

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

A Report on the Quality of Education in

**Knighton C.I.W. School
Ludlow Road
Knighton
Powys
LD7 1HP**

School Number: 6663035

Date of Inspection: 06 May 2008

by

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Knighton C.I.W. 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 Knighton C.I.W. School took place between 06/05/08 and 08/05/08. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Knighton Church in Wales Primary School is a voluntary controlled church school situated in the small border town of Knighton. The school is overseen by Powys Local Education Authority (LA) and the diocese of Swansea and Brecon. The school shares a site with the town's leisure centre.
2. The school considers the catchment area to be neither prosperous nor economically disadvantaged. The area includes three estates of council rented properties. Pupils who attend the school come mainly from the town and the surrounding areas.
3. The LA controls admission to the school. The school caters for children aged four to eleven years. Children are admitted to nursery at the start of the term following their fourth birthday and move to reception at the start of the academic year during which they will be five.
4. At the time of the inspection there were 215 pupils on roll, including 14 children who attend the nursery on a full-time basis. Numbers have decreased significantly since the last inspection. Five of the eight classes within the school have a mixed age range.
5. Baseline assessments undertaken during the first term in reception indicate the ability of the majority of children is slightly below the LA average. Pupils represent the full range of ability.
6. English is the home language for 99 per cent of the pupils. One per cent of pupils speak English as an additional language (EAL), and the first language for these pupils is Turkish. No pupils speak Welsh as their first language.
7. Fifty-eight pupils are identified as having special educational needs (SEN) and three pupils have formal statements of SEN. No pupils are 'looked after' by the LA. Approximately 19 per cent of pupils are entitled to free school meals, which is above the LA and national averages. No pupils have been excluded from the school in the past twelve months.
8. An Area Specialist Centre is based at the school, which is funded by the LA. It caters for pupils who are at school action plus and can be accessed by pupils from within the school and beyond, through referrals to the LA.
9. The school has achieved the Basic Skills Quality Mark on two occasions, the bronze and silver Eco School awards and the first phase of the Healthy School's awards.
10. The head teacher was appointed in September 2003 and the school was last inspected in April 2002. Since the previous inspection, the outdoor area of the school has been developed to allow safe and regular access for children in the

early years classes throughout the day. Building work has recently been completed to allow a three year old setting to move into the school building.

The school's priorities and targets
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11. The school's mission statement is: - Working together to achieve the best for your child.
12. The school's major priorities and targets for 2007 – 2008 include :
 - To raise standards, particularly in literacy and numeracy.
 - Continue to develop the ethos of the school through further developing behaviour management, the involvement of parents and pupils' involvement in decision making.
 - Improve health and safety.
 - Maintain a stimulating teaching and learning environment through improvement and development of the school premises.

Summary

13. Knighton Church in Wales Primary School is a good school, with many outstanding features, particularly in the way pupils are cared for, guided and supported; the self-evaluation process and planning for improvement; and the efficiency with which resources are used.
14. The inspection team agree with the school's self-evaluation for six of the seven key questions. In the other key question a higher grade was awarded.

Table of grades awarded

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

15. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
4%	76%	20%	0%	0%

16. Standards of achievement in the lessons observed are above the Welsh Assembly Government's all-Wales targets requiring that by 2010, 98 per cent of standards should be Grade 3 or better.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

17. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

18. The on-going assessment of children's progress and the standards achieved during the inspection show that the vast majority of children in nursery and reception make good progress in all areas of learning.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh Second Language	2	3
History	2	2
Geography	2	2
Physical Education	2	2

19. Throughout the school pupils achieve good standards in the key skills of communication, numeracy and ICT. Similarly, their problem solving and creative skills are developing well.
20. The bilingual competence of children in the early years is good. However, pupils in key stage 1 and key stage 2 do not develop their confidence in using the language as they move through the school.
21. National Curriculum assessment at the end of key stage 1 in 2007 show that 92 per cent of pupils achieve level 2 or above in each of the core subjects of English, mathematics and science. Results are significantly above the LA and national averages.
22. At the end of key stage 2 in 2007 the number of pupils achieving level 4 in mathematics and science was above both the National and LA averages. In English the results were slightly above the LA average, whilst almost equal to the national average. The percentage of pupils reaching the higher than expected level 5 are below the national figure in all core subjects.
23. When the school's results at the end of key stage 1 are compared with similar schools, on the basis of free school meal entitlement, the school was in the top 25 per cent for each of the core subjects. Results at the end of key stage 2, when compared with similar schools, show that in 2007 the school was in the top 50 per cent for mathematics and science, and the lower 50 per cent for English. Overall the school achieves well against similar schools.
24. Trends in performance show that the school's results have improved significantly from a very low level in 2005.
25. Pupils' attitudes to their learning are good. They are well motivated and most sustain good concentration, even when lessons are over long. At certain times of the day the length of sessions affects the standards pupils achieve.
26. As a result of their involvement in setting targets for improvement in English, pupils in key stage 1 and key stage 2 have a very good understanding of their particular strengths and weaknesses in the subject. Their involvement in target setting within other subjects is currently under developed.

27. All pupils, including those with additional learning needs, are making good progress in their personal, moral, social and wider development, with some outstanding features. Pupils behave very well across the school. They move around the school calmly and relate well to each other, to staff and visitors.
28. The average attendance for the three terms prior to the inspection is 94 per cent, which is above the LA and national average.

The quality of education and training

29. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	69%	14%	0%	0%

30. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is Grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features. It also exceeds the target set in 'Vision for Action' which requires the quality of teaching to be grade 2 or better in 80 per cent of classes.
31. Pupils' learning is well supported by the good relationships, which exist between all staff and pupils. All teachers demonstrate good subject knowledge and the vast majority of lessons include appropriately differentiated tasks to meet the needs of all pupils. The school successfully meets the language needs of pupils with English as an additional language. However, insufficient encouragement is given to pupils to respond in Welsh or to use the language incidentally during lessons.
32. Teachers assess pupils' achievements and progress fairly, accurately and regularly.
33. The school makes very good use of a range of assessments to support target setting, tracking, evaluating and recording pupils' progress. The tracking of pupil progress and the use made of records to set targets for pupils' learning are exceptional.
34. An outstanding feature of the school is that parents receive a detailed general progress report at each of the termly parent's evenings, outlining progress to date and targets for improvements.
35. Marking is undertaken regularly throughout the school. In the best examples marking is positive, constructive, with clear targets for future learning. However, there is inconsistency across the school, particularly in the guidance given to pupils on how to improve their work.
36. The curriculum fully meets statutory requirements. The quality and range of learning experiences across the school is good. There is also very good provision for the development of pupils' personal and social development. The school responds well to pupils' learning needs and successfully meets the

needs and ability range of all pupils, particularly those who have additional learning needs. For these pupils, the curriculum is outstanding.

37. There are excellent opportunities for learning outside the classroom. The school organises a good number of educational, vocational and cultural visits for the pupils, linked to the curriculum. The extent and variety of experiences to broaden and enrich pupils' learning is outstanding.
38. The overall provision for the promotion of pupils' spiritual, moral, social and cultural development is good although there are few opportunities during the school day for most pupils to reflect on their place in the world and have moments of quietness, enabling them to develop their spiritual awareness.
39. The school is enriched by extremely effective and innovative partnerships such as the strong links which exist between the local Town Council and the Junior Town Council based at the school. This is an outstanding feature at the school.
40. The school provides a supportive, caring and safe environment for pupils. There are clear and well-documented procedures that contribute to pupils' well-being when in the schools' care. There is exceptionally high quality personal support and guidance available for all pupils. Pupils tell visitors that they trust staff implicitly.
41. Provision for pupils with additional learning needs, including those pupils who have SEN, is outstanding. Staff are highly trained and very effective. They provide high quality individual and group support for these pupils.
42. There is significant and very effective support for those pupils who have behavioural difficulties. This support is superbly organised and targets pupils whose behaviour might otherwise impede their own and others' progress.

Leadership and management

43. The head teacher provides positive leadership that gives a clear sense of direction to the school. She leads and manages the school very well. She is well supported by the deputy head teacher and by a committed team of teachers and support staff who work closely together.
44. The school takes good account of national priorities and a range of challenging targets are set within the School Development Plan based on a thorough knowledge and assessment of pupils. These provide a clear focus for raising standards and developing provision within the school. Strong links are evident between staff training and many of the good features identified during the inspection.
45. The quality of support and direction given by the governing body is good. They are well informed about standards within school and play a supportive part in the development of the school. The governing body fully meets its statutory responsibilities.

46. The head teacher, governors and staff systematically monitor and evaluate the school's performance. The process of self-evaluation is very well established within the school. All staff, including teaching, support staff and governors are fully involved in the process of self-evaluation. The level of pupil involvement in the self-review process is an outstanding feature.
47. The level of detail in the self-evaluation report is outstanding. The school makes very good use of self-evaluation to inform the priorities in the School Development Plan.
48. The school has made significant and measurable improvement in many areas since the last inspection. In particular, outstanding progress has been made in addressing the key issues from the last inspection report. The issue identifying the need to ensure consistency in marking has not as yet been fully addressed.
49. The school is well staffed and good use is made of specialist staff who visit the school. Very good use is made of funding for the workload agreement and arrangements for teacher's planning, preparation and assessment time support high standards within the school.
50. The school is well maintained and provides a warm, bright and stimulating environment for pupils' learning. The school is well resourced and all staff make good use available resources. Use of the IT suite is very well organised and this has a significant impact of pupils' achievements.
51. The monitoring of expenditure by the governing body is exceptionally rigorous. Governors work effectively with the head teacher and staff in identifying priorities and spending wisely. The head teacher and school administrator work diligently to ensure value for money and succeed in meeting the ambitious goals set for developing the school accommodation and renewing resources, which is an outstanding feature. Knighton Primary School provides good value for money.

Recommendations

52. In order to maintain and improve the current good standards, staff and governors should:
- R1 Raise standards in Welsh Second Language in key stage 2. ***
 - R2 Raise standards in bilingualism in key stage 1 and key stage 2. ***
 - R3 Ensure consistency in the marking of pupils' work across the school.
 - R4 Further involve pupils in the setting of targets so that they clearly understand what they need to do in order to improve. ***
 - R5 Review and revise the length of some sessions to provide lessons of a suitable length for the age and aptitude of the pupils.

*** These recommendations had been identified by the school prior to the inspection.

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

53. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
54. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
4%	76%	20%	0%	0%

55. Standards of achievement in the lessons observed are above Welsh Assembly Government's all-Wales targets requiring that by 2010, 98 per cent of standards should be Grade 3 or better.
56. As the school received a standard inspection five subjects and the areas of learning for the under fives are reported on.

Areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

57. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh Second Language	2	3
History	2	2
Geography	2	2
Physical Education	2	2

58. Baseline assessments undertaken during the first term in reception indicate the ability of the majority of children is slightly below the LA average. The on-going assessment of children's progress and the standards achieved during

the inspection show that the vast majority of children in nursery and reception make good progress in all areas of learning.

59. Throughout the school pupils' standards in the key skill of communication are good. In the early years children make good progress in developing their early writing and reading skills. Pupils in key stages 1 and 2 continue to achieve good standards when they write in a range of different styles and for different purposes, supporting their work across the curriculum. They also develop their reading skills well. The vast majority of older pupils read very confidently, both to obtain information and for pleasure.
60. Pupils throughout the school listen well to their teachers and to other pupils. Nearly all pupils speak well and older pupils express themselves fluently and clearly using appropriate vocabulary.
61. Children under five and pupils in key stages 1 and 2 are making good progress in developing their skills in information and communication technology (ICT) and numeracy across the curriculum. Similarly, their problem solving and creative skills are developing well.
62. The bilingual competence of children in the early years is good. They are confident to use the language throughout the day, occasionally using full sentences to express their needs. However, pupils in key stage 1 and key stage 2 do not develop their confidence in using the language as they move through the school. They react positively to questions and instructions, but make insufficient use of the Welsh language on a day-to-day basis. Pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is well developed.
63. National Curriculum assessment results at the end of key stage 1 in 2007 show that 92 per cent of pupils achieve level 2 or above in each of the core subjects of English, mathematics and science. Results are significantly above the LA average and the national average of 80 per cent. No pupils achieved the higher than expected level 3 in 2007, although a number of pupils have achieved the higher level in previous years.
64. At the end of key stage 2 in 2007 the number of pupils achieving level 4 in mathematics and science was above both the National and LA averages. In English the results were slightly above the LA average, whilst almost equal to the national average. The percentage of pupils reaching the higher than expected level 5 are below the national figure in all core subjects.
65. When the school's results at the end of key stage 1 are compared with similar schools, on the basis of free school meal entitlement, the school was in the top 25 per cent for each of the core subjects. Results at the end of key stage 2, when compared with similar schools, show that in 2007 the school was in the top 50 per cent for mathematics and science, and the lower 50 per cent for English. Overall, pupils achieve well against similar schools.

66. Data provided by the school indicates that pupils, regardless of their social, ethnic or linguistic background make good and sometimes very good progress. Pupils with SEN and pupils attending the specialist centre, achieve well compared with the targets set for them in their individual education plans.
67. Scrutiny of results over the past few years show that boys achieve better than girls in mathematics and science. Trends in performance show that the school's results have improved significantly from a very low level in 2005.
68. Challenging targets to support the improvement in standards are set annually by the school and agreed with the LA. The school meets and frequently exceeds targets for improvement, particularly in relation to raising standards in English.
69. Pupils across the school readily acquire new knowledge and skills. They are able to apply this knowledge in new and unfamiliar situations. As a result of their involvement in setting targets for improvement in English, pupils in key stage 1 and key stage 2 have a very good understanding of their particular strengths and weaknesses in the subject. Their awareness of standards in other subjects is currently under developed.
70. Pupils' attitudes to their learning and the interest they show in lessons are good. They are well motivated and most sustain good concentration, even when lessons are longer than average. At certain times of the day the length of sessions affects the standards pupils achieve. This particularly affects the older pupils at the end of the morning and the younger children at the end of the afternoon.
71. Children under five and pupils in key stage 1 and key stage 2 are making good progress in fulfilling their potential and are well placed to move on to the next stage of their learning.
72. Pupils behave well across the school. They move around the school calmly and quietly, exercising good levels of self-discipline. Most exhibit impeccable manners and are courteous and considerate. They also relate well to each other, to staff and visitors.
73. Pupils have a clear understanding of what is expected of them throughout the school. Pupils in the specialist centre refer to their behaviour targets at regular and appropriate intervals throughout the school day.
74. The average attendance for the three terms prior to the inspection is 94 per cent. Whilst attendance is below the target figure of 95 per cent set by both the school and Welsh Assembly Government, attendance is however above the LA average attendance figure of 93.5 per cent and the All Wales figure of 92.5 per cent. The vast majority of pupils arrive punctually for school and at the start of lessons.
75. Evidence shows that pupils are developing good independent learning skills as they progress through the school. Activities such as circle time, guided

reading sessions, library skills and use of the internet have impacted well on pupils' progress.

76. All pupils, including those with additional learning needs, are making good progress in their personal, moral, social and wider development, with some outstanding features. They freely express their views and collaborate exceptionally well in lessons and other activities.
77. All pupils know they have rights and responsibilities. They demonstrate a good awareness of the rights of others through their 'buddy' arrangements, in and out of class, and the Peer Mediators scheme, when older pupils work with younger pupils
78. Throughout the school, pupils' understanding of equal rights and related issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society. The range of opportunities available to them in school, on trips and in their fund raising for those less fortunate has developed their respect for others well.
79. From an early age pupils begin to develop their knowledge of the world of work and their awareness of the local area. By the end of key stage 2 pupils have a very good understanding of their community and the workplace. Parents report that pupils represent the school with integrity, dignity and success at various local and national events. In discussions, pupils are exceptionally proud of their involvement with the local Town Council.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

81. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	69%	14%	0%	0%

82. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is Grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features. It also exceeds the target set in 'Vision for Action' which requires the quality of teaching to be Grade 2 or better in 80 per cent of classes.

83. Where the quality of teaching was judged to be grade 1, the outstanding features include:-

- Impressive classroom organisation, with very good pace to sessions.
- Outstanding awareness of pupil's abilities, interests and skills.
- Excellent knowledge of subject matter.
- Very good balance between teacher input and pupil activity.
- Lessons where pupils are constantly challenged and consequently achieve very good standards.

84. Good features in lessons include:-

- Activities carefully chosen to fully develop learning.
- Strong links to previous learning.
- Good use of the interactive whiteboard to stimulate discussion.
- Question and answer session which fully support pupils' learning.
- Good use of opportunities for pupils to work together in pairs and small groups, sharing their knowledge and expertise.
- Planned opportunities for pupils to reflect on their own learning and that of their peers.

85. Where shortcomings in teaching were observed they include:-

- Group activities, which are ineffective in supporting the learning objective.
- Over-long introductory sessions and a lack of pace during group activities.
- Learning outcomes not communicated to pupils so they are unclear what the focus of their learning is.

86. Pupils' learning is well supported by the good relationships, which exist between all staff and pupils. Pupils know that teachers value their contributions, which raises their self-esteem and motivation for learning.

87. Teachers promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their abilities or backgrounds. They successfully communicate high expectations that all boys and girls will work together co-operatively.
88. The school successfully meets the language needs of pupils with English as an additional language. In the majority of lessons observed, teachers use the Welsh language purposefully. However, insufficient encouragement is given to pupils to respond in Welsh or to use the language incidentally during lessons.
89. Teachers know pupils well and the vast majority of lessons include appropriately differentiated tasks to meet the needs of all pupils, including those with SEN, pupils with English as an additional language and the very able. They monitor and review pupils' progress appropriately. During lessons support staff provide very effective support for individuals and groups of pupils.
90. All teachers demonstrate good subject knowledge and incorporate within their teaching many strategies linked to recent initiatives and their professional development. For example, the use of 'talking partners' to support and develop pupils' learning through discussion with their peers.
91. Suitably detailed planning of lessons is undertaken regularly in all year groups. In the early years classes and key stage 1, planning is successfully being developed to incorporate the philosophies of the Foundation Phase.
92. Homework is strongly linked to the work undertaken in the classroom and is used very effectively to support pupils' learning.
93. Teachers assess pupils' achievements and progress fairly, accurately and regularly. The assessment of children under five is good. Children are assessed according to baseline indicators and detailed records of individual progress are maintained to ensure that children's development can be tracked appropriately over a period of time.
94. Teachers in key stage 1 and key stage 2 regularly gather information on all subjects in order to monitor pupil's progress. Records maintained are systematic and manageable. They provide an accurate overview of pupil's achievements. Assessments are well used on a day-to-day basis to inform the planning of future work.
95. The school makes very good use of a range of assessments including National Curriculum tests and tasks, to support target setting, tracking, evaluating and recording pupils' progress. The tracking of pupil progress and the use made of records to set targets for pupils' learning are exceptional.
96. Assessment systems for identifying pupils with SEN are very effective. Good use is made of baseline assessment and a number of other tests, as well as teachers' expertise, to support the early identification of pupil's specific needs.

97. A useful portfolio of English work has been produced by the school and matched to National Curriculum levels. The portfolio is used well to support moderation of teacher's assessment of pupils' work. Portfolios in other subjects are currently being compiled. In order to support consistency in teacher's assessments, particularly at the end of key stage 1, moderation is undertaken by the senior management on a systematic basis.
98. Pupils' involvement in the assessment process is developing well as a result of planned opportunities in lessons for them to evaluate their own and others learning, and their involvement in setting their own specific targets in English. Their involvement in target setting within other subjects is currently underdeveloped.
99. Annual reports to parents are good. They provide detailed information on pupils' progress and on what they know and are able to do. They allow parents and pupils an opportunity to comment and targets for improvement are clearly identified. An outstanding feature of the school is that parents receive a detailed general progress report at each of the termly parent's evenings, outlining progress to date and targets for improvements. These reports meet and exceed legal requirements.
100. Marking is undertaken regularly throughout the school. In the best examples marking is positive, constructive, with clear targets for future learning. However, there is inconsistency across the school, particularly in the guidance given to pupils on how to improve their work.

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

101. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
102. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Their curriculum is well planned and offers a good range of opportunities to enrich children's skills, both in and out of the classroom.
103. The curriculum fully meets statutory requirements. It is broad, balanced and well planned. This ensures coherence and progression in pupils' learning. All pupils are receiving their full entitlement. The school is meeting the correct time allocation for key stage 1 and 2.
104. The quality and range of learning experiences across the school is good. The school responds well to pupils' learning needs and successfully meets the needs and ability range of all pupils, particularly those who have additional learning needs. For these pupils, the curriculum is outstanding.

105. There is also very good provision for pupils' personal and social development. Through an enhanced range of activities and experiences, all pupils are gaining a very good understanding of health related issues.
106. There is good planning for the development of basic and key skills. In most lessons there is good provision for pupils to consider the additional skills they have covered. Additional support is also provided for pupils to develop specific skills. For example there are good opportunities planned for pupils to improve their spelling using a very effective computer programme; sessions are arranged for able pupils to develop mathematics skills; and a significant group of pupils are involved in Catch Up reading sessions.
107. The promotion of pupils' bilingual skills is good for children under five. However, there are fewer opportunities for pupils in key stages 1 and 2 to improve their confidence in using the Welsh language, although the School Development Plan has identified this as a priority. Good provision is in place to develop pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*.
108. There are excellent opportunities for learning outside the classroom. These include the use of numerous outdoor facilities on site, including the adjacent leisure centre. There are outstanding extra-curricular activities available, including residential visits to Llangrannog and Staylittie, music, sporting, performance clubs and events. Links with local churches, schools, colleges and numerous places of interest enrich all curriculum subjects. Local and national initiatives are fully supported. The extent and variety of experiences to broaden and enrich pupils' learning is outstanding.
109. The overall provision for the promotion of pupils' spiritual, moral, social and cultural development is good. A multicultural week and a multicultural Christmas performance were held at the school last year giving pupils the opportunity to study different cultures from around the world. There are few opportunities during the school day for most pupils to reflect on their place in the world and have moments of quietness, enabling them to develop their spiritual awareness. Children under five, however, exhibit great delight and awe as they watch the ducklings hatch in their classroom incubator.
110. The curriculum is enriched by extremely effective and innovative partnerships, such as the strong links which exist between the local Town Council and the Junior Town Council based at the school. This is an outstanding feature at the school.
111. Each year the Town Council provides the Junior Council with an allocation of funds. Money has been used to develop Playground Pals by purchasing playground rules signs, tabards and some play equipment. The School Council, Junior Town Council, ECO Group, buddy system, playground pals and mentors are effective means of providing pupils with real problems to solve. Pupils take their roles seriously and are very proud of their positions.

112. The school enjoys links with local industry and Careers Wales. Local business people and parents come to school to talk to the pupils about their work. A wide range of other visitors also come to the school, including last year an Astronaut and a World War II Fighter pilot.
113. The school organises a good number of educational, vocational and cultural visits for pupils linked to the curriculum. Pupils visit workplaces and places of interest such as the local supermarket, the West Midlands Safari Park, the National Cycle Museum and the Offa's Dyke Centre. These visits inform pupils about work and the wider world enhancing their knowledge and understanding.
114. The school provides pupils of all abilities and backgrounds with equality of access to the curriculum. A variety of activities are used to ensure that all pupils can participate in curricular, sporting and other extra curricular activities. The school challenges stereotyping and all pupils are encouraged to achieve success and to participate fully in the life of the school.
115. The school successfully promotes sustainable development and global citizenship across the curriculum. The school, with its active ECO group which reports to the School Council, has achieved the Bronze and Silver Awards and is now working towards Green Flag status. There are a number of informative displays around the school promoting the ECO theme, sustainability and global citizenship.
116. The school acts in a sustainable way, with pupils undertaking a range of recycling activities and using composting bins in the school garden. Parents have recently constructed raised planters in the garden in order that pupils can grow more vegetables. The school is converting its 'wild area' into a place for environmental study. As part of their studies pupils have undertaken a project in school where they measured and weighed the contents of class litter bins to establish the amount of waste and packaging that was unnecessary and had to be thrown away.
117. Pupils are encouraged to develop a responsible attitude to the wider world by raising money throughout the year to support orphans in Kovolam and Sagam, and also to support a child in Peru. In addition, pupils organise raffles and other fund raising events to benefit a number of local, national and international charities.
118. The way in which the school promotes the development of entrepreneurial skills is outstanding. The school has run school skills weeks and last year items for sale at the school's summer fair were made or produced by the pupils, using business methods. Each class provided an item to sell and were given a 'loan' by the school.
119. Within this process pupils presented their ideas and costings via ICT based programmes, including spreadsheets and graphs. This contributed well to the development of their key skills of numeracy and ICT.

120. The breadth and quality of the curriculum, extra-curricular opportunities, business enterprise and work-related education, ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

Grade 1: Good with outstanding features

121. The findings of the inspection team differ from the grade 2 awarded by the school in the self-evaluation report. Due to the outstanding level of provision for pupils care, support and guidance, and the quality of provision for additional learning needs, the inspection team awarded a grade 1.
122. The school provides an exceptionally supportive, caring and safe environment for pupils. There is a well-structured pastoral system within the school underpinned by the very good use of a wide range of support services. There are very good links with the Educational Welfare Officer and other support services, which provide additional support whenever necessary. This is an outstanding feature.
123. There is exceptionally high quality personal support and guidance available for all pupils. Pupils tell visitors that they trust staff implicitly. They know that any concerns they may have will be dealt with quickly and effectively. They are very happy within their school.
124. Parents report that they feel they bring their children into a warm and welcoming school environment. They appreciate the high quality of care that their children receive.
125. An open door policy operates at the school, which is very effective in developing very strong links with parents. Parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly upon them. Annual parents' surveys are undertaken and the school works exceptionally well with parents to reduce any areas of concern. Parents are regularly invited into school, for example to attend celebration assemblies.
126. Induction for new pupils and those moving on to other schools is well established. Parents bring their children in on the registration days and are welcome to stay until such time as they and their children feel settled.
127. Pupils' punctuality, behaviour and performance are very carefully monitored. There are enhanced arrangements to inform parents and other interested parties about attendance issues, and challenging targets are set to improve pupils' attendance.
128. Registration procedures are followed correctly and there is good monitoring of pupil absences. Where the school notices a pattern developing regarding a pupil's late arrival or absence, it contacts the parents and reinforces the

school's policies by reminding parents of their obligations. The Education Welfare Officer visits the school at least termly and, where necessary, the school makes full use of the support agencies available. The school complies with the NAW Circular 47/06.

129. All school staff are trained in positive behaviour management. The school operates behaviour tracking sheets where staff across the school, are able to monitor pupil's behaviour.
130. There are clear and well-documented procedures that contribute to pupils' well-being when in the schools' care. The school's provision for ensuring the healthy development, safety and well being of all pupils is good. There is an appropriate Health and Safety policy in place and all staff are aware of the procedures.
131. There are very good procedures in place to deal with minor illnesses and injuries. Fire equipment is regularly checked and detailed risk assessments are carried out to cover a range of situations and maintain the school as a secure environment. Healthy lifestyles and diets are constantly promoted throughout the school.
132. The deputy head teacher is the designated Child Protection Officer and there is a governor responsible for child protection. These arrangements reinforce the importance of protecting children. All staff have received relevant training in child protection and are aware of correct procedures. The school has a appropriately detailed Child Protection Policy. The very close liaison which is maintained between the school, parents, carers, social services and other support agencies is an outstanding feature.
133. The school council is effective and comprises of members from each key stage 2 class and the specialist centre. A full election process is used at the start of each academic year to allow pupils to elect their member of the council. The council meets each half term and is very pro active in working to implement improvements within the school. All pupils are aware that they can bring matters to the attention of their elected member and are confident that their suggestions will be acted upon if appropriate.
134. Provision for pupils with additional learning needs, including those pupils who have SEN, is outstanding. Identification of pupils who require additional support is undertaken at an extremely early stage in a child's school life. A wide range of suitable tests and tasks are used, alongside expert advice and parental involvement, to ensure maximum support and guidance can be provided as early and appropriately as possible.
135. There is outstanding individual and group support provided for these pupils. Staff are highly trained and very effective. They provide individual help for all pupils who require specific support, whatever their needs. Needs range from learning and social, emotional and behaviour needs, to pupils with sensory difficulties, gifted and talented pupils and those pupils with linguistic or cultural difficulties.

136. There is also outstanding support, advice and guidance from a wide range of outside agencies to complement this exceptional provision. In addition, there is high quality outreach support provided from local special schools.
137. Many schemes and specialist systems are delivered in short, targeted sessions to ensure that pupils receive regular, consolidated support for their individual needs. Pupils enthuse about their progress, which is evident in their work and general demeanour.
138. There is significant and very effective support for those pupils who have behavioural difficulties. This has been organised to ensure they can access individual help and guidance at the most crucial times. This support is superbly organised and targets pupils whose behaviour might otherwise impede their own and others' progress.
139. As a result, all pupils are receiving complete access to the curriculum. Individual plans are concise and used appropriately. This very high quality support ensures there are no barriers for any learners who may require additional support.
140. All school policies and practice support learners appropriately whatever their educational, social, ethnic and linguistic background. Arts projects, collective worship and whole school policies of zero tolerance to racism, bullying or intolerance, ensure all pupils feel valued and unique. The effective measures to eliminate oppressive behaviour are outstanding.
141. The school fully promotes race and gender equality, and challenges stereotyping. The school has an appropriate equal opportunities and a race equality policy with clear arrangements to record any incidents that may occur.
142. The school rightly considers bullying and inappropriate behaviour serious matters and school records indicate any instances are dealt with quickly and effectively. The school's behaviour policy is based on mutual respect and consideration for others. Staff constantly remind pupils, through the personal and social education programme, of the school's expectation of tolerance towards all members of the school community.
143. Following the review of the policies and their application, pupils have a clearer understanding of their roles and responsibilities and this has resulted in there being no instances of fixed term exclusions in the last year. Rewards and sanctions are clearly understood by pupils, staff, parents and carers. There are very good displays around the school promoting good behaviour and colourful displays of rules in the classrooms.
144. Since the arrival of the current head teacher the school has made exceptional progress in reducing the instances of inappropriate behaviour and bullying. The policy and procedures for dealing with bullying and unacceptable behaviour are clearly understood by pupils, staff, parents and carers and are successfully implemented. This is an outstanding feature of the school.

145. Pupils show respect for the diversity of beliefs, attitudes and cultural traditions within society and a good awareness and concern for others, as evidenced by the raising of money for more disadvantaged people in society at local, national and international level.
146. Arrangements to assist disabled learners are good. There are adaptations throughout the school to ensure full access for disabled pupils and visitors. Spacious areas and appropriate resources supplement the enhanced levels of support available for learners with disabilities. The school has a well-designed disability action scheme and plan, which ensures that all disabled learners are afforded equal opportunities of provision in all aspects of their learning.

Leadership and management

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

Grade 2: Good features and no important shortcomings

147. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
148. There are clear values, aims, objectives and targets, which are promoted by all staff, including non-teaching staff, and by the governors. These ensure a very caring ethos and a commitment to equal opportunities, which is evident in the life of the school.
149. The head teacher provides positive leadership that gives a clear sense of direction to the school. She leads and manages the school very well. She is well supported by the deputy head teacher and by a committed team of teachers and support staff who work closely together.
150. Subject co-ordinators have clear responsibilities, which they undertake conscientiously. They work very closely with colleagues and provide very effective leadership. The good work of the subject co-ordinators is reflected in the good standards achieved by the school. The special educational needs co-ordinator also provides strong support.
151. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark on two occasions, the bronze and silver award for Eco Schools, and the first phase of the Healthy Schools awards. A free breakfast club is available to pupils each morning and the school is successfully working towards introducing the Foundation Phase, including moving systematically towards a child-led curriculum.
152. The school works closely with other providers of education, including the local high school, the local consortium of primary schools and colleges of further education. Work undertaken with the consortium of local schools has included a number of initiatives to support the transition of pupils to the High School. Close links also exist with the local playgroup and the 'Knighton Threes' pre school group.
153. A range of challenging targets are set within the School Development Plan based on a thorough knowledge and assessment of pupils. These provide a clear focus for raising standards and developing provision within the school. Many whole school targets have been achieved and exceeded.
154. The school has responded fully to the requirements of workforce remodelling and for reducing teacher's workload.
155. Procedures for undertaking the performance management of teaching staff are well established. All teachers agree on a common target for pupil

progress and the clear links between targets for teaching staff and the School Development Plan ensures that teacher's professional development has a significant impact on standards.

156. Effective systems are also in place to manage and improve the performance of support staff. The procedures include on-going monitoring of performance, with constructive and regular feedback to staff; formal meetings with senior management each half term; and training as part of the School Development Plan.
157. All staff are involved in on-going training and are well supported by the management of the school. Strong links are evident between staff training and many of the good features identified during the inspection. For example, the school's involvement in the physical education and school sport (PESS) initiative has had a significant impact on standards in gymnastics.
158. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order to set a strategic direction for school development. They are well informed about standards within the school and play a supportive part in the school's planning for improvement.
159. A recent strategy introduced by the school is to allocate governors to individual classes. This strategy is in its early stages but has the benefit of allowing governors, teachers and pupils to create a closer involvement and understanding of the way the school functions. The governing body fully meets its statutory responsibilities.

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

Grade 1: Good with outstanding features

160. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
161. The head teacher, governors and staff systematically monitor and evaluate the school's performance, showing a clear commitment to maintaining and improving standards. The process of self-evaluation is very well established within the school.
162. Subject co-ordinators have an outstanding awareness of strengths and weaknesses in the subjects for which they are responsible, as a result of the wide range of monitoring activities undertaken during 'focus weeks'. Monitoring includes discussion with colleagues; a detailed review of teacher's planning and pupils' work; and focused observations of lessons. Subjects are monitored within a planned cycle, currently within the third rotation within three years.

163. As a result of the monitoring undertaken during focus weeks, subject co-ordinators produce a detailed evaluation of standards in their subjects. They carefully monitor the outcomes of actions taken in order to reflect on improvements.
164. All staff, including teaching, support staff and governors, are fully involved in the process of self-evaluation. The school continually seeks to canvas the views of parents both informally through discussion and formally through the use of questionnaires. The views of the community are sought through the governing body.
165. The level of pupil involvement in the self-review process is an outstanding feature. The school council is effectively used to seek the views of pupils. In addition, pupils play an active role during subject focus weeks. They contribute to the evaluation of lessons and provide specific input, giving their views on the strengths and weaknesses in specific subjects.
166. The current self-evaluation report is exceptionally detailed, accurate and comprehensive. It clearly identifies strengths, providing a grade for each sub-heading which leads to an accurate overall grade for the seven key questions. The report draws extensively on first hand evidence of the quality of teaching and learning, as well as judgements based on performance related data and trends over time. The level of detail in the self-evaluation report is an outstanding feature.
167. The inspection team agree with the school's self-evaluation for six of the seven key questions. In the other key question a higher grade was awarded. A number of outstanding features were identified in the care, support and guidance which is given to pupils.
168. The school makes very good use of self-evaluation to inform the priorities in the School Development Plan.
169. The School Development Plan is a two-year strategic document with clear targets based on the rigorous use of performance related data. Specific actions, responsibilities, time schedules, costs and success criteria are clearly identified for each target. Appropriate resources are allocated to ensure that targets are achievable. Recent improvements in standards, particularly in English and mathematics, are the direct result of actions taken by the school.
170. The school has made significant and measurable improvement in many areas since the last inspection. In particular, outstanding progress has been made in addressing the key issues from the last inspection report. All the key issues have been diligently addressed in line with the action plan prepared by the school.
171. Many areas identified as key issues are now outstanding features, particularly the provision for additional learning needs and the role of the subject co-ordinator. Standards in teaching have also been raised significantly. The

issue identifying the need to ensure consistency in marking has not as yet been fully addressed.

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

Grade 1: Good with outstanding features

172. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
173. The grade awarded for this key question is higher than that awarded to key question 1 because the full impact of the very effective management of resources has yet to be reflected fully in pupils' standards of achievement.
174. The school is well staffed and good use is made of specialist staff who visit the school to support curriculum delivery and enhance pupils' learning. Teachers work very well together as a team. Support staff are well trained across a wide range of areas and are deployed effectively.
175. Performance management is up-to-date and there are appropriate job descriptions for all who work at the school. Due regard is given to in-service training and the professional development of all staff.
176. The outcome from performance meetings are used, together with the identified needs of the school, to determine training provision, which is then processed through the school's development plan. Such training is highly valued by teachers and is seen as a vital factor in raising pupils' standards of achievement.
177. The quality of resources available to meet the learning needs of children of all ages and abilities is good. All pupils throughout the school have access to a wide range of interesting resources with computers available in all classrooms. Very effective use is made of toys and outdoor equipment at playtimes, which helps children of all ages to develop and practise physical skills and games.
178. The school is well maintained and provides a warm, bright and stimulating environment for pupils' learning. Classrooms provide ample space for practical activities. The school hall is spacious, as is the gymnasium. Pupils also have access to a swimming pool in the adjacent Sports Centre. Good use is made of space and displays are colourful and informative. The best displays invite pupils to interact with the features displayed.
179. Valuable support is given by the caretaker, school secretaries, canteen staff and mid-day supervisors in ensuring the smooth running of the school. Mid-day supervisors have appropriate training and are therefore fully equipped to deal with any incidents, which happen at lunch times.
180. As a result of falling roles, the school has had to work within an exceptionally restricted budget over the past few years. However, the use made of

available funding is exceptional, particularly the improvements made to the accommodation which now includes a newly refurbished library and an ICT suite with full internet access.

181. Exceptionally good use is made of available resources, which are distributed across all classes, in addition to shared items that are accessible in the refurbished library. Use of the IT suite is very well organised and this has a significant impact of pupils' achievements. The very effective use made of all available resources is an outstanding feature.
182. Very good use is made of funding for the workload agreement. For example, an artist is employed to help pupils and teaching staff with their displays. Teachers' planning, preparation and assessment time is arranged very effectively with job sharing in nursery and reception providing continuity for pupils and allowing staff to share their expertise. In key stages 1 and 2 the special educational needs co-ordinator provides cover in every classroom, which is effective in developing a culture of sharing expertise, with a positive impact on learning.
183. The careful use of funding has also enabled the school to ensure that a high number of non-teaching staff are available within the school to support the needs of all pupils very effectively. This is having a significant impact on standards across the school and is also an outstanding feature.
184. The monitoring of expenditure by the governing body is exceptionally rigorous. In addition to the overview maintained by the full governing body, the finance committee work very closely with the head teacher to ensure the spending priorities are very carefully matched to school priorities. Governors work effectively with the head teacher and staff in identifying priorities and spending wisely.
185. The impact of spending is continually reviewed. The head teacher and school administrator work diligently to ensure value for money and succeed in meeting the ambitious goals set for developing the school accommodation and renewing resources, which is an outstanding feature.
186. Knighton Primary School provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

187. All children listen well to adults and to their peers, particularly during whole class times and story sessions. They respond confidently to questions and the vast majority follow instructions accurately. All children speak as well as they are able to and the majority of reception children speak clearly, confidently expressing their opinions.
188. Children's early writing skills are developing well. They show a good understanding of the functions of writing, particularly when writing in the role play area. They enjoy writing and reception children take great care with the presentation of their work.
189. The development of children's early reading skills is good. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail. Reception children make good progress in developing their skills. The vast majority are able to read a simple text accurately, making good use of their phonic skills for support.
190. In both year groups children enjoy exploring the Welsh language. They confidently respond in Welsh during whole group sessions.

Shortcomings

191. There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

192. All children under five relate very well to each other and to adults. They show exceptional care, respect and affection for their peers, playing well together and readily sharing their equipment.
193. Children's ability to concentrate for long periods of time is good. They become very involved in the tasks, which are prepared for them. This supports their learning and enables them to benefit in full from the activities they engage in.
194. All children have a good understanding of the routines in the early years classes and show a good level of independence. They take responsibility for the equipment they use and help to organise the arrangements for lunchtime.

195. Children are successfully developing their independence in dressing and undressing themselves for physical activities. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They show a good awareness of issues related to personal hygiene.
196. Children confidently experiment with new learning opportunities. They display a sense of awe and wonder when, for example, they watch the ducklings hatching in the incubator.

Shortcomings

197. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

198. All children under-five show a good awareness of number when working independently. Nursery children count accurately and confidently to five. Reception children enjoy exploring higher numbers. A few count accurately to 20 and beyond when throwing as part of a game. They successfully compare numbers and correctly decide which is the highest.
199. Children in nursery and reception make good progress in developing their early mathematical concepts when they work with the sand and water. Their understanding of full/empty; more/less etc. is well developed.
200. All children enjoy developing their awareness of number through a wide range of songs and rhymes. The vast majority recognise and recreate basic patterns independently, using a range of apparatus.

Shortcomings

201. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

202. Children under five are developing a good awareness of the seasons and their features. In discussion they demonstrate a good knowledge of time and what times of the day certain events happen.
203. Children have a good knowledge about the work, people do. They name a large number of people who help them both in school and in the wider world.

204. Children under five talk confidently about their homes and where they live. Their knowledge of life in other countries, explored through their work on the jungle, is good.
205. Nursery and reception children confidently name a wide range of animals with which they are familiar. They know that some animals provide us with food, for example eggs, and are aware of what animals require in order to live.

Shortcomings

206. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

207. Children under five understand the need to warm up their bodies before exercise. They show a good awareness of their own bodies when they run, walk and jump. Children demonstrate good body control when they perform a range of movements. During dance lessons, they show a good awareness of their bodies when they evaluate the quality of their movements and suggest improvements.
208. All children in nursery and reception handle small tools such as paintbrushes, pencils and scissors with good control and are developing their skills well. They throw and catch small balls accurately. During outdoor activities, they skilfully manoeuvre a range of wheeled vehicles, following a chosen path and avoiding other children.
209. Children understand the importance of diet and rest. They are developing a good knowledge of healthy and unhealthy foods.

Shortcomings

210. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

211. Children in nursery and reception enjoy musical activities. They know and can recall a good range of songs and rhymes in English and in Welsh.
212. During dance lessons, children use a good range of appropriate movements in response to a range of music. They carry out instructions for actions well and perform with enjoyment. They move imaginatively when illustrating the movement of animals.

213. Children under five enjoy using a range of materials to create pictures and models. They handle paint skilfully when painting flowers in an impressionist style producing finished pictures of a very high standard.
214. All children confidently assume a role when they play in the jungle and the level of their imaginative play is very good.

Shortcomings

215. 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

216. Pupils in key stages 1 and 2 listen well and make good progress in developing their speaking and listening skills. They express their views with increasing confidence and independence. Most pupils answer questions articulately. It is a strong feature of the school that pupils enjoy taking part in class discussions.
217. Pupils pay careful attention to instructions; following them carefully and competently. Pupils with additional learning needs make excellent progress in relation to individual starting points with language and literacy.
218. Key stage 1 pupils listen carefully to their teachers' explanations and then discuss issues enthusiastically with each other during 'talking time'. Most pupils demonstrate good listening skills. They speak clearly and with increasing confidence and are eager to answer questions. All pupils enjoy talking to visitors and can talk eloquently about their choice of books.
219. Pupils in key stage 2 make good use of 'thinking time' and 'talking time' to improve their listening and speaking skills. All pupils listen purposefully and answer pertinent questions before sharing their views articulately. Most demonstrate high levels of understanding and clarity of speech. Many will initiate conversations, showing attentiveness and use appropriate language skills that fit the purpose well.
220. Pupils in key stage 1 are making good progress in reading. They tell visitors how much they love books. Most can read fluently at an appropriate level, using phonic and picture cues. They choose their own books and show great enthusiasm when handling literature.
221. Most pupils use good expression when reading and will try to predict what will happen next in their class reading books. They show great delight as their stories unfold. All pupils answer questions carefully. By the end of key stage 1, more able pupils read unfamiliar texts with increasing confidence and fluency. All readers have a positive attitude towards reading.

222. Younger pupils in key stage 2 are making very good progress in their reading and understanding. They interpret their guided reading book in skilful and exciting ways. They write different scenarios collaboratively. Their skill and attention to detail, sense of fair play and very good acting skills bring the book to life and inspire their audience.
223. Standards in reading for older, higher achieving pupils in key stage 2 are very good. Most pupils read with accuracy and fluency. They enjoy reading to visitors and in the main their reading is expressive and modulating.
224. Most older pupils show good understanding of structure, setting and characters.
225. Their book reviews are beautifully presented and displayed. They express and record their alternative compositions of lyrics in the song 'The White Cliffs of Dover' exceptionally well. They read back and then perform their new lyrics hauntingly, with evocative guitar accompaniment intensifying their words.
226. Older pupils are developing an appropriate awareness of advanced reading strategies and decode complex words with increasing confidence. Higher achievers are reading stimulating and challenging books from a range of genre, and can discuss their views and preferences using complex sentence structures.
227. Pupils' writing skills are developing well in key stage 1. They are making good progress in sentence building and create short sentences as they progress from emergent to independent writing. Following guided reading activities, most can complete writing activities with care and precision. Pupils' presentation in key stage 1 is, in the main, neat and skilful. Older pupils are making good progress in developing their spelling skills.
228. Most pupils in key stage 2 are developing good writing skills and evidence shows good progress in persuasive and extended writing. Younger pupils use appropriate sentence structures and more complex spelling patterns in their anthologies.
229. Older pupils respond enthusiastically in class in their follow up writing after they re-enact events during World War Two in their assembly. They record their own poetry with accuracy, conforming well to prescribed rhythmic and rhyming patterns in their written interpretations.
230. In key stage 2, handwriting overall is neat, legible and well presented, although older pupils do not use pen consistently to present their work. Pupils' work shows that they are now making considerable progress in their written work.

Shortcomings

231. There are no important shortcomings.

Welsh second language

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

232. Key stage 1 pupils respond well to simple questions and instructions that are given in Welsh. They have a growing range of vocabulary; their knowledge of colours and numbers up to 20 is good. They accurately describe the weather in some detail.
233. The vast majority of pupils in key stage 1 join in enthusiastically with simple Welsh songs and rhymes. They are familiar with Welsh hymns and prayers that they use during school assemblies.
234. In year 1 and year 2 pupils play bingo confidently in Welsh. Most pupils recognise and respond well to a range of commands. The majority express simple information to describe their feelings using correct pronunciation.
235. Pupils in key stage 2 build on previous work by repeating and extending set phrases about themselves, colours, homes, the family and the weather well. Pupils in year 3 and year 4 practice using prepositions 'ymlaen, yn ôl' and the vast majority respond positively and accurately to simple commands.
236. Older pupils in key stage 2 are beginning to develop their skills in reading the Welsh language when they explore countries visited for holidays on the interactive whiteboard. A few pupils correctly ask and provide information on their choice of holiday.

Shortcomings

237. In key stage 2 many of the language patterns used by pupils are too repetitive. They do not effectively consolidate and extend knowledge acquired in key stage 1. Their level of understanding, their pronunciation and intonation skills are underdeveloped.
238. Pupils' understanding and responses when reading is limited at the end of key stage 2.

History

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

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

Good features

239. Pupils in key stage 1 are developing an appropriate understanding of the differences between past and present. They are beginning to formulate simple ideas about sources of evidence. They talk confidently about items people used when they travelled long ago. They successfully identify differences between travel today and the implications of travel in the past.

240. Pupils' awareness of chronology develops well as pupils move through key stage 1 and key stage 2. Older key stage 2 pupils are able to place a sequence of events in the correct order and the majority confidently recall dates of historical events they have studied.
241. Pupils in key stage 1 and key stage 2 are developing a good knowledge of Welsh history and the history of the immediate area around the school. They make good use of historical sources, including ICT and information books. Key stage 2 pupils competently carry out research tasks to support their work, using a range of internet sites to explore aspects of the Second World War.
242. Key stage 2 pupils accurately recall facts from historical periods they have studied. They successfully describe the lives of people in Tudor times, showing a good understanding of the main characteristics of the period, including crime and punishment; transport; and education.
243. When undertaking their studies of World War 2, older key stage 2 pupils select, recall and organise historical information and opinion very successfully. They explore a diverse range of aspects connected with life at this time, increasing their knowledge of the past and how it has helped to fashion the present. They communicate their findings in appropriate depth and in a variety of ways.

Shortcomings

244. There are no important shortcomings.

Geography

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

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

Good features

245. Pupils in key stages 1 and 2 are successfully promoting sustainable development through their recycling and care for their local environment. They understand how important it is to protect wildlife and are nurturing wild flower areas to sustain bird life and small creatures, showing good understanding of physical and human geography.
246. Most pupils in key stage 1 know the common features of the countries they are studying. Many are also developing a good sense of location and the geography of Wales.
247. Key stage 1 pupils are developing their geographical vocabulary well. Younger pupils show great excitement and skill as they decide what they need to pack in a suitcase for an imaginary holiday in Botswana. They show good knowledge and understanding of different countries' needs, lifestyles and climates as they choose what would be appropriate to put into the suitcase.

248. Most pupils in key stage 1 can accurately draw the physical features of objects in specific places and locations. Most pupils are using a range of appropriate geographical adjectives in their work.
249. Older pupils also study Botswana and use secondary sources of information to describe its' physical features well. They develop their knowledge of the differences between Wales and life in an African village. They describe, compare and contrast features in a village in Botswana and their own home areas, showing good geographical knowledge of real places.
250. Key Stage 2 pupils accurately use maps to extend their knowledge of the local area. They track the flow of the River Teme, and show good knowledge of grid references, scale, tributaries and settlements. When using local maps, they discuss their plotting of routes collaboratively and positively.
251. Older pupils show very good communication skills as they answer questions about their findings collected on a recent field trip. They record their work well and then input their results into a computer data programme.

Shortcomings

252. There are no important shortcomings.

Physical education

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

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

Good features

253. Pupils in key stage 1 and key stage 2 know the importance of warming up and cooling down before and after exercise.
254. Key stage 1 pupils use their bodies well to demonstrate different shapes. They are aware of and use different speeds and directions when moving around the gym. A particularly strong feature is the high standard pupils achieve when working in pairs to build a sequence of movements, improving their skills and co-ordination in gymnastics.
255. Younger pupils in key stage 2 demonstrate effectively a variety of ways of sending and receiving a ball. The vast majority display good awareness of how to make a ball travel further and the need for accuracy when throwing. They understand the conventions of good sporting behaviour as individuals and team members.
256. Most older pupils have good spatial awareness. The vast majority display good throwing skills and are able to change speed quickly when running on the playground. They also display good positioning of the body when running. The majority of pupils can, by observing the activities of other groups, offer opinions by noting the merits and features of the movements.

257. Pupils in all age groups achieve very good standards in swimming. The vast majority of pupils achieve at least the expected standard. They swim confidently, unaided and safely.

Shortcomings

258. There are no important shortcomings.

School's response to the inspection

The inspection team recognised the significant and measurable improvements in many areas since our last inspection. Especially that previous key issues have now become outstanding features. These are now embedded into our daily policies and practices. It has taken an immense amount of work, dedication and commitment by all staff in school to be able to reach this point. We are pleased that this has been recognised.

We are also pleased that the inspection team confirmed the school's judgements in six of the seven key questions and upgraded and awarded a grade 1 to key question 4, i.e. How well pupils are guided and supported. We are proud of the way we support and manage the few pupils in school who exert challenging behaviour. Our behaviour management policy and practices are diligently applied by all staff and this has resulted in the team recognising the exceptionally high quality of support and guidance we provide.

We are also proud of the organisation, management, support, teaching and learning of pupils who have additional learning needs including those who have SEN. The outstanding comments recorded by the team in the report recognised the tremendous commitment and whole school approach by the staff, especially the Area Specialist Centre staff, in meeting the needs of these pupils.

We work hard to continually develop the links with the Town Council, community, business and enterprise. As a result the children can expect as many "real" first hand experiences of life beyond school as possible when they are with us.

The pupil tracking system which was commented on as another outstanding feature has been instrumental in raising standards, tracking pupil progress and identifying underachieving pupils. This has allowed us to instigate intervention strategies to contribute towards raising standards. The Governor's role in overseeing the raising of standards has also been recognised.

The Governing Body, Head teacher and School Bursar have always worked effectively, rigorously and diligently to monitor expenditure to ensure the school receives good value for money. This has helped the school to continue move forward.

We would like to express our thanks to the inspection team for the thorough, effective and empathetic way in which the inspection was conducted. Professionalism was maintained all through the inspection and the relationships they developed with the staff made the process more meaningful and less stressful than it could have been.

Appendix 1

Basic information about the school

Name of school	Knighton C.I.W. School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Ludlow Road, Knighton Powys
Postcode	LD7 1HP
Telephone number	01547 528691

Head teacher	Mrs Joan Wheeler
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Mr David Martin
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	6 – 8 May 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	34	20	33	23	40	18	33	215

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	5	10.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	14:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	90.4	90	93.5
Autumn 2007	N/A	93.5	94
Spring 2008	93	92	94

Percentage of pupils entitled to free school meals	19
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		23		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	8	92	0
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	17	83	0
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	0	13	8	0
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	8	92	0
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	4	96	0
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	0	100	0
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91.7	In Wales	80.6

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		38		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3	18	63	16
		National	.3	.1	0	.5	.6	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	.7	0	0	1	1	4	18	50	29
Mathematics	Teacher assessment	School	0	0	0	0	3	0	13	71	13
		National	.3	.1	0	.5	.5	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	3	0	5	87	5
		National	.3	.1	0	.5	.3	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	71.1
In Wales	74.2

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 10 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 29 lessons or part lessons;
- All classes;
- Acts of collective worship; and
- Extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents;
- Senior managers, teachers and support staff; and
- Pupil groups, including the School Council.

The team also considered:

- The school's self-evaluation report;
- 31 responses to parents' questionnaires;
- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' past and current work, over all year groups.

The inspection team also:

- Held discussion with pupils about their work; and
- Observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 5 and 6 Early years History
Mrs Colette Gribble Team Inspector	Contributions to Key Questions 1, 2, 3 and 4 English Geography
Mrs Lowri Evans Team Inspector	Contributions to Key Questions 2, 3 and 7 Welsh Second Language Physical education.
My Ray Cawthorne Lay Inspector	Contributions to Key Questions 1, 3,4 and 5.
Mrs Joan Wheeler Nominee	Contributions to all questions by providing information.

Contractor:

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Acknowledgement

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