

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

**A Report on the Quality of Education in**

**Leighton County Primary School  
Leighton  
nr Welshpool  
Powys  
SY21 8HH**

**School Number: 666/2018**

**Date of Inspection: 23/03/09**

**by**

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

The inspection of Leighton County Primary School took place between 23<sup>rd</sup> and 25<sup>th</sup> March. An independent team of inspectors, led by Mr Robert Alun Isaac 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 judgments in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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. Leighton Primary is a small community school situated on the B4388 road almost two miles to the south-east of Welshpool. It is located in a pleasant rural setting, with open views over the surrounding countryside. The local education authority (LEA) is Powys County Council. Currently, the school has a total roll of 94 full-time pupils, aged four to eleven years housed in accommodation built in the 1870s which has been added to with a village community hall and two temporary classrooms in the last twenty years. Numbers have remained stable over the past three years. Most pupils are drawn from a rural catchment, which is said to be neither disadvantaged nor economically prosperous. Free school meals are received by only eight per cent of pupils, which is well below the national average.
2. The annual intake covers the full ability range. Eighteen pupils, 19 per cent, are considered to have some form of additional learning need (ALN), but none has a formal statement of special educational need (SEN). English is the predominant home language in all cases. No pupils come from a Welsh speaking home or a minority ethnic family and none have been excluded in the last eight years. No pupils are looked after by the local authority (LA).
3. There are four classes in the school. The Foundation Phase class has three nursery children and eight reception children. The Key Stage 1 class caters for 17 pupils in Year 1 and 11 in Year 2. The younger Key Stage 2 class caters for 10 pupils in Year 3 and 15 in Year 4. The older Key Stage 2 class caters for 17 pupils in Year 5 and 13 in Year 6. No changes have been made to the type or age range of the school in recent years. The present headteacher has been in post since September 2000 and the school was last inspected in 2003. Since then the accommodation has been improved internally and externally.

### **The school's priorities and targets**

4. The school has a comprehensive set of aims and objectives which seek to promote all aspects of pupils' personal, social, physical, intellectual and cultural development.
5. The school's priorities, as set out in the summary of the current school development plan (SDP), include a review of mathematics teaching and learning, further improvement of resources for information communications technology (ICT), development of the curriculum to reflect the changes being made nationally, raising the achievement of more able pupils, enhancing the information provided for parents and improving staffroom facilities.

## Summary

6. Leighton Primary is a good school where standards are above average, teaching is effective, the curriculum has innovative features and leadership and management are good. The school has improved a great deal over the last six years and it gives good value for money. It recognises that it needs to raise the standards achieved by the more able in the full range of subjects and for all pupils in information technology.

### Table of grades awarded

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

7. The inspection team agreed with the grades the school awarded itself in its self-evaluation report in all seven key questions.

### Standards in the work seen

8. Overall, standards of achievement are good and have improved since the last inspection when shortcomings were found in seven subjects throughout the school.
9. 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.
10. In 2008, at the end of Key Stage 1, the proportion of pupils that attained at least National Curriculum (NC) Level 2 in English, mathematics and science was well above the local and national averages. The proportion which attained NC Level 3 was also above average. The Key Stage 1 collective results for pupils who attained at least Level 2 in all three core subjects were well above the local

and national averages and in the top band when compared with similar schools. Boys and girls achieved equally well.

11. In 2008, at the end of Key Stage 2, the proportion of pupils that attained at least NC Level 4 in English, mathematics and science was above the local and national averages. The proportion which attained NC Level 5 was also above average. The Key Stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were above the local and national averages and in the top quartile when compared with similar schools. As with Key Stage 1, boys and girls achieved equally well.
12. Overall standards in English, mathematics and science have remained high over the last four years in both key stages, although the school's own analysis in its self-evaluation report shows that pupils tend to do a little better at Key Stage 1 than Key Stage 2.
13. The overall grades awarded for standards achieved in the subjects inspected were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	95%	5%	0%	0%

14. These percentages are an improvement on those reported in the last inspection. They also compare well with the national figures published in the Annual Report of Her Majesty's Chief Inspector (HMCI) for 2007-08 where 84 per cent of standards in primary schools in Wales are Grade 2 or better. No work, however, was seen at either key stage that had outstanding features and this is well below the national average.

#### **Grades for standards in the six subjects inspected during the inspection**

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information Communications Technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

15. Learners, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills. However, parents who attended the pre-inspection meeting with inspectors felt that more able pupils do not always achieve their potential. Inspection evidence supports this view.
16. Standards and progress in key skills, such as speaking, listening, reading and writing across the curriculum, are good. Standards are also good in the use of numeracy but standards in the use of ICT have shortcomings mainly due to pupils' insufficient use of computers.

17. Standards in the use of incidental Welsh and bilingualism are good because learners have many opportunities daily to use Welsh in other subjects.
18. Pupils' behaviour is good and the school is a friendly, supportive community. Pupils are sociable, polite and welcoming to visitors. They readily engage in conversation, have a good understanding of what is expected of them and are courteous to adults and each other.
19. Most learners have positive attitudes to their work and play. They listen carefully to their teachers and settle quickly to their tasks. They achieve well in personal and social education (PSE), in philosophy for children (P4C) sessions and in other creative and problem solving activities. However, they are sometimes relatively unaware of their strengths and weaknesses and of how they might improve their work further.
20. Learners' personal, moral, social and wider development is good. Learners are confident in expressing their ideas and opinions, because they know their contributions are valued. Across the school nearly all pupils make good progress in developing their personal, social, moral, spiritual, cultural and learning skills.
21. Attendance rates for the past three terms average 93.9 per cent, a figure that is slightly higher than that nationally but below that for similar schools. Learners are punctual and lessons start promptly.
22. Learners demonstrate a good awareness of equal opportunities issues. In discussions, they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. They are tolerant and open-minded but have a limited understanding of the diversity of faiths and cultures in the wider world outside of their school or their community.
23. Pupils' knowledge and understanding of the workplace and the local community is generally commensurate with their age but no better than that. In lessons, they discuss the different work people do and the ways in which they care for their community.

### **The quality of education and training**

24. The quality of teaching has improved greatly since the last inspection when only 39 per cent was judged as good or better. The quality of assessment has also improved from unsatisfactory in the last inspection to having more good features than shortcomings now.
25. The quality of teaching observed in lessons was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	88%	12%	0%	0%

26. These figures exceed those published in HMCI's Annual Report for 2007/08, where the overall quality of teaching in primary schools was reported to be

Grade 2 or better in 83 per cent of lessons. No teaching was awarded Grade 1, however, which is below the national average.

27. Teaching for the under fives has good features and no important shortcomings. Where teaching in Key Stage 1 and 2 has strengths, and this is predominantly the case, the good features include a variety of teaching strategies and relevant resources including interactive whiteboards. Lesson-planning is effective with well focused aims. Teachers' good questioning skills and well structured plenary sessions reinforce learning well. Where there are a few shortcomings the pace is too slow and there is an over-emphasis on the use of unchallenging worksheets.
28. Work set for pupils with SEN relates well to the targets identified in their individual education plans (IEPs). The teaching and support of pupils with specific learning problems is good.
29. Incidental Welsh is used regularly by most teachers and teaching assistants within daily routines and they draw attention to the Welsh equivalents when using subject-specific terminology.
30. Teaching assistants are effective in their roles and make a valuable contribution to the quality of teaching and learning. Parents and grandparents also give their time and expertise by listening to pupils read or helping them to use computers.
31. Assessment, recording and reporting procedures have good features which outweigh shortcomings. Assessment is undertaken regularly in order to track the progress pupils make. This is monitored through teachers' assessments, a range of appropriate standardised tests and day-to-day marking. At its best, analysis of data is used appropriately to set targets for improvement in a way that builds effectively on previous learning. The school has identified the need to computerise its assessment monitoring procedures.
32. Pupils have individual targets, but these, apart from for those with SEN, vary considerably in their helpfulness. Work is marked regularly but comments do not often give sufficient guidance on how well pupils are achieving or what they need to do to improve further.
33. The school has improved its curriculum since the last inspection. Overall, it now provides learners with a rich environment for learning and caters for their needs and interests with a range of experiences. It is broad, balanced and accessible to the full range of learners and meets statutory requirements. Schemes of work are currently being updated to take account of the changes being implemented nationally in the Foundation Phase and at Key Stage 2. However, at times the planning caters insufficiently for the more able and there are too few role play areas for the youngest children in the Foundation Phase.
34. The school ensures that learners develop their basic and key skills to a good level. The promotion of PSE is good. A particularly successful and firmly established element is in the P4C programme. This enables pupils throughout

the school to think about how they learn and reflect philosophically upon how they relate to other people.

35. Learners enjoy a good range of extra-curricular activities that cover many interests. They also learn a range of musical instruments and take part in a range of sporting activities.
36. Pupils are taken on regular, well-planned excursions to places such as the forest school and Leighton pool. These add significantly to the school's outdoor resources and enhance pupils' educative experiences as well as teaching them how to look at the world in a careful, inquisitive and focused way.
37. The school's provision for spiritual, moral, social and cultural development is good. Spiritual development is promoted well through daily acts of collective worship of a broadly Christian nature which meet statutory requirements. Teachers provide good role models to exemplify the school's moral code. Through raising money for those less fortunate than themselves, as well as through assemblies and lessons focusing on different cultures, faiths and festivals, learners are encouraged to develop an understanding of life in multicultural Wales. The cwricwlwm Cymreig is well established through curricular links which build on the cultural, historical, environmental and linguistic characteristics of Wales.
38. The school's partnerships with parents, other providers and interested parties are good. These enrich the learning experiences and have a positive impact on the life and work of the school. Pupils also have good opportunities to extend their learning through homework.
39. Parents are very supportive of the school and generally express satisfaction with its aims and values. Communication between school and home is well established and effective. A constructive home/school agreement is in place and all parents sign and return it. Parents and friends make a valuable contribution to the school, helping out with activities, supporting after school clubs, accompanying pupils on educational visits and fundraising.
40. Links with the local community are good. Educational visits and the expertise of members of the local community make a positive contribution to learners' understanding of the locality in which they live.
41. Learners' awareness of education for sustainable development and global citizenship is successfully heightened through their work in subjects such as geography and religious education. However, opportunities to develop skills and understanding about commerce and economic development are at an early stage of development and pupils do not further develop their entrepreneurial skills by taking part in profit-making ventures.
42. The school guides and cares for pupils well in a happy and supportive environment. The headteacher, staff and governors work together effectively to provide good care and support for all pupils. Teachers know individual pupils

well and praise, reward and encourage them often. This helps to create a close family atmosphere.

43. The school council, which has elected representatives from each class, is active and meets often. Pupils are encouraged to put forward ideas to be discussed at the council meetings. They do this well and raise many issues for teachers to take account of. However, the school council is small and representatives are only elected annually. This limits the number and range of pupils who can experience democratic principles and procedures.
44. The school has effective systems to ensure children are well-protected. The policy meets local guidance and recommended practice. Staff have been trained and are aware of the procedures to follow should the need arise.
45. Provision for pupils with SEN is good. A relevant SEN policy is in place, based on national guidance. The SEN co-ordinator (SENCO) is an experienced and enthusiastic teacher. Record keeping is very good. There is also a nominated governor for pupils with SEN who has an appropriate professional background.
46. The school has a disability equality scheme, which sets realistic targets. An accessibility audit has been completed and, although an accessibility plan has been recently prepared, it lacks sufficient detail and rigour. There are appropriate arrangements to integrate pupils who are wheelchair-bound or who have other disabilities into school life.
47. The school makes good provision to ensure the inclusive education of all pupils, regardless of their background and ability. The very small number of pupils from minor ethnic groups attending school are fully integrated and accepted without question. The school has an effective race equality policy but the procedures for fully recognising, promoting and celebrating cultural diversity are in the early stages of development.

### **Leadership and management**

48. The quality of leadership and management is good. This is a significant improvement since the last inspection when it had more shortcomings than strengths. The school has a clear sense of its own educational direction and good standards are promoted well. The leadership is characterised as committed and conscientious. Although the school has not appointed a deputy headteacher yet, an assistant headteacher is being appointed in the summer term 2009.
49. Subject co-ordinators are closely involved in policy making and implementing workable schemes of work. They conscientiously monitor and evaluate the quality of teaching and the standards achieved in their subjects. However, the allocation of responsibility for leading subjects has not always reflected the experience and qualifications of members of staff. The school is addressing this aspect as an immediate priority. Overall, procedures for performance management are good. Daily administration is run smoothly.

50. The quality of governance has good features which outweigh shortcomings. Governors are committed to the school, although some have only recently been appointed and are still learning about their roles. They are well informed through their regular involvement in meetings with both teaching and support staff.
51. All statutory requirements are met apart from the school's prospectus, which does not meet requirements in five aspects. After the last financial audit, the school has not yet implemented an action plan to address the required recommendations. Many of the school's policies for aspects of its work have still to be formally adopted and approved by the governing body (GB).
52. Leaders and managers evaluate and improve the school's quality and standards well and are closely involved in teaching all classes. The self-evaluation process is good and includes all staff, governors, parents and pupils. The self-evaluation report is accurate, straightforward and comprehensive. This is a marked improvement since the last inspection.
53. Since the last inspection, the following improvements have been achieved:
  - standards have risen and are now good;
  - the quality of teaching has improved and is now good;
  - the curriculum has been improved;
  - provision for pupils with SEN has been improved and is now good;
  - the quality of leadership and management has improved and is now good;
  - ICT facilities have been upgraded significantly; and
  - the accommodation has been enhanced further.
54. The school's actions have resulted in measurable improvements. Overall progress since the last inspection, therefore, has been significantly good.
55. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience. The quality of support given by teaching assistants and parent helpers is good. Periods for teachers to have time for planning, preparation and assessment (PPA) are effectively covered by the headteacher taking each class once a week. This works well.
56. In general, learners have access to appropriate learning resources but the provision has more strengths than shortcomings. The quantity is generally acceptable apart from indoor equipment for physical education, insufficient role play areas for the under-fives and a lack of books in the school library. New materials are purchased according to the priorities of the SDP and what the school's limited budget can allow. The Friends of Leighton Primary Association generously supplements the school's resources.
57. The accommodation has more strengths than shortcomings overall. The rural setting is very pleasant with panoramic views of the plain of the river Severn. All areas of the school are well used. Pupils also benefit from access to a spacious and well-appointed village hall which is attached to the school building. The buildings are in good decorative order. The space available

onsite for outdoor learning by children aged under seven is limited. However, teachers cater for this with regular, well-planned visits to places such as the forest school and Leighton pool nearby.

58. All available resources are effectively managed so that the school achieves good value for money in its expenditure. Taking into account the good standards achieved, the good teaching, the innovative curriculum, the good leadership and the significant improvements since the last inspection, the school gives good value for money.

## **Recommendations**

The governors, headteacher and staff should address the following recommendations in order to improve the school further:

- R1 raise standards in ICT in both key stages and in all subjects for the more able;
- R2 ensure that pupils understand how well they are achieving and what they need to do to improve further;
- R3 arrange for all school policies to be formally approved and adopted by the GB;
- R4 make sure that the responsibility for leading subjects is shared equitably and is appropriate to the experience and qualifications of the staff available;
- R5 make provision for staff to have suitable accommodation for planning, preparation and assessment (PPA) and also for confidential professional meetings; and
- R6 improve pupils' awareness of the diverse cultures and faiths in the United Kingdom and the World.

The school had already identified recommendations 1, 4 and 5 in its development planning and self-evaluation.

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. This plan should show what the school is going to do about the recommendations and copies, or a summary, will be circulated to all parents of children attending the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

59. The findings of the inspection team match the judgment made by the school in its self-evaluation report. Overall, standards of achievement are good and have improved since the last inspection when shortcomings were found in seven subjects throughout the school.
60. Initial assessments show that when children join the school in the nursery their attainments are usually about average. From the nursery and reception classes onward they learn quickly and effectively, although the development of their skills in independent learning outdoors is sometimes limited due to lack of access to a suitable outside area immediately adjacent to their classroom.
61. 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.
62. In 2008, at the end of Key Stage 1, the proportion of pupils that attained at least NC Level 2 in English, mathematics and science was well above the local and national averages. The proportion that attained NC Level 3 was also higher than the national average. The Key Stage 1 collective results for pupils who attained at least Level 2 in all three core subjects were well above the local and national averages and in the top quartile when compared with similar schools. Boys and girls achieved equally well.
63. In 2008, at the end of Key Stage 2, the proportion of pupils that attained at least NC Level 4 in English, mathematics and science was above the local and national averages. The proportion that attained NC Level 5 was also higher than the national average. The Key Stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were above the local and national averages and in the top quartile when compared with similar schools. As with Key Stage 1, boys and girls achieved equally well.
64. Overall standards in English, mathematics and science have remained high over the last four years in both key stages although the school's own analysis in its self-evaluation report shows that pupils have done better at Key Stage 1 than Key Stage 2.
65. The overall grades awarded for standards achieved in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	95%	5%	0%	0%

66. These percentages are an improvement on those reported in the last inspection. They also compare well with the national figures published in the

Annual Report of HMCI for 2007-08 where 84 per cent of standards in primary schools in Wales are Grade 2 or better. No work, however, was seen in the school at either key stage that had outstanding features, and this is well below the national average. Parents who attended the pre-inspection meeting with inspectors felt that more able pupils do not always achieve their potential. Inspection evidence supports this view. Learners, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.

### Grades for standards in the six subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information Communications Technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

67. Standards and progress in speaking, listening, reading and writing across the curriculum are good. The writing of older pupils, in particular, displays good features and they use language well to communicate their ideas. Standards are also good in the use of numeracy but standards in the use of ICT have shortcomings mainly due to pupils' under-use of computers.
68. Standards in the use of incidental Welsh and bilingualism are good because learners have many opportunities daily to use Welsh in other subjects.
69. Behaviour is good. Nearly all pupils are well behaved, considerate and courteous. This contributes positively and constructively to the quality of life in the school. Most show respect for each other, all members of staff and the school environment. They enter and move around the school in a quiet, orderly and purposeful manner settling into their classroom areas quickly. Many develop self-confidence and this helps them take responsibility for their behaviour.
70. In discussion, pupils indicate they understand the standards of behaviour expected of them and agree that good behaviour is promoted, recognised and regularly rewarded. Almost all respond positively to these expectations. There are very few reports of incidents of bullying or inappropriate behaviour and there have been no short or long term exclusions during the last year.
71. Most learners have positive attitudes to their work and play. They listen carefully to their teachers and settle quickly to their tasks. A particularly good feature is the way in which they work collaboratively in pairs and small groups. They achieve well in PSE, in P4C sessions and in other creative and problem solving activities. However, they are sometimes relatively unaware of their strengths and weaknesses and of how they might improve their work.

72. Learners' organisational and study skills and their capacity to work independently develop well. All ages are well prepared to take on responsibilities and they readily engage with all opportunities offered to them within the school community.
73. Learners' personal, moral, social and wider development is good. Learners are confident in expressing their ideas and opinions, because they know their contributions are valued. Across the school nearly all pupils make good progress in developing their personal, social, moral, spiritual, cultural and learning skills. The good relationships between pupils and adults help pupils to become secure and confident in their learning.
74. Attendance is good. The average level of attendance over the last three full terms was 93.9 per cent. This is below the national average for schools with similar free school meals entitlement, very similar to the LA average and above the national average for all schools. Overall, there are no significant or unexplained variations in attendance levels across the school or throughout the year. The main cause of pupils' absence is sickness, although a significant minority of parents take their children on holidays during term time.
75. With a very few exceptions, punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly and without interruption. The school takes appropriate account of the requirements of National Assembly of Wales Circular 47/2006 that sets out the requirements for recording absence.
76. Nearly all pupils show care for those that are less fortunate than themselves, for example by enthusiastically supporting local and international charities. As they mature they develop a greater understanding of right and wrong.
77. Learners demonstrate a good awareness of equal opportunities issues. In discussions, they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. They are tolerant and open-minded but have a limited understanding of the diversity of faiths and cultures in the wider world outside of their school or their community.
78. Pupils' knowledge and understanding of the workplace and the local community is generally commensurate with their age. In lessons they discuss the different work people do and the ways in which they care for their community. Visitors to the school talk to pupils about their work experiences which helps increase their awareness of the world of work. Many parents and volunteers come into school regularly to help with school activities such as reading. Community links are reinforced mainly through pupils' frequent involvement with the parish church.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

79. The findings of the inspection team match the judgment made by the school in its self-evaluation report. The quality of teaching has improved greatly since the last inspection when only 39 per cent was judged as good or better. The quality of assessment has also improved from unsatisfactory in the last inspection to having more good features than shortcomings now.

80. The quality of teaching observed in lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

81. These figures exceed those published in the Annual Report of Her Majesty's Chief Inspector of Schools (HMCI) for 2007/08, where the overall quality of teaching in primary schools was reported to be grade 2 or better in 83 per cent of lessons. No teaching was observed that was Grade 1, which is below the national average.

82. Teaching for the under fives has good features and no important shortcomings. Teachers, support staff and volunteers work effectively as a team to provide a wide range of purposeful learning tasks for nursery and reception children. This ensures that learning is well focused on communication, language and personal and social skills development.

83. Where teaching in Key Stages 1 and 2 has strengths, and this is predominantly the case, the good features include:

- the use of a variety of teaching strategies and relevant resources including interactive whiteboards;
- stimulating tasks for pupils;
- effective lesson planning with well focused aims;
- differentiated tasks which meet a wide range of needs;
- good questioning skills; and
- well-structured plenary sessions which reinforce lesson aims.

84. Where shortcomings are seen the pace is too slow and there is an over emphasis on the use of work sheets that do not challenge pupils sufficiently.

85. In the majority of lessons teachers have good expectations of pupils and there is an appropriate level of challenge in the tasks provided. There are, however, occasions where the most able pupils are not fully stretched and they find the work set too easy.

86. On the whole teachers have a good knowledge and understanding of the subjects they teach. They are aware of recent curriculum developments and are implementing these in a carefully planned way. Planning in most instances takes account of the needs of individual pupils including those with ALN.
87. The majority of pupils, including those with ALN, make good progress. Work set relates well to the targets identified in their IEPs. The teaching and support of pupils with specific learning problems is good.
88. Incidental Welsh is used regularly by most teachers and teaching assistants within daily routines and they draw attention to the Welsh equivalents when using subject-specific terminology.
89. Teaching assistants are effective in their roles and make a valuable contribution to the quality of teaching and learning. They give good support to small groups of pupils within the classroom as well as supporting those who have ALN. Parents and grandparents also give of their time and expertise by listening to pupils read or assisting them to use computers.
90. Assessment, recording and reporting procedures for pupils in Key Stages 1 and 2 have good features which outweigh shortcomings. Assessment for the under-fives is used systematically to promote children's progress.
91. Assessment is regularly undertaken throughout the academic year in order to track pupils' development. Progress is assessed through the use of teachers' assessments, a range of appropriate standardised tests and day-to-day marking. At its best, analysis of data recorded is used appropriately to set targets for improvement in a way that builds effectively on previous learning. The school has rightly identified the need to computerise its assessment monitoring procedures.
92. Pupils have individual targets but these, apart from those for pupils with ALN, vary considerably in their helpfulness. Pupils' work is marked regularly, often with encouraging comments. However, marking does not often give sufficient guidance on how well pupils are achieving or what they need to do to improve further.
93. The quality of annual reports to parents is good and meets statutory requirements. The reports give a positive and detailed picture of pupils' progress in all subjects as well as comments on their personal and social development. There are two formal occasions during the year for parents to discuss their children's progress with teachers.
94. Parents and carers of pupils with ALN are given copies of IEPs and meet with teachers to discuss progress.
95. Comprehensive information is transferred to the receiving secondary school, various outside agencies and to the local education authority in order to ensure continuity and progression in pupils' learning.

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

**Grade 2: Good features with no important shortcomings**

96. The findings of the inspection team match the judgment made by the school in its
97. self-evaluation report. The school has improved its curriculum since the last inspection, particularly regarding PSE and the provision of outdoor learning in the nearby forest school and Leighton pool.
98. Overall, the school's curriculum provides learners with a rich environment for learning and caters for their needs and interests with a range of interesting experiences. It is broad, balanced and accessible to the full range of learners and meets statutory requirements. Long term planning is good and schemes of work are well written. They are currently being updated to take account of the changes being implemented nationally in the Foundation Phase and at Key Stage 2. However, there is at times insufficient planning for the more able and there are too few role play areas for the youngest children.
99. The school ensures that learners develop their basic and key skills to a good level. These are identified in planning and monitored closely by the headteacher and other teachers. The promotion of PSE is good. A particularly successful and firmly established element is in the P4C programme. This enables pupils throughout the school to think about the way that they learn and reflect philosophically upon the ways that they think about and relate to other people. It is popular and well thought of by pupils and parents alike.
100. Pupils are taken on regular, well-planned excursions to the forest school and Leighton pool. These add significantly to the school's outdoor resources and enhance pupils' educative experiences, as well as teaching them how to look at the world in a careful, inquisitive and focused way.
101. Learners enjoy a good range of extra-curricular activities that cover many interests including clubs for art, French and jewellery making. There are regular opportunities to improve acting and singing skills in the school's various performances and productions. The school helps pupils to learn a range of musical instruments such as the piano, recorder and violin.
102. Sporting activities include football, rugby, netball, hockey, rounders, gymnastics, athletics, cricket, dance, recorder groups and cross-country. Girls enjoy equality of opportunity with boys and many achieve success in a range of sporting activities in the locality. Year 6 pupils also develop their skills, when attending residential visits at outdoor pursuits centres. All these elements complement and extend the curriculum and make a good contribution to pupils' standards and confidence.
103. The school's provision for spiritual, moral, social and cultural development is good. Spiritual development is promoted well through daily acts of collective worship of a broadly Christian nature. Statutory requirements are met and

learners are respectful, enthusiastic and reflective. Visits from people of different faiths and other visitors make a good contribution culturally. Many learners play a full part in singing hymns and other songs and they sing well. Assemblies celebrate achievement by publicising which pupils' names have been entered in the Good Book.

104. Teachers provide good role models to exemplify the school's moral code and employ a wide range of strategies to develop appropriate moral values. Circle time discussions and analyses of texts, for example, successfully help to promote the virtues of honesty, fair play and friendship. The high priority given to respect and concern for others, the well planned PSE programme and the clear moral and spiritual elements of collective worship help pupils to develop their own personal values and to learn to appreciate those of others.
105. Learners willingly accept the school rules. They learn how to relate to others and take responsibility for their own actions. They are provided with a clear understanding of how they can contribute to their community.
106. The school promotes cultural development well. Through raising money for those less fortunate than themselves, as well as through assemblies and lessons focusing on different cultures, faiths and festivals, learners are encouraged to develop an understanding of life in multicultural Wales. The school does not promote awareness of the diversity of beliefs and cultures in the United Kingdom and the world enough.
107. The cwricwlwm Cymreig is well established through curricular links which build on the cultural, historical, environmental and linguistic characteristics of Wales. The culture and heritage of Wales are reflected well in the life of the school and a sense of pride in being Welsh is fostered successfully. Pupils happily celebrate the patronal days of St David and St Dwynwen and belong to the Urdd organisation.
108. Parents are very supportive of the school and express satisfaction with its aims and values. Communication between school and home is well established and homework arrangements have a good impact on achievement. A constructive home/school agreement is in place and all parents sign and return it.
109. Parents and friends make a valuable contribution to the school, helping out with activities, supporting after school clubs, accompanying pupils on educational visits and fundraising. Their contribution is valued greatly by the headteacher and staff. There is an active parent-teacher association (PTA) – the Friends of Leighton Primary School Association - which provides significant funds for extra resources as well as staging social events.
110. The school enjoys productive partnerships with other schools in its cluster, particularly with the main receiving secondary school at Welshpool. Transition projects, teacher exchanges, joint planning and well developed curriculum links help promote continuity of education as pupils move to secondary education. Arrangements for the transfer of pupils are handled sensitively and ensure Year 6 pupils look forward to secondary school and approach it with confidence.

111. The partnership forged with the Parents and Toddlers group that meets at the school is excellent and contributes significantly to the promotion of the aims and objectives of the Foundation Phase, the success of induction procedures into the reception class and the early development of positive relationships with parents.
112. The school enjoys a successful partnership with higher education institutions and regularly provides training facilities for student teachers, who are well supported and mentored by staff and who make a positive contribution to the life and work of the school. The school has established good links with other local primary schools within the Welshpool consortium and two teacher training establishments. Work and training experience placements are provided for several students each year.
113. Links with the local community are good. Educational visits and the expertise of members of the local community make a positive contribution to learners' understanding of the locality in which they live.
114. Every child, whatever their background, is respected and treated equally. Equal opportunities are promoted very effectively.
115. Learners' awareness of education for sustainable development and global citizenship is successfully heightened through their work in subjects such as geography and religious education. The school acts in a sustainable way and learners are very aware of the effects of litter and pollution on the environment. They develop a good understanding of conservation issues through recycling projects. They are successfully encouraged to see themselves as citizens of the wider world. The school has gained the bronze award as an eco-school and the eco-committee keeps a watchful eye on such matters as energy consumption. Pupils are now aiming for the much-respected Green Flag award.
116. Opportunities for pupils to develop skills and understanding about commerce and economic development are at an early stage of development. Pupils raise funds for good causes but do not further develop their entrepreneurial skills by taking part in profit making ventures.
117. The school has no documented policy or strategy in place to develop links with industry or employers and increase pupils' awareness and understanding of the world of work. Very few partnerships or formal links with employers or local industry exist and, therefore, the current provision for effective work-related education is limited. No teachers have recently undertaken visits to other organisations or been involved with industrial or commercial placements.
118. Pupils' experiences across the curriculum enable them to develop a number of different skills that are important in terms of lifelong learning.

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

<b>Grade 2: Good features and no important shortcomings</b>
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119. The findings of the inspection team match the judgment made by the school in its self-evaluation report. This aspect has improved since the last inspection.
120. The school guides and cares for pupils well in a happy and supportive environment. The headteacher, staff and governors work together effectively to provide good care and support for all pupils. Teachers know individual pupils well and praise, reward and encourage them often. This helps to create a close family atmosphere. The school works closely with a range of outside agencies to enhance the support given for all pupils, including those with SEN. Care arrangements are well planned and managed.
121. The induction procedures for pupils entering the school, moving up classes or transferring to secondary school are outstanding and ensure that they settle quickly into their new environs. The youngest children in the Foundation Phase settle in well and are happy at school.
122. Anti-bullying procedures are effective in dealing with the rare occurrence of bullying or other anti-social behaviour.
123. The school council, which has elected representatives from each class, is active and meets often. Pupils are encouraged to put forward ideas to be discussed at the council meetings. They do this well and raise many issues for teachers to take account of. However, the council is small and representatives are only elected annually. This limits the number and range of pupils who can gain experience of democratic principles and procedures or of how representative their views can be of the entire cohort of pupils. That said, pupils also experience democratic procedures in the school council, which is open to all.
124. There is a health and safety policy in place and procedures, such as fire drills and risk assessments, are well established. Learners are aware of the procedures relating to bringing medicines to school and what to do if there is an accident. Supervision in the playground is appropriate. The school has not sought accreditation under the Healthy Schools initiative but it follows the guidance of this programme in promoting healthy lifestyles and healthy eating in lessons as well as in breakfast clubs and at lunchtime. After-school clubs often feature sporting and artistic activities such as rugby or ballet.
125. The school has effective systems to ensure children are protected well. The policy meets local guidance and recommended practice. Staff have been trained and are aware of the procedures to follow should the need arise. There is also a designated governor for child protection. All staff, governors and parent helpers have been checked against the records held by the Criminal Records Bureau (CRB).

126. Registers are properly maintained and correctly completed. The school works hard to ensure that levels of attendance and punctuality remain good.
127. Provision for pupils with ALN is good. A relevant policy is in place, based on national guidance. The SENCo is an experienced and enthusiastic teacher. Record keeping is very good. There is also a nominated governor for pupils with ALN who has an appropriate professional background.
128. Learners with ALN are identified early and any difficulties are discussed with parents. Specific IEPs, if necessary, are in place, which contain learning targets and these are reviewed termly. Identified targets for improvement are focused upon by class teachers and teaching assistants.
129. The school has a Disability Equality Scheme, which sets realistic targets. An accessibility audit has been completed and although an accessibility plan has been recently prepared it lacks sufficient detail and rigour. There are appropriate arrangements to integrate pupils who are wheelchair bound or who have other disabilities into school life. The school makes good provision to ensure the inclusive education of all pupils, regardless of their background and ability.
130. The school has an effective race equality policy but the procedures for fully recognising, promoting and celebrating cultural diversity are in the early stages of development. Through PSE, P4C and assemblies pupils are encouraged to examine their own attitudes and values. Some parents considered that the school promotes diversity well but inspection evidence does not support this view. Teachers encourage pupils to report any oppressive incident or inappropriate behaviour promptly and deal with it effectively.
131. The school successfully ensures that boys and girls from different educational, social, linguistic or racial backgrounds are given equal opportunities. It actively encourages pupils to participate in all aspects of school life.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

132. The findings of the inspection team match the judgment made by the school in its self-evaluation report. The quality of leadership and management is good. This is a significant improvement since the last inspection when it had more shortcomings than strengths.
133. The school has a clear sense of its own educational direction and good standards are promoted well. The essence of the school's effectiveness is in the good team spirit between teachers, pupils, adult assistants and the headteacher.

134. The school's leadership is characterised as committed and conscientious. It has seen the school through a period of curriculum change and improvement and has succeeded in reshaping and retaining an effective team. However, responsibilities are insufficiently delegated. There is currently no deputy or assistant headteacher although the school confirms that this situation is to be addressed next term. Teaching and learning responsibility (TLR) points are allocated appropriately within the limited confines of the school's budget.
135. The school supports student teachers well and induction procedures for staff new to the school or to teaching are good. Good account is taken of national priorities, local partnerships and cluster arrangements.
136. The school helps develop the expertise of both teachers and teaching assistants to some degree, but the programme of in-service training and education (INSET) has not consistently provided staff with enough guidance on new developments in education.
137. Performance management procedures promote continuing professional development well. There is a good balance between meeting the professional needs of individual teachers and achieving the school's educational priorities.
138. Subject co-ordinators are closely involved in policy making and implementing workable schemes of work. They conscientiously monitor and evaluate the quality of teaching and the standards achieved in their subjects. However, the allocation of responsibility for leading subjects has not always reflected the experience and qualifications of members of staff. The school is addressing this aspect as an immediate priority. Daily administration is run smoothly.
139. The quality of governance has good features which outweigh shortcomings. Governors are committed to the school, although some have only recently been appointed and are still learning about their roles. There are currently two vacancies for new governors, which is 20 per cent of the GB. Governors are well informed through their regular involvement in meetings with both teaching and support staff. They are successful in helping to determine the school's strategic direction through their work in setting and costing targets for improvement.
140. Governors have formal links with subject co-ordinators and members of staff with other areas of responsibility. They take a close interest in their particular areas such as SEN. All statutory requirements are fully met apart from the school's prospectus which does not meet requirements in five aspects. After the last financial audit, the school has not yet implemented an action plan to address the required recommendations. Of the school's 49 policies for aspects of its work, 28 have been written or reviewed recently and still have to be formally adopted and approved by the GB.

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

<b>Grade 2: Good features and no important shortcomings</b>
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141. The findings of the inspection team match the judgment made by the school in its self-evaluation report. The inspection team agreed with the grades the school awarded itself in all seven key questions.
142. Leaders and managers evaluate and improve the school's quality and standards well and are closely involved in teaching all classes. The self-evaluation process is good and includes staff, governors, parents and pupils. The self-evaluation report is accurate, straightforward and comprehensive. The headteacher and governors use performance data to inform their judgments and staff work closely together in identifying strengths and weaknesses. This is a marked improvement since the last inspection when self-evaluation and planning for improvement were found to have more shortcomings than strengths.
143. The school is proactive in seeking the views of pupils, staff, parents and other interested parties. Members of the school council confirm that the school listens to their views on a variety of issues. The opinions of governors and staff help to inform the school's direction and the PTA and members of the community contribute by providing ideas and guidance on wider issues.
144. Planning for improvement is good. Staff share with governors a strong commitment to continuous improvement. The SDP covers many important areas and comprises a series of appropriate action plans, which give the school direction for its work and development. Success criteria are identified, training needs are suitably recorded and resources are allocated effectively. However, the school's financial resources are slim at best and this tends to limit the provision for INSET.
145. Since the last inspection, the following improvements have been achieved. Standards have risen and are now good. The quality of teaching has improved and is now good. The curriculum has been improved. Provision for pupils with ALN has improved and is now good. The quality of leadership and management has improved and is now good. ICT facilities have been upgraded significantly and the accommodation has been enhanced further. The school's actions have resulted in measurable improvements. Overall progress since the last inspection, therefore, has been significantly good.

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

### Grade 2: Good features and no important shortcomings

146. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
147. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience which is used well both in lessons and in the provision of extra-curricular experiences. The quality of support given by teaching assistants and parent helpers is good. They are deployed well and their quality has enabled the school to plan effective support strategies.
148. A range of training opportunities and visits ensures to some degree that teachers and classroom assistants' needs and school priorities are met but the INSET for staff is limited by budgetary restraints.
149. Members of staff have clear job descriptions. Induction of new staff is effectively provided by an experienced teacher. There is good supervision at meal times, with staff aware of strategies to deal with unacceptable behaviour and emergencies.
150. Periods for teachers to have time for planning, preparation and assessment (PPA) are organised effectively. The headteacher teaches each class once a week whilst individual teachers have their PPA time. This works well. Pupils benefit from his expertise and he regularly monitors standards of achievement. He also has an appropriate amount time in which to concentrate upon school management issues. This is a significant improvement since the last inspection.
151. Kitchen and clerical staff and volunteer helpers carry out their duties conscientiously. They make a valuable contribution to school life and their work is much appreciated.
152. In general, learners have access to appropriate learning resources that have more strengths than shortcomings to match the demands of the curriculum. The quantity is generally acceptable apart from indoor equipment for physical education, insufficient role play areas for the under-fives and a lack of books in the school library. New materials are purchased according to the priorities of the SDP and what the school's limited budget can allow. The Friends of Leighton School Association generously supplements the school's resources.
153. All but one of the classes has interactive whiteboards that are used well by both teachers and learners. The acquisition of a further whiteboard is planned for in the current SDP in the near future.
154. The accommodation has more strengths than shortcomings overall. The rural setting is very pleasant with panoramic views of the plain of the upper reaches of the river Severn. All areas of the school are well used. The buildings are in

good decorative order overall and are well maintained. The small ICT suite is conveniently located for Key Stage 2 pupils. Displays of pupils work help provide a more colourful and stimulating learning environment. However, the space available for outdoor learning by the under-fives is limited. This is also the case for Years 1 and 2. Teachers compensate for this with regular, well-planned visits to places such as the nearby forest school or Leighton pool.

155. Overall, there is sufficient number of classrooms for the number of pupils on roll. However, some are small and cramped, significantly restricting pupils' participation in the full range of activities. Most classrooms have limited direct access to the outside learning environment. There is no staff room or suitable space available for teachers' PPA time. The headteacher's room is extremely cramped and does not provide adequate or suitable accommodation for conducting private discussions with staff, parents or other visitors. Generally, storage space is also inadequate.
156. The village community hall is used solely by the school during the day. It is light and spacious and provides a good indoor area for physical education, extra-curricular activities, assemblies and dining at lunchtimes. Pupils also have access to the adjacent village playground. The enclosed playground area is located at the main school entrance, mainly for children in the Foundation Phase. It is, however, too small and has unsuitable tarmac surfacing. Any visitor entering the school has to pass through this area.
157. Overall, the school site is securely fenced and safe. All external doors are locked during the school day, preventing unauthorised access. Colourful displays around the school help to enhance the learning environment. The small grassed area to the front of the school is marked out for football as a public amenity. The nature garden and pond area is small, littered, overgrown and underutilised. Pupils' toilets are in good condition but no dedicated changing room facilities are available. Generally, the buildings and grounds are maintained to a good standard due to the efforts of caretaking and cleaning staff.
158. Overall, financial management is good and the school is on course to meet its financial commitments this year. Priorities are set by the headteacher and the GB's finance committee. Good financial protocols enable the headteacher to manage the financial implications of good staffing and up-to-date equipment.
159. All available resources are effectively managed so that the school achieves good value for money in its expenditure. Taking into account the good standards achieved, the good teaching, the innovative curriculum, the good leadership and the significant improvements since the last inspection, the school gives good value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

#### **Key Stage 1: Grade 2 Good features and no important shortcomings**

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

#### **Good features**

160. Pupils in Key Stage 1 listen carefully to explanations, stories and the contributions of their peers. They can sequence events and retell tales using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.
161. Standards in reading in Key Stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark. Most Year 1 pupils recognise full stops and capital letters. By the end of Key Stage 1, the more able can read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of strategies to help them understand the text. Many develop a good knowledge of the alphabetical order of letters. They use a good range of vocabulary when discussing the weather or writing poems. They are confident and articulate when speaking in front of the class.
162. Pupils in Key Stage 1, including those with ALN, make good progress in learning to write. By the end of Year 2 many write creatively using some of the key features of narrative; they suggest good, creative ideas for the endings to stories read aloud to the class. A few more able in Key Stage 1 write at length; their writing is well organised and they plan and revise their work well.
163. Most pupils in Key Stage 2 listen respectfully to their teachers and to others. In lessons they remain focused for a sustained time. When answering questions, most give oral and written responses in phrases or full sentences. They make good progress in speaking for different purposes and audiences and collaborate to some extent in discussions.
164. Pupils in Key Stage 2 read aloud with good expression. They recognise and read phrases accurately. They predict what might happen next in the story with imagination and confidence. They ask questions about the topics they investigate and suggest and use appropriate sources of information. Most have a good understanding of the basic skills of reading and develop strategies to deal with unfamiliar words. Many can identify types of words, such as nouns or verbs, and they obey the conventions of punctuation when reading aloud.

165. Most Key Stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand these and they use them aptly. Those with SEN make rapid progress and use good strategies to read unfamiliar words and to pronounce combinations of letters.
166. Year 6 pupils' skills in reading have many good features. They have a number of favourite writers. They are confident in discussing plot and character and have benefited from visits to the school by poets and actors. The more able read with expression, skim texts for adjectives and use different voices for different characters. Their book reviews are well written, perceptive and carefully considered. They answer questions in compound sentences using polysyllabic words. Other writing is lively and thoughtful.
167. Pupils in Key Stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives. Many make good use of the school's small supply of books, although the choice of reading on offer is not broad. Most in Key Stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually fairly neat and well formed.
168. Older pupils in Key Stage 2 write well. Their work shows a command of the characteristics of creative, persuasive and informative writing. They have a good understanding of how to write for different audiences. Many understand how to use punctuation well and they develop a sound vocabulary. Their writing is occasionally extended and of high quality.
169. Pupils have a good understanding of different topics and concepts in English due to the use of the interactive whiteboard for literacy lessons. Older ones in Key Stage 2 use computers skilfully for word processing or presenting their stories and poems. They combine suitable images and text well but this is less common.

### **Shortcomings**

170. There are no important shortcomings, but pupils do not use dictionaries and thesauri enough to support their independent research.

<b>Mathematics</b>
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<b>Key Stage 1: Grade 2    Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2    Good features and no important shortcomings</b>
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### **Good features**

171. Scrutiny of work and classroom observation, in both key stages, shows that pupils develop and use correctly a range of mathematical terms and vocabulary.

172. In Key Stage 1 many pupils add and subtract accurately from 1 to 10. By the end of Year 2 they add and subtract from 1 to 100. They recognise a missing digit in a sequence of numbers and make complex repeated patterns. They know how to find a total when carrying out money calculations and give change correctly.
173. By the end of Key Stage 1, pupils develop a range of mental strategies to solve problems. They count forwards and backwards from different numbers and their knowledge of place value develops well.
174. In both key stages pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills well in practical tasks across the curriculum. They discuss their work using appropriate mathematical language.
175. Key stage 2 pupils show an increasing ability to work with larger numbers and most record their work neatly and accurately. They respond well during mental and oral activities and they answer and ask questions to confirm their understanding. Many begin to apply these skills successfully; they carry out investigations and solve mathematical problems confidently using a good range of strategies.
176. Younger Key Stage 2 pupils make good progress in their understanding of number. They handle large numbers confidently and use a variety of strategies when computing mentally. They use the four operations of addition, subtraction, multiplication and division confidently and accurately.
177. Older Key Stage 2 pupils understand the concept of area. They are able to calculate the metric area of regular shapes using square centimetres. The more able calculate the area of irregular shapes using a variety of strategies.

### **Shortcomings**

178. There are no important shortcomings.

<b>Science</b>
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<b>Key Stage 1: Grade 2    Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2    Good features and no important shortcomings</b>
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### **Good features**

179. Most pupils in both key stages develop good scientific skills according to their age and ability.

180. Most pupils have a good understanding of the concept of a fair test. They predict, ask questions, experiment, record and evaluate their work appropriately.
181. Pupils in both key stages undertake investigations effectively and the majority can discuss and record their observations well. They offer their own ideas and make simple predictions of the results they expect to occur.
182. In both key stages, pupils undertake a good range of practical work and make appropriate use of resources and equipment. They make clear progress in their investigative skills as they progress through the school.
183. Pupils in Key Stage 1 understand the basic principles of forces and motion. They experiment with toy cars moving down a given slope. Most can predict what happens if they vary the gradient and measure the results accurately.
184. Younger Key Stage 2 pupils demonstrate a good awareness of air resistance. They experiment with paper in order to see if they can make it fall faster. They explain their outcomes with appropriate scientific vocabulary.
185. Older Key Stage 2 pupils experiment to answer the hypothesis that 'Galileo was right or wrong'. They use the same size balls of different weights to measure the speed travelled over a given distance.
186. Across Key Stage 2, pupils record and present their findings in a variety of effective ways, sometimes making good use of their ICT skills.
187. Older Key Stage 2 pupils have a good recall and understanding of previous work. They predict, measure and control variables with growing skill. Many use appropriate scientific language and think carefully about the need for accuracy in their measurements. A good number of pupils are clear and concise in their conclusions.

### **Shortcomings**

188. There are no important shortcomings.

<b>Information technology</b>
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<b>Key stage 1: Grade 3    Good features outweigh shortcomings.</b>
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<b>Key stage 2: Grade 3    Good features outweigh shortcomings</b>
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189. Very few discrete lessons in information technology were taught during the inspection. Judgments about standards of achievement are based on some usage of ICT equipment in other lessons, discussions with pupils and scrutiny of their work on display and in their books in a range of other subjects.

### **Good features**

190. Key stage 1 pupils develop a number of basic skills, for example, executing program commands, saving their work, using the mouse and cursor and operating a number of facilities on the tool bar such as the airbrush, the spray, the borders tool, the fill tool and the pen to create digital images.
191. Pupils in Key Stage 1 use a digital mouse, icons and the screen pointer competently. They develop skills in word-processing. They create and print simple sentences.
192. Pupils with SEN make good progress with good support from teaching assistants or parent helpers. In Year 2, they know that people communicate via the telephone or electronic mail as well as through writing by hand. They are competent when highlighting blocks of text and they change the colour, type and size of font carefully.
193. In Key Stage 2, pupils find, open and use appropriate files on a hard disk.
194. Pupils in Key Stage 2 improve their capability in ICT to some degree. In their word-processed writing, for example, they use different fonts and styles of text. They use computers to combine text and images of good quality. They manipulate sounds and explore simulations dextrously.
195. Pupils learn to use computers to communicate and handle information, to some degree, in a few other subjects. They occasionally use a digital camera well to record their work.

### **Shortcomings**

196. In general, pupils lack familiarity with the computer keyboard because they have not had sufficient practice in using it in the past.
197. Pupils are unsure of how to create a database with field names. They do not find it easy to add fields or records to their databases. They have not had enough experience of putting data in records to build up their databases.
198. Pupils have insufficient skills in using digital presentational software or web design. They have relatively little experience of using the resources of the internet to enrich their learning or of how to use a variety of digital communications technologies.

<b>History</b>
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<b>Key Stage 1: Grade 2 Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2 Good features and no important shortcomings</b>
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### **Good features**

199. Most pupils in Key Stage 1 show an awareness of the different ways in which they can learn about the past, and they make sufficient progress in beginning to develop a sense of chronology.
200. Key Stage 1 pupils make good use of a range of pictures and artefacts to explore differences between the past and the present and of the concept of change.
201. Key stage 1 pupils are able to talk about life in Victorian times. They are able to speak confidently about important figures from the Victorian era such as Florence Nightingale. They are also aware of the Welsh context when learning about 'Betsi Cadwaladr' or 'Susan Rees - a pit girl'.
202. Nearly all pupils use secondary sources, including reference books, artefacts and the internet effectively to locate information which develops their understanding of the historical periods they are studying. This is particularly effective in Key Stage 2 when pupils research information on inventions from the Victorian era. They also use their research very effectively to explore life in Wales in the past.
203. Key stage 2 pupils progressively develop their awareness of chronology and important historical figures as they move through the Key Stage, so that older pupils have a good chronological awareness and a wide knowledge of historical figures, including a number who come from Wales.
204. Key Stage 2 pupils recall a wide range of facts about the periods in history that they have studied. Younger Key Stage 2 pupils, for example, have a good awareness of aspects of the life of the Celts and Romans.
205. Older Key Stage 2 pupils learn well about life during Victorian times through gathering information from books and researching on the internet. Through historical enquiry, they can explain what life was like in Wales when they focus on life on a Victorian farm and factory.
206. Key Stage 2 pupils make effective use of their ICT skills to support their work in history. Their skills develop progressively as they move through the key stage.

### **Shortcomings**

207. In Key Stage 1 there is at times an over emphasis on the use of worksheets.

<b>Physical education</b>
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<b>Key Stage 1: Grade 2    Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2    Good features and no important shortcomings</b>
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### **Good features**

208. Pupils succeed in achieving good standards in games and movement across the key stages. They benefit greatly from participation in competitive games through the Dragon Sports initiative. They make best use of the school's resources.
209. Pupils quickly and accurately follow many instructions given in Welsh.
210. Generally, pupils change into appropriate clothing to participate in lessons. They are aware of safety issues, such as those arising from wearing jewellery.
211. Pupils in both key stages usually have a warm up before the main part of the lesson and a cool down at the end. They are aware that this is to increase and decrease heart rate and to build up or cool down body temperature, especially in the muscles.
212. In Year 2 pupils apply themselves well to warm-up sessions at the beginning of lessons. All listen attentively, move confidently and respond accurately to instructions. They are agile and well co-ordinated as they run, walk, stop, jog, hop, skip and jump. They show that they are beginning to work as a team. They work well in pairs to create dances and they link mood well with music in their performance. They throw and catch rugby balls well.
213. Younger Key Stage 2 pupils enjoy choreographing movement sequences. They perform cartwheels, headstands and handstands with a flourish. The most able remember to adopt starting and finishing positions. They move flowingly from headstands into forward rolls. In rugby lessons, they are competent in weaving in and out, scoring and passing the ball.
214. Older Key Stage 2 pupils show very good skills in rugby practice. They move in time and in unison, working as groups and pairs. They display good creative abilities when demonstrating different jumps and rolls. They work well at different levels. They reflect perceptively on their performances and assess how they can improve.
215. Key stage 2 pupils take turns sensibly and are well aware of safety issues. They perform a range of travelling movements well. They create space through movement and use this to develop aspects of team sports. They work well with their partners, help each other to follow instructions and develop the skills identified in the lesson's learning objectives.
216. Almost all pupils learn to swim and can swim 25 metres by the end of Year 6.

### **Shortcomings**

217. There are no important shortcomings but the school's indoor resources for physical education are limited and this sometimes inhibits pupils' progress.

## **School's response to the inspection**

218. The governors and staff of Leighton County Primary School welcome this report and the recognition it brings of the good progress made since the last inspection
219. We are pleased that the inspection team recognised the quality of the education, care and guidance provided by the school for pupils. It was noted that an important feature is the way the school creates an ethos where pupils can develop confidence and self-esteem.
220. The inspection team noted that the achievements of pupils are consistently above local and national averages in the core subjects and that pupils make good progress while at the school. The team also evaluated the overall quality of teaching as good.
221. We are delighted that the team recognised the work being done to develop pupils' bilingual skills, as well as the good standards achieved in the core subjects and other areas. We are especially pleased that the value of the pupils' work in P4C is recognised.
222. The report endorses the school's positive, self-critical culture and the total commitment of all involved. Inspectors' judgments for the seven key questions matched the school's and an action plan will now be put into place to address all the recommendations in the inspection report.

## Appendix 1

### Basic information about the school

Name of school	Leighton County Primary School
School type	Primary including the Foundation Phase
Age-range of pupils	3 to 11
Address of school	Leighton, nr Welshpool, Powys
Postcode	SY21 8HH
Telephone number	01938 553261
Headteacher	Mr Graeme Mulvey
Date of appointment	1 <sup>st</sup> September 2000
Chair of governors	Mr Geoffrey Vine
Registered inspector	Mr Rob Isaac
Dates of inspection	23 <sup>rd</sup> to 25 <sup>th</sup> March

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	8	17	11	10	15	17	13	94
Total number of teachers									
	Full-time		Part-time		Full-time equivalent (fte)				
Number of teachers	4		2		5				
Staffing information									
Pupil: teacher (fte) ratio (excluding nursery and special classes)								18.8	
Pupil: adult (fte) ratio in nursery classes								N/A	
Pupil: adult (fte) ratio in special classes								N/A	
Average class size, excluding nursery and special classes								23.5	
Teacher (fte): class ratio								1.25 : 1	
Percentage attendance for three complete terms prior to inspection									
Term	N		R		Rest of school				
Spring 2008	96.9		96.4		95.1				
Summer 2008	89.8		93.6		93.9				
Autumn 2008	95.0		92.4		93.2				
Percentage of pupils entitled to free school meals								8%	
Number of pupils excluded during 12 months prior to inspection								Nil	

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					8
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	0	63	37	
		National	0	4	14	63	19	
En: reading	Teacher assessment	School	0	0	0	63	37	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	0	75	25	
		National	0	5	16	68	11	
Mathematics	Teacher assessment	School	0	0	0	63	37	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	0	50	50	
		National	0	2	9	56	23	
Percentage of pupils attaining at least level 2 in English, mathematics and science according to teacher assessment								
In the school	100%	In Wales	80.7%					

#### End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6							16	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	0	6	50	44
		National	0	0	0	0	1	3	16	51	29
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	6	50	44
		National	0	0	0	0	1	3	15	51	30
Science	Teacher Assessment	School	0	0	0	0	0	0	0	50	50
		National	0	0	0	1	1	2	11	54	32
Percentage of pupils attaining at least level 4 in English, mathematics and science by teacher assessment											
In the school	93.75										
In Wales	75.5										

- 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 8.5 inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- twenty-six lessons or parts of lessons;
- all classes;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 15 parents, which in general were over 75 per cent in support of the school;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and present work; and
- samples of pupils' reports.

The inspection team also held post-inspection meetings with the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Rob Isaac	Registered inspector	Pre-inspection Commentary Context and Aims Key Question 1 Key Question 3 (3.1 – 3.5) Key Question 5 Key Question 6 English ICT Physical Education Editing of Summary and Full Reports
Mr Kerry Jones	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4 (Equal Opportunities) Key Question 7 (Accommodation)
Mr Roger Thomas	Team Inspector	Key Question 2 Key Question 3 Key Question 4 Key Question 7 Mathematics Science History
Mrs Clair Jones	Peer Assessor	Lesson observations and scrutiny of work
Mr Graeme Mulvey	School Nominee	Self Evaluation Report Assisting with evidence on all key questions School's Response to the report

### Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation before, during and after the inspection.

### Contractor:

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