify under achievement and to take appropriate action. All staff ensure that all pupils have equal access to what is taught and play a full part in the life of the school.
152. The school takes careful account of national priorities and local initiatives. The school promotes successfully an awareness of healthy lifestyles. There are strong and mutually beneficial links with the local community. Pupils are very successfully encouraged to be aware of ecological issues and of the need to protect their own environment and that of the wider world.
153. The school has made an effective start to strengthening further pupils' basic skills in learning. Preparation for the foundation phase and for the introduction of Curriculum 2008 is well advanced and the school has begun to introduce initiatives to develop pupils' skills for learning. Pupils are developing their bilingual skills well. The school council is active and takes its responsibilities very seriously.
154. There are strong links with other schools in the area including the secondary school to which most pupils transfer and with other providers of education. There is a well-supported breakfast club.

155. The school has in place appropriate arrangements in such a small school for the acting headteacher and subject co-ordinators to observe teaching and learning and to assess teachers' training needs appropriately. Links between this process and the school's performance management arrangements are effective. There are appropriate arrangements to support newly qualified teachers and teachers who are new to the school.
156. The governing body is well led. The chair of governors is very well informed and very committed to the school. All governors are supportive of the professional leadership and are very interested in what is achieved. They are very aware of the long-term strategic needs of the school and plan carefully to meet them. Some governors regularly visit the school and are well informed on an informal basis about its progress. However, governors are only in the early stages of formalising arrangements for them to look not only at standards within the school but also at how those are achieved. The governing body meets all of its statutory duties in full.

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

Grade 2: Good features and no important shortcomings

157. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
158. There are thorough procedures in place to gather information about the performance of the school, based upon a wide range of information. The acting headteacher and subject co-ordinators are well informed about the performance of their areas of responsibility. They have systematically analysed the needs of the school and have used that information well to put in place initiatives which were needed to address weaknesses. Surveys of the views of governors, parents and pupils have been carried out and their views have been carefully considered.
159. A comprehensive monitoring and self-evaluation policy has been put in place and is used on a planned basis to inform the leadership of the school when identifying the school's long-term strategic needs. There are clear links between the process of self-evaluation, performance management, staff development and expenditure.
160. Although the school is very small and pupils are very well known, nonetheless there are rigorous arrangements in place to look carefully at pupils' performance in the national teacher assessments and in other reliable tests. This information is well used to inform the self-evaluation process and targets. The UA are appropriately involved in this process.
161. The school's self-evaluation document is sufficiently detailed, well organised and logically set out. It provides an accurate picture of the school's strengths and areas for improvement. It is closely linked to the SIP which sets out priorities for development in detail. These are carefully costed and evaluated

in order to judge whether or not the intentions have been met and that spending has produced the expected results.

162. The school's improvement process is also closely linked to its performance management programme which takes full account of local and national priorities. Included in this process are the successful arrangements to provide sufficient time for teachers to plan, prepare and assess during the taught week. This has added considerably to the quality of the curriculum and standards in music.
163. The inspection team agrees with the judgements made by the school in its self-evaluation in each of the seven key questions.
164. Since the last inspection in the summer term 2002, the school has made good progress, particularly recently, in addressing the key issues of that inspection. Standards in art and design technology have improved. Lessons are well planned and organised to meet the needs of all pupils. Lessons are well taught across the school. There are detailed curriculum plans and schemes of work for all subjects. The curriculum for children in the reception class fully meets the Desirable Outcomes for Children's Learning. The school is a bright and attractive environment for learning. The school prospectus meets statutory requirements in full. The relatively large carry forward in the school's budget, identified in 2002 has been well used to provide a better education for pupils currently in the school.

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

Grade 2: Good features and no important shortcomings

165. The overall findings of the inspection team matched the judgement made by the school in its self- evaluation report.
166. There are an appropriate number of teachers in the school who are well qualified and have an effective blend of experience and expertise. This is enhanced by some specialist teaching for music and physical education. The county peripatetic Welsh teacher supports both the pupils' and teachers' bilingual skills well. Teachers are ably supported by effective and committed support assistants who work effectively alongside teachers. Relationships are very good and result in pupils receiving quality support in their learning.
167. Support staff use their knowledge and understanding of child development gained in training to good effect. They assess the progress of pupils they are supporting and work closely with teachers in ensuring that the next steps in learning are planned. Good use is made of volunteers from the community, including students from the local secondary school, who widen the breadth of experiences for the children.
168. All staff benefit from a programme of professional development. Individual, whole school, cluster and UA training moves the school forward. There are appropriate arrangements for the induction of newly qualified teachers and

teachers who are new to the school. The school has invested time and money well in its training. The school's use of time for teachers to plan, prepare and assess is used effectively to raise the standards of learning, teaching and assessment. Management time has been used well to support standards and to ensure the development of new schemes of work. Clerical duties are carried out efficiently and in a friendly and purposeful way.

169. The school is kept clean and tidy and all support staff provide good quality care for pupils.
170. Good use is made of the building despite its many limitations. The internal environment is bright and attractive and generally provides a suitable environment for teaching and learning. However, the school has no hall and the multi purpose use of the KS2 classroom as an assembly, dining and physical education hall is problematic. The school makes best use of these arrangements and has regular access to the local secondary school's modern gymnasium for physical education.
171. Despite limitations relating to the use of one classroom for meals, assemblies and physical education, the school makes best use of its physical resources. The school grounds provide a stimulating environment for learning. The pond area, sand pit, vegetable garden area and outdoors classroom support the children's learning and the playground markings and readily available sports equipment encourage pupils to lead a healthy life style.
172. The school makes good use of the local secondary school gymnasium and swimming pool which support the physical education curriculum and a nearby village hall is used for concerts and performances.
173. The school is well resourced. Resources are accessible to pupils and audited, renewed and updated by subject leaders when the need is identified. Children have good access to a range of materials, which match their needs well. Both classrooms have a small number of computers. There is appropriate Internet access and increasing use is made of interactive white boards which enrich and support the good teaching. There is a good range of up to date books to support pupils' learning. The library has a good range of attractive fiction and non-fiction. The school has recently invested wisely in a new reading scheme.
174. The school links resources to its needs and priorities well. The SIP is efficiently costed and through good strategic planning is carefully matched to areas of development. Resources are well used. Good account is taken of national initiatives in the school's spending. The budget is regularly monitored by the administrator, the finance officer and chair of governors. Additional funding is secured through the successful PTA. This is put to good use.
175. Bearing in mind the standards pupils achieve and the quality of education provided, the school gives value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

176. Pupils in KS1 speak articulately and with confidence to adults and to each other. They take part in discussions with enthusiasm and enjoy sharing their knowledge on a range of topics. They speak clearly of their experiences, successes and interests in whole school assemblies. They listen eagerly to each other and their teachers and are attentive.
177. Throughout KS2, many pupils make good progress when speaking both formally and informally. At the end of the key stage they speak confidently and express their views clearly. They articulate their fears and react to the poem 'Stevie Scared' sharing their phobias first with talking partners and then with the whole class, using mature reasons and a rich vocabulary. They deliver a well argued election speech using persuasive language and expression, and an effective use of repetition.
178. Across KS1, pupils read reasonably accurately and nearly all begin to use their growing knowledge of the sounds letters make to read unfamiliar words they meet in their reading books. They enjoy discussing the plot of their reading book, the characters, their favourite part and predict what will happen. They know the author, the illustrator, the purpose of a blurb, the contents page and index.
179. Within KS2 older pupils' reading skills do not match their speaking. In KS2, a minority of pupils read with confidence, maturity and expression. The most able recognise the power of words for example in alliteration and how words such as harmony imply peace.
180. In KS1, many pupils make good progress in developing their writing skills. Their work is neatly presented, with well formed letters and appropriate spacing between words. Many write across the curriculum in science, history and religious education and in their English writing, retell events, describe people's jobs, write a riddle and recount stories using adjectives and rhyming words. Many make use of a simple dictionary using alphabetical order. They begin to use capital letters, full stops and key words and increasingly use their knowledge of spelling patterns to attempt to spell words. The most able create a non-fiction book with a title page, an index, a fact sheet with illustrations, a labelled diagram and a blurb.

181. In Y3 and Y4, all pupils write stories, poetry and letters with a good use of adjectives and paragraphs. Their handwriting exercises help them with good presentation. In Y5 and Y6 many pupils write in a wider range of styles and for different purposes. Many pupils use persuasive writing when writing a letter of complaint. They write an election speech independently, using alliteration and repetition to good effect. After listening to the poem 'Stevie Scared' all use dictionaries and a thesaurus to create lists of synonyms and antonyms and write these using electronic means of presentation.

Shortcomings

182. Whilst there are no important shortcomings, a minority of older pupils in KS2 lack the skills to read unfamiliar words confidently and accurately.

Mathematics

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

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

Good features

183. In KS1, many pupils add and subtract accurately within 10 and by the end of KS1 they add and subtract within 100. They recognise a missing number in a sequence of numbers and make complex repeated patterns. They know how to find a total when carrying out money calculations and to give change correctly. Many tell the time to a half and quarter to the hour accurately and quickly using a range of different clocks. They apply their knowledge of how to weigh and measure when calculating the length and weight of objects using centimetres and metres and grams and kilograms. They know that larger objects do not always weigh the heaviest.
184. Many younger pupils in KS1 know the names of regular two-dimensional shapes. They identify the faces and edges of three-dimensional shapes and know that a 'face' on a three-dimensional shape is 'not like your own face'. They estimate accurately, they recognise that two sets of numbers are equal when they balance each other.
185. All older pupils in KS1 construct and describe three-dimensional shapes using mathematical vocabulary appropriately. They use a net of a cube effectively to construct it. They record carefully how a dice lands and note the numbers, which are opposite each other on it.
186. Within KS2, nearly all younger pupils approximate larger numbers to the nearest 10. They estimate accurately distance using metres and centimetres. They collect and interpret a wide range of data, for example about the size of pupils' heads in relation to their overall size and age. They create detailed frequency charts and understand how a 'mean' average is calculated. They sort information into two intersecting sets of a Venn diagram to help them.

187. All younger pupils in KS2 use a range of strategies to carry out multiplication. They tell the time accurately using a 24-hour clock. They convert simple fractions to decimals and have a secure understanding of place value.
188. Nearly all older pupils in KS2 calculate accurately when applying the four rules of number. They use and understand positive and negative numbers. They solve simple time problems. They use a wide range of strategies to find the answers in mental problems. Nearly all use approximation well when carrying out these calculations. They estimate sensibly and recognise quickly when beginning a problem and know when their estimate is at odds with their final answers. They know how to reduce fractions to their lowest form and calculate using percentages and simple decimals.
189. Within KS2, nearly all older pupils recognise and explain in detail the properties of a wide range of two and three-dimensional shapes. They identify the properties of triangles. All measure angles accurately and calculate the perimeters and areas of regular shapes.
190. Across the key stage pupils construct a wide range of different types of graphs to express the information they collect. They carry out a good range of investigations, for example when studying the effects of rainfall on the growth of tomatoes and when considering if girls are taller than boys. They interpret and draw sensible conclusions from their work.

Shortcomings

191. There are no important shortcomings.

Design technology

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

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

Good features

192. In both key stages pupils show a good awareness of the design process. In KS1 pupils accurately identify materials they will need to complete a design. For example, when designing a coat for a bear they explain their designs and suggest sensible possible improvements and changes.
193. In KS2 pupils make and modify their designs carefully. They identify thoughtfully the materials and tools they will need to put a design into effect. They carefully evaluate their work and describe the skills they have learnt when making their products. They utilise the design brief well considering it carefully throughout the construction process as well as when creating a design and evaluating the outcomes.
194. In both key stages pupils use a wide range of materials creatively, for example when constructing a model of a boat or making a moving object, or when creating a Guy for Bonfire Night. They produce finished products of a

high quality. They use a variety of techniques to cut and join materials, for example when making a jungle animal for a display.

195. Older pupils in KS2 use appropriate materials to make pitched musical instruments. They select these carefully and produce finished products, which fulfil their design. They use ICT effectively to create a design for a moving Christmas card and decorations and then identify how and why it could be improved. They know how to reinforce structures to give them strength where it is needed. They understand the importance of working safely and of reducing the risk of injury to themselves and to others.

Shortcomings

196. There are no important shortcomings.

Art

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

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

Good features

197. In both key stages, nearly all pupils show increasing knowledge of, line, tone, colour, pattern and texture. They use a wide range of materials, equipment and processes effectively, with increasing confidence and ability.
198. In KS1 all pupils know the primary colours and enjoy experimenting with paint to create handprints. They mix skin tones successfully to paint their pirate portraits. They hold their brushes correctly and mix colours using a palette. They use these skills to create colourful African landscapes at sunset, with silhouetted animals out of black sugar paper. They show their understanding of line in their striking images of dinosaurs using white straws on a black background. Their mosaics, paper weaving and bookmarks illustrate their knowledge of pattern. They use ICT well to create attractive landscapes inspired by Welsh landscape paintings.
199. In KS2 all pupils build on their painting skills well. They successfully create a range of hues from a limited palette choosing a section of the colour spectrum. They choose the correct size of brushes, cleaning them appropriately and using one directional strokes, waiting for areas to dry. In their work based on 'Soar y Mynydd' by Ogwyn Davies, pupils research the work of Van Gogh, Wilson and Gaugin and experiment with a range of media and processes. Before completing their compositions they make careful observational drawings in pencil and charcoal, experiment with pastels, cut stencils and print, and create collages in the style of Scottish artists.
200. In both key stages, skills are applied well to produce high quality displays around the school for example in poster work for the 'Fair Trade' enterprise and ICT images of Roman centurions. Good examples of pupils' work are

used effectively to produce a tropical rainforest, inspired by Henri Rousseau, with a mural of colourful plants and animals painted and stencilled on the walls and effectively hung with pupils' three-dimensional creatures.

Shortcomings

201. There are no important shortcomings.

Music

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

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

Good features

202. Pupils of all ages and abilities enjoy performing, composing and appraising music. The quality of singing is good overall. Most pupils sing in tune with good expression and diction. They have a varied repertoire of songs and hymns in English and Welsh that they perform with pride and enjoyment. They enjoy listening to a wide repertoire of music and take part in musical activities.
203. In KS1, pupils begin to develop a good understanding of tempo, pitch, dynamics and duration. They name the families of instruments as string, woodwind, brass, keyboard and percussion. They sing 'Yo ho ho a pirate's life for me', keeping the beat well with un-tuned percussion and playing the melody on xylophone and glockenspiel.
204. Pupils evaluate their work accurately, using appropriate vocabulary. They compose a piece of music to illustrate the 'Night Pirate's' story', select simple percussion instruments and sound effects, recognise different tones and intervals and sequence them recording their work using simple symbols.
205. In KS2 pupils listen to a number of pieces of music for example Debussy's 'The Little Shepherd Boy' and Goodwin's 'Magnificent Men in Their Flying Machines' and discuss how music creates pictures, recognising the instruments used to produce powerful images. They sing 'Oh, Oh Antonio' sweetly and in tune. They compose an accompaniment of un-tuned percussion knowing that there are three beats to the bar; some stating it's a waltz. They take due account of texture and timbre and dynamics, playing loud and soft and fast and slow as appropriate. All pupils use and understand musical terms such as 'forte' and 'allegro'. They know the sign used for a rest and recognise the importance of silence in music. They read and name the notes on a staff, and name notes and their values. They record their work using symbols on a score.
206. At the end of the key stage pupils begin to record their work on a staff using musical notation. All pupils in KS2 play a woodwind instrument and by the

end of the key stage perform to a very high standard, gaining accreditation. This is an outstanding feature.

207. Nearly all pupils sing with due regard to pitch, dynamics and breathing to a variety of audiences and in local and county venues. All older pupils play their woodwind instruments as individuals and as an ensemble to a very high standard.

Shortcomings

208. There are no important shortcomings.

Physical education

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

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

Good features

209. In both key stages, pupils show a good awareness of the importance of behaving safely and sensibly. They understand how to put out and put away equipment appropriately and do so independently. In KS1 and KS2 all pupils wear appropriate clothing for their activities and dress and undress quickly and efficiently. They understand the importance of 'warming up' before taking part in physical exercise and of 'cooling down' afterwards. They know that physical exercise is good for them.
210. In both KS1 and KS2, pupils' knowledge and understanding of the skills of physical education are good. They practise the techniques of throwing and catching systematically using an appropriate range of equipment. They understand that the 'force' of a pass or stroke is of equal importance to its direction.
211. In gymnastics, in both key stages, pupils travel with a change of pace and direction. They have good control when performing a variety of shapes and movements. In KS1, they balance, jump and land safely and with control. They know how to change direction and how to use space safely. In KS2 they evaluate the performance of others carefully and constructively suggest how to improve it.
212. In KS2, pupils move appropriately to interpret and represent characters in a myth. They make lifelike poses and hold them dramatically to produce a 'montage'. They re-enact the story of Actaeon and Diana expressively. They plan and refine their performances well and show imagination when taking on roles and characters.
213. Older pupils participate in a good range of team games with and against other schools. They understand how to compete fairly and have positive attitudes to taking part. They develop specific skills through their involvement in a number of initiatives including specialist coaching.

214. Older pupils learn to swim confidently and learn some of the skills of orienteering, climbing and rafting during residential visits to an outdoor pursuit centre. They successfully apply and extend their orienteering skills in the area around the school.

Shortcomings

215. There are no important shortcomings.
216. Parents are overwhelmingly supportive of the school.

School's response to the inspection

The staff and governors of Ffynnon Gynydd School welcome and celebrate this very positive inspection report. We are reassured by the confirmation that standards at Ffynnon Gynydd exceed the targets set by the Welsh Assembly Government and are well above those achieved nationally.

We are proud that the inspection report recognises that Ffynnon Gynydd is a good school.

We are especially pleased that the inspection recognised that:

The quality of teaching is good and all pupils receive very positive encouragement to reach the high expectations held for them. Children make good progress at Ffynnon Gynydd and are well prepared for the next stage of their education.

The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour: pupils are courteous, polite and relate well to each other, to staff and to visitors.

Pupils are well cared for, guided and supported. Pupils work and play in a happy, supportive environment where they feel safe, respected and valued. The strong family ethos of the school, the secure relationships between staff and pupils and the sensitive moral and spiritual elements of collective worship help pupils develop a set of values to guide them through life.

Ffynnon Gynydd School's partnership with the local community is outstanding and parents are overwhelmingly supportive of our school. The highly successful partnerships with parents, the local community and other schools enrich the life and work of Ffynnon Gynydd School.

We value the inspectors' comments and their recommendations will aid us in our continued quest to provide the highest quality of education and care for the pupils of Ffynnon Gynydd School.

Appendix 1

Basic information about the school

Name of school	Ffynnon Gynydd Church in Wales Primary School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Glasbury-On-Wye Herefordshire
Postcode	HR3 5LX
Telephone number	01497 847346
Headteacher (Acting)	Mrs Rhian Wilkie
Date of appointment	1 st September 2007
Chair of governors/ Appropriate authority	Mr Kevin Stephens
Registered inspector	Mr Peter Mathias
Dates of inspection	07/07/08 to 09/07/08

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	N/A	3	2	4	5	6	4	3	27

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.4	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11.2:1
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	13
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Summer 2007	91.3	97.4
Autumn 2007	95.1	93.4
Spring 2008	99	96.7

Percentage of pupils entitled to free school meals	4
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:	4
As the number of pupils eligible for assessment at the end of KS1 was fewer than 5 summary information is not included.		

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	5	
As the number of pupils eligible for assessment at the end of KS2 was greater than 4 but fewer than 10, overall performance indicators only are included.			
The percentage of pupils attaining at least Level 4 in mathematics, science, English or Welsh (first language) according to teacher assessment.			
In the school	100%	In Wales	74.1%

Appendix 4

Evidence base of the inspection

- A team of three inspectors, who were present in the school for three inspector days, carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Fourteen questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- Nineteen lessons or sessions were observed.
- A sample of all pupils' work from across the ability range in each year group was examined.
- Inspectors listened to all pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and recommendations Contributions to Key Questions 1 & 2 Key Question 5 & 6 Appendices Mathematics Design technology Physical education
Mrs Janet Warr (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Ann Williams (Team Member)	Contributions to Key Questions 3 & 4 Key Question 7 Special educational needs English Music Art
Mrs Rhian Wilkie (Acting Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

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

Contractor

The contractor was:

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