

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

A Report on the Quality of Education in

**Glasbury C.I.W.(A) School
Glasbury-On-Wye, HR3 5NU**

School Number: 6663314

Date of Inspection: 28/04/08

by

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15781**

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Glasbury C.I.W.(A) 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 Glasbury C.I.W.(A) School took place between 28/04/08 and 30/04/08. An independent team of inspectors, led by Dr. Peter David Ellis 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 **full** 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. Glasbury Church-in-Wales Aided Primary School was built originally in 1816 to provide an education for local children. It was adopted by the Anglican Church in the 1940s. In 1991 there was extensive modernisation of the premises; new purpose built infant and junior classrooms were added and the original one room school room was converted to a hall. In 1995 the adjoining old school house was adapted to provide an office, a staff room and additional storage space; its use by pupils is currently disallowed for insurance reasons.
2. The school is situated in about four acres of woodland and pasture on a picturesque hillside overlooking the village of Glasbury with extensive views of the surrounding countryside, St. Peter's Church and the river Wye. The village lies approximately one mile east of the village of Three Cocks and about half way between the small towns of Talgarth and Hay-on-Wye. The school has extensive grounds, including playground areas, a playing field, a garden and a forest school wooded area.
3. The school serves the wide surrounding rural area, covered by the parish of St. Peter's, although a few pupils, particularly with additional learning needs (ALN), travel from further afield due to parental choice. They come from a mixture of privately owned homes and ones that are tenanted, mainly rented from the local authority. The school describes pupils' family circumstances as about 50% neither advantaged nor economically deprived and about 50% socio-economically disadvantaged; the level of deprivation of some families is high. Approximately 46% of pupils are supported by a single mother or father or live with a parent that has a disability. Several families are also regularly mobile; within the last two years around a third of the number on roll has changed. Currently, around 24% of pupils are registered as being entitled to receive free school meals, which is above the national average of 17.5%.
4. The school caters for 42 full-time equivalent (fte) pupils between the ages of four and eleven, including three full-time children of nursery age, who only started immediately prior to the inspection. The school contains two classes, one for nursery, reception and key stage (KS) 1 and the other for KS2. The number on roll fluctuates from term to term; over the last four years it has varied from 31 to 46. A Welsh Assembly Government (WAG) funded part-time pre-school setting is on site for three and four year olds, which was established in 2003; this was not part of the inspection.
5. The intake covers the full range of ability. According to the school, children's skills on entry are diverse and dependent on a number of social factors and whether they have had any pre-school experience; a minority have poor communication and social skills. Around 36% are identified as requiring ALN support, which is well above the national and local averages; one is statemented. All pupils speak English as their first language; one comes from an ethnic minority background. None is currently looked after by the local authority.

6. The school was last inspected in April 2002. There have been few changes to the characteristics of the school since then, although the headteacher is the only remaining member of staff.
7. The school has achieved the Healthy Schools' third annual award and flag, the Keep Wales Tidy and Eco Schools' Silver awards and the Basic Skills Agency's Quality Mark for the third time.

The school's priorities and targets

8. The school's mission statement, as published in its school development plan (SDP) and prospectus, is:

"We are a caring Christian community where everyone counts; where we strive to offer to every person the opportunity to be happy, enjoy life at school, work hard and achieve their potential; where all can work in partnership for the successful achievement of the school's aims."

9. This mission statement is supported by a number of relevant aims.
10. The school's current priorities, as outlined in its SDP for 2007-11, are to develop aspects of:
 - raising standards, especially in English, mathematics and history;
 - developing a skills based approach to the curriculum, emphasising, for example, key skills and thinking skills in preparation for the Foundation Phase and the revised national curriculum 2008;
 - admissions and attendance;
 - assessment;
 - ALN;
 - behaviour and personal and social development;
 - healthy schools and eco-schools initiatives;
 - global citizenship and sustainable development;
 - links with parents and the community;
 - resources and premises; and
 - staffing.

Summary

11. Glasbury Church-in-Wales Aided Primary School is a very special place for its pupils and staff. A very warm and caring ethos permeates all aspects of its work with the result that it provides a very relevant and supportive education for its pupils. Although there is scope for continued development in standards, teaching and management, there are many obvious improvements since the last inspection.

Table of grades awarded

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

12. The inspection team agreed with the school's judgements in its self-evaluation report in two of the seven key questions. Where they differed in Key Questions 1, 2, 3, 5 and 6, this was because the inspectors awarded a grade lower due to identified shortcomings.

Standards

13. Standards of achievement in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

14. These figures are considerably better than the last inspection, when only 34% was Grade 2 and 5% was Grade 4, and they exceed the WAG's 2010 target that 98% of standards should be Grade 3 or better. However, they are below the national averages published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2006-7, where overall standards in primary schools in Wales are reported to be 80% Grade 2 or better.

Areas of learning for the under-fives

15. No grade was awarded for the nursery, as only three children were of nursery age and they only started in the school immediately prior to the inspection.

	Nursery	Reception
Language, literacy and communication skills	No grade awarded	Grade 2
Personal and social development	No grade awarded	Grade 2
Mathematical development	No grade awarded	Grade 2
Knowledge and understanding of the world	No grade awarded	Grade 2
Physical development	No grade awarded	Grade 2
Creative development	No grade awarded	Grade 2

16. Although a number of children enter the school with poor communication and social skills, they settle in quickly and make good progress in their all round development. The quality of the educational provision for the under-fives is thus appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Inspection Area	Nursery	Reception	KS1	KS2
Under 5s	No grade awarded	Grade 2		
English			Grade 3	Grade 3
Welsh second language			Grade 3	Grade 3
Mathematics			Grade 3	Grade 3
Science			Grade 2	Grade 2
Information technology			Grade 2	Grade 2
Design technology			Grade 2	Grade 2
History			Grade 3	Grade 3
Geography			Grade 2	Grade 2
Art			Grade 2	Grade 2
Music			Grade 2	Grade 3

Physical education			Grade 2	Grade 2
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17. Although the core subjects of English and mathematics remain at the same level as the last inspection, overall the above subject grades represent a general improvement since 2002.
18. National curriculum assessment results are difficult to analyse, as cohorts are very small and varied, there is continually a high number of pupils with ALN and the school population is very mobile. For these reasons it is also not possible to identify any specific trends in performance between boys and girls in either key stage.
19. In 2007 all pupils assessed in the core subjects at the end of KS1 attained at least level 2 in English, mathematics and science, so that the core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in all three subjects, was 100%; this is better than national and local averages and places the school in best 25% of similar schools.
20. In KS1 over the last three years the school has consistently performed well in English, being amongst the best 25% of similar schools. The picture is almost the same in science and there is evidence of improvement in mathematics.
21. In 2007 the majority of pupils assessed in the core subjects at the end of KS2 attained level 4 in English and science and half did so in mathematics; none, however, reached level 5 in any subject. The CSI, which is the percentage of pupils attaining at least level 4 in all three subjects, was 50%, which is considerably lower than the national average of 74.1%. As a result, the school was placed in the lowest 25% of similar schools in English and mathematics and in the lowest 50% in science.
22. In KS2 over the last three years the school has consistently been in the lowest 25% of similar school in all three subjects, except for science in 2007.
23. There is evidence of progress through the school among the more stable pupil population, regardless of their social, ethnic or linguistic background. Those with ALN make good progress over time commensurate with their abilities.
24. Nursery and reception children begin to develop appropriate skills in literacy, numeracy and information and communications technology (ICT). In KS1 and KS2 pupils' speaking, listening and reading skills are generally good, but writing is less well developed across the curriculum. The quality of handwriting lacks accuracy in formation and presentation and is not generally age appropriate.
25. In KS1 and KS2 there are good features but some shortcomings in the use of numeracy and ICT across the curriculum, because pupils do not always apply their understanding and skills effectively or regularly enough in other subjects and contexts.

26. Pupils' bilingual skills are also relatively underdeveloped, as they do not speak, read or write regularly enough in Welsh.
27. Pupils have good key personal, social and learning skills overall. In particular, their thinking and problem solving skills are well developed, although their research skills are less advanced. Most work well with others and acquire confidence as independent learners. They have a positive attitude to work and are motivated to succeed. They sustain concentration well, although a significant few lose interest quickly.
28. Pupils know the targets they are set in English and mathematics, but there is scope to develop their involvement in the self-assessment and target setting processes.
29. Relationships between pupils are good overall and older ones look after those younger than themselves. They take on responsibilities willingly and perform their duties as various types of monitors efficiently.
30. Most pupils behave well and are aware of what is expected of them. They are polite, friendly and courteous to each other and adults. They know the difference between right and wrong and work and play together well. They understand that bullying and anti-social behaviour are unacceptable and they are aware of what to do should such incidents occur.
31. Pupils have an appropriate understanding of equal opportunities issues and they realise that all should be treated with equal dignity and respect.
32. Attendance has improved since the last inspection and, at over 95% during the last three terms, comfortably exceeds the WAG target set for primary schools. Nearly all pupils arrive punctually in the mornings.
33. The school is a focal point of the local community and the school itself engenders a strong community spirit.

The quality of education and training

Grades for teaching

34. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

35. These figures are better than the last inspection, when only 34% was Grade 2 and 7% was Grade 4. However, they are below the WAG's 2010 target that 80% of teaching should be Grade 2 or better and below the national averages published in HMCI's Annual Report for 2006-7, where overall the quality of teaching in primary schools in Wales is reported to be 80% Grade 2 or better.
36. In lessons where good features were identified, these include:

- a clear and effective teaching approach;
 - skilled and well directed questioning;
 - effective class management strategies;
 - all levels of ability encouraged to participate through stimulating activities;
 - effective use of the interactive whiteboard;
 - an appropriately brisk pace; and
 - encouragement of independent learning.
37. In lessons where there were shortcomings, these include:
- a lack of purpose and learning outcomes;
 - too much whole class teaching;
 - inappropriate pace and pupils not knowing what is expected of them;
 - tasks not matched to level of ability or age of pupils;
 - ineffective use of ICT; and
 - work not completed or a very limited amount produced during a session;
38. Throughout the school, there is a strong sense of shared enjoyment in working constructively together. All teaching and support staff foster good working relationships.
39. In the best lessons teachers show good subject knowledge and make pupils very aware of what the learning intentions are. They pass on their high expectations in a lively and stimulating way, which encourages pupils to achieve.
40. Teachers prepare lessons effectively and resources are carefully organised to support pupils' learning, but opportunities to develop bilingual skills are often missed.
41. Assessment, recording and reporting are good overall and meet statutory requirements. The school has a good tracking system for monitoring pupils' progress over time in the core subjects and this is used consistently and effectively. Assessment procedures for children under five are also good, but they are less well developed for key skills and foundation subjects.
42. Teachers mark pupils' work positively and regularly and give immediate oral feedback, but in KS2, in particular, written comments do not include indications of how improvements can be made.
43. The school meets statutory requirements in reporting to parents. Annual reports are of good quality and provide useful information and parents are invited to discuss their children's progress with teachers formally twice a year.
44. The school provides a broad curriculum that meets the requirements of the national curriculum and the Desirable Outcomes for Children's Learning. It is particularly relevant to the needs of the wide range of pupils in the school. However, there is a lack of balance in relation to the teaching of history and

geography. Curriculum time overall meets the recommended hours per week for each key stage.

45. A particular strength of the curriculum is the focus on skill development, investigatory work and practical activities.
46. Policies for each subject are in place, but the school does not have its own specific schemes of work that are customised to its context and needs. Moreover, the system of planning varies between KS1 and KS2.
47. Pupils experience a range of outdoor activities and full use is made of the excellent outside environment; this is an outstanding feature. Pupils also make a number of educational visits to places of local interest and further afield and they welcome to school a range of different visitors. Some extra-curricular activities are provided for pupils after school.
48. Pupils' spiritual, moral, social and cultural development is good. Acts of collective worship are appropriate and fulfil statutory requirements. Moral and social development is effectively promoted through the school's ethos and its personal and social education (PSE) programme.
49. The school promotes an appropriate Welsh ethos and the cwricwlwm Cymreig is an integral part of various subjects. Planning for the use of incidental Welsh, however, is underdeveloped.
50. Pupils learn about other lifestyles and cultures. They are very aware of the major issues relating to sustainable development and they participate in a range of activities. This is a strength of the school.
51. The school works in partnership with parents, who are generally very supportive, and there are good links with the local community, the main receiving secondary school, the local cluster group and colleges. There are some links with local businesses, but there are only limited opportunities for pupils to develop their entrepreneurial skills.
52. The provision for pupils' personal support and guidance is a strength of the school. The headteacher and staff place a high priority on pastoral care and provide a very supportive environment, within which every child is valued and nurtured.
53. The quality of the relationships between staff and pupils is exemplary and adults provide very good role models. The school works in partnership with a range of relevant support agencies and, when required, it is quick to seek additional help.
54. There are good, effective induction arrangements for children entering the nursery and for settling new pupils into the school.

55. The school provides a breakfast club, a part-time early years setting for three to four year olds and flexible after school care arrangements; all are managed by members of staff and contribute effectively to the caring ethos of the school.
56. The school monitors attendance and punctuality closely, although the completion of registers does not always fully meet requirements.
57. The school has high expectations of pupils' behaviour and achievements and takes action whenever necessary. Instances of inappropriate behaviour are positively managed and dealt with sensitively and effectively.
58. The promotion of healthy eating and a healthy lifestyle is an outstanding aspect of the school's daily life. Pupils clearly understand that eating a sensible diet and exercising regularly are good for their health and well-being.
59. There are policies which outline clear procedures to ensure pupils' health, safety and well-being and these are well understood and followed by all staff. Staff make every effort to ensure pupils' safety and security, although playground supervision at lunch time is minimal.
60. The school's policy and procedures for child protection are understood and further staff training is planned.
61. Overall, the provision for pupils with ALN is good and early identification ensures purposeful support. Teachers and support staff work as a comprehensive team and parents are fully consulted regarding their child's ALN status and progress.
62. The school takes account of the background of all pupils and promotes equality of opportunity. There are effective measures to ensure that any bullying, harassment or racial discrimination is dealt with appropriately.
63. The school grounds are accessible to wheelchair users, but there is currently limited access inside the building.

Leadership and management

64. The school has explicit aims and values, which underpin its mission statement and give direction and purpose to its work.
65. The headteacher leads the school by example and is extremely committed to the welfare of the pupils and adults in her care, but her workload is extremely demanding and her time is limited for planning the strategic direction of the school. As a result, the SDP does not identify a clear overview of the school's short and long term needs and priorities and its impact on school improvement is thus limited.
66. The second teacher is very supportive and also very committed to the school and the welfare of the pupils.

67. There is evidence of effective teamwork in the school and the headteacher undertakes performance management reviews for all full-time and part-time staff; targets are appropriately linked to identified school priorities.
68. The school takes good account of national and local priorities and is very well placed for the introduction of the Foundation Phase.
69. Day to day administrative routines operate efficiently and the governing body (GB) meets regularly. Governors are very supportive of the school and carry out their duties diligently and effectively. They have subject interests, visit the school regularly and attend training events.
70. The school has a range of appropriate management policies and procedures that meet legal requirements. However, it does not have a Disability Equality Scheme, as required by statute.
71. The school is developing a culture of self-evaluation; all staff and governors are involved and parents' and pupils' views are canvassed and taken into account.
72. The headteacher and the second teacher share responsibility for almost all of the subjects and they work together closely, but they tend to focus on their own key stage and there is no formal system or cycle of recorded monitoring across the school to assess continuity and progression.
73. The school is appropriately staffed. Support staff and part-time teachers who cover planning, preparation and assessment time (PPA) work very effectively with teachers in planning and delivering the curriculum.
74. The school buildings are in a sound condition and are very well cleaned and maintained. The quality and quantity of learning resources are good overall.
75. Financial management is sound and the budget is carefully monitored. Money is spent wisely and in line with identified priorities. The school gives good value for money in light of its particular context.

Recommendations

In order to continue its improvement, the school needs to:

- R1 raise standards in English, mathematics, Welsh second language and history in both key stages and in music in KS2, as well as in the key skills of writing, numeracy, ICT and bilingualism across the curriculum;
- R2 address the shortcomings noted in teaching with particular reference to matching work to pupils' ages and abilities;
- R3 rationalise the planning process, so that there is consistency across the key stages, based on specific schemes of work tailored to the needs of the school;

R4 continue to develop the self-evaluation process with particular reference to the role of the subject co-ordinator, monitoring procedures and strategic planning.

N.B. Aspects of Recommendations 1 and 3 are part of the school's current SDP.

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 3: Good features outweigh shortcomings

76. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because some shortcomings were identified in standards.

77. Standards of achievement in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

78. These figures are considerably better than the last inspection, when only 34% was Grade 2 and 5% was Grade 4, and they exceed the WAG's 2010 target that 98% of standards should be Grade 3 or better. However, they are below the national averages published in HMCI's Annual Report for 2006-7, where overall standards in primary schools in Wales are reported to be 80% Grade 2 or better.

Areas of learning for the under-fives

79. No grade was awarded for the nursery, as only three children were of nursery age and they only started in the school immediately prior to the inspection.

	Nursery	Reception
Language, literacy and communication skills	No grade awarded	Grade 2
Personal and social development	No grade awarded	Grade 2
Mathematical development	No grade awarded	Grade 2
Knowledge and understanding of the world	No grade awarded	Grade 2

Physical development	No grade awarded	Grade 2
Creative development	No grade awarded	Grade 2

80. Although a number of children enter the school with poor communication and social skills, they settle in quickly and make good progress in their all round development. The quality of the educational provision for the under-fives is thus appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Inspection Area	Nursery	Reception	KS1	KS2
Under 5s	No grade awarded	Grade 2		
English			Grade 3	Grade 3
Welsh second language			Grade 3	Grade 3
Mathematics			Grade 3	Grade 3
Science			Grade 2	Grade 2
Information technology			Grade 2	Grade 2
Design technology			Grade 2	Grade 2
History			Grade 3	Grade 3
Geography			Grade 2	Grade 2
Art			Grade 2	Grade 2
Music			Grade 2	Grade 3
Physical education			Grade 2	Grade 2

81. Although the core subjects of English and mathematics remain at the same level as the last inspection, overall the above subject grades represent a general improvement since 2002.
82. In relation to national curriculum assessment results, it is difficult to analyse trends over time, make comparisons to similar schools and national and local figures and to assess progress through the school, as cohorts are very small and varied. In addition, there is continually a high number of pupils with ALN

and the school population is very mobile; around a third of pupils who were assessed at the end of KS2 were not on roll in KS1. For these reasons it is also not possible to identify any specific trends in performance between boys and girls in either key stage.

83. In 2007 all pupils assessed in the core subjects at the end of KS1 attained at least level 2 in English, mathematics and science, so that the CSI, which is the percentage of pupils attaining at least level 2 in all three subjects, was 100%; this is better than national and local averages and places the school in best 25% of similar schools.
84. In KS1 over the last three years the school has consistently performed well in English, being amongst the best 25% of similar schools. The picture is almost the same in science and there is evidence of improvement in mathematics, where the school has moved from being amongst the lowest 25% in 2005 to the best 25% in 2007.
85. In 2007 the majority of pupils assessed in the core subjects at the end of KS2 attained level 4 in English and science and half did so in mathematics; none, however, reached level 5 in any subject. The CSI, which is the percentage of pupils attaining at least level 4 in all three subjects, was 50%, which is considerably lower than the national average of 74.1%. As a result, the school was placed in the lowest 25% of similar schools in English and mathematics and in the lowest 50% in science.
86. In KS2 over the last three years the school has consistently been in the lowest 25% of similar school in all three subjects, except for science in 2007.
87. There is evidence of progress through the school among the more stable pupil population, regardless of their social, ethnic or linguistic background. Although tasks do not always match the ability and age range of pupils, those with ALN make good progress over time commensurate with their abilities.
88. Nursery and reception children begin to develop appropriate skills in literacy, numeracy and ICT. They learn to handle books correctly, enjoy stories and make meaningful marks on paper. They quickly learn to be able to speak in front of others and to listen quietly. They start to sort and count and become familiar with the use of computers and the interactive whiteboard.
89. In KS1 and KS2 pupils' speaking and listening skills are generally good; especially in KS2, most speak confidently and clearly in front of adults and peers, for example when performing in assembly. The large majority listen attentively, answer questions accurately and carry out instructions carefully.
90. Reading skills are also generally good in both key stages. Pupils read for a wide range of purposes and mature into fluent and confident readers. They develop a variety of strategies to pronounce words and extract meaning. They take note of punctuation, add appropriate expression and can predict what might happen next. The guided reading and paired buddy systems are having

a marked effect on raising self-esteem and standards and the latter approach in particular is an outstanding feature.

91. Writing, however, is less well developed. Pupils acquire skills to write in different styles and for different purposes and audiences, but, especially in KS2, there is a lack of writing across the curriculum. The quality of handwriting in a range of subjects lacks accuracy in formation and presentation and is not generally age appropriate; a number of pupils use a combination of printing and a cursive script simultaneously. The school has recently introduced the 'Write Dance' approach to improve co-ordination and handwriting skills.
92. In KS1 and KS2 there are good features but some shortcomings in the use of numeracy and ICT across the curriculum. Generally, pupils develop adequate mathematical and technological skills and they confidently use electronic equipment, such as computers and the interactive whiteboard, but they do not always apply their understanding and skills effectively or regularly enough in other subjects and contexts. In addition, they generally do not show enough care when recording mathematical work to ensure their results are precise and presented accurately.
93. Pupils' bilingual skills are relatively underdeveloped. They know a number of words and phrases, read and understand simple books and sing enthusiastically in Welsh and they can respond adequately to various questions and directions, but they do not speak, read or write regularly enough in Welsh either incidentally across the curriculum or as a natural part of their everyday lives.
94. Pupils have good key personal, social and learning skills overall. In particular, their thinking skills, especially in relation to problem solving and decision making, are well developed and they accept responsibility for their own learning eagerly. Most work well with others and acquire confidence as independent learners. They have a positive attitude to work and are motivated to succeed. They show enthusiasm for the activities that are set and sustain concentration well, although a significant few lose interest quickly and find it hard to remain on task.
95. Pupils' research skills are less well developed overall, although they undertake various projects in school and at home to acquire information, using the internet, books and interviews, for example, of grandparents and school visitors. The lack of a functional library, however, where they might go to work and browse, limits their ability to research independently.
96. Pupils know the targets they are set in English and mathematics, but do not always refer to them before undertaking a task. They are generally aware of their strengths and weaknesses and how they might improve, although there is scope to develop their involvement in the self-assessment and target setting processes.
97. Relationships between pupils are good overall and older ones look after those younger than themselves through the 'buddy' system, which works very

effectively. They also take on responsibilities willingly and perform their duties as various types of monitors efficiently. Those elected to the school council and eco-council are proud to be members and to serve the school.

98. Most pupils behave well and are aware of what is expected of them. They are polite, friendly and courteous to each other and adults. They know the difference between right and wrong and work and play together well, although, as observed during the inspection, one or two with social and emotional difficulties display challenging behaviour and occasionally disrupt others. Overall, however, an orderly atmosphere pervades the school. There have been no exclusions during the last year.
99. Pupils understand that bullying and anti-social behaviour are unacceptable and they are aware of what to do should such incidents occur. They report that matters of this nature are dealt with promptly and effectively and parents and inspection evidence support this view.
100. Pupils have an appropriate understanding of equal opportunities issues and are very tolerant of each other. They feel they have equal access to all aspects of the curriculum and school life, whatever their background or gender. Although their experience of children from different ethnic origins and cultures is limited, they realise that all should be treated with equal dignity and respect. There are pupils in the school from a range of backgrounds, which helps to foster sensitivity and understanding towards diversity.
101. Attendance has improved since the last inspection and, at over 95% during the last three terms, comfortably exceeds the WAG target set for primary schools. This high figure reflects the enthusiasm with which pupils approach their time in school. Nearly all arrive punctually in the mornings enabling the school day to start promptly.
102. The school is a focal point of the local community and the school itself engenders a strong community spirit. Its many visitors help prepare pupils for life in the outside world, as do the visits to places of interest. Several local people work in the school as volunteers reinforcing the community atmosphere. Individuals, including parents, visit the school to talk about their jobs, thus giving pupils an insight into the world of work.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

103. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because some shortcomings were identified in teaching and assessment.

104. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

105. These figures are better than the last inspection, when only 34% was Grade 2 and 7% was Grade 4. However, they are below the WAG's 2010 target that 80% of teaching should be Grade 2 or better and below the national averages published in HMCI's Annual Report for 2006-7, where overall the quality of teaching in primary schools in Wales is reported to be 80% Grade 2 or better.

106. In lessons where good features were identified, these include:

- a clear and effective teaching approach;
- skilled and well directed questioning;
- clearly defined boundaries and the use of the traffic lights system as an effective strategy for classroom management;
- all levels of ability encouraged to participate through stimulating activities that enable them to achieve;
- effective use of the interactive whiteboard to stimulate discussion, extend pupils' knowledge and understanding and encourage participation;
- good role modelling of language by teachers;
- an appropriately brisk pace that meets the needs of all abilities; and
- encouragement of independent learning.

107. In lessons where there were shortcomings, these include:

- a lack of purpose and learning outcomes, such as colouring in worksheets;
- too much whole class teaching and an over-reliance on teacher directed tasks;
- inappropriate pace and pupils not knowing what is expected of them, so that they become passive and lose interest;
- tasks not matched to level of ability or age of pupils, so that some of the more able are under-challenged while some of the less able have difficulty in understanding and completing tasks;
- ineffective use of ICT;
- work not completed or a very limited amount produced during a session; and
- underdeveloped strategies for preventing pupils from calling out.

108. Throughout the school, there is a strong sense of shared enjoyment in working constructively together. Pupils with ALN, including those with behavioural problems, are made to feel that their contributions are highly valued. As a result, the majority respond positively to their teachers and their assistants who work very closely with them.

109. All teachers and support staff foster good working relationships and have high expectations, which in the best lessons, are reflected in the lively and stimulating way pupils are encouraged to achieve.
110. In nursery and reception the teacher and her assistant show a clear understanding of how to plan and organise activities, so that children can participate in a full range of appropriate learning experiences.
111. In the best lessons teachers show good subject knowledge; they make pupils very aware of what the learning intentions are and revisit them at the end of the lesson to assess what has been learnt.
112. Teachers prepare lessons effectively and resources are carefully organised to support pupils' learning, but opportunities to develop bilingual skills are often missed.
113. Teachers promote equality of opportunity and actively address the issues of gender, race and disability.
114. Assessment, recording and reporting are good overall and meet statutory requirements. The school has a good tracking system for monitoring pupils' progress over time in the core subjects and this is used consistently and effectively; assessment results are used by teachers to plan for the next stage of learning.
115. Assessment procedures for children under five are good. Staff in the nursery and reception class work in partnership and information is continually shared to deliver effective curriculum coverage. Children are assessed very soon after entering and are given the correct individual or group support, such as speech and language therapy, which is often continued through the school.
116. Systems for assessing key skills and foundation subjects are less well developed and tend to be a general evaluation of a whole class response to meeting learning objectives. Planning for the needs of individuals and groups of pupils in these subjects is, therefore, less effective.
117. Collections of work to assist teachers in making accurate judgements about standards of work in most subjects are also underdeveloped, although work is being undertaken in this area by the local cluster group.
118. Systems of diagnostic assessment for pupils with ALN are good and include assessment for those who have emotional and behavioural problems.
119. Teachers mark pupils' work positively and regularly and give immediate oral feedback, but in KS2, in particular, their written comments do not include indications of how improvements can be made, leading to the next stage of learning.
120. The school meets statutory requirements in reporting to parents. Annual reports are of good quality and provide useful information; they state precisely what

children know, understand and can do. Parents are invited to discuss their children's progress with teachers formally twice a year in the autumn and summer terms, but they are welcome to meet with teachers at other times if they have concerns.

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

Grade 3: Good features outweigh shortcomings

121. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because some shortcomings were identified particularly in curriculum planning.
122. The school provides a broad curriculum that meets the requirements of the national curriculum and the Desirable Outcomes for Children's Learning. It is particularly relevant to the needs of the wide range of pupils in the school. However, especially in KS2, there is a lack of balance in relation to the teaching of history and geography, which are delivered in alternate half yearly blocks; during the current school year, for example, far less history has been covered than geography. Curriculum time overall meets the recommended hours per week for each key stage.
123. A particular strength of the curriculum is the focus on skill development, investigatory work and practical activities that require pupils to reach their own solutions and to produce their own results.
124. Policies for each subject are in place and there are curriculum overviews for most subjects, based on two, three or four year cycles, but long term planning is based on a variety of different schemes of work, including the county's schemes, commercial materials and teachers' own plans; the school does not have its own specific schemes of work that are customised to its context and needs. Moreover, the system of planning varies between KS1 and KS2.
125. Where planning is thorough and detailed, medium and short term plans are drawn up and contain reference to learning objectives, differentiated pupil activities, key skills and assessment opportunities, but elsewhere these aspects are not identified and there is a lack of medium term planning, with the result that it is not clear how full coverage of the national curriculum is assured. There is no evidence of plans being evaluated to inform future teaching and learning.
126. Pupils experience a range of outdoor activities and full use is made of the excellent outside environment the school is very fortunate to have. This is an outstanding feature.
127. Pupils also make a number of educational visits to places of local interest and further afield, for example to Cardiff and Swansea, and they welcome to school

a range of different visitors. These experiences considerably enhance their learning and broaden their horizons beyond their local rural community.

128. Some extra-curricular activities are provided for pupils after school, including a sports club and a cooking and craft club, and others are provided on a cluster basis. These are well supported by pupils. They are organised and supervised by staff; no parents assist, although sixth formers from the local comprehensive school at times come to help.
129. There is a homework policy and pupils in Year (Y) 2 and KS2 regularly take reading books and spellings home and at times projects are set, but the system is not consistent. Parents report that at times the work is inappropriate.
130. PSE is taught across the curriculum; it is guided by a policy and takes account of national guidelines. It is also timetabled specifically in each class, for example through circle time lessons, which help to promote the school's values and ethos. Sex education and personal relationships are taught mainly as part of the science curriculum, but also discretely for older KS2 pupils with the support of the school nurse.
131. Pupils' spiritual, moral, social and cultural development is good. Acts of collective worship are appropriate whole school occasions and fulfil statutory requirements. Pupils also gain a considerable sense of awe about the beauty of the world from their local environment and the activities they undertake within it.
132. Moral and social development is effectively promoted through the school's ethos and caring values. Pupils help to raise funds regularly for deserving causes and various local, national and international charities and they are conscious of the needs of those less fortunate than themselves.
133. The school promotes an appropriate Welsh ethos and pupils have a positive attitude to the language. Welsh words, phrases and symbols are prominently displayed around the school and there is a weekly Welsh assembly.
134. The cwricwlwm Cymreig is an integral part of various subjects. For example, pupils study Welsh and local artists, traditional Welsh tales, some well known Welsh personalities from the past and aspects of the geography of Wales. They also learn Welsh folk dancing, visit places of Welsh historical interest and celebrate St. David's Day, St. Dwynwen's Day and British/Welsh food fortnight, as well as participating in an Eisteddfod. Planning for the use of incidental Welsh, however, is underdeveloped.
135. Pupils learn about other lifestyles and cultures, particularly through their work in geography, where both classes undertake a study of Kenya. The school recognises the need to expand pupils' knowledge and awareness of the wider world, particularly because of their comparatively isolated lives within a rural community.

136. Pupils are very aware of the major issues relating to sustainable development and they participate in a range of activities, such as recycling, looking after the environment and collecting litter; the under-fives, for example, construct a wormery from their garden with help from an officer from the National Park. There is a school garden, where pupils grow plants and vegetables and engage in composting. They ensure that rubbish is sorted into different categories and that energy is saved. There is an active eco-committee and the school has gained the Eco Schools' Silver award; overall, this aspect is a strength.
137. There is a strong working partnership with parents, who are generally very supportive. There is a Friends Association, which helps to organise fund raising events. All new parents receive a prospectus and newsletters are sent out regularly, although some parents would like more information about what their children study. There is a recently revised home-school agreement. The school encourages parents to express their views and to ask for information, when required, and it responds positively and promptly to any issues raised. An appropriate complaints procedure is in place.
138. There are good links with the local community and, in particular, the parish church and community council. The police and fire service and local business leaders and farmers are among the regular visitors. Pupils visit the local community for various purposes and regularly perform concerts at a local residential home. Y6 participate in a Diocesan leavers' service in Brecon Cathedral. Residents in the village also come to the school for ICT training, which further promotes the school's role in lifelong learning and community regeneration.
139. There is an effective relationship with the main receiving secondary school and there are regular cluster group meetings. There are links with local colleges and a teacher training university, which places students in the school. The school is also in partnership with a contrasting school in Swansea, which involves reciprocal visits.
140. The school has some connections with local businesses, such as joinery and landscape companies, but there is no formalised policy or scheme for industry links and the partnerships are not fully utilised to enhance pupils' learning through work-related projects. There are also only limited opportunities for pupils to develop their entrepreneurial skills and there is no link with the Education Business Partnership (EBP) or similar organisation.
141. The school actively and directly addresses social disadvantage through the care and support it provides for its range of pupils, particularly those with social and emotional difficulties.

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

Grade 2; Good features and no important shortcomings

142. The findings of the inspection team match the school's judgement in its self-evaluation report.
143. The provision for pupils' personal support and guidance is a strength of the school. The headteacher and staff place a high priority on pastoral care and provide a very supportive environment, within which every child is valued and nurtured.
144. The quality of the relationships between staff and pupils is exemplary and adults provide very good role models; they have a good knowledge and understanding of individual pupils' strengths and needs, especially those with ALN, and provide a continual oversight of their welfare. Pupils, in turn, feel confident to approach staff to discuss any matters that may give them cause for concern.
145. The school works in partnership with a range of relevant support agencies, including social services, the local education authority (LEA) support services, education and health professionals and key personnel, such as the police and school nurse, to provide the best care for its pupils. All respond promptly and work effectively with the school.
146. When required, the school is quick to seek additional help and ensures parents and carers are fully involved in discussions about the care of their child. Parents in turn, appreciate the ready access they have to the headteacher and staff.
147. There are good, effective induction arrangements for children entering the nursery or transferring to the secondary school that help pupils, including those with ALN, adapt quickly and become aware of their new surroundings. There are also good arrangements for settling new pupils into the school who join at a later stage; they are well received and welcomed by both fellow pupils and staff. The effective 'buddy' system ensures they have friends to turn to for support and reassurance in their work and play, if necessary.
148. The school provides a breakfast club, which offers a healthy meal at the start of the day, a part-time early years setting for three to four year olds and flexible after school care arrangements, including a club two days per week; all are managed by members of staff and contribute effectively to the caring ethos of the school.
149. There is an active school council with elected representatives from each year group, which meets regularly. Pupil officers are appointed and undertake their responsibilities enthusiastically and conscientiously. Minutes of meetings are recorded. Pupils are proud to be members of the council and feel they make a real difference to the school.

150. The school monitors attendance and punctuality closely. It has recently been very successful in reducing unauthorised absences and the education welfare officer (EWO) works diligently with the headteacher to improve attendance, especially in relation to the families of the very few pupils who experience difficulty in attending regularly and promptly. Completion of registers, however, particularly at the beginning of the afternoon session, does not always fully meet requirements.
151. The school has high expectations of pupils' behaviour and achievement and takes action whenever necessary. Instances of inappropriate behaviour are dealt with sensitively and effectively. There are relevant support systems in place, which have a beneficial effect on pupils' confidence and ability to cope with everyday life in school. The behaviour management programme is positive and based on the recognition of pupils' achievements and success. It is generally effectively followed, according to individual pupils' needs.
152. The promotion of healthy eating and a healthy lifestyle is an outstanding aspect of the school's daily life. The school has been recommended to the WAG for its healthy school's work, which permeates the curriculum and daily routines. The school was presented with the Powys Healthy Schools' Flag during the inspection, which was one of the very first within the county to have been awarded. Pupils clearly understand that eating a sensible diet and exercising regularly are good for their health and well-being. They have access to fresh water during the day and begin every morning with a run.
153. There are policies and good day-to-day systems in place to deal with pupils' health and well-being and these are well understood and followed by staff. Currently some staff have had recent first aid training, but three certificates are due for renewal.
154. Staff make every effort to ensure pupils' safety and security. There are secure playgrounds, including grassed areas, on which the children can play safely. However, playground supervision is minimal at lunch time, as there is only one supervisor, and there are areas where pupils can play out of sight of an adult.
155. Careful and comprehensive risk assessments are carried out for major activities, including supervised access to the forest school, educational visits and fire drills.
156. The headteacher's approach to dealing with child protection issues is good. As the nominated person with responsibility for this aspect, she handles a range of issues with great sensitivity and works closely with social services and other external agencies to ensure pupils' welfare. The school's policy and procedures for child protection are understood and further staff training is planned.
157. Overall, the provision for pupils with ALN is good and early identification ensures purposeful support. The school's policy is comprehensive and complies with the Code of Practice and the framework for inclusive education. The headteacher, who is the ALN co-ordinator (ALNCO), is efficient and works very effectively with staff and outside agencies.

158. Pupils with challenging behaviour, such as any on the autistic spectrum, as well as those with sensory and physical needs and who require emotional literacy and multi-sensory teaching, are positively managed and well supported by experienced staff; parents are involved and support is sought from external agencies when required.
159. Teachers and support staff work as a team providing continuity of support and assessment of need. Targets in individual education plans (IEP) are stated in observable, measurable terms and can be clearly monitored. Reviews are completed and meet statutory requirements, but documentation requires updating. Parents are fully consulted regarding their child's ALN status and progress, but a few do not take up the invitation to attend review meetings, because they can speak to the class teacher or ALNCO regarding their child's progress at any time.
160. The school takes account of the background of all pupils and promotes equality of opportunity. Working policies in relation to equal opportunities, racial equality and diversity are in place and are very evident in the daily life of the school. All are included in every aspect of school life, including games and after school clubs. There are effective measures to ensure that any bullying, harassment or racial discrimination is dealt with appropriately.
161. The school grounds are accessible to wheelchair users, but there is currently limited access inside the building, especially since the lift is out of commission. An accessibility plan is in place and is currently under review.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

162. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because some shortcomings were identified in leadership and strategic management.
163. The school has explicit aims and values, which underpin its mission statement and give direction and purpose to its work. There is a very positive ethos, embraced by all staff, which ensures that all pupils are very well cared for and supported according to their needs.
164. The headteacher leads the school by example through her warm and caring approach. She is extremely committed to the welfare of the pupils and adults in her care. She makes every effort to maintain a good oversight of every aspect of the school. However, her workload is extremely demanding, as she not only has to manage the school, but also has responsibility for half the subjects of the curriculum and for the KS2 class with only part-time help; she is also the ALNCO.

165. Due to the strong and justifiable focus on classroom responsibilities and catering for the needs of pupils, the headteacher's time is limited for planning the strategic direction of the school and for undertaking all the necessary administrative duties, especially as there is only minimal secretarial support. As a result, the SDP does not identify a clear overview of the school's short and long term needs and priorities and does not provide clear targets for future development. Its impact on school improvement is thus limited. Nevertheless, the headteacher has moved the school forward since her appointment in 2002.
166. The assistant teacher is very supportive and also very committed to the school and the welfare of the pupils. She has a teaching and learning responsibility (TLR) allowance and oversees the school when the headteacher is away, as well as being responsible for most of the other subjects and the early years and the KS1 class.
167. There is evidence of effective teamwork in the school, involving all full-time and part-time members of staff. They work well together and fully support each other. Staff meetings are held regularly and notes are taken of decisions that are reached.
168. The headteacher undertakes performance management reviews for all full-time and part-time staff and targets are appropriately linked to identified school priorities. However, there is limited recorded monitoring across the school.
169. The school takes good account of national and local priorities. There is full involvement with the local school cluster group and its work, for example in relation to the transition plan, and most WAG initiatives are given a high profile; it is very well placed for the introduction of the Foundation Phase.
170. Day to day administrative routines operate efficiently and the school secretary makes a very valuable contribution to maintaining the smooth running of the school; she often works many more hours in the school than she is paid for.
171. The GB meets regularly, is very supportive of the school and carries out its duties diligently and effectively. Relevant sub-committees are in place. There is an appropriate balance of new and experienced governors, who have a range of backgrounds and are knowledgeable about the school and its current context. They are kept well informed about how it is performing. They are quick to help and provide assistance when necessary. They have subject interests, visit the school regularly and attend training events.
172. The school has a range of appropriate management policies and procedures that meet legal requirements and these have all been reviewed over the last two years. However, it does not have a Disability Equality Scheme, as required by statute.

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

Grade 3: Good features outweigh shortcomings

173. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because some shortcomings were identified in self-evaluation and planning for improvement.
174. The school is developing a culture of self-evaluation and is in the process of putting new strategies in place. All staff and governors are involved and parents' and pupils' views are canvassed and taken into account. Specific measurable outcomes and the impact of the process on standards, however, are generally undeveloped.
175. The headteacher and the assistant teacher share responsibility for almost all of the subjects and they work together closely in planning and reviewing the curriculum and pupils' learning, but they tend to focus on their own key stage and there is no formal system or cycle of recorded monitoring across the school to assess continuity and progression. There is an annual cycle of subject evaluations, but no written reports are produced.
176. Data from teacher assessments, standardised tests and other pupil performance evidence are analysed and fed into the self-evaluation process. The LEA provides a wealth of information and helps to keep the school and GB well informed, although the school does not make full use of this information when drawing up targets for improvement.
177. The SDP is a working document that covers a three year period. It is generated initially by the headteacher and staff and approved by the GB. It draws together evidence and ideas the school has gathered for improvement, but it contains a number of targets presented in different formats. This makes it difficult to identify exactly what the school's priorities are, especially as different sections contain different targets. The school plans to rationalise its approach to the SDP in the future.
178. The school's self-evaluation report is a comprehensive document that follows a more rational approach; it is based on the seven key questions of the Estyn framework and was initially generated by a sub-committee of the GB. It outlines progress since the last inspection and highlights the school's main strengths and areas for development with reference to the relevant evidence on which its judgements are based.
179. The inspection team agreed with the school's judgements in its self-evaluation report in two of the seven key questions. Where they differed in Key Questions 1, 2, 3, 5 and 6, this was because the inspectors awarded a grade lower due to shortcomings they identified.
180. Progress since the last inspection has been good overall. Standards have improved generally in the early years and in geography and art in both key stages and in science in KS2, although Welsh second language in KS1 is currently a grade lower. Adult support in Class 1 is now adequate and the provision for pupils with ALN has improved considerably. Additionally, pupils now have better independent learning skills, although matching work more closely to their needs and abilities remains a recommendation in this report.

Assessment is now generally good, although there is scope for continued development. Monitoring in relation to subject co-ordination still needs to be addressed. The major health and safety issues have been resolved.

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

Grade 2; Good features and no important shortcomings

181. The findings of the inspection team match the school's judgement in its self-evaluation report.
182. The grade for this key question is higher than that for Key Questions 1 and 5, because overall, despite some shortcomings in standards, quality and management, the school gives good value for money in light of its particular context.
183. The school has an appropriate number of teaching, support and administrative staff, who are well qualified and suitably experienced to enable the curriculum to be taught effectively to all pupils.
184. Classroom support staff work very effectively with teachers in planning and delivering the curriculum and all ancillary staff make a valuable contribution to the efficient running of the school.
185. There is a clear approach to the professional development of staff. The management, training and deployment of teaching and support staff are good and this has an impact on the quality of learning. Roles and responsibilities are clearly understood and the training programme is managed effectively.
186. The part-time teachers who cover PPA time are well qualified, experienced and efficient and they liaise successfully with class teachers to ensure progression and continuity in learning. Regular visits by the Athrawes Bro play an important part in raising pupils' level of achievement in the Welsh language.
187. The school buildings are in a sound condition and are very well cleaned and maintained. Classrooms provide good conditions for learning and are enhanced by relevant and stimulating displays, mainly of pupils' work. There are adequate toilet facilities. The playgrounds are rather small, but are appropriate for the number of pupils in the school.
188. The issue relating to the schoolhouse, raised at the last inspection, is still unresolved with the result that there is no permanent library. Suitable arrangements are made to enable pupils to access books, but they are not currently catalogued and labelled for easy use. Although many resources are stored in the schoolhouse, the lack of suitable storage areas in the school building leads to some clutter in the public areas of the school.
189. The quality and quantity of learning resources are good overall and are supplemented by various books, materials and artefacts supplied by outside agencies, parents and teachers. The library service, in particular, makes good

additional provision. Suitable resources are available for the early years in preparation for the Foundation Phase and the number of computers is adequate.

190. Financial management is sound and the budget is carefully monitored, especially through the finance sub-committee. Money is spent wisely and in line with identified priorities. The amount available for expenditure is limited, but the school carries a small surplus and capitation for resources is boosted considerably by the money the headteacher draws in from her performance management work for the LEA. All recommendations from the latest auditor's report in 2004 have been addressed.

Standards achieved in subjects and areas of learning

Under 5s

191. No grade was awarded for the nursery, as only three children were of nursery age and they only started in the school immediately prior to the inspection.

Language, literacy and communication skills

Nursery: No grade awarded

Reception: Grade 2: Good features and no important shortcomings

Good features

192. Nursery children listen carefully and demonstrate increased levels of concentration in activities. They gain in confidence to speak clearly when answering questions. They willingly participate in small group discussions and enthusiastically contribute with their personal experiences. They enjoy sharing books and are able to recall some of the main characters within the story. They experiment with mark making, drawing and writing in a wide variety of media and most use negotiating skills well, for example when sharing writing equipment. Most can recognise their own name and that of others.
193. Reception children develop good standards in speaking and listening. They express opinions and share their experiences confidently in whole class and small group sessions and when adults are present. They listen attentively during registration and at the beginning of a lesson. They develop independent skills to answer and ask questions clearly. All write and make marks during adult directed activities successfully developing accuracy and formation to a good level. Most emerge as independent writers and some progress successfully to copying over or under adult's writing. They develop a good awareness that written symbols have sound and meaning. A few write their names with increasing confidence and independence. They enjoy sharing books with an adult and in discussion they sequence and predict events in a story well. They make good progress in their recognition of letter sounds and can identify phonic symbols at the beginning of their own and others' names.

194. The Welsh language is successfully introduced. Nursery children enjoy and already know a wide range of songs and rhymes in Welsh and English and in reception they listen well to stories in both languages and participate in literacy games and rhymes; the majority understand and respond very well to a range of everyday commands in Welsh.

Shortcomings

195. There are no important shortcomings.

Personal and social development

Nursery: No grade awarded

Reception: Grade 2: Good features and no important shortcomings

Good features

196. Nursery children develop good relationships with adults and their peers and show respect and care for others. They leave their parents without fuss and follow health and hygiene routines well. They demonstrate positive attitudes to their work as individuals and in groups and they take turns and share equipment appropriately. They become more confident and respond appropriately to the range of stimuli available to them. They develop an ability to concentrate when engaged in table-top activities for lengthening periods of time and show a good level of responsibility for selecting and clearing away resources.

197. Reception children develop a very good awareness of their own needs and those of others. All are happy and build up good relationships with staff. They work together contentedly in small groups around adult-directed activities or in individual play. All make very good progress in turn taking and wait patiently until directed. They are very supportive of each other and demonstrate a caring and sensitive attitude. Their behaviour is good and they co-operate effectively in all aspects of their work and play. They have a growing understanding of what is right and wrong, sharing equipment, helping each other and developing a respect for rules. The majority demonstrate a very conscientious approach to their work and new learning experiences.

Shortcomings

198. There are no important shortcomings.

Mathematical development

Nursery: No grade awarded

Reception: Grade 2: Good features and no important shortcomings

Good features

199. Nursery children develop a good understanding of mathematical concepts through singing number rhymes and counting songs in English and Welsh. They enthusiastically engage in practical activities that involve sorting, matching and counting. For example, they roll dice and correctly count spots on the ladybird. They begin to count objects accurately and match numbers to symbols. Their concept of the use of money develops well as they order and pay for food and drink through role play in the shop.
200. Reception children achieve good mathematical standards and increase their knowledge and understanding during oral work. One to one correspondence develops very well and some children are able to count to twenty and beyond. Most understand terms such as bigger, smaller, longer and shorter and explain the difference well. They consistently match, sort and sequence by colour, shape and size successfully. They recognise and name two dimensional and some three dimensional shapes correctly. Their understanding of the concept of money develops well and through their activities they become very familiar with the value of real money and use coins appropriately.

Shortcomings

201. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: No grade awarded

Reception: Grade 2: Good features and no important shortcomings

Good features

202. Nursery children develop a good knowledge and understanding of their local environment and road safety rules. They know that leaves change colour and fall off the trees in autumn and they are able to name a selection of mini-beasts. They study objects around them very carefully and develop good observational skills, especially when locating mini-beasts and digging and finding worms for their wormery. All understand that living things should be treated with care and respect.
203. Reception children have a good understanding of why some objects are magnetic and why they float or sink. They develop a good awareness of the sequence of their day in school, retell past events well and have a good idea of the difference between week days and weekends. They develop a good understanding of the use of computers and successfully develop good manipulative skills to operate the mouse and to click to request a sound or visual effect. In discussion, they can name some healthy foods and explain why eating some food could damage their teeth. They develop a good understanding and respect for other cultures and know that Kenya is a very long way from home; their recall of tasting different food from other countries is

good. They know that living things should be treated carefully and that hedgehogs hibernate and hide under fallen leaves and branches.

Shortcomings

204. There are no important shortcomings.

Physical development

Nursery: No grade awarded

Reception: Grade 2: Good features and no important shortcomings

Good features

205. Both nursery and reception children develop increasing confidence in their fine manipulative skills through using pencils, paintbrushes and small tools, such as glue sticks and scissors.

206. Nursery children handle tools with increasing awareness of safety and usage. They make good progress in skills such as folding, moulding, pasting and building for a variety of purposes. They have good spatial awareness and experiment with change of pace and physical effort in the well secured playground and in the forest area beyond. They begin to understand the rules of riding vehicles, and, as they do so, they improve their gross motor skills and their ability to succeed.

207. Reception children's fine and gross motor skills develop and progress well. Each day pupils dance and draw large and small shapes, using a range of media and stimuli with increased accuracy and confidence. In the forest area they understand and identify the difference between running, walking, skipping, climbing and jumping. They develop a good awareness of health and safety rules in the outdoor environment and apply them consistently. Gross motor skills also develop very well as they push, pull and pedal wheeled vehicles with increasing confidence and ability. They change and share vehicles when directed and respond to adults' signals appropriately. On a weekly basis at the swimming pool they develop confidence in the water and improve a simple swimming stroke to a good level of ability.

Shortcomings

208. There are no important shortcomings.

Creative development

Nursery: No grade awarded

Reception: Grade 2: Good features and no important shortcomings

Good features

209. Nursery children demonstrate good progression and independence in their creative work and begin to experiment with a wide range of materials, media and textures. They develop increased confidence and explore the use and mix of colour to express their ideas. For example, they choose brightly coloured tissue paper to complete their three dimensional mini-beasts and glue the end product solidly and accurately. Their cutting skills also develop well. All enjoy and sing a variety of songs and nursery rhymes with great enthusiasm and increasing confidence. They explore musical sounds and can march and clap to a steady beat. They choose appropriate instruments to match the characters when interpreting a story.
210. All reception children demonstrate good progression and independence in their creative work. They confidently and consistently explore the use and mix of colour to express their ideas, representing accurately what they have seen. They paint using bold brush strokes. They consistently display good decision making skills, especially when making their ladybird hand puppets. In child directed activities they confidently and creatively enact events from their daily lives. Outside the classroom their imaginations develop very well through stimulating creative play. They develop a good standard in musical performance; they have good knowledge of musical instruments, handle them appropriately and listen to the performance of others with increased concentration. They follow a conductor's direction well, expressing their feelings appropriately.

Shortcomings

211. There are no important shortcomings.

English

KS1: Grade 3: Good features outweigh shortcomings

KS2: Grade 3: Good features outweigh shortcomings

Good features

212. KS1 pupils listen very carefully to instructions from their teachers and to the opinions expressed by other pupils. They speak clearly and confidently, show a growing vocabulary and identify aspects of grammar and parts of speech. They recall a story well and clearly describe some of the characters from it. They discuss stories with delight and enthusiasm.
213. Reading standards in KS1 are good and many pupils read confidently and expressively when reading aloud to their teachers. They recall their favourite stories accurately and enthusiastically. The more able develop good phonic knowledge and frequently use and understand terms such as digraphs and phonemes.

214. The majority of pupils in KS1 use good pencil control to follow the shapes letters make. A few write neatly and accurately and take pride in their work. Across the key stage many write well for a range of purposes and audiences. For example, they write their own poems, recipes, lists, letters and descriptions. They creatively write a good account of a well loved story, following a story line pattern. Older ones show a secure understanding of simple punctuation, grammar and parts of speech.
215. Across KS2 pupils listen closely and maintain their concentration very well. They discuss readily amongst themselves and demonstrate noteworthy debating skills, using appropriate vocabulary and phrases. They understand the meaning of persuasion and are able to change sides easily in an open argument.
216. Most KS2 pupils read with expression and accuracy. They show obvious enjoyment when reading to others, especially during the 'buddy' session, where older ones become very good role models for the younger children. They discuss the plots and characters in the books they have read with passion and share this information accurately. Some have well developed reference skills and know how to find information from a range of sources, including the library and the internet.
217. A few KS2 pupils write ably and confidently for a good range of purposes and audiences. Some use writing frames and story mapping well to establish the content of a good book review. A minority effectively write their own Cinquain poetry and define and empathise with characters from the Iron Man. They use dictionaries and reference books well.
218. In both key stages drama is used appropriately to enhance pupils' understanding and sensitivity towards the characters and events in a story.

Shortcomings

219. In both key stages pupils' creative writing skills, especially in devising and producing their own stories from their imagination, are underdeveloped.
220. In both key stages the majority of pupils' handwriting and presentation of written work is untidy and lacks accuracy and consistency in form and structure.

Welsh second language

KS1: Grade 3: Good features outweigh shortcomings

KS2: Grade 3: Good features outweigh shortcomings

Good features

221. In both key stages pupils speak with intelligible pronunciation, listen attentively and respond appropriately to instructions. By the end of KS2 they use and understand a range of words and phrases.
222. Pupils in KS1 understand simple words and phrases and use them orally and through appropriate actions. They sing and enjoy a variety of rhymes and songs in Welsh, which increases their understanding and use of key vocabulary. KS2 pupils describe the weather and their likes and dislikes and respond appropriately to questions about their feelings.
223. In KS1 pupils read and understand words in everyday use displayed in the classroom and a few read books and translate vocabulary well. A minority in KS2 pupils read and understand phrases in course books and worksheets, whilst a few more able read simple texts to an acceptable level. A few KS2 pupils read and enact a recently taught dialogue to a good level, using correct pronunciation and expression.
224. Written work in both key stages has some good features and pupils make appropriate progress. In KS1 they copy and write phrases about the animals they recognise, whilst in KS2 they write simple dialogues in the context of a recently taught pattern, involving likes and dislikes in food, the weather and feelings.

Shortcomings

225. Pupils' reading skills are underdeveloped, particularly in KS2.
226. In both key stages pupils do not develop sufficient independent writing skills.

Mathematics

KS1: Grade 3: Good features outweigh shortcomings

KS2: Grade 3: Good features outweigh shortcomings

Good features

227. Pupils in both key stages undertake a good range of practical mathematical work. They use resources and equipment effectively to develop their understanding and skills.
228. In KS1 pupils can count to 20 and back and add single digit numbers within 10. They know which two numbers make 10 and the more able can calculate a half of a single figure. All are familiar with odd and even numbers and older more able ones understand place value, including hundreds, and can add one figure to a two digit number up to 100. The majority can count in fives and tens and are beginning to learn their two times table.
229. Pupils in KS1 recognise basic coins and can match them to a price and older ones can correctly calculate change from 20p. All can tell the time to o'clock

and half past and a few more able ones can identify quarter past and quarter to the hour. They are familiar with the concept of symmetry and the names and properties of basic two and three dimensional shapes, including hexagons and pentagons. They can estimate accurately when undertaking various types of measuring using non-standard units and the oldest begin to use standard units correctly.

230. In KS2 pupils can add on a single number to a three digit number mentally. They can estimate accurately a half, a third, a quarter and an eighth. They can round numbers up and down. Some younger ones can calculate fractions of whole numbers, subtract hundreds, tens and units by decomposition and do short multiplication and division. Most older and more able pupils can match up equivalent fractions and reduce them and know the difference between the mean, mode and median.
231. In KS2 pupils can measure length, weight and capacity accurately using standard units and they know the metric conversion tables. They are familiar with the properties of shapes, tessellation and common geometric terminology and older ones can identify types of angles and work out degrees. Most can tell the time in both analogue and digital modes and know about the concept of probability. They handle data through the use of tally charts and convert these successfully into block graphs and pie charts.
232. There is evidence of the more able at times being effectively challenged and having well developed mental agility skills, based on a good background knowledge of mathematical concepts. For example, mentally they can add and subtract two double digit numbers quickly using different methods, work out the answers to simple problems accurately, add and subtract fractions and convert fractions to decimals and/or percentages and visa versa. They have a sound grasp of the four operations of number and can answer random questions on all multiplication tables quickly and accurately.

Shortcomings

233. In KS1 a minority of pupils have difficulty adding and subtracting beyond single digit numbers and identifying numbers in simple sequences up to 20. They tend to respond haltingly to simple mental agility questions, showing a lack of confidence and understanding.
234. In KS2 a significant minority have difficulty recalling previous learning and, even though there is evidence of work being covered and explained, they are hesitant to produce answers.
235. In KS2 pupils' mathematical understanding and knowledge is at times limited in relation to their age and ability. A minority have insufficiently well developed mental strategies to calculate answers quickly or to use alternative methods for reaching correct solutions.

Science

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

236. Pupils in both key stages regularly undertake a range of practical work by following successfully the scientific process of planning, predicting, investigating, recording and evaluating their investigations.
237. Pupils in KS1 can distinguish between living and non-living things and those that once lived. They develop an understanding of the importance of keeping healthy, the use of their senses and the life cycle of a butterfly. They can categorise different types of creatures and identify their habitats. In particular, relevant to their age, they demonstrate good knowledge about mini-beasts, based on their own research from printed materials, the computer and investigations in the school grounds.
238. Pupils in KS1 are able to sort materials into different groups, distinguishing what is natural or man-made, and they test the suitability and strength of various materials according to their purposes.
239. Pupils in KS2 are able to plan and devise their own investigations, carry them out successfully and reach their own solutions. They record their results in a variety of ways using tables and labelled diagrams.
240. Pupils in KS2 cover a good range of scientific topics across the different attainment targets. By the end of the key stage they understand about the properties of solids, liquids and gases, insulators and conductors, reversible and irreversible changes, forces, electricity and the solar system. They are also knowledgeable about different functions of the human body, including the skeleton, the circulatory system and the use of muscles. They are familiar with how living organisms grow and reproduce, for example through seed dispersal.
241. The large majority of pupils in both key stages have a good understanding of whether a test is fair or not and why it is important to alter only one variable and to keep the others constant in order to achieve their purposes.

Shortcomings

242. There are no important shortcomings, although a few pupils, especially in KS2, do not achieve precise results, as they do not ensure the test is absolutely fair or record their findings accurately.

Information technology

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

243. No specific lessons were observed in information technology in either key stage during the inspection. Judgements were, therefore, based on pupils' work in other lessons and in books and portfolios, as well as on teachers' planning, discussion with pupils and teachers and other documentary evidence.

Good features

244. As an integral part of their learning, pupils in both key stages confidently and competently use a range of electronic equipment, such as computers, listening centres, interactive whiteboards, floor turtles and digital cameras.

245. Pupils in KS1 develop appropriate mouse and keyboard skills and they are able to respond to simple instructions on screen. They are familiar with various computer keys and functions, such as the use of the cursor, the return button and the space bar. They are able to store and retrieve their work.

246. The majority of pupils in KS1 are able to use computers to communicate in words and pictures and to handle and interpret information. They are able to edit simple text and combine words and pictures. They sort and present data using Venn diagrams and block graphs. They produce effective pictures using flood fill and paint programs and begin to use the internet to search for information, for example in history.

247. In KS2 pupils develop more advanced skills in the use of information technology. For example, they confidently use the interactive whiteboard to demonstrate and explain their work in front of the class and they increasingly use the internet to locate and extract data. They learn how to communicate through e-mail.

248. In KS2 pupils successfully use word processing for a variety of purposes, such as producing minutes of meetings and writing letters, poems and recipes, as well as recounting a visit. They are able to use different fonts, type sizes and colours to produce headings and varying effects. They can edit their work and cut and paste text. They learn to use Publisher to produce very effective calendars as part of a design and technology project.

249. By the end of KS2 pupils are able to use Excel to produce simple spread sheets. They also learn to employ PowerPoint and its various functions very effectively to make multi-media presentations to the class and whole school.

Shortcomings

250. There are no important shortcomings.

Design technology

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

251. Pupils in both key stages make a range of different types of models, representing a good balance across the different strands of the national curriculum, including food technology, structures, textiles, movement and control technology.
252. Pupils in both key stages consistently follow the design technology process of designing, making and evaluating their products. A strong feature of the subject is the emphasis placed on pupils making their own choices about design features, materials, methods of production and finishing techniques, with the result that end products are varied and individualistic.
253. Pupils in KS1 use their designs when making their models; they practise the skills they need and produce prototypes, in order to achieve a good finished product. They are very proud of their results, when they share these in front of the class, especially as they represent all their own work. They use relevant language and terminology in their explanations. A few pupils produce innovative and original ideas.
254. In KS2 designing and making skills are well developed. Pupils confidently generate ideas, think for themselves and come to their own decisions, which they are not hesitant to share with others. They produce some very interesting and creative results.
255. Pupils develop good skills in control technology. In both key stages they make models with moving parts that can be operated by various means and they become adept at programming simple and more complex floor turtles. In KS2 they learn how to use Logo successfully.

Shortcomings

256. There are no important shortcomings.

History

KS1: Grade 3: Good features outweigh shortcomings

KS2: Grade 3: Good features outweigh shortcomings

257. No lessons were observed in history in either key stage during the inspection, as the subject alternates with geography every half year. Judgements were,

therefore, based on pupils' work in books and portfolios, as well as on teachers' planning, discussion with pupils and teachers and other documentary evidence.

Good features

258. Pupils in KS1 compare the present with the past, for example in relation to farming and the seaside. They begin to learn the importance of chronology and cause and effect in history by placing events in historical sequence. They understand the difference between 'then' and 'now'.
259. Pupils in KS1 learn about some famous personalities from the past, such as Guy Fawkes, and they study historical characters from Wales, such as Prince Llewelyn and Laura Ashley. They also undertake an in-depth study of the plague and the Great Fire of London, which provides an insight into life in Stuart times.
260. Pupils in KS2 devise relevant historical questions to find out about aspects of the past, for example, in preparation for interviewing parents and grandparents about their lives when they were young. This helps pupils to compare and contrast how life today is similar or different from that in previous times.
261. Pupils in both key stages use timelines effectively to develop their sense of chronology. In KS2 they build up a picture of British monarchs through the ages, which is prominently displayed in the classroom.
262. Pupils in both key stages undertake some historical research work by using reference materials and the internet. Visitors to the classroom also enhance their knowledge and understanding of the past, for example of life in Glasbury School during the Second World War.
263. Pupils in both key stages make visits to places of historical interest, such as the Museum of Welsh Life in Cardiff, which broaden and stimulate their knowledge and interest in history.

Shortcomings

264. In both key stages pupils' recall of work in history is scant, especially since, at the time of the inspection, they had not studied any topics in the subject for a while. There is also a lack of recorded work.
265. There is a lack of investigatory work in both key stages with little use of artefacts and primary source material. Pupils do not sufficiently analyse and interpret evidence to come to their own conclusions.
266. Pupils' knowledge across the history curriculum in KS2, in particular, is very patchy, especially since the subject is studied in broad themes. Consequently, they do not have an in-depth knowledge or empathy for any specific periods.

Geography

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

267. KS1 pupils know and explain their routes to school well. Their awareness of their own locality and of places further afield develops appropriately with most pupils being able to locate Glasbury on the map of Wales. They make simple maps of their school, which include a key.
268. In KS1 geographical enquiry skills are enhanced through pupils' good use of maps, ICT and secondary sources, for example when studying the importance of water in their daily lives. They make good comparisons between lifestyles and understand why Africans use the 'tippy tap' to keep dirty hands free from germs. They demonstrate good familiarity and understanding of the differences in food, cultures and climate between Wales and Kenya.
269. KS1 pupils know that people can affect the environment positively and negatively, both locally and worldwide, and their understanding of looking after their environment is good.
270. When undertaking fieldwork, KS2 pupils locate the main physical and human features of the landscape, noting compass readings well. They express views about their surroundings acceptably and communicate what makes the school environment attractive. Their knowledge of their own locality develops appropriately.
271. In their enquiry work KS2 pupils use Ordnance Survey maps confidently to identify key features in the Swansea and Dale areas of Wales. They assertively make good comparisons about location, industry and physical and natural features in these areas. Evidence shows that they estimate and measure distances well and they use good mapping skills in devising simple routes from Glasbury to Swansea.
272. KS2 pupils use good communication skills when discussing destructive influences on the world. Their understanding of issues, such as sustainable development and global citizenship, is noteworthy.

Shortcomings

273. There are no important shortcomings.

Art

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

274. No lessons were observed in art in either key stage during the inspection. Judgements were, therefore, based on pupils' work in books and portfolios and on display, as well as on teachers' planning, discussion with pupils and teachers and other documentary evidence.

Good features

275. Pupils across the key stages have a good understanding of how to mix colour and how to use it in a range of different techniques using a good variety of media consistently well. In KS2 they demonstrate confident choice and use of colour and make their end products very striking.

276. Pupils' use of line and tone are very well developed in their observational drawings. In KS1 they use mirrors effectively to display good light and tone techniques in their self-portraits. In KS2 their use of line and tone is a strong feature in their charcoal representations of images of Jesus Christ in the style of other artists.

277. Pupils' ideas of pattern, prints and texture progress very well through the key stages. A prominent feature in KS1 is their use of natural materials. They select dried leaves, horse hair and moss to create innovative collages in their study of environmental art. In KS2 they use tissue and paint to good effect in their work on textured painting and the 'Selfish Giant's' garden.

278. Pupils' response to other cultures and artists, including those from Wales, is good. In KS1 they make a range of mosaic African animals, whilst in KS2 they make sculptures of rainforest butterflies in the style of Goldsworthy.

279. The process of producing three dimensional art develops appropriately. Using good manipulative skills, KS1 pupils explore the forest area to decorate their clay hedgehogs with twigs and sticks. In KS2 they use their creative and manipulative skills well in designing and making wooden Welsh love spoons from soft wood. They produce representations in the style of Welsh artist Tim Pugh.

280. Collage work develops well throughout the key stages. KS1 pupils put foam and glue to very good effect in their African masks, while in KS2 they make textured paintings using tissue paper, paint and glue in the style of Gwen Jones.

Shortcomings

281. There are no important shortcomings.

Music

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 3: Good features outweigh shortcomings

Good features

282. Singing develops well throughout both key stages. All pupils sing enthusiastically and with clear diction, paying appropriate attention to breathing and the quality of sound. Throughout the school they confidently sing a wide variety of songs, hymns and rhymes in English and Welsh and in celebration concerts at both the church and school.
283. Instrumental performance develops well throughout the key stages. Pupils in KS1 play a range of percussion instruments in time with music; they keep a steady beat and make broad distinctions within musical elements, often following their own simple pictorial notation. KS2 pupils focus their listening skills on elements such as pitch, beat and dynamics, whilst performing and composing, using tuned and untuned instruments.
284. Groups of KS1 pupils interpret the story of 'The Billy Goats Gruff' very well by following simple pictorial scores, evaluating and improving each other's performance. KS2 pupils explore and choose a range of instruments to make sound pictures for their 'Lady of the Lake' story. Following a conductor, they experiment with their voice as effective instruments, paying particular attention to beat and changing moods.
285. Throughout the school pupils' appraisal skills develop well. Using accurate musical vocabulary, KS1 pupils give very good explanations how they could improve their group compositions. In KS2 they listen attentively to their own and others' music, including personal compositions and performances, which they record using worksheets and ICT. They appreciate music from other cultures and express their likes and dislikes appropriately.
286. A few pupils learn to read conventional musical notation and play tuned instruments, such as the recorder, guitar and harmonica, in concerts and celebrations during the school year.

Shortcomings

287. In KS2 pupils' composition skills and their knowledge and understanding of the basic musical elements is underdeveloped and their use of musical vocabulary is limited.

Physical education

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

288. Pupils in both key stages are suitably attired for physical education lessons. They understand the importance of this and the need to keep fit and healthy.

289. In both key stages pupils warm up vigorously and sensibly, using space well and avoiding each other; they realise that their heart and circulation system needs to be prepared for exercise. At the end of the lesson they cool down appropriately.
290. In KS1 pupils perform skilfully and confidently at different speeds and levels when making shapes and movements to act out different types of animals and emotions; they make good efforts at making these realistic while using the relevant parts of their bodies. Some produce original actions, which they are proud to demonstrate to their peers.
291. In KS2 all pupils participate enthusiastically in physical education lessons. They use space appropriately and carry out instructions sensibly and safely. They work together diligently and conscientiously in pairs and demonstrate well developed skills of planning and performance.
292. Pupils in KS2 move expressively and sensitively in rhythm to music. They can put movements into sequences by working together and some create innovative responses. They show good co-ordination and agility in their work. They confidently express opinions about the quality of their own performance and that of others and suggest where improvements can be made.
293. All pupils learn to swim through a programme of intensive swimming lessons at Hay Primary School every Friday during the first half of the autumn term and throughout the summer term; half the school swims while the other half plays games and then the groups swop over. By the end of KS2 the large majority of pupils can swim the expected 25 metres.
294. Pupils develop their physical skills further by taking part in after school games and cluster group sports events.

Shortcomings

295. There are no important shortcomings.

School's response to the inspection

296. The staff and GB acknowledge the findings of the report and wish to thank the inspection team for their hard work and care and consideration of the school.

Appendix 1

Basic information about the school

Name of school	Glasbury C.I.W.(A) School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Glasbury-On-Wye, Hereford, Powys
Postcode	HR3 5NU
Telephone number	01497 847364

Headteacher	Mrs. Miriam Knight
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mrs. Ann Owen
Registered inspector	Dr. P. David Ellis
Dates of inspection	28/4/08 to 30/4/08

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	3	6	4	9	5	7	6	2	42

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.8
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	21
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	N/A	98.4%	93.6%
Autumn 2007	N/A	94.5%	94.9%
Spring 2008	N/A	94.1%	97.5%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	Nil

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 key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	6
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		

by teacher assessment	
In the school	50%
In Wales	74.1%

- 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 seven inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- twenty-two lessons or part-lessons;
- both classes; and
- three acts of collective worship.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- seventeen responses to the parents'/carers' questionnaire; around 91% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Appendices Mathematics, Science, Information technology, Design technology, History, Physical education
Mrs. Julie Jones Team Inspector	Key Question 2 Key Question 4 Key Question 7 Early years, English, Welsh second language, Geography, Art, Music
Mr. Edward Tipper Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Miriam Knight Headteacher and nominee	Contributing information and attending meetings School's response

Acknowledgement

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

Contractor

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