

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

A Report on the Quality of Education in

**Llangattock C.I.W. School
Llangattock
Crickhowell
Powys
NP8 1PH**

School Number: 6663048

Date of Inspection: 06 July 2009

by

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

The inspection of Llangattock C.I.W. School took place between 06/07/09 and 08/07/09. An independent team of inspectors, led by Merfyn Douglas Jones 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 Llangattock Church-in-Wales Voluntary Controlled School is situated in the village of Llangattock, about a mile south of Crickhowell, Powys. It is situated on a spacious site within extensive landscaped grounds and is attached to the village community hall, which provides a valuable accommodation resource, especially for physical education and school events.
- 2 The school serves the village and the surrounding rural area, with a significant number from Crickhowell. Currently, there are 105 pupils in the school between the ages of four and eleven, including seven children of nursery age. The number on roll has remained relatively stable in recent years.
- 3 According to the school, pupils generally come from backgrounds that are neither prosperous nor economically disadvantaged; four per cent are entitled to free school meals, which is well below the national average.
- 4 Powys Local Authority (LA) has an admissions policy that states children (15 maximum) should start full time education in the term following their fourth birthday. Most pupils on entry achieve a slightly higher baseline than the Powys and Wales averages, particularly in language.
- 5 About ten per cent of pupils are identified as requiring special educational needs (SEN), which is well below the national and local averages. Three pupils have a statement of educational needs, with six on 'school action' and one on 'school action plus'.
- 6 The majority of pupils come from English-speaking homes. No pupil speaks Welsh as a home language. Three per cent of pupils come from an ethnic minority background.
- 7 Including the head teacher, there are four full-time and one part-time teachers in the school. There are also three full-time and three part-time classroom support staff. The head teacher was appointed in April 2008 having previously been the deputy head teacher.
- 8 The school was last inspected in August 2003.
- 9 **The school's vision statement:**
"Llangattock School will provide a happy, healthy, safe and stimulating environment where ideas are challenged and effort is rewarded. We aim to provide education of the highest possible standard within the context of Christian belief and practice."

10 **The school's aims are to:**

- create a happy, healthy, stable, caring environment which provides the opportunity for every child to realise his or her full potential in all areas of the curriculum;
- stimulate the desire for knowledge and help children acquire the confidence to tackle new challenges;
- teach pupils to show respect for others and their beliefs and opinions, even though they may not be in accordance with their own.

The school's priorities and targets
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11 The school's priorities for 2008 – 2009 are to:

- continue to raise pupils' standards of achievement;
- improve pupils' attendance;
- revise policies and schemes of work for PSE, ICT and RE;
- improve individual target setting and assessment procedures;
- achieve Healthy School Award Part 2;
- further develop global citizenship and the Foundation Phase outdoor play area;
- improve bilingualism, behaviour, self-evaluation process and communication with stakeholders;
- introduce Performance Management procedures for all staff.

Summary

- 12 Llangattock Church in Wales Primary is an outstanding school in many respects. Pupils' standards of achievement are high and leadership and management are outstanding. The head teacher and staff work very hard to provide an excellent range of interesting and stimulating experiences in an outstanding caring and supportive environment.

Table of grades awarded

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

- 13 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. This aspect is a strong feature of the school.
- 14 Analysis of assessment results over the last four years indicates that pupils make good and sometimes outstanding progress from their entry into school to the end of key stage 2. Pupils with special educational needs (SEN) make at least good progress and regularly achieve targets set in their individual educational programmes.
- 15 In both key stages, teacher assessment results show a continuous and sustained improvement over the past three years and are consistently above both county and national averages.
- 16 In 2008, key stage 1 results were above local and national averages for level 2 or above in English, mathematics and science. The core subject indicator, which shows how many pupils attain level 2 or above in all three subjects, was well above county and national averages.
- 17 In 2008, by teacher assessment, the percentage of pupils in key stage 2 attaining level 4 or better was 100 percent in English, mathematics and science; these results are well above the national picture. The core subject indicator, the percentage of pupils attaining level 4 or above in English, mathematics and science in combination, was 100 per cent, this is also well above the national average of 76 per cent.

- 18 Compared with similar schools, based on the percentage of pupils entitled to free school meals, results for all three subjects combined in both key stages are consistently well above average.
- 19 Recently published 2009 results show even better scores in both key stages, with a small minority of pupils in key stage 2 attaining level 6 in English. This is an outstanding feature.
- 20 Most Early Years children and pupils in key stage 1 make outstanding progress and achieve very good standards in the key skills of speaking, listening, reading and writing. They achieve good standards in numeracy and in the use of Information and Communications Technology (ICT).
- 21 Many pupils in key stage 2 achieve high standards and make very good progress in the key skills of communication, numeracy and the use of Information and Communications Technology.
- 22 Bilingualism is well integrated into the life of the school and pupils' bilingual competence is outstanding in Early Years and good in key stage 1 and key stage 2. Pupils have an outstanding knowledge and awareness of the heritage and culture of Wales. Pupils' creative skills are outstanding. However, pupils' problem solving and investigative skills are less well developed.
- 23 Across the school, pupils' spiritual, moral, social and cultural development is outstanding. Pupils are sensitive to the needs of others and are developing a very good understanding of right and wrong.
- 24 Pupils are very well motivated and show an excellent level of enthusiasm for their schoolwork and related activities. The behaviour of pupils across the school day is outstanding.
- 25 Attendance for the current year is just under 96 per cent, which is above the national averages for Wales and for similar schools.

The quality of education and training

Grades for teaching

- 26 In the 14 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	71%	7%	0%	0%

- 27 Teaching in the Early Years is generally good and sometimes outstanding; with a very wide variety of activities that motivate and challenge children and which are clearly linked to the Foundation Phase outcomes.

- 28 Teaching in both key stage 1 and key stage 2 is consistently good and sometimes excellent; with well planned activities closely linked to pupils' abilities and supported by appropriate resources and experiences.
- 29 In most lessons, pupils are made aware of the learning objectives at the start and are given opportunities to discuss or demonstrate how close they are to achieving the objectives at the end.
- 30 Where there are occasional shortcomings, the lesson is too teacher-directed, overlong and lacks pace.
- 31 Learning support assistants are deployed and used very effectively. They are extremely capable and knowledgeable and are making a significant impact on pupils' learning.
- 32 Access to bilingual teaching is outstanding in Early Years and good in key stages 1 and 2. Teachers' regular use of incidental Welsh promotes the development of pupils' bilingual skills well.
- 33 The arrangements for the assessment of pupils' achievements and in monitoring standards in learning are good with outstanding features and the tracking of pupils' progress is exceptional. The quality of the information the school provides for parents about the achievement of their children is exceptional.
- 34 The curriculum fully meets the statutory requirements embodied within the national curriculum. It is broad, balanced and rich in content. All pupils, including those with additional learning needs and children under five, have access to interesting and often exciting learning experiences on a daily basis.
- 35 The quality of whole school planning for key skills is outstanding. It percolates every aspect of pupils' work and is a significantly prominent feature in teachers' planning.
- 36 The range of extra curricular activities is extensive and is run by teachers, parents and members of the local community. It is an outstanding feature of the school.
- 37 Personal and social education is very well planned throughout the school and adheres to the personal and social education framework. The provision made by the school for the development of pupils' spiritual, moral, social and cultural understanding is exceptional.
- 38 Links with parents and the local community are outstanding. Parents play a significant part in the life of the school.
- 39 The school has outstanding arrangements for the planning and management of the personal care of its pupils. The child protection procedures are in line with national and local guidelines and there are very clear procedures for ensuring the safety of all pupils. The school works very closely with its

parents in the care, support and guidance of their children. Nearly all parents whose opinions were received were highly appreciative of this.

- 40 The provision the school makes for pupils with additional learning needs is outstandingly successful. An outstanding feature of the school's provision for pupils with additional learning needs is its participation in networking with other schools and outside agencies.

Leadership and management

- 41 The quality of leadership provided by the recently appointed head teacher is outstanding. Her management is very purposeful and knowledgeable and she is dedicated to raising standards in both teaching and learning across the school. She has the respect and loyalty of staff, governors, parents and pupils alike.
- 42 She is very well supported by a hard-working deputy, teachers and classroom support staff who are all fully committed to providing a secure, caring and supportive environment where pupils can achieve to the best of their abilities.
- 43 Governors make an outstanding contribution to the leadership of the school, and its success. They are a critical friend to the head teacher, and are astute, supportive, enthusiastic and knowledgeable.
- 44 The self-evaluation procedures are outstanding and effective in enabling the school to evaluate its own work and to plan for improvements. The views of all those who have an interest in the school are central to the self-evaluation process.
- 45 The school's self-evaluation report is outstanding and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. However the school was over cautious in awarding grades. As a result, the inspection team agreed with the judgements made by the school in one of the seven key questions. Where there was a difference, the inspection team has awarded a higher grade. The school has made good progress since the last inspection.
- 46 There are an appropriate number of qualified and experienced teachers who cover the curriculum extremely effectively. They are very ably supported by the classroom support staff who work very much as a team.
- 47 Pupils have access to a wealth of learning resources that match the demands of the curriculum. In general, the accommodation is a very good and a suitable setting for teaching and learning.
- 48 Governors maintain an excellent overview of the spending plans of the school through their highly effective finance committee. The school gives outstanding value for money.

Recommendations

49 In order to further improve, the school now needs to:

R1 Further develop pupils' problem solving skills and investigative approaches to learning in all subjects, and

R2 Review the length and pace of some lessons.

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 1: Good with outstanding features

- 50 The findings of the inspection team differ from the judgements made by the school in its self-evaluation because of the number of outstanding features identified.
- 51 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. This aspect is a strong feature of the school.
- 52 Baseline assessments indicate that standards on entry to the nursery are generally above the Local Education Authority (LEA) averages for many children. Analysis of assessment results over the last four years indicates that pupils make good and sometimes outstanding progress from their entry into school to the end of key stage 2.
- 53 In both key stages, teacher assessment results show a continuous and sustained improvement over the past three years and are consistently above both county and national averages.
- 54 In 2008, key stage 1 results were above local and national averages for level 2 or above in English, mathematics and science. The core subject indicator, which shows how many pupils attain level 2 or above in all three subjects, was well above county and national averages.
- 55 In 2008, by teacher assessment, the percentage of pupils in key stage 2 attaining level 4 or better was 100 percent in English, mathematics and science; these results are well above the national picture. The core subject indicator, the percentage of pupils attaining level 4 or above in English, mathematics and science in combination, was 100 per cent. This is also well above the national average of 76 per cent.
- 56 Compared with similar schools, based on the percentage of pupils entitled to free school meals, results for all three subjects combined, in both key stages, are consistently well above average.
- 57 Recently published 2009 results show even better scores in both key stages, with a small minority of pupils in key stage 2 attaining level 6 in English. This is an outstanding feature.
- 58 The difference between the performance of boys and girls is small and variable.

- 59 Pupils with special educational needs (SEN) make at least good progress and regularly achieve targets set in their individual educational programmes. They respond well to high quality support.
- 60 Most Early Years children and pupils in key stage 1 make outstanding progress and achieve very good standards in the key skills of speaking, listening, reading and writing. They achieve good standards in numeracy and in the use of Information and Communications Technology (ICT).
- 61 Many pupils in key stage 2 achieve high standards and make very good progress in the key skills of communication, numeracy and Information and Communications Technology.
- 62 Bilingualism is well integrated into the life of the school and pupils' bilingual competence is outstanding in Early Years and good in key stage 1 and key stage 2. Pupils have an outstanding knowledge and awareness of the heritage and culture of Wales.
- 63 Pupils' creative skills are outstanding. However, pupils' problem solving and investigative skills are less well developed.
- 64 Across the school, pupils' spiritual, moral, social and cultural development is outstanding. Pupils are sensitive to the needs of others and are developing a very good understanding of right and wrong. They respect the views of others and accept that people from all groups have equal rights. Pupils show an extremely good awareness of the diversity of beliefs, religions and cultures present in today's society. During discussion, they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination.
- 65 All pupils succeed regardless of their ability, gender or social background. Discussions with pupils indicate that they are aware that everybody is treated the same and given the same opportunities. They are also very aware of how well they are doing in their work and what they need to do to improve. This is an outstanding feature.
- 66 Pupils are very well motivated and show an excellent level of enthusiasm for their schoolwork and related activities. They have positive attitudes to learning, with the vast majority of pupils maintaining concentration in lessons. This has an advantageous effect on the standards they achieve and the quality of life in school.
- 67 The behaviour of pupils across the school day is outstanding. They move around the school in a very quiet and orderly fashion and are extremely attentive in assemblies. At break times, they play happily with each other in a highly supportive way. During lessons there is very little inappropriate behaviour which disturbs the learning of others. All pupils treat adults with the utmost respect and are courteous in their dealings with them. There have been no exclusions in the previous year.

- 68 Attendance for the current year is just under 96 per cent, which is well above the national averages for Wales and for similar schools. Nearly all pupils arrive punctually at the beginning of the school day and there is little disruption to pupils' learning as a result.
- 69 For a rural village school, it has an exceptional number of visitors, from a wide range of occupations, who talk to pupils about their jobs. As a result, pupils have an outstanding understanding of their place within the local community and the world of work. In lessons, pupils discuss maturely, with visitors and parents the work they do and ways in which they care for small communities like theirs.

The quality of education and training

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

Grade 1: Good with outstanding features

70 The findings of the inspection team differ from the judgements made by the school in its self-evaluation because of the number of outstanding features identified.

71 In the 14 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	71%	7%	0%	0%

72 Teaching shows good features, with no important shortcomings, in 93 per cent of the lessons observed. These figures are well above the national picture as reported in HMCI's Annual Report 2007 – 2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons and 16 per cent grade 1.

73 Teaching in the Early Years is generally good and sometimes outstanding; with a very wide variety of activities that motivate and challenge children and which are clearly linked to the Foundation Phase outcomes. The teaching for these children very effectively promotes the skills, understanding and attitudes necessary for learning.

74 Teaching in both key stage 1 and key stage 2 is consistently good and sometimes excellent; with well planned activities closely linked to pupils' abilities and supported by appropriate resources and experiences.

75 Teachers have outstanding working relationships with their pupils and excellent pupil management skills. They actively address the issues of gender, race and ability and promote equality of opportunity for all. This is an outstanding feature.

76 In most lessons, pupils are made aware of the learning objectives at the start and are given opportunities to discuss or demonstrate how close they are to achieving the objectives at the end.

77 Consistent use of praise and encouragement helps to raise pupils' self-esteem and confidence.

78 Twenty-two per cent of lessons contain outstanding features, which include:

- purposeful and clear use of open-ended questioning to develop pupils' observation and communication skills;
- tasks that are very closely matched to pupils' abilities and which challenge and stimulate learning, and
- pace and rigour with set time-scales.

- 79 Where there are occasional shortcomings, the lesson is too teacher-directed, overlong and lacks pace.
- 80 Teachers' knowledge and understanding of the requirements of the national curriculum is good. They regularly attend in-service training for the benefit of the school or for their own personal development.
- 81 Learning support assistants are deployed and used very effectively. They are extremely capable and knowledgeable and are making a significant impact on pupils' learning.
- 82 Access to bilingual teaching is outstanding in Early Years and good in key stages 1 and 2. The regular use of incidental Welsh promotes the development of pupils' bilingual skills well.
- 83 The commitment, effort and enthusiasm of the teachers and support staff, some of whom are not Welsh speakers, have a positively significant impact on the standards achieved by the pupils in the Welsh language.
- 84 Teachers' medium and short-term planning is outstanding in that it is detailed, based on previous assessment and takes full account of the needs of individual pupils, including those with additional learning needs.
- 85 The arrangements for the assessment of pupils' achievements and in monitoring standards in learning are good with outstanding features. They are manageable yet comprehensive and are used exceptionally well to support the progress in learning for all pupils, including those with additional learning needs and children under five.
- 86 Assessment is firmly embedded within the process of teaching. A range of good quality published tests are used to support teachers' own evaluative observations of pupils' achievements. Outcomes of testing are used very effectively in a variety of ways to enhance the level of achievement of pupils. This can range from the grouping of pupils to well focused classroom support and target setting, for individual pupils.
- 87 A cluster group of schools have worked together to improve key stage 2 to key stage 3 transition. As a result of this collaboration portfolios of annotated and levelled work have been enhanced and are in place to moderate standards in core subjects.
- 88 The tracking of pupils' progress is exceptional. There are cohort files which track, in detail, the progress of year groups and set detailed targets for improvement. Learning diaries give a very good overview of the achievement and progress of individual pupils. This information is used very effectively during lessons. It provides the knowledge teachers need, as they teach, to successfully challenge groups and individual pupils according to their ability.
- 89 Pupils' understanding of the processes and purposes of assessment is outstanding. It enables them to evaluate their own progress and determine

what they need to do to improve with confidence. Pupils spoken to during the inspection indicate that, for them, their own evaluations and target setting is part of learning. The targets they set themselves are very well defined and are entirely appropriate. This is an outstanding feature.

- 90 The quality of the information the school provides for parents about the achievement of their children is exceptional. In addition to formal and informal meetings, parents are provided with a brief written summary of their children's progress during the autumn and spring terms. During the summer term more comprehensive information is contained within the annual reports to parents. They and their children are able to respond to teachers' evaluations of what pupils know, understand and can do; both verbally and in writing.

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

Grade 1: Good with outstanding features

- 91 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 92 The curriculum fully meets the statutory requirements embodied within the national curriculum. It is broad, balanced and rich in content. All pupils, including those with additional learning needs and children under five, have access to an excellent range of interesting and often exciting learning experiences on a daily basis. It meets their academic and pastoral needs exceptionally well.
- 93 The overall quality of the educational provision for the under-fives is appropriate to their needs, and pupils are making good progress towards the Foundation Phase outcomes.
- 94 In each of the mixed age range classes, provision is made for all pupils to work at their own level. Care is taken to support and enhance the achievement of learners including those who are more able and talented. Those who have talents in music, for example, are given opportunities to play their musical instruments during assemblies and acts of collective worship. They do so with great expertise.
- 95 Detailed schemes of work are in place for all subjects and ensure the continuity and progression of the curriculum across the school. The guidance they afford ensure that short term planning including lesson plans are of good quality and are attuned to pupils' developing learning needs. Planning is consistently outstanding across the school. It identifies objectives and success criteria; terms which are familiar to pupils and understood fully by them.

- 96 The quality of whole school planning for key skills is outstanding. It percolates every aspect of pupils' work and is a significantly prominent feature in teachers' planning.
- 97 The provision the school makes for the development of the *Cwricwlwm Cymreig* is outstanding. The heritage and culture of Wales are well promoted throughout core and foundation subjects, consistently throughout the school.
- 98 The range of extra curricular activities is extensive and is run by teachers, parents and members of the local community. It is an outstanding feature of the school. These activities enrich the quality of pupils' learning, and impact significantly on pupils' personal and social development.
- 99 Curriculum objectives are well supported by visitors to the school and by the educational visits pupils make within the locality and further afield. The provision made by teachers for the *Cwricwlwm Cymreig* is particularly strong in this regard. Visits to the Llangattock Beechwoods in the company of Neil Gow, a wildlife wood sculptor, support the development of pupils' creative skills very well. Visits to the Mumbles give pupils an understanding of Welsh geographical features and their impact upon social history. Residential visits to Llangrannog and Staylitttle in Snowdonia enhance pupils' experience of the Welsh culture and language and have a positive impact on their personal development too.
- 100 Personal and social education is very well planned throughout the school and adheres to the personal and social education framework. Circle time for younger pupils helps them to reflect upon their own ideas and experiences and value those of others.
- 101 The provision made by the school for the development of pupils' spiritual, moral, social and cultural understanding is exceptional. Teachers very successfully help pupils to value their own uniqueness and wonder in the world around them. Acts of collective worship are reverent and reflective times. They serve the development of pupils' spiritual and moral development very well. They meet statutory requirements.
- 102 Teachers provide very good role models for pupils to emulate in the way that they deal with the positive and sometimes negative aspects of everyday experiences. The planning for the development of pupils' cultural development is rich and engenders a genuine desire to understand the lives and values of people from different countries.
- 103 Links with parents and the local community are outstanding. Parents play a significant part in the life of the school. Their participation includes enthusiastic support in meetings, involvement in extra curricular and school activities and raising money through the PTA for the benefit of all pupils. The school is at the very heart of the village community and pupils take part in an extensive range of village events.

- 104 While there is no formal programme for the provision of work-related education, including teacher placement with employers, there are several examples of the school making use of business contacts to enhance pupils learning. For example, a milliner has worked on a design project with pupils in Years 5 and 6 while a textile designer has done the same with Years 3 and 4. Also, the school participates in an annual project through Careers Wales, which this year saw them design and build a suspension bridge.
- 105 The promotion of equality of access and achievement of high standards by all is embedded throughout the school. Pupils spoken to were confident that they were all given an equal opportunity to participate in the school's activities.
- 106 The school's promotion of education for sustainable development and global citizenship (ESDGC) is outstanding. It is one of the few schools to have achieved the Eco-schools bronze, silver and green flag awards in the same year. There is an active eco-committee, which meets once every half term supported by a weekly eco-club. They are involved in a wide range of activities focusing on waste reduction, energy saving and recycling. The commitment to biodiversity within the school grounds is particularly impressive. It has seen the development of a pond, log piles, bird and bat boxes, flower beds, a vegetable plot and a conservation area. Most important, is the fact that pupils spoken to showed a keen appreciation of the reasons for taking all these actions and the consequences for everyone on our planet of not doing so.
- 107 Pupils are actively involved in fund-raising schemes and running stalls at school fairs. However, apart from these activities, pupils have fewer opportunities to develop their entrepreneurial skills though activities such as a mini-enterprise scheme or by the school council having responsibility for its own budget.

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

Grade 1: Good with outstanding features

- 108 The findings of the inspection team differ from the judgements made by the school in its self-evaluation because of the number of outstanding features identified.
- 109 The school has outstanding arrangements for the planning and management of the personal care of its pupils. These are based on the early identification of those who require such support and then the thorough way in which their individual needs are addressed. The close co-operation of teachers and their support staff and, where appropriate the involvement of specialist agencies, achieves this. Pupils with SEN and those with a disability are particularly well catered for.
- 110 The school works very closely with its parents in the care support and guidance of their children. Nearly all parents whose opinions were received

were highly appreciative of this. They also feel their views are encouraged and valued.

- 111 The school council works well in representing the views of pupils to the school management. It meets at least once every half term to discuss issues raised at a specifically arranged assembly or through a suggestion box. Its members work diligently and are confident they make an important contribution to the life of the school, which they clearly do.
- 112 The school has a good system, involving regular contacts with local playgroups, to ensure children entering the nursery settle in quickly and effectively. It has a well-presented and informative induction pack for parents, which is also valuable to parents of children who may join at other times.
- 113 The school has a highly effective system for monitoring the attendance, punctuality and behaviour of pupils. It works closely with the families of the very few pupils whose attendances give rise for concern. The head teacher is particularly keen to dissuade parents from taking their children on holiday during term time. Procedures for monitoring pupil's academic progress are also exceptionally good.
- 114 The school has very clear procedures to ensure the safety of its pupils. There are regular audits of the school buildings and grounds resulting in improvement action plans and risk assessments are carried out for all trips. All staff have received first aid training and there is a well-equipped medical room.
- 115 The school is committed to educating its pupils in the importance of developing a healthy lifestyle. Drinking water is available in the classrooms, the eating of fruit is encouraged through the fruit tuck shop and parents are being encouraged to provide healthy packed lunches. Exercise is promoted through extensive use of the school grounds throughout the day and the wide range of sporting clubs after school. The school is working towards Phase 3 of the Healthy Schools Award.
- 116 The child protection procedures are in line with national and local guidelines. The head teacher is the designated member of staff and she and her designated deputy are fully trained to perform their roles effectively. Update training is undertaken regularly by all members of staff.
- 117 The provision the school makes for pupils with additional learning needs is outstandingly successful. It fully complies with the Code of Practice. There are exceptionally good procedures in place to diagnose and support the learning needs of pupils with SEN.
- 118 There is close liaison between the nursery and reception teacher and the feeder playgroup. This, together with baseline assessment and teacher observations enables the identification of children with specific needs from an early age. Such children are monitored carefully and, where intervention is clearly required, support is made available.

- 119 Parents of children and pupils who have additional needs are involved in the process of providing support for their children from the start. They have access and contribute to their individual education plans. Short-term targets set within the plans are well focused and achievable. Pupils are able to choose their own targets for improvement and these are included in their individual education plans.
- 120 The special needs co-ordinator (SENCO) and class teachers monitor and measure the progress pupils make. Targets are generally reviewed each half term but where targets are achieved quickly then these are replaced with new ones.
- 121 The very experienced SENCO works closely with teachers and teaching assistants on the specific programmes designed to help pupils. She keeps comprehensive records of pupils' progress and continues to monitor pupils after they have been removed from the additional learning needs register. This is to ensure that the progress they make continues without interruption as they progress through the school. This is an outstanding feature of the school's provision.
- 122 The school uses an impressive range of support from outside agencies for the benefit of pupils with additional learning needs. It is proactive in seeking the very best help for its pupils and this is reflected in the good and very good progress pupils with additional learning needs make wherever they are in the school. More importantly it ensures that pupils with additional learning needs develop high levels of self-assuredness and confidence. So much so, that they are often indistinguishable from other pupils within their classes.
- 123 An outstanding feature of the school's provision for pupils with additional learning needs is its participation in networking with other schools and outside agencies. This enables those who are responsible for the welfare of pupils with additional learning needs within the school, to share expertise with colleagues in other schools. It enables them also to get support and advice and have access to a bank of learning resources.
- 124 Positive Behaviour Management is used very effectively to reinforce good behaviour throughout the school. It contributes strongly to the outstanding standards of pupil behaviour and self control to be found in all classes and learning groups. It ensures that all pupils can get on with their learning tasks without disruption. Pupils spoken to during the inspection, value greatly the high levels of harmony within classes. It enables them to concentrate maximum effort into learning. It is an outstanding feature of the school's provision for effective learners.
- 125 The school clearly identifies the diversity of pupils' backgrounds and, in consequence, ensures it meets the individual needs of pupils. The principle of gender equality is embedded in the life of the school and stereotyping is challenged throughout the curriculum, especially in personal and social education, and during assemblies. In one very effective assembly during the inspection, the head teacher used the stories of three Crimean War nurses –

Betsi Cadwalader, Florence Nightingale and Mary Seacole – to challenge racial stereotyping and discrimination.

- 126 There is little opportunity for pupils to appreciate the diverse nature of society from within the school population. However, the school seeks to redress this by providing a good range of experiences designed to recognise and respect the different religions and cultures of peoples throughout the world. There are a number of themes and topics planned to promote and celebrate multi-cultural learning across the curriculum. Also, the Around the World Week, where each class studies a particular country's culture which it then shares with the rest of the school, widens pupils understanding.
- 127 The school has appropriate arrangements to ensure pupils are free from any form of discrimination and harassment. There is an Anti Bullying Awareness Week and nearly all parents and pupils who expressed an opinion were confident that any bullying incidents are addressed promptly and effectively.
- 128 The school has outstanding arrangements for ensuring disabled pupils do not suffer from less favourable treatment. The provision of ramps and lifts ensures access to all areas of the school and there is excellent provision for the medical and personal needs of disabled pupils. There is a very clear and detailed Disability Equality Scheme and associated action plan, which have been drawn up with parental involvement.

Leadership and management

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

Grade 1: Good with outstanding features

- 129 The judgements of the inspection team do not match those made by the school in its self-evaluation because of the many outstanding features in leadership and management.
- 130 The school has definite aims and values that are clearly understood by staff and governors regarding learning, behaviour and relationships. A very strong commitment to the care of pupils and to equality of opportunity for all is reflected in the school's work.
- 131 The quality of leadership provided by the recently appointed head teacher is outstanding. Her management is very purposeful and knowledgeable and she is dedicated to raising standards further in both teaching and learning across the school. She has the respect and loyalty of staff, governors, parents and pupils alike.
- 132 She is very well supported by a hard-working deputy, teachers and classroom support staff who are all fully committed to providing a secure, caring and supportive environment where pupils can achieve to the best of their abilities.
- 133 The head teacher leads by example and has created a very good working environment within which staff interests and expertise are used well.
- 134 Induction procedures for newly appointed staff are very supportive and effective.
- 135 Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are understood and implemented by all staff.
- 136 The school takes good account of national priorities and the promotion of pupils' awareness of healthy eating, sustainable development and global citizenship is outstanding. The promotion of bilingualism is a high priority across the school and is very successful, being an outstanding feature in the Early Years.
- 137 There is an effective staff appraisal system, which successfully links both teachers' and support staff's professional development and the priorities set by the school in its school development plan. The head teacher is very proactive in encouraging all members of staff to achieve higher qualifications and accreditations. This is having a beneficial effect on raising standards of teaching and supporting pupils across the school.

- 138 Governors make an outstanding contribution to the leadership of the school, and its success. They play a prominent part in reviewing, validating, and approving school policies and are fully involved in the production of the School Development and Self-Evaluation Plans. They contribute to the setting of realistic targets for raising standards and improving the quality of provision.
- 139 They are a critical friend to the head teacher, and are astute, supportive, enthusiastic and knowledgeable. They take their monitoring role very seriously and are fully involved in prioritising improvements and monitoring their progress.
- 140 The governing body demonstrates an outstanding understanding of its requirements and the role and specific responsibilities it has to play in the life of the school. All statutory sub-committees are in place and their findings reported to the full governing body. Meetings are held regularly and are well documented. All legal requirements and responsibilities are fulfilled. .

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

Grade 1: Good with outstanding features

- 141 The findings of the inspection team do not match the judgements made by the school in its self-evaluation because of the many outstanding features identified.
- 142 The self-evaluation procedures are outstanding and effective in enabling the school to evaluate its own work and to plan for improvements. All aspects of school life are reviewed and evaluated to clearly identify both strengths and areas for development.
- 143 The views of all those who have an interest in the school are central to the self-evaluation process. Non-teaching staff, parents and pupils are fully involved in the production of the self-evaluation report.
- 144 A rolling programme of classroom observations to monitor teaching and learning is in place and undertaken by the head teacher, deputy head teacher and subject leaders. Pupils' work and assessment results are carefully scrutinised for trends and weaknesses.
- 145 The teachers know their pupils extremely well, in terms of both academic and social development. Tracking and monitoring individual pupils across the school is on going and extremely effective.
- 146 The school's self-evaluation report is outstanding and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. It is detailed and honest, identifying strengths and areas where improvements are needed. These are used to inform the priorities in the school development plan.

- 147 The school development plan is a very useful working document that clearly sets out responsibilities, costing, time and success criteria. It is continuously reviewed and monitored for progress by staff and governors. Consistent and measurable improvements in standards over the last few years are as a direct result of previous plans and actions detailed in the school development plan.
- 148 The inspection team agreed with the judgements made by the school in one of the seven key questions. The school was over cautious in awarding its grades so that where there was a difference; the inspection team has awarded a higher grade.
- 149 The school has made good progress since the last inspection. Most of the key issues have been successfully addressed and comments from governors, staff and parents are extremely positive regarding the improvements over the last few years.

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

Grade 1: Good with outstanding features

- 150 The findings of the inspection team do not match the grade given by the school in its self-evaluation report because of the outstanding value for money achieved.
- 151 There are many outstanding features in this area of the school's work. Of particular note is the way in which all staff are developed and the extent to which learning support assistants are encouraged to take on further qualifications. Also the flexibility with which staff are deployed and the use to which the outside areas are used to promote excitement in learning.
- 152 The school has an appropriate number of qualified and experienced teachers who cover the curriculum extremely effectively. They are very ably supported by the classroom support staff who work very much as a team. Together they provide high quality support for pupils and enable them to reach their full potential in their schoolwork.
- 153 Flexible arrangements for the deployment of staff serve the changing needs of individual pupils and groups. They ensure that all pupils and children under five receive support appropriate to their needs.
- 154 The school takes good account of workforce re-modelling to ensure that clerical tasks are kept to the minimum. They recognise the need for balance between work and life outside the school. Teachers receive their allotted preparation, planning and assessment time. They use this well for a variety of purposes including the support for and monitoring of their subject commitments as curriculum leaders.
- 155 The school is very pro-active in seeking training opportunities and support, for teachers and classroom support staff, as a result of performance

management. Training is very effective and there is a strong culture of sharing expertise amongst staff members. Support from outside agencies is used very effectively to enhance teachers' expertise. In this regard networking provision for those who are responsible for satisfying the needs of pupils with additional learning needs is a prime example.

- 156 The Foundation Phase is very well provided for with human, environmental and material resources. They are used exceptionally well to meet the learning needs of young children. Teachers and practitioners work very closely together on a daily basis in their tasks of listening to, and encouraging and supporting children in their learning activities. The use of outside areas to promote learning is outstanding.
- 157 Kitchen staff, clerical staff and dinnertime supervisors all carry out their duties conscientiously. They make a valuable contribution to school life and are well appreciated by staff and pupils alike.
- 158 Pupils have access to a wealth of learning resources that match the demands of the curriculum. Audits carried out by subject leaders ensure the good quality and quantity of resources is consistently maintained. Outside areas are an outstanding resource and act as a very effective outdoor classroom. They are used extremely well for an extensive range of educational and recreational purposes.
- 159 In general, the accommodation is a very good and a suitable setting for teaching and learning. However, the area currently occupied by years five and six is cramped and its positioning does not provide the best opportunities for practical work. Despite this, staff work hard to compensate for its deficiencies. All areas of the school are bright and attractive and are used exceptionally well by teachers for interesting displays, including the work of pupils and children under five.
- 160 Governors maintain an excellent overview of the spending plans of the school through their highly committed finance committee. Governors meet with the head teacher on a regular basis. They review and evaluate spending decisions very effectively.
- 161 They are closely involved in monitoring the targets identified in the school improvement plan. They carry out their role as critical friend exceptionally well to ensure the best possible value is achieved from money allocated for spending. As a result the management of school finance is very effective.

School's response to the inspection


The inspection findings recognise that we have maintained and further improved our high standards in teaching and learning and acknowledge the dedication and commitment of the Head teacher and her staff. We are delighted that the inspectors found that the pupils' attitudes, achievements and motivation are outstanding features. In addition the team acknowledges that the support of the governing body and that of parents are outstanding features.

Most importantly, the inspection report makes clear the elements that make our school outstanding. In particular it confirms that we have a clear vision and are achieving our aims to make our school a happy and secure place where all children are valued equally and achieve their potential.

An action plan will be put in place to address the 2 recommendations in the report. We will further develop our excellent provision for all pupils in all subjects and extend it to include more opportunities for problem solving and investigative work. Furthermore we will continue to aim for the highest possible standards in teaching and learning through improving the pace and structure of our lessons.

Staff and governors will address the recommendations before the end of the school year in July 2010. How we will achieve this will be detailed in our School Development Plan and this will continue to be reviewed termly at staff and governor meetings. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents as part of the Governors Annual Report to Parents. A summary of the school's aims for the year ahead is shared with parents in this report, which is circulated during October each year.

In conclusion, the school wishes to acknowledge the thorough, professional and courteous approach of the inspection team.



Appendix 1

Basic information about the school

Name of school	Llangattock C.I.W. School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Llangattock,
Postcode	NP8 1PH
Telephone number	01873 810608

Head teacher	Mrs Hayley Smith
Date of appointment	18 th April 2008
Chair of governors/ Appropriate authority	Mr Brian Cox
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	6 th – 7 th July 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	15	14	16	11	16	11	15	105

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	3	5.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	30:1
Pupil: adult (fte) ratio in nursery classes	22:3
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	5:4

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	97.74	93.88	95.75
Autumn 2008	N/A	94.6	96
Summer 2008	85.6	89	94.6

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	NONE

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					10
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	8	0	46	46	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	8	0	46	46	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	8	0	46	46	
		National	0	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	8	0	31	62	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	8	0	38	54	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	8	0	38	54	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	92	In Wales	80

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

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 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	0	63	37
		National	0	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	75	25
		National	0	0	0	1	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	0	69	31
		National	0	0	0	1	0	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	100	In the school	n/a
In Wales	74	In Wales	n/a

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

A team of three inspectors, including a lay inspector, and a Peer Assessor inspected the school over two days.

The head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Thirty questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers, support staff and pupils about their work and the life of the school.

Fourteen lessons were observed over the two days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas-Jones Registered Inspector	Key Questions: 1, 2, 5 and 6
Mr Kerry Knapper Team Inspector	Key Questions: 3, 4 and 7
Mr Ted Tipper Lay Inspector	Supporting key questions 1, 3 and 4
Mrs Hayley Smith Nominee	Providing evidence and support
Miss Christine Edwards Peer Assessor	Supporting each key question

Contractor

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Acknowledgement

The visiting inspectors wish to thank the governors, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.