

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

A Report on the Quality of Education in

**Guilsfield C.P. School
Guilsfield
Welshpool
Powys
SY21 9ND**

School Number: 6662049

Date of Inspection: 09/03/09

by

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

The inspection of Guilsfield C.P. School took place between 09/03/09 and 11/03/09. An independent team of inspectors, led by Michael T. Ridout 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. Guilsfield Primary is a community school for boys and girls aged three to eleven years. In total there are 149 pupils on roll organised in seven classes. There are 26 children under-five, 7 of nursery age and 19 in reception. The average class size is 21. There are 7.3 teachers, including the head teacher and three part-time teachers. There are nine teaching and learning support assistants (LSA).
2. The school is situated in the large village of Guilsfield to the north of the market town of Welshpool in Powys. The majority of homes are owner occupied with a few rented properties. The school describes the locality as relatively advantaged.
3. Around four per cent of pupils are entitled to free school meals; this is well below national and local averages. A small number of pupils are 'looked after' by the local authority. There are a few pupils from ethnic minorities and for whom English is an additional language; their first language is Polish. None comes from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
4. Baseline assessments indicate that children's attainment on entry covers the full range and is below local averages. Subsequent assessments, however indicate a significant number have above average attainments. Around 12 per cent of pupils have special educational needs (SEN); this is a smaller proportion to that found in most primary schools in Wales. Four pupils have a statement of SEN.
5. Since the last inspection in April 2003 the number on roll has declined a little. However, the number of staff has increased thus improving the adult to pupil ratio. The accommodation includes community facilities that are used by the school. The head teacher and deputy left in 2008. An acting head teacher and deputy were appointed in September 2008.

The school's priorities and targets

6. The school's work is guided by a small number of aims. A key statement from its curriculum policy is:

'We aim to teach children how to grow into responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.'
7. The school development plan (SDP) for 2008 – 2009 includes targets to:
 - improve boys' reading scores;
 - ensure the accuracy of baseline assessments;
 - improve assessment in foundation subjects;
 - implement the foundation phase and skills based framework in KS2;
 - improve collective worship;
 - review and update provision in religious education;
 - increase use of the outdoor environment for learning and teaching, and
 - review and update the school's policies and its procedures relating to finance.

Summary

8. Guilsfield Primary is a successful school at the heart of the local community. Standards have improved in most subjects since the inspection in 2003, but some shortcomings remain. The acting head teacher ensures clear leadership and direction in focussing and implementing the SDP.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 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 3

9. The inspection team agreed with the school's self-evaluation in key questions one, three, four and seven but awarded one grade lower in key questions two, five and six.

Standards

10. In 2008 the results of the Key stage 1 (KS1) National Curriculum (NC) teacher assessments were above national figures in English, mathematics and science. In comparison with similar schools having less than eight per cent free school meals standards were below average in English and mathematics and well below in science.
11. In Key stage 2 (KS2) the 2008 results were above national figures and those for similar schools in English, mathematics and science.
12. In KS1 results have declined since 2002 but in KS2 they have improved so that nearly all pupils now attain at least the expected levels in the three core subjects.
13. The high standards shown by the KS2 NC results are well reflected in standards being judged Grade 2 in most subjects by this inspection. The evidence drawn from the scrutiny of previous work and discussions with learners' reveals good overall standards even though this was not always evident in the lessons observed.

14. In forty-one lessons or parts of lessons observed, standards in areas of learning and subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	49%	41%	5%	-

15. These figures represent a decline compared with the last inspection in 2003. They are below the figures published in Her Majesty's Chief Inspectors' (HMCI) Annual Report for 2007-2008 where standards in primary schools in Wales are reported to be Grade 2 in 84 per cent of lessons and Grade 1 in 12 per cent.

16. Standards in the seven areas of learning for the under-fives were judged as follows:

Area of learning:	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

17. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.

18. Overall standards for the under-fives and in the subjects of the NC and religious education were judged in both key stages as follows:

Under-fives (Foundation Phase)	Overall Grade 2	
	Key stage 1	Key stage 2
Subjects:		
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information communications technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

19. Compared with the last inspection good standards have been maintained in the under-fives and in both key stages they have improved in most subjects; they are Grade 2 in eight subjects. However, pupils' knowledge and skills are not always fully developed in all subjects.

20. Children under-five make a good start in developing key skills in literacy, numeracy and information communications technology (ICT) and they develop bilingual skills very well.
21. There are good features and shortcomings in pupils' achievement in both key stages in the key skills of literacy, numeracy and ICT; they seldom use key skills sufficiently to further their studies.
22. The overall level of learners' competence in bilingual skills is good.
23. Progress is variable as learners move through the school. In both key stages, although new knowledge and skills are acquired from a wide range of experiences, the progress made by the more able is not always in line with their capabilities.
24. The relatively small proportion of learners with SEN make generally good progress towards the targets set for them in their individual education plans (IEP).
25. Overall, learners' behaviour and attitudes to their studies are good but in some classes they seldom build sufficiently on their good capacity to work with appropriate independence.
26. Attendance rates for the past three terms average 94.9 per cent, which is above national figures and those for similar schools.
27. Learners progress well in their personal, social, moral and wider development. In particular they take on appropriate responsibilities and develop the skills of citizenship very well. They have a good understanding of equal opportunities and show increasing respect for diversity.
28. Learners are very well prepared for participation in their community but their awareness of the world of work is less well developed.

The quality of education and training

29. In forty-six lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	43%	41%	9%	-

30. These figures represent a decline compared with the last inspection in 2003. They are well below the national picture as reported in HMCI's Annual Report 2007 – 2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
31. Members of staff successfully establish good working relationships with pupils that foster learning well. The contribution of LSAs to learning and teaching is often good.
32. Where teaching is most effective good subject knowledge and expertise combine with high expectations to ensure a brisk pace that keeps learners involved. However, on occasions teaching is less effective when the pace and rigour of tasks is not sufficiently matched to learners' needs.

33. The systems for recording results of tests and tracking pupils' progress are good, but the use made of day-to-day assessments to adapt learning in line with learners' prior skills is not always well enough developed to ensure progress is maintained.
34. The arrangements for reporting to parents are good.
35. The overall quality of the educational provision meets the range of pupils' needs well and is in line with statutory requirements. The school has made suitable arrangements for implementing the latest curriculum orders.
36. Good emphasis is placed on the development of basic skills in English and mathematics, but the provision to promote the use of key skills in literacy, numeracy and ICT to a sufficiently high standard is less well developed.
37. Effective use is made of outside visits and visitors to enhance the quality and range of learning experiences. The school offers an extensive range of extra-curricular activities that contribute effectively to pupils' personal and wider development.
38. The school promotes learners' personal development well. It successfully promotes their moral, social and cultural development. Daily assemblies meet statutory requirements, but opportunities to promote spiritual awareness within the life and work of the school are not always developed fully.
39. The school has effective partnerships with parents, the community and other educational providers. Its relationship with the community is a very strong feature.
40. The Cwricwlwm Cymreig and bilingual skills are well promoted.
41. The commendable way in which the school promotes education for sustainable development and global citizenship is an exemplar of good practice.
42. There are many good features in the quality of care, guidance and support provided. The school offers a safe and happy environment for pupils and relevant policies and procedures are in place to help ensure their health, safety and well-being.
43. The school's programme for personal and social education (PSE) is well structured and successfully links the themes chosen for assemblies with PSE lessons.
44. The quality of provision for additional learning needs (ALN) and to promote equal opportunities is good overall.

Leadership and management

45. The acting head teacher and the governing body (GB) have put in place well considered plans to further improve the quality of education, but these require time to impact fully.
46. Whole school values, aims and broad objectives are clearly stated so that members of staff understand the purpose of initiatives and, as a result, they increasingly convey a shared sense of purpose in their work.

47. The GB is strongly supportive of the school and is well informed. It has identified the need to develop its role further as a critical partner and has made good progress in this regard. Its stewardship of the budget and overview of strategic needs is good.
48. The arrangements made for self-evaluation are systematic, but the process is not sufficiently based on first-hand evidence and the focus on standards is limited.
49. The provision of staff, learning resources and accommodation is good, but the use made of support staff and the organisation of lessons is not always fully effective in promoting a sufficient variety of learning styles and the full use of ICT resources.
50. The effectiveness of planning for improvement since the previous inspection in 2003 is mixed. Finances are now well managed and the school has significantly improved the standards achieved by most pupils. However, this inspection identifies that more able pupils only seldom achieve the high standards of which they are capable. The school provides value for money in relation to the standards achieved.

Recommendations

51. The school with the support of appropriate agencies should continue to implement the SDP and:
 - R1 improve progress and raise standards of achievement in subjects where shortcomings are identified and in the key skills of literacy, numeracy and ICT;
 - R2 improve the progress and achievement of more able pupils;
 - R3 continue to improve the quality and consistency of teaching and ensure the effective use of assessment in planning and improving learning;
 - R4 continue to ensure the effectiveness of strategic management and formalise the contribution of the GB; and
 - R5 clearly prioritise key targets in the SDP and link action planning and monitoring to first hand evidence in order to ensure that staff training and curricular initiatives become embedded.

Elements of recommendation three are identified in the 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 2: Good features and no important shortcomings

- 52. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The high standards shown in the KS2 NC results are well reflected in standards being judged Grade 2 in most subjects by this inspection. The evidence drawn from the scrutiny of previous work and discussions with learners' reveals good overall standards even though this was not always evident in the lessons observed.
- 53. In 2008 the results of the KS1 NC teacher assessments were above national figures in English, mathematics and science. In comparison with similar schools having less than eight per cent free school meals standards were below average in English and mathematics and well below in science.
- 54. In KS2 the 2008 results were above national figures and those for similar schools in English, mathematics and science.
- 55. In KS1 results have declined since 2002 but in KS2 they have improved so that nearly all pupils now attain at least the expected levels in the three core subjects.
- 56. The school was successful in exceeding its end of KS2 targets for attainment in 2008. Analysis of the school's results indicates no significant difference in learners' performance on the basis of gender.
- 57. In forty-one lessons or parts of lessons, standards in areas of learning and subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	49%	41%	5%	-

- 58. These figures represent a decline compared with the last inspection in 2003. They are below the figures published in HMCI's Annual Report for 2007-2008, where standards in primary schools in Wales are reported to be Grade 2 in 84 per cent of lessons and Grade 1 in 12 per cent.
- 59. Standards in the seven areas of learning for the under-fives were judged as follows:

Area of learning:	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

60. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
61. Overall standards for the under-fives and standards in the NC subjects inspected in both key stages are judged as follows:

Under-fives (Foundation Phase)	Overall grade 2	
Subjects:	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information communications technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

62. Compared with the last inspection good standards have been maintained in the under-fives and in both key stages they have improved in most subjects. Standards are Grade 2 in eight subjects. However, pupils' knowledge and skills are not always fully developed in all subjects.
63. Children under-five make a good start in developing key skills in literacy, numeracy and ICT and they develop bilingual skills very well.
64. There are good features and shortcomings in pupils' achievement in the key skills of literacy, numeracy and ICT; they seldom use key skills to a sufficiently high standard within their studies.
65. The overall level of learners' competence in bilingual skills is good.
66. Learners achieve similar standards irrespective of their social, ethnic or linguistic background. The small number of learners 'looked after' by the local authority and those for whom English is an additional language make good progress towards the educational and personal targets set for them.
67. Overall, progress is variable as learners move through the school. The under-fives make good progress in all areas. In both key stages, although new knowledge and skills are acquired from a wide range of experiences, the progress made by the significant proportion of more able learners in particular is not always in line with their capabilities.
68. The relatively small proportion of learners with SEN make generally good progress towards the targets and goals set for them in their IEPs.

69. In both key stages pupils have a sound understanding of their learning tasks. However, their awareness of targets and assessment strategies as a means of helping them to understand how they are progressing and what they need to do to improve are at an early stage of development.
70. By the end of KS2, most pupils have made good overall progress towards fulfilling their potential. However, although they are well prepared for the next stage of their education in their personal and wider development, a significant minority have not developed their learning skills fully.
71. The overall development of learners' personal, social and learning skills is good. They demonstrate good attitudes to learning and where lessons both interest and challenge their thinking they are well motivated and work productively with their peers.
72. Behaviour is good around the school. In general learners are attentive and well mannered, if a little noisy, in the dining hall, for example. The majority behave well in lessons, but on occasions a few, mainly older learners, present low level misbehaviour and this sometimes disrupts learning. Learners are, for the most part, respectful of each other and treat adults with courtesy. They confidently engage visitors in conversation.
73. The average attendance for the previous year was 94.9 per cent. This is two percentage points higher than at the last inspection. It is higher than the average for all primary schools in Wales and for similar schools with less than eight per cent free school meals. Nearly all pupils arrive punctually so that little disruption to lessons is caused.
74. Learners have a good capacity to work independently and many begin to acquire the skills for lifelong learning. The foundations of independent learning are established well in reception. Across both key stages, when given opportunities to make decisions and solve problems, most learners respond well, but they do not consistently develop these skills.
75. Learners progress well in their personal, social, moral and wider development. In particular they benefit from opportunities to take on appropriate responsibilities and to develop the skills of citizenship. They appreciate, and actively support, the school's ethos of equal opportunities. In conversation, and through their actions, they confirm their growing respect for the diversity of beliefs and the social and cultural traditions that exist in their own and wider society.
76. Learners are very well prepared for participation in their community and, although their awareness of the world of work is less well developed, they sometimes meet visitors who talk about their jobs.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

77. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 2. The school did not identify in its self-evaluation report the wide variation in teaching found during the inspection.

78. In forty-six lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	43%	41%	9%	-

79. These figures represent a decline compared with the last inspection in 2003. They are well below the national picture as reported in HMCI's Annual Report 2007 – 2008 where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.

80. Where teaching is most effective good subject knowledge and expertise combine with high expectations and the effective management of lessons to ensure a brisk pace that keeps learners involved and on task. However, on occasions teaching is less effective when the pace and rigour of tasks is not sufficiently matched to learners' needs.

81. Members of staff successfully establish good working relationships with pupils that foster learning well. The contribution of LSAs to learning and teaching is often good.

82. In the main members of staff have a good range of subject knowledge and through recent training are becoming familiar with current developments in primary practice, including the foundation phase principles and skills based learning. However, it is taking a little time for strategies, such as assessment for learning, problem solving and skills based approaches, to become established.

83. Members of staff successfully promote equality of opportunity and bilingual skills well. The contribution of the athro bro in building up teachers' skills is effective. Their practice is increasingly effective, but there is less consistency in the effectiveness of teaching ICT and developing the use of literacy, numeracy and ICT skills within learning.

84. Good progress is evident in adapting the provision for the under-fives and pupils in KS1 to reflect the seven areas of learning and to provide opportunity for both independent learning and focused teaching. Where the focus of learning is clearly defined, teaching is effective, but on occasions it is less successful in guiding learners to engage in a sufficient range of activities and in ensuring they build up their skills in line with their capabilities.

85. In KS2 a significant proportion of the teaching observed is good with most teachers setting high expectations, praising success and managing lessons, so that pupils understand what is expected of them. In a minority of lessons, however, less rigour

in guiding the learning results in a slower pace and a few older pupils become unsettled and lose direction in their studies.

86. In general lesson planning identifies clear objectives, but these are not always developed to match learners' needs or communicated sufficiently clearly so that they fully understand the purpose of their tasks.
87. Within the lessons observed a good range of teaching methods and organisational strategies is used, but in some cases the practical aids to learning that secure the active involvement of pupils and focus their thinking are not used. This is particularly the case in teaching mathematics. Furthermore, the guidance provided for problem solving tasks is not always sufficiently precise.
88. The frameworks used for lesson planning allow opportunity to evaluate pupils' learning, but the use made of assessments to adapt learning in line with their prior knowledge and skills is not always well enough developed to ensure progress is maintained.
89. The systems for recording results of tests and tracking pupils' progress are good; they are simple, effective and make it easy for teachers to identify the level at which individual pupils should be working. However, the information from these grids is not always used with sufficient rigour to plan appropriately challenging work, particularly for more able pupils.
90. Teachers assess pupils' work regularly in English, mathematics and science using a combination of set tasks and published test materials. Although this work is 'levelled' using NC criteria and provides useful evidence of standards of achievement, annotations seldom provide sufficient information to assist the school in moderating the accuracy of its judgements. This is because comments do not indicate the context in which the work was set or why a particular level was awarded.
91. The school meets statutory requirements for recording and accrediting the achievements of pupils. Procedures include implementation of an appropriate baseline assessment and arrangements for end of key stage assessments.. The latter include meeting with other local schools to compare judgements of pupils' work in KS2, in order to help ensure the accuracy and consistency of judgements.
92. Teachers mark pupils' work regularly and comment on whether they have met general learning objectives. However, comments seldom relate to specific individual targets for improvement or what pupils need to learn next.
93. Pupils' involvement in setting their own targets for improvement is at an early stage of development. They understand the need to evaluate their work against learning objectives and increasingly use strategies, for example, a 'traffic light' system to indicate their level of success. In particular, although older pupils are guided to set individual targets these are mostly too generalised and do not provide sufficient challenge. Furthermore, learners are seldom guided to assess their work critically in relation to their own stage of learning.
94. The school has good arrangements for reporting to parents. End of year reports are very informative, clearly exemplify what pupils' know, understand and are able to do,

include comments about personal development and set broad targets for improvement. Parents are also invited to comment on the reports in writing.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team match the judgement made by the school in its self-evaluation report. There are some particularly good features in curricular provision.
96. The overall quality of the educational provision meets the range of pupils' needs well and is in line with statutory requirements. The curriculum is equally accessible to all pupils, including those with ALN.
97. The curriculum for the under-fives is suitably broad, balanced and is well integrated in line with the seven areas of learning. This provision is securely based on foundation phase principles, so that the children benefit from a wide range of carefully planned indoor and outdoor learning experiences that promote the development of basic and key skills effectively.
98. In KS1 and KS2 the provision is appropriately broad and generally well balanced. Relevant policies and schemes are in place for all NC subjects and religious education. These provide an appropriate framework to ensure progression in pupils' work.
99. The school has made suitable arrangements for implementing the latest curriculum orders. In KS1 planning is being developed through linking subjects to areas of learning and ensuring the provision of a good range of first-hand learning experiences both in the classroom and the outdoor environment. In KS2 the school has begun to integrate the new skills framework into its current practice.
100. Good emphasis is placed on the development of basic skills in English and mathematics. This provision is effective. However, the provision to promote the use of key skills in literacy, numeracy and ICT to a sufficiently high standard is less well developed.
101. Effective use is made of outside visits and visitors to enhance the quality and range of learning experiences. The school offers an extensive range of extra-curricular activities that contribute effectively to pupils' personal and wider development. As a result of instrumental tuition and extra-curricular sporting activities some pupils achieve high standards, for example in musical performance and competitive sports.
102. The school promotes learners' personal development well. There is consistent emphasis on the importance of good manners and self-control throughout the life and work of the school. A recently revised PSE programme formalises this provision and guides its implementation clearly.
103. The school successfully promotes moral, social and cultural development. Learners acquire a well developed understanding of the needs of those less fortunate than

themselves, for example, as a result of presentations from charities and other organisations. They regularly raise funds for charities as well as supporting the local Rotary Club, donating harvest produce and entertaining elderly residents. Special events such as the National Society for the Prevention of Cruelty to Children (NSPCC) 'Number Day' and 'Anti-Bullying Week', are also used effectively to promote pupils' social awareness.

104. The school develops pupils' understanding of other countries and cultures well. Their natural curiosity about St Lucia and African countries, for example, is harnessed successfully in their studies. They also learn to appreciate art and music from different countries and times. There are, however, few opportunities for them to meet visitors from other races, cultures and religions.
105. Daily assemblies incorporate an appropriate act of collective worship and meet statutory requirements. The themes chosen are broadly Christian and members of local religious groups visit the school regularly to lead worship. This helps develop pupils' spiritual awareness through opportunities for guided reflection and positively promotes moral values. The school also attends the local church for harvest and Christmas services. However, opportunities to promote spiritual awareness within the life and work of the school are not always fully developed.
106. The school has a very effective partnership with parents. In the pre-inspection questionnaire all respondents agreed that they were encouraged to play an active part in school life. Their contribution includes supporting school clubs, listening to readers and accompanying pupils on outside visits. The Parent Teacher Association (PTA) is particularly active; it is run by an enthusiastic committee and receives wholehearted support from parents. It raises significant sums of money that are used for the benefit of pupils.
107. The school's relationship with the community is a very strong feature. The Community Centre is an integral part of the school; facilities, including a large hall, are shared. A parent and toddler group and a registered playgroup meet during the school day and other clubs and societies meet after school. The school benefits from using the community's sporting facilities and has links with several sports clubs. It hosts a farmers' market each term, participates in many community activities and has strong links with local churches and their clergy.
108. The school has effective links with the main receiving secondary schools and well established transition arrangements help to ensure that pupils are well prepared to make the move from primary to secondary education. It also meets regularly with a cluster group of local primary schools to share good practice and training opportunities. Strong partnerships with several colleges and a teacher training university enable students to carry out work placements and enhance the range of learning experiences provided.
109. Pupils make regular educational visits that enhance their understanding of topics they learn in school and that also develops their wider knowledge and skills. The school uses its excellent links with Staylitttle and Ty Gwyn Outdoor Education Centres to successfully promote older pupils' personal and social development through team building and challenging physical activity. The school has strong links with the

Woodland Trust and as a result pupils have recently begun to benefit from working in the outdoors and the nearby forest school.

110. There are some good relationships with local companies who support the school in the form of sponsorship. However, there is no systematic approach to providing work related education, including work placements for teachers and developing projects and activities that enhance learning.
111. The school promotes learners' bilingual skills very well. The peripatetic Welsh teacher very successfully works alongside class teachers in a range of subjects to build confidence, extend both pupils' and teachers' vocabulary and model bilingualism effectively. He also leads class and whole school assemblies in Welsh and members of the community visit the school on a weekly basis to listen to children read and enable them to hear Welsh being spoken.
112. The school successfully promotes the culture of Wales through subjects including geography, history, art and music. Pupils develop a good understanding of their Welsh heritage and benefit from opportunities to join the Urdd and to attend Llangranog and a jamboree of Welsh singing, in addition to celebrating St David's Day.
113. The principles of equal opportunities permeate every aspect of the school's daily life and expectations for pupils are not influenced by stereotypical views. The school is committed to ensuring that learners are not put at any disadvantage due to their background.
114. The commendable way in which the school promotes education for sustainable development and global citizenship is an exemplar of good practice. The eco committee, consisting of representatives from each class, carries out an annual environmental review and draws up an action plan. The school recycles everything from paper to mobile phones; an art project in Year 3, for example, involved making three dimensional houses from waste cardboard boxes and other materials.
115. Rainwater is collected and fruit waste is composted for use in the garden where fruit and vegetables are grown. Energy conservation is also high on the agenda with constant vigilance shown to limit wastage of electricity and water. A project that sought to find out why snow on the school roof melted, while that on surrounding houses did not, led to the installation of roof insulation. This, in turn, led to a reduction in energy consumption. In recognition of the school's excellent efforts, it has been awarded the prestigious Green Flag.
116. Pupils have some opportunities to practise skills such as problem solving and decision making during lessons. There are also ad hoc examples, such as the stall at the farmers' market and the activities of the school council and eco committee, where these and other skills are developed in an entrepreneurial manner. However, there is no planned approach to introducing such skills across the school.
117. The school does much to ensure its pupils gain a good grounding in the knowledge, understanding and skills essential for them to engage in lifelong learning and contribute to community regeneration in later life. The provision of homework is

appropriate in this regard. The school is keen to ensure learners' experiences reflect the national priorities promoted by the Welsh Assembly Government (WAG).

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team match the judgement made by the school in its self-evaluation report. There are many good features in the quality of care, guidance and support provided for pupils. The school offers a safe and happy environment for learners and relevant policies and procedures are in place to help ensure their health, safety and well-being.
119. The school plans and manages care arrangements well. Effective liaison arrangements are established with outside agencies and a range of support services to ensure the provision of appropriate guidance and support where needed. The procedures in relation to children 'looked after' by the local authority are appropriate.
120. The school has positive relationships with parents and carers. It works closely with them to ensure appropriate levels of support and guidance for their children. Parents are very appreciative of this and the way the school seeks and takes account of their views. They indicated through the pre-inspection meeting and questionnaire that they are pleased with the quality of care, guidance and support provided by the school. There are effective arrangements to inform parents of their child's progress, and an appropriate home-school agreement establishes mutual responsibilities and expectations.
121. The school takes good account of pupils' views through the school council and eco-committee. Their peers elect members and these committees are effective in co-ordinating pupils' thoughts and opinions and presenting them to the staff and governors. Suggestions are given due consideration and some changes have resulted from the council's involvement.
122. Induction arrangements for the under-fives are planned carefully and help children settle into school life successfully. There is good liaison with the playgroup which meets on the school premises. Pre-school visits are arranged for parents and children and the playgroup children spend time in the reception class on a regular basis before starting school. A welcome pack and foundation phase workshop ensure that parents are well informed about school routines and provision.
123. Pupils who join the school at a later stage settle well and transition arrangements for older pupils to transfer to the receiving secondary schools are organised effectively. A co-ordinated programme of visits and shared information prepares pupils well in moving to the next phase in their education.
124. The school's PSE programme is well structured and successfully links the themes chosen for assemblies with PSE lessons. The provision includes, for example, circle time and the effective use of persona dolls in KS1 to raise pupils' awareness of social issues. For pupils in Year 5 and Year 6 the provision includes appropriate sex education. The police education liaison officer makes a good contribution to road

safety education and raising older pupils' awareness of the issues of drug and substance misuse.

125. The school implements good procedures for analysing data on attendance and punctuality and uses this information appropriately to help ensure that all but a very few attend regularly and arrive on time. The system for ensuring good behaviour, devised with the help of the school council, is also appropriate, but there is a lack of consistency in its implementation in some classes. There are sound procedures for monitoring pupils' performance, but the academic guidance provided lacks sufficient rigour, especially for more able pupils.
126. The acting head teacher and designated governor carry out regular health and safety checks of the school. These are very thorough and lead to action plans, which enable any concerns to be promptly addressed. Risk assessments are made for educational visits and specific activities around the school. There is an appropriate number of staff qualified and suitably trained in first aid.
127. The provision made to promote the importance of developing a healthy lifestyle is a strong feature of the school. It is now in phase five of the Healthy Schools Award, having enrolled in 2002. Pupils are made aware of the importance of exercise through physical education lessons and a wide range of after school sports clubs. The school also takes part in many inter-school tournaments and encourages pupils to join local sports clubs.
128. The importance of good nutrition is stressed in subjects such as physical education and science. School dinners include a salad bar and menus provide a healthy balance. Similarly, the food served by the breakfast club is nutritious while the eating of 'junk' food is discouraged and pupils are encouraged to drink water during the day. To enable it to teach healthy cooking the school has obtained an 'Appetite for Life' grant to set up a cookery club. Pupils are also taught about how life choices can affect their health, for example, through activities to discourage smoking and links to the British Heart Foundation.
129. The acting head teacher is the designated person for child protection and the acting deputy is responsible in her absence; there is also a designated governor. They are fully trained and ensure all members of staff receive appropriate awareness training. The school implements systems in line with the all Wales child protection procedures.
130. The quality of provision for ALN is good overall. The school effectively identifies individual needs and teachers discuss concerns with parents or carers at an early stage. Appropriate intervention strategies or referrals to outside agencies are introduced promptly when required.
131. Pupils identified with SEN have good quality IEPs that provide a good basis to support learning. Appropriate support is provided in line with the school action or school action plus stages of the SEN Code of Practice. Older pupils are suitably involved in discussing their targets and in reviewing them on a regular basis. The school also makes good arrangements to involve parents in setting and reviewing targets.

132. A small number of pupils have a statement of SEN. The provision made for them is in line with their identified needs and arrangements for annual reviews, involving other agencies when required, are appropriate.
133. Individual learning programs and focused support within the class setting for pupils with SEN are often implemented well by skilled LSA, with the benefit of guidance from the SEN co-ordinator (SENCo). However, the planning of class work by teachers is not always sufficiently focused on pupils' individual targets to assure their continued progress.
134. The school is proactive in meeting a range of learning needs. It has recently identified a number of more able and talented pupils and provides enrichment activities for them, for example, in sport and music. It also promotes their participation in the writer's club provided by the local education authority (LEA). The small number of pupils learning English as an additional language are well supported and individual targets are set for 'looked after pupils.'
135. Good support is provided for pupils who sometimes present challenging behaviour that impedes their progress and that of others. The school draws on the advice of outside agencies in planning individual programmes and has achieved success in implementing a range of strategies to manage emotional and behavioural difficulties.
136. The provision to promote equal opportunities is good. Appropriate account is taken of pupils' differing backgrounds and needs. The school is proactive in promoting gender equality and challenging stereotypes in all its activities, including sport. A particular focus is to provide effective support in raising standards in boys' reading.
137. Appropriate policies and action plans are in place to promote good race relations and eliminate all forms of harassment, including bullying. In addition to the school's anti-bullying policy, pupils have drawn up rules for behaviour in class and in the playground to promote the 'cool school' and to ensure inclusion during playtimes.
138. The school takes effective steps to ensure the equal treatment of disabled learners. For example, the use of ICT ensures those with visual or hearing impairments have full access to lessons. The GB has established an appropriate disability equality scheme and an action plan identifies a need for improved access through an external door for disabled staff and pupils.
139. Regular opportunities, for example, in assemblies and lessons, are used well to encourage pupils to understand and respect the diversity of religions, cultures and traditions that contribute to society. Links with a school in Kenya are particularly beneficial in this respect.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

140. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The inspection team awarded one grade lower as pupils are not always enabled to achieve the high standards of which they are capable. However, in a short time the acting head teacher and the GB have put in place well considered plans to improve the quality of education in the school further, but these require time to impact fully.
141. The inspection team awarded a higher grade for key question one than key question five because standards of attainment and achievement are good overall, despite the variation in the quality of education provided.
142. The acting head teacher is successful in establishing a clear direction for the school. Whole school values, aims and broad objectives are clearly stated so that members of staff understand the purpose of initiatives and, as a result, they increasingly convey a shared sense of purpose in their work.
143. The school's mission and aims reflect a strong commitment to promoting equal opportunities and this is generally well reflected in the life and work of the school. A good example is the focus on raising boys' achievement in reading.
144. Good emphasis is placed on national and local priorities. This is particularly evident in the development of the early years curriculum that reflects foundation phase principles well. In line with national guidance a review of curricular planning is underway across both key stages.
145. In 2008 the school was successful in meeting or exceeding its end of key stage targets for attainment and is making good progress towards several of its current targets identified in the SDP.
146. Appropriate arrangements, in line with statutory requirements, are in place to improve the performance of members of staff. The arrangements for professional review and appraisal are systematic and the acting head teacher makes good use of the information gained in planning school improvements. However, it is too soon to judge the impact of recent initiatives as training in specific teaching strategies, for example, has not had sufficient time to become embedded in the school's work.
147. The GB is strongly supportive of the school and is well informed. It is appropriately involved in endorsing policies and considering key documents including the SDP. The work of governors, including their link roles, is developing well. The GB has identified the need to further develop its role as an effective critical partner and has made good progress in this regard. Its stewardship of the budget and overview of strategic needs is good.

148. Governors have yet to formalise their contribution to monitoring the quality of provision and at present the priorities in the SDP are not always sufficiently precise to enable the GB to assess value for money.
149. The GB successfully fulfils its statutory obligations.

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

Grade 3: Good features outweigh shortcomings

150. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The inspection team found some shortcomings in the rigour of self-evaluation and the effectiveness of planning for improvement over time.
151. The acting head teacher and acting deputy are well informed about the school's performance in the core subjects of English, mathematics and science. A range of performance information, including comparative data, teachers' plans and records and pupils' work, are reviewed and analysed. This process helps to identify trends and areas for improvement.
152. The arrangements made for self-evaluation are systematic. Lesson observations are conducted by senior members of staff, some teachers exchange classes and a review of provision in subjects is drawn up annually. However, this process is not sufficiently based on first-hand evidence and the focus on standards is limited, particularly in the foundation subjects.
153. The school is proactive in seeking the views of stakeholders. Pupils contribute through the school council and eco committee. Parents and members of the wider community are invited to respond to issues raised in newsletters for example.
154. The self-evaluation report is a suitably detailed and wide ranging document. It identifies both strengths and areas for improvement. The inspection team agreed with the school's self-evaluation in key questions one, three, four and seven, but awarded one grade lower in key questions two, five and six.
155. A culture of self-evaluation is becoming established. The acting head teacher has refined the SDP to provide greater focus on key targets. This is improving the effectiveness of the plan in developing greater understanding of school improvement issues among members of staff and promoting their involvement in self-evaluation arrangements.
156. Appropriate subject action plans are formulated and some elements are included in the SDP. However, the link between these plans and the SDP is not always clear. Although some SDP priorities are appropriately focused on pupils' progress, they seldom embody sufficiently precise and measurable targets.
157. The current head teacher, with the support of governors, ensures that key priorities for improvement are supported well through the adequate allocation of resources.

158. Since September 2008 the acting head teacher has put in place a good range of initiatives to improve the quality of provision and to raise standards of achievement further. It is too soon to judge the impact of these initiatives but the effectiveness of planning for improvement since the previous inspection in 2003 is mixed. On the one hand the overall improvement in standards since the last full inspection in 2003 is good, but five subjects remain Grade 3 and the use of assessment is not yet fully effective.

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

Grade 3: Good features outweigh shortcomings

159. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
160. The provision of teaching and support staff is good. It includes a blend of new and experienced teachers who have a good range of expertise to teach all subjects in the curriculum. In addition, peripatetic teachers enhance provision in music and Welsh as a second language. The team of non-teaching support staff makes a significant contribution to the life and work of the school.
161. The LSAs who work in classes make a positive contribution to learners' progress; they work closely with teachers and some are skilled in the delivery of structured support programmes for groups and individuals. However, the use made of support staff and the organisation of lessons is not always fully effective in promoting a sufficient variety of learning styles and the full use of ICT resources.
162. The school uses resources for workforce remodelling to good effect. Teachers receive the required time to undertake planning, preparation and assessment tasks. This time is used well by class teachers although the impact of the teaching provided in their classes is not always successful in raising standards. In addition, appropriate time is provided to enable teachers to undertake management tasks and assistants are used well to ensure the burden of administrative tasks is reduced for all teachers.
163. The provision of learning resources, including books, materials and equipment is good in all subjects. However, access to appropriate resources is some times limited in lessons. This is most evident in the use of resources to promote first-hand learning. Although there are interactive whiteboards in classrooms, the computer suite is poorly sited and insufficiently used. Furthermore, full and effective use of the laptop computers available is not always assured.
164. The accommodation provides a good setting for effective learning and teaching. The buildings are in overall sound condition and meet the needs of learners well. The internal décor and wall displays provide a stimulating learning environment. The classrooms are sufficient in number and size, although the space in the Year 6 classroom is rather cramped. The outdoor provision is a significant strength of the school, including the sports facilities shared with the community. The outdoor provision for the under-fives is well developed, but the lack of a covered walkway between the three buildings, mentioned at the last inspection, remains. The security issues identified have been resolved.

165. For the most part the management of available resources is efficient and effective. Members of both the teaching and support staff are generally well managed and appropriate training opportunities are provided in line with individual and whole school needs. However, the benefits of recent training are not yet securely embedded in the school's practice. Increasing use is made of performance management as a tool to promote improvement.
166. Careful consideration has been given to spending a significant surplus in the school budget. As a result the number of support staff has increased and the provision of resources has been improved in some areas. Subject leaders review the provision of resources regularly. Spending plans are closely linked to priorities identified in the SDP. The GB has established appropriate procedures to ensure best value when placing orders and the recommendations in the most recent external auditor's report have been addressed.
167. Finances are now well managed and the school has significantly improved the standards achieved by most pupils since the last inspection. However, this inspection identifies that more able pupils only seldom achieve the high standards of which they are capable. The school provides value for money in relation to the standards achieved.

Standards achieved in subjects and areas of learning

Under-fives (Foundation phase)

Overall Grade 2: Good features and no important shortcomings

168. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.

Personal and social development, well-being and cultural diversity

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

169. Children of nursery and reception age make good progress in their personal and social development. They become confident and sociable with adults through, for example, meeting visitors from the local community and further afield. Older and younger ones confidently converse with peers whilst role playing in the 'castle' or 'house.' The majority share toys and equipment equitably and co-operate well when working on tasks together. They develop confidence in making choices, for example when selecting their favourite pancake filling, and they quickly learn to respect the rights of others. Older ones take good care of younger ones and they sometimes help them with tasks.

170. Older and younger children develop an increasing understanding of health and hygiene issues. For example, they understand the need for good hygiene when making sandwiches and biscuits and older ones use the toilet and washing facilities independently. They confidently explain why they wash their hands. Older and younger children confidently express their feelings through empathising with characters from stories, for example, and they sympathetically support their peers when they are feeling sad or unwell.
171. Children listen to stories from their own and other cultures. They develop awareness of different religions and beliefs by comparing the Bible and the Torah, for example.

Shortcomings

172. There are no important shortcomings.

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings
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Reception: Grade 2: Good features and no important shortcomings
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Good features

173. Most children of nursery and reception age speak clearly and confidently to both adults and other children. Many older ones use complex sentences and sustain conversations well. They frequently give detailed explanations of their ideas, for example when building an imaginary castle. Older and younger children listen attentively when adults are speaking. They listen well to stories and instructions and most listen with increasing concentration to the ideas and answers of their peers. They also listen purposefully to recorded instructions when using ICT.
174. Older and younger children handle books confidently, develop good attitudes to reading and show that they understand that text carries meaning. They enjoy listening to a range of stories and rhymes and avidly explore fiction and non-fiction books for themselves. Most older ones recall a high level of detail when retelling the events of a story and they relate well to the characters. Many correctly recognise and name most of the letters of the alphabet and read simple structured texts independently. A few use phonic strategies to help them 'sound out' new words.
175. Younger children have opportunities to develop mark making skills as emergent writers. Most of the older children write their names correctly and attempt to write letters of the alphabet. They copy words accurately from prompts, including cards and labels. They frequently express their ideas for adults to scribe and they successfully under or overwrite their stories. More able children correctly label parts of a flower and write independently when recording their investigations about plants for example.

Shortcomings

176. There are no important shortcomings in children's literacy skills overall but their mark making and early writing skills are not always fully developed.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

177. Children of nursery and reception age recognise the use of number in everyday life. They demonstrate a good understanding of the use of money in role play activities and successfully engage in a wide range of activities to match, sort, order and count a range of objects with increasing accuracy. Younger ones sort objects into longer and shorter items and older ones count and order numbers to 20 correctly.
178. Older children confidently use a range of non-standard measures to help them solve problems involving length. For example, they investigate the distance a model car will travel and correctly note which travels the furthest. Most older ones correctly name two dimensional shapes, including square and rectangle. They accurately describe their properties and skilfully draw and construct these shapes. A few more able pupils confidently explain how shapes may change if they are stretched or squashed.

Shortcomings

179. There are no important shortcomings.

Welsh language development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

180. Children of nursery and reception age quickly develop a high level of confidence and competence in using Welsh vocabulary in everyday contexts. They confidently answer the register in Welsh and many older ones state their choice of sandwiches or cooked lunch by answering in a complete sentence. Older and younger ones listen attentively to Welsh spoken as part of daily routines. They show by their responses that they understand more words and phrases than they can speak. In structured dialogues, most older children use correct vocabulary, for example to describe how they feel. Both older and younger ones select a suitable sentence to describe the weather and many older ones correctly and independently read the sentence they have chosen.

Shortcomings

181. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

182. Children of nursery and reception age develop a good awareness of the natural world. For example, they take part in a local bird watch and successfully record the information they collect. Older ones look after plants, handle flowers with care and know that sunshine, rain, light and nutrients are necessary for seeds and plants to grow. When planting seeds they confidently explain how food gets into them and know that slugs eat plants. The more able predict that red water will turn white flowers red over time, as they set up an experiment with their teacher.
183. Children of both age groups know that human beings need food in order to live. They enjoy cooking and preparing food and have a good awareness of the need for a healthy diet. Many know that fruit and vegetables are important in order to maintain good health and older ones are aware that many animals have a skeleton.
184. Both older and younger ones develop a good awareness of changes over time. A wide range of activities increases their familiarity with the seasons and changes in the weather. They recognise differences that have occurred since they were babies and they sort and classify old and new toys and recognise changes that occur in cooking ingredients when making pancakes.
185. Older children confidently use the computer to design towns and garden scenes. Their skills in navigating simple programs and in controlling the mouse are good; they successfully use a simple database program to record information they have collected, such as children's hair and eye colour. Both older and younger children input instructions with growing independence so that a programmable toy follows a specific route.

Shortcomings

186. There are no important shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

187. Both older and younger children use equipment, including scissors, paint brushes and a range of writing tools, confidently. They handle small objects with good control and co-ordination.
188. Younger children quickly learn to dress and undress themselves for outdoor learning and for physical education lessons. Most older and younger ones demonstrate good physical skills during movement sessions. Nearly all move confidently in response to

a signal and stop and show good control in using alternate feet when skipping, for example. They have good opportunities to develop a wide range of physical skills, including upper body strength, when climbing, swinging and balancing, and controlling push and pull movements through playing with ride on toys.

Shortcomings

189. There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

190. Both older and younger children listen to a range of music with interest. They often respond imaginatively to different styles of music. For example, in a creative movement sessions. Many work expressively when they mime the growth of a plant to the sound of percussion instruments. They enthusiastically explore a range of instruments, listen carefully to the sounds they make and successfully create sequences of sound. They use the information from their investigations well to construct instruments from recycled materials.

191. Older and younger children work skilfully in three dimensions, for example, to construct and decorate animal heads made from paper and card and to make a skeleton using twigs. With guidance they create symmetrical butterflies using paint and string and most become confident in mixing colours. Their paintings of elephants, monkeys and lions are well proportioned.

192. Previous work indicates that children develop appropriate designing and making skills, for example, when making puppets from card and using a simple mechanism based on a split pin to make them move.

Shortcomings

193. There are no important shortcomings.

English

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

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

Good features

194. Pupils develop the skills of speaking in a variety of contexts, such as recalling their learning and presenting ideas to the class. Many enthusiastically respond to

questions, express themselves confidently and extend their vocabulary well when discussing their work.

195. Standards in reading are steadily developed throughout the school. Pupils read an appropriate range of texts. In Year 1 and Year 2 they gain confidence and skills in reading well and learn about spelling patterns and punctuation, as well as identifying the features of books and distinguishing between fiction and non-fiction.
196. Pupils in Year 1 use picture cues and phonic skills well to 'sound out' new words and those in Year 2 read with greater independence and confidently recall and sequence what they have read.
197. In KS2 good progress is maintained in reading and pupils learn about libraries and how to locate information by using the contents page and index. In Year 3 and Year 4, they read with confidence and expression and the more-able discuss books that they have read and confidently express preferences. In Year 5 and Year 6 they demonstrate a good knowledge of books and distinguish between different genres. They enhance their skills well through guided reading and comprehension tasks.
198. Writing skills are suitably developed across the school. Pupils in Year 1 write simple sentences, sometimes with the aid of writing frames. They successfully locate key words and copy them to complete sentences. Those in Year 2 write notes and the majority use this information independently to write well structured sentences. For example, they write instructions with a fair degree of independence.
199. In Year 3 and Year 4 pupils have good ideas and use language imaginatively when writing. A majority in Year 4 and a few in Year 3 punctuate writing accurately, including the use of speech marks. The more able structure their writing in paragraphs well; when describing an imaginary monster, for example, their writing is individual and reflects very effective use of language, including the use of interesting adjectives and similes to describe an imaginary monster. The standard of spelling, punctuation and handwriting is generally good.
200. Older pupils in Year 5 and Year 6 use their knowledge of language well when preparing oral presentations. Most show good skills in note taking and organising their writing under specific headings. Their previous work shows good progress in different styles of writing including recollections, stories, poems and letters.

Shortcomings

201. There are no important shortcomings.

Welsh second language

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

202. Pupils in both key stages have a good awareness of a range of commands that are used in set routines during the day. Their awareness of vocabulary is promoted well through the attention given to displays in Welsh around the school. They sing a good number of Welsh songs and hymns with confidence.
203. In Year 1 and Year 2 pupils make good progress in speaking and listening. They respond well to instructions, and develop a good range of vocabulary relating to information about themselves, their pets and foods. They ask and answer questions well using 'Wyt ti'n hoffi...?' 'Dw i'n hoffi.../ Dw i ddim yn hoffi....' They use Welsh greetings confidently and talk about their clothes.
204. In Year 1 and Year 2 the majority reads words and sentences well and makes good use of pictorial clues to help them make sense of the written word.
205. In Year 3 pupils ask and answer questions about the weather effectively. They know a range of vocabulary including colours and parts of the body. They talk about the toys they have using simple sentence patterns such as 'Oes.....gyda ti?' and 'Mae....gyda fi.', confidently. They have an increasing understanding of positional language in order to describe where objects are.
206. Pupils in Year 4 express likes and dislikes successfully when talking about their hobbies. They ask and answer questions effectively about what they are wearing and what they did in the holidays. They write a simple thanksgiving prayer using 'Diolch Dduw am' as a sentence pattern.
207. In Year 5 pupils ask and answer questions well about the salads they are evaluating. They show a good grasp of food vocabulary and positive and negative statements in describing the ingredients, the colours and the shapes in a variety of salads. More able pupils write sentences to describe their salads with a good measure of accuracy.
208. Pupils in Year 6 answer questions about the natural and human features of their village. They have a good knowledge of directional vocabulary and know the points of the compass. They write a short description of Robert Owen, the enlightened industrialist who was born in Newtown. They make good use of dictionaries to support their writing.

Shortcomings

209. There are no important shortcomings in the range of language skills pupils acquire but a minority have poor pronunciation skills.

Mathematics

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

210. Almost all pupils in Year 1 count sets of objects accurately. They correctly add and subtract within ten. When conducting simple investigations they begin to solve numerical problems and correctly use comparative language such as heavier and lighter.
211. Most pupils in Year 2 confidently identify the value of two digit numbers. They select pairs of numbers to 20 and successfully calculate the total. Most readily identify the missing numbers in a sequence to 100.
212. Many pupils in Year 1 and Year 2 use mental strategies well to solve everyday mathematical problems involving money. They correctly recognise coins of different values and accurately select combinations of coins to provide the amount of money needed to buy an item.
213. Able pupils in Year 1 and Year 2 confidently and accurately tell the time. They calculate rapidly and accurately to add or subtract given numbers. They count confidently in fives, tens and twenties to reach their answer and enthusiastically extend their skills through setting more challenging problems for themselves.
214. Previous work indicates that most pupils acquire appropriate knowledge of shapes and skills in measurement and organising data.
215. Most pupils in Year 3 correctly state the value of each digit, when discussing three digit numbers. They successfully use appropriate mental strategies to answer mathematical questions.
216. In Year 3 most pupils develop a clear understanding of the use of co-ordinates to locate the position of an object and successfully progress from using squares to using grid reference lines to locate a position.
217. In Year 4 nearly all pupils confidently count in sequence to 100 and back to zero. They demonstrate a sound understanding of number patterns and relationships. The majority accurately calculate half or quarter of a two digit number.
218. Most pupils in Year 5 accurately transfer information from a data collection sheet onto a graph. More able pupils use appropriate mathematical language to describe key features of a graph and they confidently use a key to identify the bars on their graph.
219. In Year 6 most pupils have a good understanding of 'square numbers'. They accurately describe a factor and correctly find factors for a range of two digit numbers. Pupils of higher ability successfully explore the properties of a perfect number and correctly describe them.
220. By the end of the key stage most pupils acquire a good understanding of the properties of shapes; they develop a good range of measurement skills and present data from mathematical investigations in different formats.

Shortcomings

221. There are no important shortcomings in most pupils' mathematical skills, but in KS2 a few lack sufficient competence in solving mathematical problems.

Science

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

222. In Year 1 and Year 2 pupils have a good knowledge of the main parts of a plant, and identify the necessary conditions for plant growth with confidence. Most in Year 2 show a good understanding of the variables in planning an investigation and know what they will measure. They make sensible predictions about possible outcomes.
223. Pupils in Year 1 and Year 2 identify changes to materials when they are heated and cooled, for example chocolate and wax, and they carefully investigate the rate at which ice cubes melt in different locations.
224. Pupils in Year 1 and Year 2 know which appliances at home and in school are electrical. They match objects to the correct source of electricity and successfully construct an electrical circuit with a battery, light bulbs and wires. They draw a diagram of a circuit accurately using the correct symbol for each component and they know that using two batteries will cause the light bulb to shine more brightly.
225. In Year 3 pupils name and describe a range of rocks and know how they have been formed. By scratching the surface of different rock types they discover which are more easily worn away. They investigate how well water filters through a variety of soils and know that different soils have various size particles.
226. In Year 4 pupils show a good awareness of the force that is exerted in pushing and pulling objects. They understand that friction slows the movement of objects and that forces cause things to quicken, slow down and change direction. They are aware of the force that gravity exerts.
227. Pupils in Year 5 show a good understanding of how sounds are produced by vibration. They investigate the high and low sounds made by different objects and musical instruments.
228. Pupils in Year 6 have a secure knowledge of the sources of light. They understand that light reflects from objects through the lens of the eye producing an upside down image and that the brain corrects the image of what is seen. They label a diagram of the eye accurately.

Shortcomings

229. There are no important shortcomings.

Information communications technology

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

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

Good features

230. In Year 1 and Year 2 pupils competently 'log on' when using laptop computers. They confidently open a word processing program and successfully use this to write a set of instructions. Pupils capably edit, save and print their work.
231. Pupils in Year 1 and Year 2 successfully record data using a suitable program. They know how to search for information using the internet or a CD Rom. They successfully select, copy and paste text and graphics to a file or folder.
232. Nearly all pupils in Year 3 competently transfer simple information to database records. They successfully add an additional record to the database and most use navigation tools well to move between records.
233. A small group of pupils in Year 6 enthusiastically present a short film they have made about toys since the Second World War. They demonstrate well developed skills in editing still pictures and adding text and background music to create an engaging and informative presentation.
234. Most pupils in Year 6 work with appropriate independence to create a biographical movie. They capably conduct searches and select the information and images they need. Most skilfully transfer and edit information and a few confidently explain how to download film clips and music.

Shortcomings

235. There are no important shortcomings in the range of ICT skills acquired by pupils but in KS2 able pupils seldom develop their skills fully.

Design technology

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

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

Good features

236. Pupils in both key stages use a range of equipment safely and are aware of the dangers and risks associated with various tools.
237. In Year 1 and Year 2 pupils examine a collection of wind-up toys before designing a mechanism for lifting the nursery rhyme pussycat from the well. They use construction kits competently to make a mechanism before designing their own device. They choose from a range of materials to make a winding mechanism. In

their evaluations they carefully consider how smoothly the mechanism works, how easy it is to use and how well it is finished.

238. In Year 3 pupils show good skills when investigating a collection of photograph frames, and disassembling them. They evaluate the different shapes and materials, how they have been assembled, how attractive they are and how well they stand up. They design their own frame, and choose suitable materials to make the product. They investigate a range of paper structures as prototypes for the stand before making their frame and deciding how to decorate the final product to make it fit for purpose.
239. Pupils in Year 3 show good investigative skills in looking at how a pneumatic mechanism works. They consider how their mechanisms will be incorporated into their design of a toy monster and show good design skills in choosing the materials they will use from a range, including syringes, card, tape and tubing.
240. Pupils in Year 4 use the internet purposefully to collect a range of pictures of lighthouses. They evaluate what makes an effective lighthouse before preparing a design and choosing from a range of materials to make it. They devise a light using a bulb and electrical circuit and control it effectively with a switch mechanism. Their evaluation of safety and stability is effective.
241. In Year 4 pupils design an oven glove for a member of their family. They investigate different fabrics thoroughly before deciding which are the most heat resistant. They carefully draw templates and show good cutting and sewing skills in joining parts together. The finished product is decorated attractively with appliqué, making sure that motifs are matched well to the person for whom it is made.
242. Pupils in Year 5 show good evaluating skills in discussing a range of salads. They consider the shapes and colours of the ingredients and the shape and size of the plate and appraise how the salads are presented. They design their own healthy salad, choosing ingredients that will combine a good variety of shapes and colours.
243. In Year 6 pupils successfully make controllable vehicles in the style of post Second World War cars. Their work shows good designing and making skills. They choose from a range of materials to construct a vehicle controlled with a pulley mechanism. Their designs incorporate batteries and an electric motor and the finished products are decorated in a detailed way to imitate an historic car.
244. Evidence of previous work indicates that pupils have a range of opportunities to develop the skills of computer control technology.

Shortcomings

245. There are no important shortcomings.

History

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

246. In Year 1 and Year 2 most pupils begin to develop an appropriate sense of chronology, for example through considering their own development and comparing photographs and artefacts. Previous work indicates that they begin to explore events and aspects of the lives of people in the past. For example, they find out about Florence Nightingale and Guy Fawkes.
247. In Year 3 and Year 4 pupils acquire a sound knowledge of Stuart times. They make comparisons between the lives of rich and poor people and those in Year 3 investigate the different types of houses in the village and identify those built at the time John Egglestone was alive.
248. In Year 5 and Year 6 pupils begin to use primary and secondary sources to find out about historical events since 1950. In discussion, a few showed a good understanding of chronology and are able to sequence important events in the periods they had studied.

Shortcomings

249. In both key stages pupils have a limited understanding of important historical events and of the chronology of key periods that shaped society in Wales and Modern Britain.
250. Pupils in both key stages seldom study historical topics in sufficient depth; their enquiry skills are underdeveloped and they rarely produce well researched accounts.
251. In KS2 pupils make insufficient use of historical sources and artefacts. Their skills in understanding primary and secondary evidence and their grasp of how these can be interpreted in different ways is underdeveloped.

Geography

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

252. A few pupils in Year 1 and Year 2 recall the names of famous gardens in Wales and know they live in mid Wales. A majority identify Wales on a map of the British Isles

and begin to relate other places to Guilsfield and Welshpool. They use simple geographical vocabulary to convey this information.

253. Previous work indicates that pupils in Year 1 and Year 2 use observational skills well to identify key features on their journey from home to school. They use suitable symbols to record and label these features on sketch maps and a minority name the different types of houses people live in. Pupils also identify positive and negative features in the local environment.
254. Some pupils in Year 3 and Year 4 show a sound understanding of directions and recall the use of grid references to locate geographical features and landmarks on a map. Those in Year 4 have a sound knowledge of features along the course of the river Rheidol.
255. Pupils in Year 5 and Year 6 understand the importance of protecting the environment through recycling, energy conservation and pollution control. Those in Year 5 demonstrate a sound understanding of the water cycle and of physical features and processes along the route of a river.

Shortcomings

256. In both key stages pupils' geographical enquiry and fieldwork skills are limited. A majority lacks sufficient competence in using appropriate geographical vocabulary.
257. In both key stages pupils' knowledge of physical and human features and of physical processes is underdeveloped.
258. In KS2 pupils' understanding of contrasting localities in Wales and further afield is limited and their skills in identifying geographical patterns and understanding the importance of location are insufficiently developed.

Art and design

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

259. Many pupils in Year 1 and Year 2 work successfully in three dimensions using clay to create individual tiles with a relief design. Their detailed designs reflect good observation skills, when studying historic local houses, and well developed drawing skills.
260. In painting a majority of pupils in Year 1 and Year 2 mix paint successfully to create a range of different tones. They skilfully experiment with colour and texture to create attractive collage work to represent hot and cold.

261. When working with experts from the local High school, most pupils in Year 3 use textiles successfully. They use fabric dye and wax techniques effectively to represent scenes from the local environment.
262. In Year 4 most pupils successfully develop a range of skills through using sketchbooks in preparation for future work. For example, they begin to understand the work of Cefyn Burgess as they competently draw buildings from real life and from photographs. They successfully enlarge parts of their original sketches and work in three dimensions to create texture in a relief pattern using 'art straws.' Their work is imaginative and effective. They competently develop their skills in painting when creating a self-portrait in Stuart dress.
263. Pupils in Year 5 research art from different cultures. For example, they successfully replicate the designs used to decorate Canal Ware.
264. Most pupils in Year 6 have good observational drawing skills. When sketching a still life scene using pastels, they skilfully capture the effect of shadows. They develop a growing awareness of proportion and imaginatively attempt to incorporate this into their work.
265. In Year 6 many pupils skilfully create realistic human figures using wire and modelling clay. They competently paint and finish these to a good standard.
266. Pupils of all ages visit galleries and museums to broaden their knowledge and understanding of the work of artists. They study art from different cultures and periods and are well aware of the work of Welsh artists such as Sir Kyffin Williams. These experiences impact well on standards.

Shortcomings

267. There are no important shortcomings in pupils' artistic skills, but their ability to create work that is original and based on experimentation is not always fully developed.

Music

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

268. In both key stages pupils show a good understanding of the three elements of music. A majority are confident in composing a simple sound sequence and in performing and evaluating their work.
269. In Year 1 and Year 2 most pupils explore pitch well in saying their names in high and low voices. They use simple graphic notation confidently to say and sing different sounds and understand well that sounds can be loud or quiet and fast or slow. They demonstrate effectively that sounds can begin quietly and get louder and begin low and become high.

270. Many pupils in Year 1 and Year 2 use a good range of untuned musical instruments well to perform a simple sequence. They follow graphic notation competently and succeed in keeping a steady rhythm in their groups. They understand how to perform well and attentively follow the direction of a conductor.
271. Most pupils in Year 4 imitate a wide variety of increasingly complex rhythms with confidence and enthusiasm. They have a good understanding of how to demonstrate a crescendo and know clearly that tempo describes the pace of the song and dynamics describes how quiet or loud the sound is.
272. Pupils in Year 4 sing a varied repertoire of songs in different styles tunefully and accurately. They internalise parts of 'There was a farmer' well and maintain a steady rhythm by clapping the beat. Most show a good grasp of the duration of notes at the end of phrases in 'London's burning' and nearly all sustain the singing of a round and partner songs well. They follow the conductor closely, demonstrate a good understanding of simple notation, and sustain a melody and ostinato with confidence.
273. In Year 5 pupils respond well to 'Le reveil des oiseaux' in their use of simple graphic notation to imitate birdsong. The majority show a good understanding of sequencing, overlapping and layering in composing and performing a short piece. They choose appropriately from a range of tuned and untuned instruments to match the bird sounds and some succeed in accompanying the instruments with their voices. Nearly all pupils have a good awareness of pitch and dynamics and evaluate their work with understanding.
274. Pupils' learning in music is enriched across the school by opportunities to perform in seasonal celebrations in the school and in the community. The good skills of those who receive lessons on the guitar and violin make a positive contribution to the development of the musical skills of all pupils.

Shortcomings

275. There are no important shortcomings in pupils' musical skills, but the pitch of singing in whole school situations is not secure.

Physical education

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
--

Good features

276. In KS1 pupils dress appropriately for physical education lessons and most understand the importance of exercise to good health.
277. In Year 1 and Year 2 pupils warm up before exercising and most describe the effects of exercise on their heart and breathing rates. Many perform sequences of

movements with good control and develop simple games skills well. A few perform good quality shapes and movements with good body tension.

278. In Year 3 pupils are aware of the effects of exercise on breathing and heart rate. The majority perform a variety of gymnastic movements with increasing success and a few perform a 'sumo' roll with good control.
279. In Year 5 and Year 6 pupils develop a range of skills in hockey with enthusiasm. They develop increasing skills in dribbling, passing and shooting the ball. A few demonstrate good skills and some know the key positions in a game of hockey.
280. Across KS2 pupils have opportunities to acquire gymnastic, dance, games and swimming skills. They sometimes work with instructors and this has a positive impact on standards; for example, by the end of the key stage the majority of pupils learn to swim at least 25 metres.

Shortcomings

281. In both key stages pupils' skills in handling and setting up equipment are not well established. They do not develop sufficient competence in the full range of gymnastic, dance and games skills.
282. In both key stages pupils seldom build sufficiently on evaluations to improve the quality of their gymnastic and games skills.

Religious education

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

283. Most pupils in Year 1 and Year 2 confidently recall the main characters and events from Bible stories and they have a basic understanding of the main features of Christianity. They discuss the importance of promoting a fairer world and explain for example, why they are supporting 'Fair Trade.' Most pupils in Year 2 recall simple facts about Judaism.
284. Many pupils in KS2 speak confidently about the religions they are studying and a few recall basic facts from their previous work. They develop an appropriate understanding of the importance of religion in some people's lives and a few name the places of worship used by different religions and the main holy books including the Torah, Qu'ran and Bible.
285. A majority of pupils in Year 3 recognise that people from different faiths worship in different ways and have differing concepts of God. They begin to compare the main features of Christianity and Hinduism and a few explain the importance of the Torah in the life of Jews. For example, they know that the scroll is read as part of worship.

286. Most pupils in Year 4 understand the importance of special places and begin to relate their own choice to places of worship, such as the village church. A majority know the stories of the main Christian festivals and understand the importance of Jesus to Christians.
287. A few pupils in Year 5 confidently explain their learning about the beliefs and customs of a Muslim family living in Cardiff; they recall the five pillars of Islam and make simple comparisons between Christianity and Islam.
288. Most pupils in Year 6 understand that many people have devoted their lives to the service of God. For example, they competently research the life of William Booth and discuss his work with appropriate understanding.
289. By the end of KS2 pupils acquire some knowledge of the lives of famous people from Wales who served God. Visits to the local church to study its features and take part in services exemplify well the significance of the church in the local community. These experiences impact well on the overall standards achieved.

Shortcomings

290. In both key stages pupils' enquiry skills and sense of curiosity are not sufficiently developed through the study of religious customs and worship, including artefacts, and symbols.
291. In both key stages pupils seldom study different religions in sufficient depth to enable them to make informed comparisons and their knowledge of the achievements of religious figures in Wales and beyond is insufficiently developed.
292. In KS2 pupils are seldom encouraged to reflect on the important questions about life, belief and faith that the study of religion raises.

School's response to the inspection

293. The governors and staff celebrate that the inspection team recognises that Guilsfield Primary is a successful school at the heart of the local community, reflecting the commitment and hard work of staff, children parents and governors.
294. We welcome this report and the recognition that the school has made significant progress since the last inspection and we are pleased that the inspection report recognises a number of good features in the school.
295. We believe that we can confidently address the improvement of curricular planning for key skills, improve the progress and achievement of more able pupils and raise standards in the minority of subjects where shortcomings are identified. We are in a strong position to continue our progress in the areas recommended in the report.
296. The recommendations made in the report will be incorporated into the SDP. A summary of this plan will be sent to all parents. The GB in the annual report to parents will report the progress the school is making on the recommendations.

Appendix 1

Basic information about the school

Name of school	Guilsfield C.P. School
School type	Community Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Guilsfield Welshpool Powys
Postcode	SY21 9ND
Telephone number	01938 553979

Acting Head teacher	Mrs. Dilys Bates
Date of appointment	1 st September 2008
Chair of governors/ Appropriate authority	Mr. Les Ball
Registered inspector	Mr. Michael T. Ridout
Dates of inspection	9 th – 11 th March 2009

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	7	19	12	17	21	23	23	27	149

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.4 : 1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	21.3
Teacher (fte): class ratio	1.04 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	93.75	96.79	95.40
Summer 2008	98.14	96.38	94.74
Autumn 2008	n/a	92.06	94.56

Percentage of pupils entitled to free school meals	4.2
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		20			
Percentage of pupils at each level								
			D	N	W	1	2	3
English:	Teacher Assessment	School	-	-	-	10.0	45.0	45.0
		National	0.2	0.1	3.5	13.8	63.0	19.4
En: speaking and listening	Teacher Assessment	School	-	-	-	10.0	45.0	45.0
		National	0.2	0.1	2.4	10.7	62.8	23.8
En: reading	Teacher Assessment	School	-	-	-	10.0	45.0	45.0
		National	0.2	0.1	4.1	14.9	55.2	25.5
En: writing	Teacher Assessment	School	-	-	-	10.0	65.0	25.0
		National	0.2	0.1	4.8	15.9	67.8	11.3
Mathematics	Teacher Assessment	School	-	-	-	10.0	60.0	30.0
		National	0.2	0.1	2.0	10.9	65.2	21.6
Science	Teacher Assessment	School	-	-	-	10.0	60.0	30.0
		National	0.2	0.1	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90.0	In Wales	80.7

D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results End of Key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		31					
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School	3.2	-	-	-	-	-	64.5	32.3
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	3.2	-	-	-	-	-	67.8	29.0
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	3.2	-	-	-	-	-	45.2	51.6
		National	0.2	0.1	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	96.8	In Wales	75.5

D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Four inspectors, together with the school's nominee, spent the equivalent of ten inspector days in the school and met as a team before the inspection.

These inspectors visited:

- forty- six lessons or part lessons, across areas of learning and NC subjects;
- registrations, assemblies and acts of collective worship and a range of extra-curricular activities;
- the class timetables during the inspection included relatively few lessons in some foundation subjects. As a consequence subject judgements take account of standards in previous work and evidence drawn from discussions.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- the acting head teacher, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council and eco committee; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- twenty-five responses to a parents' questionnaire, of which 98 per cent were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the acting head teacher and deputy, the staff and governors. A representative of the LEA attended the meetings with governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? Key Question 6: How well do leaders and managers evaluate and improve quality and standards? English; geography; history and physical education.
Mrs. Jan Marsden Team inspector	Assessment aspect of KQ2. Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key Question 7: How efficient are leaders and managers in using resources? Under-fives; mathematics; information communications technology; art and design and religious education.
Mrs. Rhiannon Harris Team inspector	Key Question 4: How well are learners cared for, guided and supported? Welsh second language; science; design technology and music.
Mr. Ted Tipper Lay inspector	Aspects of Key Questions: 1, 3, 4 and 7
Mr. Dafydd Ifans Peer Assessor	Observing lessons and taking part in discussions.
Mrs. Dilys Bates Acting Head teacher and nominee	Liaison with inspectors, contributions to team discussions and the school's response.

Acknowledgement

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

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