

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

A Report on the Quality of Education in

**Llanfair Kilgeddin Church-in-Wales Voluntary Aided
Primary School
Llanfair Kilgeddin, NP7 9DY**

School Number: 6793005

Date of Inspection: 13/10/08

by

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15781**

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Llanfair Kilgeddin Church-in-Wales Voluntary Aided 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 Llanfair Kilgeddin Church-in-Wales Voluntary Aided Primary School took place between 13/10/08 and 14/10/08. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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. Llanfair Kilgeddin Church-in-Wales Voluntary Aided Primary School is situated in the small village of Llanfair Kilgeddin, which lies in the Usk Valley about half way between the towns of Abergavenny and Usk. The school was officially opened in 1872 and comprises the original school building, which houses the two classrooms, plus a separate canteen, a small self-contained building which serves as an office, and an outbuilding, which contains a cloakroom, toilets and a space which is now used for music tuition. The adjoining school house is rented out privately by the Church. The school is set in about an acre of land, which contains a playground, a garden and a playing field.
2. The school serves the surrounding rural area and neighbouring hamlets and villages; a minority of learners are transported each day by school bus. The number on roll has remained relatively stable over the last four years, although recently it has significantly increased. There are currently 36 in the school between the ages of four and eleven, taught in two classes, one of which contains eight reception children and 12 pupils of key stage 1 (KS1) age and the other which caters for 16 pupils of key stage 2 (KS2) age. There are no nursery children and only two are in Year (Y) 6. No families currently claim free school meals.
3. The intake, according to the school, is generally of average ability. Around 14% of learners are identified as requiring special educational needs (SEN) support, which is a little below the national average; one is statemented. All speak English as their first language and none is from an ethnic minority or looked after by the local authority.
4. The school was last inspected in September 2002. Since then the school has changed its status from Voluntary Controlled to Voluntary Aided and the accommodation has been refurbished and reconfigured. Within the last year two teaching assistants have been appointed, one full-time and one part-time.
5. The school has been awarded healthy school status at levels 1 and 2 and is currently working towards level 3 and Green Flag recognition. It has won the best kept school garden award for the last two years.

The school's priorities and targets

6. The school has a mission statement, which is 'To be a dynamic Christian community dedicated to all members developing their full potential educationally, socially and spiritually'. This is supported by a number of relevant aims.
7. The school's current priorities, as outlined in its school development plan (SDP) (2007-11), are:

- the curriculum (Foundation Phase, religious education, design and technology and information and communication technology (ICT));
- key skills (numeracy and ICT);
- assessment;
- child protection;
- performance management;
- Welsh second language training;
- travel plan;
- policy updates; and
- various aspects of the school site.

Summary

8. Llanfair Kilgeddin Church-in-Wales Voluntary Aided Primary School has many strengths. It provides a good quality of education and a very caring and supportive environment for its learners, who consistently achieve high standards. However, there is need for continued development, particularly in the provision for the under-fives, aspects of key skills, planning, accommodation and the time provided for leadership and management.

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

9. The inspection team agreed with the school's judgements in six out of the seven key questions. Where they differed in Key Question 3 the team awarded one grade lower, because insufficient outstanding features and a few shortcomings were identified.

Standards

10. Since cohorts over the last four years have been very small, National Curriculum assessment results have to be treated with caution and the outcomes of any analysis will inevitably be tentative. However, performance in both key stages has consistently been above national and local levels. Benchmarking data for the last three years also indicates that the school consistently performs better than the large majority of schools with a similar free school meals percentage.
11. All learners make good progress and many exceed their predicted target levels. Boys and girls equally achieve consistently well.
12. There are aspects of learning for the under-fives that are currently underdeveloped, although the school is only beginning to implement the ethos of the Foundation Phase, as it does not currently cater for any nursery age children and those in reception have only been in full-time education for a few weeks. The educational provision for the under-fives thus has some weaknesses, but there is evidence that these can soon be put right.
13. Standards in speaking and listening are good overall throughout the school. Learners make good progress in reading and some, particularly in KS1, display outstanding features in their abilities. Standards in writing across the curriculum are good overall, especially in KS2.
14. Learners develop mathematical understanding in a range of contexts and everyday situations, but there is scope for them to apply their numeracy skills more frequently and more directly in their work. In ICT there are some shortcomings, particularly in reception and KS1, and the range of work overall is generally narrow. Standards in bilingualism are good.
15. Learners have a good attitude to their work and generally concentrate on the tasks they are set, especially in KS2. They work well with others and most make good progress in their thinking and creative skills. However, their investigative and independent learning skills are less well developed.
16. Learners are aware of their strengths and weaknesses and know the targets they need to achieve.
17. Behaviour is good overall and in KS2 it is often exemplary. Older ones help those younger than themselves and take on responsibilities willingly.
18. Attendance is very good at an average of around 96% for the previous three full terms. Punctuality is also very good.
19. Learners are aware of equal opportunities issues and feel they have equal access to all aspects of the curriculum and school life.
20. The school is very community focused and itself engenders a strong community spirit. Learners' awareness of the world of work is good.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	42%	33%	8%	0%

21. These figures have to be treated with caution, as only 12 lessons were observed, since this was a short two day inspection. Furthermore, the shortcomings identified are due mainly to the organisation and arrangements for the under-fives. Although the percentages are below the national averages published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2006-7, where overall the quality of teaching in primary schools in Wales is reported to be 80% Grade 2 or better, nevertheless the amount of outstanding teaching, which occurs in both classes, is slightly higher than nationally.
22. Teachers provide good role models and establish outstanding relationships with learners. This is a strength of the school.
23. Where teaching is Grade 1, outstanding features include high expectations, the continual use of praise and encouragement, very good individual support and very well established classroom procedures and routines with a wide variety of activities.
24. Where teaching is Grade 2, good features include effective lesson planning and preparation, suitably differentiated work, broad and varied questioning and good use of rewards, voice and non-verbal communication.
25. Where teaching is Grade 3 or below the shortcomings include learning objectives not conveyed initially or checked at the end of lessons and limited opportunities for independent work.
26. In addition, in relation to the under-fives specific shortcomings include children not actively involved and initiating activities to promote their own learning, over prescribed tasks that are at times too difficult and over long whole class sessions on the carpet.
27. Overall, teachers have good subject knowledge and encourage pupils to achieve high standards. They use a range of teaching methods and their bilingual skills are well developed. Resources are appropriately prepared and matched to the activities to be carried out.
28. The role of the recently appointed teaching assistants is being established, but it is relatively underdeveloped in relation to the provision for younger children. However, at the time of the inspection the post holder in the reception and KS1 class, who is recently qualified, had only been in the school for a few weeks.
29. Assessment procedures meet statutory requirements and enable class teachers to monitor progress effectively, although self and peer assessment is relatively underdeveloped. The school is starting to develop portfolios of work in English

and mathematics and it is involved with cluster moderation arrangements, but the process is in its infancy.

30. There is a clearly defined and agreed marking policy, although procedures are not always consistent. Reports to parents are comprehensive, informative and meet statutory requirements.
31. The curriculum overall meets the needs of the range of learners in the school. It is appropriately broad, balanced and relevant in KS1 and KS2, but is relatively underdeveloped for the under-fives, especially in relation to learning through play. In KS2 curriculum time does not fully comply with the recommended hours per week.
32. Subject policies and schemes of work are in various stages of development and vary between KS1 and KS2. Staff are now working towards updating all the schemes in light of the Foundation Phase and the new National Curriculum.
33. There are policies for key skills and personal and social education (PSE), which are embedded in the ethos and daily routines of the school.
34. Learners experience a range of visits to places of interest and very good use is made of the locality. A number of visitors also come in to the school to talk to classes. All learners go swimming each week and have use of the local secondary school hall for physical education lessons. Many also take the opportunity to learn a musical instrument during school time. All these additional experiences are a strength of the school.
35. Learners are provided with homework on a regular basis and they participate in a range of sustainable development activities.
36. The provision for spiritual, moral, social and cultural development is good overall. Collective worship sessions are meaningful whole school occasions, which meet statutory requirements. Learners know the difference between right and wrong and display a concern for each other and those less fortunate than themselves.
37. The cwricwlwm Cymreig is covered through a range of subjects throughout the school year. Learning about other cultures and faiths is also effectively promoted and learners develop an empathy and tolerance for those with different lifestyles and beliefs.
38. The partnership with parents is an outstanding feature of the school. Parents are very supportive and assist with various activities; they are kept well informed and all agree that the school takes good account of their views. There is an active parent, teacher and friends association (PTFA).
39. Links with the community are also outstanding. Local artists, musicians, retired teachers and volunteers come in to help with lessons and trips and the school takes part in a number of local events and celebrations.

40. The partnership with other schools in the local cluster and with colleges is also very successful, especially with the main receiving secondary school. Links with industry are very well developed.
41. The school provides a very welcoming environment. Learners state that they feel happy, safe and well cared for by all members of staff. Teachers know individuals very well and their extensive use of praise, rewards and encouragement is a strength of the school. There is a school council and all learners are encouraged to put forward ideas.
42. There are good induction procedures for children starting school and transition arrangements for Y6 pupils with the main receiving secondary school are very well developed.
43. Learners' all round healthy development and well-being is effectively promoted and monitored. Supervision in the play ground and on the field is appropriate. There is a relevant child protection policy and all staff are aware of its guidance.
44. The school has very good procedures for monitoring behaviour and achievement. Registers are properly maintained and correctly completed at the start of the day, but they are not normally filled in straight after lunch, which is a requirement.
45. The school promotes a strong culture of inclusion and all pupils are fully integrated into all activities. Learners with SEN are given relevant, specific individual education plans (IEP), if necessary, and identified targets are supported by class teachers and teaching assistants in both classes.
46. The quality of provision for equal opportunities is good and relevant policies are in place.

Leadership and management

47. The school has an appropriate mission statement, which is underpinned by explicit aims and values. A very positive and supportive ethos permeates the life and work of the school and all involved display a clear sense of purpose and commitment to the welfare of learners and the provision of a high quality of education. This is an outstanding feature.
48. The headteacher leads the school by example and has very good relationships with learners, staff, governors and parents. He ensures good standards are maintained, but, due to his full-time class teaching commitment and oversight for the whole of KS2, his workload is very demanding. He has no official time to manage the school, to cover his administrative duties and to lead the school forward strategically; these tasks have to be done out of school hours, which is detrimental to his work-life balance.
49. Similarly, the assistant teacher has no time available for undertaking her management responsibilities.

50. The staff work together well as a team and relationships are very good. Performance management procedures are well established.
51. The governing body (GB) is very supportive, sets high expectations and provides a sound strategic direction for the school. Statutory requirements are generally fulfilled.
52. The school has well established processes of self-evaluation and planning for improvement that involve staff, the GB and other stakeholders. The headteacher and assistant teacher generally take responsibility for managing the age range they teach.
53. The SDP covers the period 2007-11 and provides clear and realistic targets, which are reviewed and monitored regularly by the GB. However, the plan lacks detail, particularly in relation to long-term targets.
54. The key issues from the last inspection have been partially addressed.
55. There are suitably qualified and experienced teachers and support staff to deliver all areas of the curriculum. They are supplemented by a number of volunteer teachers, volunteer adults and peripatetic teachers, who cover different subjects. Staff undertake relevant training.
56. Kitchen and clerical staff and volunteer helpers all carry out their duties conscientiously and make a valuable contribution to school life.
57. Learners have access to appropriate high quality learning resources that match the demands of the curriculum, but the reception/KS1 class lacks sufficient computers.
58. The accommodation is good overall and many of the alterations achieved since the last inspection clearly benefit learners. The KS2 classroom provides a suitable learning environment, but the configuration of the space for KS1 and reception is not currently conducive to best practice in relation to the introduction of the Foundation Phase and learning through play. Furthermore, there is no immediate access to a dedicated all weather outdoor learning area.
59. The buildings are in good decorative order overall and are well maintained. Various displays in the classrooms and other areas of the school enhance the learning environment. However, the separate outside toilets are old and there is no discrete staff toilet.
60. Pupils benefit from the large playing field, although the boundaries are not clearly delineated with the adjoining tenanted school house and there is a problem with dog and cat fouling, as the grounds are accessible to the public.
61. The school's finances are very well managed and each year there is a small surplus, despite the very limited budget. Money is spent wisely and a generous amount, well above the national average, is kept for capitation. Overall,

especially in light of the standards achieved, the school gives good value for money.

Recommendations

The school needs to:

- R1 continue to develop the provision and learning opportunities for the under-fives, especially in light of the introduction of the Foundation Phase;
- R2 develop further learners' numeracy and ICT skills and their key personal learning skills, as indicated in Key Questions 1 and 2;
- R3 ensure that the headteacher and assistant teacher have sufficient time to undertake their management responsibilities, so that they can perform their administrative duties effectively, take the school forward strategically and achieve an appropriate work-life balance;
- R4 continue to develop schemes of work and procedures for curriculum and whole school planning; and
- R5 continue to address the internal and external accommodation issues identified in Key Question 7.

N.B. Reference to aspects of Recommendations 1, 2, 4 and 5 are included in the school's current SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
63. Since cohorts over the last four years have been very small, National Curriculum assessment results have to be treated with caution and the outcomes of any analysis will inevitably be tentative.
64. However, performance in both key stages has consistently been above national and local levels. In recent years in KS1 almost all pupils attained at least level 2 in English, mathematics and science and in the core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in all subjects assessed, and several attained the higher level 3. Similarly, in KS2 almost all pupils attained at least level 4 in English, mathematics and science and in the CSI, which is the percentage of pupils attaining at least level 4 in all subjects assessed, and several attained the higher level 5.
65. Benchmarking data for the last three years also indicates that the school consistently performs better than the large majority of schools with a similar free school meals percentage; it is almost always in the highest category for each core subject and the CSI in both key stages.
66. Because of the small cohorts, it is not possible to identify any gender differences in performance in either key stage; the results for boys and girls are very similar and both achieve consistently well.
67. In both key stages all pupils, including those with additional learning needs (ALN), make good progress and many exceed their predicted target levels.
68. There are aspects of learning for the under-fives that are currently underdeveloped, although the school is only beginning to implement the ethos of the Foundation Phase, as it does not currently cater for any nursery age children and those in reception have only been in full-time education for a few weeks. The educational provision for the under-fives thus has some weaknesses, but there is evidence that these can soon be put right.
69. Standards in speaking and listening are good overall throughout the school, although in reception a minority of children's listening skills are relatively underdeveloped. All learners follow instructions well, converse readily, answer questions competently and contribute to discussions enthusiastically, using an increasing vocabulary. Particularly in KS2 they speak very confidently and with good intonation and expression and they listen very attentively and with interest.

70. Learners make good progress in reading as they proceed through the school and some, particularly in KS1, display outstanding features in their abilities relevant to their age. Reception children learn to handle books correctly and enjoy stories. Nearly all in KS1 and KS2 read confidently and fluently and with good expression and many read well above their chronological age. They use books and texts for a variety of purposes and understand the concepts of plot and character and the differences between fiction and non-fiction.
71. Standards in writing across the curriculum are good overall and in KS2 especially pupils write at length and accurately for a variety of purposes and audiences. They express their ideas clearly and use appropriate spelling, punctuation and grammar. Children in reception start to make meaningful marks on paper, but there is a predominance of underwriting. Handwriting is generally well developed and work is usually presented neatly.
72. Learners develop mathematical understanding in a range of contexts and everyday situations. Reception children, for example, begin to sort and count in a variety of activities and in KS1 and KS2 pupils use money, measures, shapes, graphs and numbers in subjects such as science and design technology. However, there is scope for all learners to apply their numeracy skills more frequently and more directly in their work.
73. There are some shortcomings in ICT, particularly in the under-fives and KS1, due to a lack of computers in the classroom; they use the interactive whiteboard and programmable toy confidently, but do not have regular experiences of using a computer, for example to word process or to access information and a range of programs.
74. Pupils in KS2 develop appropriate ICT skills through the regular use of lap top computers, the interactive whiteboard and other electronic equipment, but the range of their work is generally narrow. They are familiar with several programs and the internet in order to locate information, but they do not currently use e-mail, spreadsheets or programs in subjects such as art or music. Their experiences of using desk top publishing and their skills of presentation combining pictures and texts and changing fonts, colours and type size are limited.
75. Learners' standards in bilingualism are good relative to their age and ability. When speaking and listening they use Welsh words and phrases regularly during lessons and social activities and most older ones respond accurately in full sentences using correct pronunciation. They also show a good understanding of the language when reading and writing it.
76. Learners have a good attitude to their work and generally concentrate on the tasks they are set, especially in KS2. They persevere and are well motivated to succeed. They work well with others in pairs and small groups and share and take turns fairly. Most make good progress in their thinking and creative skills and a few of the more able produce original ideas and answers.

77. Although learners undertake research projects at times, using reference books and the internet, their investigative and independent learning skills, involving planning, predicting, problem solving, decision making and evaluating, are less well developed.
78. Learners are aware of their strengths and weaknesses and know the targets they need to achieve, which in KS1 they help to select. They are proud when they achieve their targets and consider they do well in the school because of the individual attention they receive.
79. Behaviour is good overall and in KS2 it is often exemplary; at times the youngest children become a little restless if they are sat listening for a long time. Older ones help those younger than themselves and take on responsibilities willingly. Parents and governors consider that the mixed age classes promote social responsibility effectively; they state that bullying is not an issue and that any incidents of anti-social behaviour are dealt with quickly and effectively. There have been no exclusions.
80. Attendance is very good at an average of around 96% for the previous three full terms, reaching 99% in reception and 98.8% in the rest of the school during the summer term 2008; these figures are well above the current Welsh Assembly Government (WAG) target of 93%. Where the attendance rate falls, this is nearly always due to illness, although a few families take holidays during term time. Punctuality is also very good.
81. Learners are aware of equal opportunities issues and feel they have equal access to all aspects of the curriculum and school life; they report that they enjoy school and are always treated fairly. Although their experiences of people from different ethnic origins and cultures are somewhat limited, they consider that all individuals, regardless of their gender, race or background, should be treated with equal dignity and respect.
82. The school is very community focused and itself engenders a strong community spirit, especially through the many visits, visitors and volunteers that are involved. As a result, learners' awareness of the world of work is good; each class makes regular visits to businesses locally and further afield and a range of adults, such as the police and fire services, come in to school regularly to talk about the jobs they do.
83. Older pupils learn to develop their enterprise skills through making and selling articles for charity or the school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

85. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	42%	33%	8%	0%

86. These figures have to be treated with caution, as only 12 lessons were observed, since this was a short two day inspection. Furthermore, the shortcomings identified are due mainly to the organisation and arrangements for the under-fives. Although the percentages are below the national averages published in HMCI's Annual Report for 2006-7, where overall the quality of teaching in primary schools in Wales is reported to be 80% Grade 2 or better, nevertheless the amount of outstanding teaching, which occurs in both classes, is slightly higher than nationally.

87. Teachers provide good role models and establish outstanding relationships with learners. This is a strength of the school.

88. Where teaching is Grade 1, outstanding features include:

- high expectations and the continual use of praise and encouragement;
- a high quality of technical knowledge of the subject being taught;
- very good individual support;
- very well established classroom procedures and routines; and
- a wide variety of activities to maintain interest and concentration.

89. Where teaching is Grade 2, good features include:

- effective lesson planning and preparation;
- suitably differentiated work to ensure learners are interested, suitably challenged and fully engaged in their tasks;
- effective use of interactive whiteboards and lap top computers;
- broad and varied questioning to cater for different ages and abilities;
- use of stimulating strategies to encourage learners to respond to questions, especially in Welsh; and
- good use of rewards, voice and non-verbal communication.

90. Where teaching is Grade 3 or below the shortcomings include:

- learning objectives not conveyed initially or checked at the end of lessons; and

- limited opportunities for independent work.
91. In addition, in relation to the under-fives specific shortcomings include:
- children not actively involved and initiating activities in order to promote their own learning, particularly through play;
 - over prescribed tasks that are at times too difficult; and
 - over long whole class sessions on the carpet.
92. Overall, teachers have good subject knowledge and encourage learners to achieve high standards. They use a range of teaching methods and effectively monitor work and progress in lessons; individual support is routinely given to all learners.
93. Resources are appropriately prepared and matched to the activities to be carried out. However, short term planning is not uniform across the school.
94. The role of the recently appointed teaching assistants is being established, but it is relatively underdeveloped in relation to the provision for younger children. However, at the time of the inspection the post holder in the reception and KS1 class, who is recently qualified, had only been in the school for a few weeks.
95. Equality of opportunity is evident in all school activities and routines. Those with SEN are very well supported and the more able are identified and provided with appropriate extension work.
96. Teachers' bilingual skills are well developed and as a result Welsh is used frequently and confidently by both teachers and learners in daily routines and as part of lessons.
97. Assessment procedures meet statutory requirements. Baseline assessments, standardised tests and weekly class assessments help teachers to address the learning requirements of individual learners, as well as identifying those with SEN. The school tracking system enables class teachers to monitor progress effectively and the information it provides is clear and concise. Skills checklists have been introduced for pupils in KS1 and there are plans to use these also in KS2.
98. The school is starting to develop portfolios of work in English and mathematics and it is involved with cluster moderation arrangements, when time allows, but the process is in its infancy and little work has been levelled or annotated to date to guide teachers.
99. There is a clearly defined and agreed marking policy. Although teachers mark work up to date and give both oral and written feedback, including in some cases what the next step might be, procedures are not always consistent within and between the classes and self and peer assessment is relatively underdeveloped.

100. Reports to parents are comprehensive, informative and meet statutory requirements, although they vary in format and presentation between the two classes. They include information about current achievements and targets for improvement. Parents appreciate the reports and are given the opportunity to discuss and respond to them. They are also provided with two formal consultations a year when they can discuss their child's progress, although they can meet with the headteacher or class teacher at any time by appointment.

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 differ from the judgement made by the school in its self-evaluation report, because insufficient outstanding features and a few shortcomings were identified.
102. The curriculum overall meets statutory requirements and the needs of the range of learners in the school. It is appropriately broad, balanced and relevant in KS1 and KS2, but is relatively underdeveloped for the under-fives, especially in relation to learning through play.
103. In KS2 curriculum time does not fully comply with the recommended hours per week and during the inspection some lessons in both classes began late, causing some erosion of the official time provided for learning and teaching.
104. Subject policies and schemes of work are in various stages of development and contain a range of commercial, county and school materials. They vary between KS1 and KS2 and there is little direct reference to the National Curriculum programmes of study, except in geography. The majority are not specifically customised to the school's context and circumstances. However, staff have worked hard since the last inspection within the time available to them to ensure that long term planning guidance is in place and they are now working towards updating all the schemes in light of the Foundation Phase and the new National Curriculum.
105. Teachers undertake termly or half-termly planning by producing an overview of what is to be taught, based on a topic approach. They then complete daily plans, outlining learning objectives, pupils' activities, key skills, resources and differentiation. There are no formal evaluations of what is taught.
106. There is a policy for key skills, which together with the common requirements of the National Curriculum and bilingualism, are identified, planned and assessed in KS1. However, procedures are less detailed in KS2. The school intends to develop this aspect in line with the new skills based National Curriculum.
107. PSE is delivered on a cross-curricular basis and embedded in the ethos and daily routines of the school, although there is no policy or framework to guide the planning and to ensure that all aspects are covered on a regular basis..

108. It is difficult for the school to provide after school activities, due to transport arrangements and the small numbers on roll, but there are two lunch time clubs and older pupils play golf at the neighbouring golf club and there is an annual sports day.
109. Peripatetic and volunteer teachers offer tuition in recorder, brass, woodwind, guitar, harp, percussion and voice during school time and many learners take up these opportunities. Parents and governors consider that music plays an important role in the curriculum and learners perform regularly in worship sessions, concerts, eisteddfodau and church services. There is a major musical production each term.
110. The physical education curriculum is delivered through the physical education and school sport (PESS) initiative, of which the school is a founder member in Monmouthshire. All learners go swimming each week at the main receiving secondary school in Abergavenny, where they also have use of the school hall for physical education lessons. These experiences provide extremely good learning opportunities and the teaching, which involves staff from the secondary school, is well planned and organised. Older pupils also support younger ones in their learning, as the two classes are taught together. These arrangements are an outstanding feature of the school's provision.
111. At least once a term learners experience a visit to a place of interest and very good use is made of the locality. They also go on trips to places further afield, such as Cardiff and London. A number of visitors also come in to the school to talk to classes, including members of the community, governors, senior citizens and parents. All these additional experiences are a strength of the school and contribute significantly to learning and personal and social development.
112. Learners are provided with homework on a regular basis. Younger ones take reading books and spellings home and occasionally do projects, while older ones do mathematics and English work, which has to be handed in on certain days, as well as projects. Parents are happy with the arrangements.
113. Learners participate in a range of sustainable development activities, for example through the gardening club, which uses compost made from the remains of the fruit tuck shop. A variety of fruit and vegetables is grown and learners help with the planting and tending of the produce, as well as consuming it during cookery sessions. Waste is recycled and the school now provides recycling facilities for the village. There is an Eco committee and for the last two years the school has won the Yellow Woods challenge, which involves collecting and recycling Yellow Pages.
114. The provision for spiritual, moral, social and cultural development is good overall. Collective worship sessions are meaningful whole school occasions, which meet statutory requirements and effectively reinforce the school's ethos and values, although the lack of space restricts the provision.
115. Pupils know the difference between right and wrong and display a concern for each other and those less fortunate than themselves. They help to raise money for various charities, such as the 'Send a Cow' project. They are conscious of

the need to care for living creatures and the environment and have recently made collections of old shoes and compact disks to help poor people in other countries.

116. The cwricwlwm Cymreig is covered through a range of subjects throughout the school year, for example by means of Welsh stories and songs, the use of Welsh books and dictionaries, the regular use of the language during the school day and visits to places of Welsh heritage. St. David's Day is celebrated every year. There is no specific policy or planning guidance, however, to ensure the Welsh dimension is sufficiently built in to the curriculum.
117. Learning about other cultures and faiths is effectively promoted, particularly through the school's links with Lesotho and Highveld in South Africa and a multicultural school in London, which is visited annually. The school also promotes fair trade. Pupils in KS2 study other countries, such as India, as part of their topic work, and in KS1 they are introduced to life in other places in a stimulating and exciting manner through the 'Llanfair Bear' project. As a result, in both key stages pupils develop an empathy and tolerance for those with different lifestyles and beliefs.
118. The partnership with parents is an outstanding feature of the school. Parents are very supportive and several have purposely chosen to send their children to the school because of its particular ethos and small classes. There is an active PTFA, which regularly organises fund raising and social events and these are very well supported. Several parents recently helped with the reconfiguration and decoration of the accommodation. They also assist with various activities, such as trips, concerts and hearing readers. Currently a rota of parent volunteers is covering lunch time supervision.
119. Parents are encouraged to keep in close contact with the school and are kept well informed of school events through regular newsletters, the web site and articles in the parish magazine. There is also a small notice board at the school entrance. There is an appropriate home-school agreement, which involves parents and learners, who all agree that the school takes good account of their views and acts upon their suggestions.
120. Links with the community are also outstanding. Local artists and musicians come in to the school to share their expertise; in addition, retired teachers and volunteers come in to help with classes and trips and one provides planning, preparation and assessment (PPA) cover. The school takes part in a number of local events and celebrations and has very close links with a nearby residential home and the parish church; the vicar is vice chair of the GB and leads collective worship each week. The school uses the village hall for various functions and groups in the community, such as the Women's Institute, use the school for meetings.
121. The partnership with other schools in the local cluster and with colleges is also very successful, especially with the main receiving secondary school in Abergavenny. Students from local secondary schools, further education colleges and a teacher training university in Newport also regularly come to the school for work experience placements.

122. Links with industry are very well developed, although there is no specific policy. The school has established a number of very useful connections with professionals, local businesses and organisations, which help to raise learners' awareness of the world of work and which further strengthen the school's partnership with the community.

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
124. The school provides a very welcoming environment. Learners state that they feel happy, safe and well cared for by all members of staff. Teachers know individuals very well and their extensive use of praise, rewards and encouragement is a strength of the school and helps to create a strong family atmosphere.
125. There are good induction procedures for children starting school. They visit on six occasions in order to familiarise themselves with school procedures. On their final visit they are invited to stay for lunch. The class teacher also visits the local playgroup to introduce herself to the children there.
126. Transition arrangements for Y6 pupils with the main receiving secondary school are very well developed through such events as briefing and taster days, although those leaving at age 11 go to a range of local schools, with which the ties are not so strong. A transition plan is in the process of development.
127. The school council, which has elected representatives from each year group in KS2 and one pupil from KS1, is active and meets weekly. The headteacher and the volunteer PPA cover teacher attend the meetings. All pupils are encouraged to put forward ideas to be discussed at the council meetings.
128. Learners' all round healthy development and well-being is effectively promoted and monitored; there is a fruit tuck shop and advice is provided on hygiene, healthy eating and drugs. Y5 and Y6 pupils are provided with specific sex education lessons once every two years by the school nurse and attention is given to emotional well-being.
129. There is a health and safety policy in place and procedures, such as fire drills and risk assessments, are well established, although a few issues were discussed with the GB. Learners are aware of the procedures relating to bringing medicines to school and what to do if there is an accident; the two teaching assistants are trained in first aid. Supervision in the play ground and on the field is appropriate, but at present at lunch time there is a reliance on volunteer parents, supported by school staff. A travel plan is currently being finalised, although no learners currently walk to school.

130. There is a relevant child protection policy and all staff are aware of its guidance. The headteacher is the child protection officer and all volunteer helpers and governors are checked by the Criminal Records Bureau (CRB). There is a designated child protection governor.
131. The school has very good procedures for monitoring behaviour and achievement; tailor-made strategies are implemented should these be necessary. There is a behaviour and anti-bullying policy and appropriate measures are in place to eliminate any oppressive behaviour.
132. Registers are properly maintained and correctly completed at the start of the day, but they are not normally filled in straight after lunch, which is a requirement. Parents and the school work together to ensure that levels of attendance and punctuality remain high and the education welfare officer (EWO) is involved if necessary.
133. The school promotes a strong culture of inclusion and all learners are fully integrated into all activities. A relevant SEN policy is in place, based on the Code of Practice. The SEN co-ordinator (SENCO) is an experienced teacher and there is a nominated governor.
134. Learners with SEN are identified early by class teachers and any difficulties are discussed with parents. Specific IEPs, if necessary, are in place, which contain learning and behaviour targets and these are reviewed termly. Identified targets are supported by class teachers and the teaching assistants in both classes. Learners with behaviour difficulties are adequately supported and appropriate rewards are used to encourage them to stay on task. Any difficulties not addressed by the IEPs are discussed with the educational psychologist.
135. The quality of provision for equal opportunities is good and relevant policies are in place, including a statement on race equality. The school has a Disability Equality Scheme and an accessibility plan, which sets realistic targets.

Leadership and management

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
137. The school has an appropriate mission statement, which is underpinned by explicit aims and values, based on its Christian foundation. A very positive and supportive ethos permeates the life and work of the school and all involved display a clear sense of purpose and commitment to the welfare of learners and the provision of a high quality of education. This is an outstanding feature.

138. The headteacher leads the school by example and has very good relationships with learners, staff, governors and parents. He is very dedicated to the success of the school and has a very effective professional approach that ensures good standards are maintained. However, due to his full-time class teaching commitment and oversight for the whole of KS2 with no part-time teacher support, except for PPA time, his workload is very demanding. He has no official time to manage the school, to cover his administrative duties and to lead the school forward strategically; these tasks have to be done out of school hours, which is detrimental to his work-life balance.
139. Similarly, the assistant teacher has no time available for undertaking her management responsibilities, such as SEN, assessment and the under-fives. In addition, it is very difficult for her and the headteacher to attend meetings, in-service education and training (INSET) sessions or other functions elsewhere during the school day.
140. The school currently only has temporary part-time secretarial support; administrative routines generally operate smoothly, although the headteacher often gets interrupted in the classroom, especially when there is no secretarial support present. Governors and other volunteers kindly help out when they can.
141. The staff work together well as a team and relationships are very good. Due to the new teaching assistant appointments, regular staff meetings are now planned to bring processes and practices closer together.
142. Performance management procedures are well established; the headteacher interviews and agrees targets with the assistant teacher, the secretary and the caretaker and plans are in place to cover the two new teaching assistants in the near future. Governors are involved in the process, particularly with regard to setting targets for the headteacher.
143. The GB is very supportive, sets high expectations and provides a sound strategic direction for the school. It meets frequently, has appropriate sub-committees and takes due account of national priorities and new initiatives within existing resources. It is kept well informed through the headteacher's termly reports.
144. Many governors have been very actively involved in securing the future of the school over recent years. Most visit the school regularly and take a keen interest in its success. They have subject area responsibilities and attend staff development sessions regularly.
145. Statutory requirements are met mainly in relation to policies and documents and the school has an appropriate complaints procedure, although there is no Freedom of Information Publication scheme and there are a few omissions in the prospectus and GB's Annual Report to parents.

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

Grade 2: Good features and no important shortcomings

146. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
147. The school has well established processes of self-evaluation and planning for improvement that involve staff, the GB and other stakeholders. Parents' and learners' views are taken into account, as are those of local residents and members of the community.
148. The headteacher and assistant teacher generally take responsibility for managing the age range they teach. There is no formal monitoring of each other or of standards and the curriculum across the school, but planning is shared and much informal discussion occurs.
149. The school uses assessment information, such as reading ages, National Foundation for Educational Research (NFER) tests, baseline and end of key stage results, to measure, analyse and evaluate the school's performance, although the interpretation of these data and any conclusions reached are treated with caution due to the very small cohorts involved.
150. The SDP covers the period 2007-11 and provides clear and realistic targets, which are reviewed and monitored regularly by the GB. However, the plan lacks details of the specific steps to be taken; the longer term targets are also somewhat limited and not prioritised.
151. The self-evaluation report is a succinct document that reflects the school's ethos and directly addresses each of the seven key questions in the Estyn Framework. All staff and governors were involved in its production and conclusions. The inspection team agreed with the school's judgements in six out of the seven key questions. Where they differed in Key Question 3 the team awarded one grade lower, because insufficient outstanding features and a few shortcomings were identified.
152. The key issues from the last inspection have been partially addressed, although this current inspection has not been able to judge if standards have improved in specific subjects, as these were not assessed. There have been some improvements in the key skills of numeracy and ICT, especially in relation to hardware in KS2, although there is scope for continued development in these areas. The school now has an SDP in place which addresses the areas specified in the last inspection, but the document still lacks a detailed vision in the longer term. Schemes of work are in place for most subjects, but they are in various stages of development and are now in the process of refinement. The recording of pupils' assessments is now improved, although portfolios of work are still being compiled. The information provided for parents needs further updating to meet new statutory requirements.

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

Grade 2: Good features and no important shortcomings

153. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
154. There are suitably qualified and experienced teachers and support staff to deliver all areas of the curriculum; all have a job description. They are supplemented by a number of volunteer teachers, volunteer adults and peripatetic teachers, who cover different subjects. Those, who are not qualified teachers, are supported by class teachers in lessons.
155. PPA time is appropriately covered by a voluntary retired teacher, who also teaches design technology in KS2. She is qualified in this subject and undertakes appropriate INSET and joins in with the school's staff development programme to keep up to date.
156. In reception and KS1 one of the recently appointed teaching assistants, who is full-time, provides general support, especially for reception children, and in KS2 the other, who is part-time, has specific responsibility for the statemented pupil. In addition, both provide much needed help with school routines and the one based in KS2 is on the parents' rota for lunch time supervision and helps run the gardening club.
157. All staff undertake relevant training and attend cluster group meetings when suitable cover arrangements can be made.
158. Learners are well supported in Welsh lessons by the athrawes bro, who attends the school once a fortnight. The teacher in KS1 has also attended a Welsh second language course.
159. Kitchen and clerical staff and volunteer helpers all carry out their duties conscientiously; they make a valuable contribution to school life and are well respected.
160. Learners have access to appropriate high quality learning resources that match the demands of the curriculum; the quantity is generally good and well managed. New materials are purchased according to priorities on the SDP. The PTFA generously supplements the provision.
161. Both classes have well used interactive whiteboards that are accessed by both learners and teachers. However, the reception/KS1 class lacks sufficient computers to deliver key skills across the curriculum, although internet access is available. The KS2 class has networked computers that are also linked to the internet.

162. The school library is well stocked and supplemented by the county's school library service. Learners state that they are able to take out books to read at home or to use for research in school. However, the library is now located in the newly rehoused school office, which does not enable them to work there independently.
163. The accommodation is good overall and many of the alterations achieved since the last inspection, mainly due to the PTFA and volunteer help, clearly benefit learners. The KS2 classroom provides a suitable learning environment, but the configuration of the space for KS1 and reception, comprising a main classroom with an adjoining smaller room and a cloakroom area, is not currently conducive to best practice in relation to the introduction of the Foundation Phase and learning through play. Furthermore, there is no immediate access to a dedicated all weather outdoor learning area, although the school has plans to develop the existing facilities.
164. The buildings are in good decorative order overall and are well maintained. Various displays in the classrooms and other areas of the school enhance the learning environment. However, the separate outside toilets are old and there is no discrete staff toilet.
165. Pupils benefit from the large playing field and the vegetable and flower gardens, although the boundaries are not clearly delineated with the adjoining tenanted school house. There is a problem with dog and cat fouling, as the grounds are accessible to the public; this is a health hazard.
166. There is a GB finance sub-committee, which monitors the budget very carefully and ensures it is balanced every year. As a result, the school's finances are very well managed and each year there is a small surplus, despite the very limited income. Money is spent wisely and a generous amount, which is well above the national average, is kept for capitation. Overall, especially in light of the standards achieved, the school gives good value for money.

School's response to the inspection

167. It is the school's intention to continue to develop the provision and learning opportunities for the under-fives. In addition to the physical alterations to the KS1 classroom that have already taken place this year, there are plans to provide an under cover activity area outside the KS1 classroom in the very near future.
168. Similarly, in addition to the improvements already made in the ICT provision since the last inspection, it is the school's intention to provide extra personal computers in the KS1 classroom and to extend pupils' ICT learning experiences in KS2.
169. In an attempt to address the shortage of non-contact time for the headteacher and other teaching staff, recent additional WAG funding for small schools will initially be used to pay for staff to cover the hours of release and the times and tasks involved will be recorded.
170. The school will respond to the demands of the Foundation Phase and Curriculum 2008 according to its targets already identified in its SDP. The school will also attempt to make its planning process more unified across the school.
171. The SDP also includes the intention to replace the existing outbuildings with a new purpose-built extension, which would incorporate new indoor pupil and staff toilet facilities.
172. All the above actions will be included in a revised SDP.
173. The staff, governors, parents and pupils of Llanfair Kilgeddin Church-in-Wales Voluntary Aided Primary School would like to thank the inspection team for their professionalism, courtesy and consideration for the duration of the inspection.

Appendix 1

Basic information about the school

Name of school	Llanfair Kilgeddin Church-in-Wales V.A. Primary
School type	Primary
Age-range of pupils	4 – 11 years
Address of school	Llanfair Kilgeddin, Nr. Abergavenny Monmouthshire
Postcode	NP7 9DY
Telephone number	01873880974

Headteacher	Mr. Stephen Mills
Date of appointment	1/9/2001
Chair of governors/ Appropriate authority	Mr. Barry Rowland
Registered inspector	Dr. P. David Ellis
Dates of inspection	13/10/08 – 14/10/08

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	9	6	5	2	7	5	2	36

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	N/A	97.2%	97.8%
Spring 2008	N/A	88.3%	90.25%
Autumn 2008	N/A	99.9%	98.8%

Percentage of pupils entitled to free school meals	0%
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	2
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of five inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- ten lessons or part-lessons;
- both classes; and
- registration sessions and two acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- the headteacher, the assistant teacher and support, ancillary and administrative staff during the inspection;
- groups of learners representing each key stage, including the school council, during the inspection;
- community representatives and volunteer teachers and parents during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- twenty-four responses to the parents'/carers' questionnaire; around 93% of answers were positive;

- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work; and
- samples of learners' reports.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Appendices
Mrs. Ruth Ferrier Team Inspector	Key Question 2 Key Question 4 Key Question 7
Mrs. Rhiannon Boardman Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr. Stephen Mills Headteacher and Nominee	Contributing information and attending meetings School's response

Acknowledgement

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

Contractor

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