Inspection under Section 10 of the Schools Inspections Act 1996

Montgomery C.I.W. School
Church Bank
SY15 6QA

School Number: 6663002

Date of Inspection: 10/07/06

by

Sheelagh Margaret Barnes
78732

Date of Publication: 12/09/06

Under Estyn contract number: 1121205
The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

* nursery schools and settings maintained or used by local education authorities (LEAs);
* primary schools;
* secondary schools;
* special schools;
* pupil referral units;
* independent schools;
* further education;
* adult community-based learning;
* youth support services;
* LEAs;
* teacher education and training;
* work-based learning;
* careers companies; and
* the education, guidance and training elements of Jobcentre Plus.

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* provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
* makes public good practice based on inspection evidence.

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Montgomery 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 Montgomery C.I.W. School took place between 10/07/06 and 12/07/06. An independent team of inspectors, led by Sheelagh Margaret Barnes 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.
Year groups and key stages

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

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

Primary phase:

<table>
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<tr>
<th>Year</th>
<th>R</th>
<th>Y 1</th>
<th>Y 2</th>
<th>Y 3</th>
<th>Y 4</th>
<th>Y 5</th>
<th>Y 6</th>
</tr>
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<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
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Secondary phase:

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<th>Year</th>
<th>Y 7</th>
<th>Y 8</th>
<th>Y 9</th>
<th>Y 10</th>
<th>Y 11</th>
<th>Y 12</th>
<th>Y 13</th>
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</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
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</table>

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
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<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
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<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
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<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
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<td>Summary</td>
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<td>Recommendations</td>
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<td>Standards</td>
<td>10</td>
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<tr>
<td>Key Question 1: How well do learners achieve?</td>
<td>10</td>
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<tr>
<td>The quality of education and training</td>
<td>13</td>
</tr>
<tr>
<td>Key Question 2: How effective are teaching, training and assessment?</td>
<td>13</td>
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<tr>
<td>Key Question 3: How well do the learning experiences meet the needs and</td>
<td>14</td>
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<tr>
<td>interests of learners and the wider community?</td>
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<tr>
<td>Key Question 4: How well are learners cared for, guided and supported?</td>
<td>17</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>20</td>
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<tr>
<td>Key Question 5: How effective are leadership and strategic management?</td>
<td>20</td>
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<tr>
<td>Key Question 6: How well do leaders and managers evaluate and improve</td>
<td>21</td>
</tr>
<tr>
<td>quality and standards?</td>
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<tr>
<td>Key Question 7: How efficient are leaders and managers in using</td>
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<td>resources?</td>
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<tr>
<td>Standards achieved in subjects and areas of learning</td>
<td>24</td>
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<tr>
<td>English</td>
<td>24</td>
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<td>Science</td>
<td>25</td>
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<td>Design technology</td>
<td>26</td>
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<td>History</td>
<td>27</td>
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<td>Music</td>
<td>28</td>
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<td>Physical education</td>
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<td>School's response to the inspection</td>
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<td>1 Basic information about the school</td>
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Context

The nature of the provider

1. The school is situated near the centre of the town of Montgomery, in Powys. Boys and girls attend from the town and surrounding areas. There are eighty-seven full time pupils, who are taught in four classes. Classes are arranged by age and each has two age groups of pupils. Children may start school in the nursery in the term after the one in which they are four. Most have previously attended the local playgroup, with which there are close links. Because of the small size of the school, numbers fluctuate year-on-year and some year groups are much smaller than others.

2. Pupils come from homes that are in the main neither prosperous nor economically disadvantaged. All come from a white Welsh or English background and all speak English as the main language at home. The proportion of pupils who are known to be eligible for free school meals, at three per cent, is well below the local and national average. The intake reflects the full range of ability. Baseline assessments of the youngest children vary slightly due to the make up of each small cohort, but standards are broadly average overall. The number of pupils on the school’s register of Special Educational Need (SEN) is much higher than in most schools at around thirty per cent. However, many of these pupils are at early stages of identification. Two pupils have a statement of their needs. The school was last inspected in 2001; key issues highlighted in that report have been addressed.

The school’s priorities and targets

3. The school has a set of aims set out in the School Development Plan. They are:

- Provide a secure and happy atmosphere in which children can learn effectively and be sensitively cared for.
- Ensure that all children reach the highest level possible of competence in language, mathematics, science and information computer technology.
- Help children express themselves creatively through language, movement, art, music, drama and technology.
- Help children understand the world in which they live through religious, moral, historical and geographical studies.
- Provide children with a range of physical activities at both individual and group level.
- Help children develop an understanding of their cultural heritage through the teaching of Welsh as a second language, and by developing the Welsh element of the curriculum whenever possible.
- Develop in all children a tolerance of other races religions and ways of life.
• Involve parents in the life of the school so that they become partners with the school in the education of their children.
• Involve the local church and to emphasise the Christian ethos of the school
• Promote liaison between schools in order that the education of each child is a smooth continuous process.

“We encourage all children to become responsible members of society by the development and implementation of the following values”:-

• To be polite, honest and truthful.
• To keep promises and agreements.
• To be charitable to others.
• To be respectful to others and their property.
• To be considerate to all living things.
• To be responsible for all personal actions by developing self discipline.

4. Targets the school has identified for development are:-

ICT
• To update class based computers in line with those in the newly installed computer suite.
• To network all computers in the school.
• To increase the number of interactive white boards in the school.

Subject portfolios
• To extend subject portfolios to other areas of the curriculum.

Creativity and thinking skills
• To focus on emotional intelligence.
• To find opportunities to develop creativity within the curriculum.
• To explore as a staff and as a cluster group, different and dynamic ways of teaching and learning.

Developing the school grounds.
• To continue to develop the school grounds through tree planting and the use of willow structures.
• To obtain an allotment in order for each class to grow a selection of fruit and vegetables.

Eco schools
• To obtain the silver and bronze award status.

Healthy schools
• To achieve healthy schools status.
Summary

5. Montgomery Primary is a good school that gives its pupils a good start in their education. Standards have been maintained and built upon effectively since the previous inspection. The self-evaluation report produced by the school before the inspection is concise and clear. It identifies strengths and areas where improvements are needed. There was a close match between the judgements made in the school’s self-evaluation report and those made by the inspection team.

Table of grades awarded

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

6. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children’s Learning. Children start school with the full range of ability. Baseline assessments indicate that although there are fluctuations year-on-year, standards overall are broadly average when children start school. Pupils across the school make overall good progress in their acquisition of knowledge, skills and understanding regardless of background or specific need. They make good progress in relation to their age and ability.

Grades for standards in subjects inspected

7. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows.

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>0</td>
<td>95%</td>
<td>5%</td>
<td>0</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key stage 1</th>
<th>Key stage 2</th>
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<tbody>
<tr>
<td>English</td>
<td>Grade 2</td>
<td>Grade 2</td>
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<tr>
<td>Science</td>
<td>Grade 2</td>
<td>Grade 2</td>
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<tr>
<td>Design technology</td>
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<td>History</td>
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<td>Music</td>
<td>Grade 2</td>
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<tr>
<td>Physical education</td>
<td>Grade 2</td>
<td>Grade 2</td>
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</tbody>
</table>
8. Standards in subjects inspected are higher than targets set by the Welsh Assembly Government for 2007.

9. Pupils from all groups, including those with special educational needs make good progress and achieve the challenging targets set for them. Tracking within school indicates that while there are differences year-on-year in the standards pupils attain, achievement is consistently good and pupils make overall good gains in their learning.

10. Standards in key skills have good features, which outweigh shortcomings. Pupils make good progress with no important shortcomings in the key skills of literacy and oracy. In numeracy, good features outweigh shortcomings at key stage 1 and key stage 2, although throughout the school pupils lack confidence in applying different methods to problem solving in mathematics. Skills in IT (information technology) have good features, which outweigh shortcomings at both key stages. The shortcomings are due in part to the limited opportunities pupils have had in the past to practice and refine what they can do and the narrow range of the curriculum. Bi-lingual skills have good features, which outweigh some shortcomings at both key stages, and pupils lack confidence in conversational Welsh outside their designated lessons.

11. Pupils are encouraged to take responsibility for their learning. They make generally good progress in learning to work independently and to develop learning skills and techniques, which will benefit them in later life. However, problem solving skills are developed inconsistently across the school.

12. At the end of key stage 1, in 2005, according to teacher assessment, seventy-five per cent of pupils attained level 2 or above in the core subjects of English and mathematics. This was below the average for similar schools nationally, based on the proportion of pupils known to be eligible for free school meals. All of the pupils attained at least a level 2 in science, which places the school in the top twenty-five per cent of schools nationally. There is no significant difference in the performance of boys and girls.

13. At the end of key stage 2, in 2005, 88.9 per cent pupils attained at least the expected level 4 in English and mathematics which is broadly in line with the results attained by similar schools on the basis for known eligibility for free school meals. Results in science were in the top twenty-five per cent of schools nationally as all pupils attained at least level 4.

14. Pupils relate well with each other and are keen to work. They are motivated and generally interested in what their teachers tell them. They concentrate well and little time is lost in lessons. As a result, they make good gains in their learning and acquire new knowledge, skills and understanding effectively. Pupils have a good knowledge of what they are doing, how they are progressing and what they need to do next. This is because teachers make the targets clear to them and lesson objectives are clearly displayed at the start of each lesson. Boys and girls all make good progress towards fulfilling their potential and moving on to the next stage in their learning throughout the
school. They are prepared effectively for eventual participation in the workplace and the community.

15. Pupils are very well behaved, considerate and courteous. There are extremely few reports of recent incidents of bullying or inappropriate behaviour and no pupil exclusions during the last 12 months. Pupils make good progress in their personal, social and moral development and in some lessons very good progress. In spiritual and cultural development good features outweigh shortcomings.

16. The average level of attendance is just under 94 per cent. This is little below the Unitary Authority and similar schools (based on free school meals) averages but better than the national average. The main cause of pupil absence is parents taking their children on holiday during term time. Punctuality is very good at the start of and throughout the school day. The system for monitoring attendance and punctuality is robust and effective. The school meets the statutory requirements of National Assembly of Wales (NAW) Circular 3/99

The quality of education and training

17. The quality of teaching is good. The substantial majority of lessons were good and had no important shortcomings, (Grade 2).

18. Lessons observed during inspection were graded as follows:-

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>0</td>
<td>80%</td>
<td>20%</td>
<td>0</td>
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19. Teachers have a good knowledge and understanding of the subjects they teach and are well aware of recent developments in primary education. A consistent feature of all lessons is the in the good relationship that exists between pupils, teachers and other adults. This creates a good working environment that fosters learning throughout the school. Planning is effective, lessons proceed at a good pace and the work is generally well matched to pupils’ ability and prior attainment, although on too many occasions pupils of all levels of ability complete a lesson with the same written task.

20. Resources are used well to make lessons interesting. The work is often based on pupils’ own experiences and this brings the lesson alive to the pupils. Lessons generally engage all pupils and successfully promote equality of opportunity irrespective of age or ability. Teachers and classroom support staff monitor and review pupils’ progress effectively. In a minority of lessons, where there were shortcomings, this was due to the teacher’s lack of confidence in the management of behaviour of pupils who have difficulty on staying on task.

21. The quality of assessment and recording is good. A whole school system of assessment tracks pupils’ progress over time. Teachers make good use of standardised tests to assess pupil’s progress. They use the information
gained to focus on the pupils’ learning needs and effectively analyse test results to plan future work and to raise standards. Teachers mark pupil’s work regularly and offer appropriate guidance on how pupils can improve their work. Annual reports to parents about their children’s progress conform to statutory requirements and are of good quality.

22. The school provides pupils with a broad, balanced, well-planned curriculum that meets the needs and aspirations of all pupils including those with SEN. The curriculum is equally accessible to all, and is planned coherently and progressively.

23. The varied programme of visits and visitors to the school significantly broaden and enrich pupils’ curricular experiences; they are well used to support and extend curriculum work and to promote links with the local community. An outstanding feature is the exceptionally wide range of good quality after school clubs offered throughout the week.

24. Personal and social education effectively permeates through the curriculum and the ethos of the school. Vocational aspects of the schools’ personal and social education programme, links with Careers Wales and various visitors to school help provide pupils with work-related education. There are very few partnerships or formal links with employers or local industry and the current provision of effective work related education is, therefore, limited. Teachers have yet to undertake industrial or commercial placements, and use the experiences to enrich the curriculum.

25. Learning experiences for promoting pupils’ spiritual development are good with some shortcomings. Explicit moments to develop spirituality are not explicitly written in lesson planning. When the opportunity arises, the spiritual aspect features strongly in acts of collective worship. Pupils’ awareness of the culture of Wales and other cultures is developing well through planned opportunities across the curriculum.

26. The school has high expectations of its pupils and strongly promotes equality of access, equal opportunities and continually challenges stereotyping. Polices for promoting equal opportunity and racial equality are formally adopted and consistently applied.

27. Through initiatives such as the Grail Trust and through subjects, such as geography, pupils develop their understanding of sustainable development. Paper recycling, composting and energy conservation are strongly promoted and practised by pupils. Pupils are actively and enthusiastically involved with the ECO schools initiative and have achieved bronze and silver level awards.

28. The school promotes healthy lifestyles and pupils are aware of the healthy eating programme. Opportunities to develop pupils’ entrepreneurial skills are not fully developed. This aspect has been identified by the school as an area requiring further development. Pupils use and look after local community facilities and the extensive range of community links confirms the schools’ commitment to community regeneration.
29. The importance of homework is increasingly emphasised as pupils progress through the school. As they move up through the school pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community based activities.

30. The school provides a safe, secure, welcoming, happy environment for pupils to learn and play. High priority is given to pupils’ health, welfare, safety and security. Risk assessments are undertaken regularly and are fully documented. Pupils are well cared for, guided and supported. They have an appropriate awareness of health and safety. A comprehensive Child Protection Policy is in place and staff have all received relevant training and update briefings. Parents consider their children are very happy in school, and they are very satisfied with the help and guidance provided.

31. Provision for pupils with SEN is good and complies with the revised Code of Practice. Systems are in place for the early diagnosis of special educational needs and early intervention when needed. The school makes good use of specialist services, when necessary.

32. The school recognises, respects and celebrates diversity. It has an effective race equality policy and pupils’ multi-cultural education is developing well. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities.

Leadership and management

33. Overall leadership and strategic management are good. The head teacher, who has a clear and realistic view of the school’s strengths is supported effectively by the deputy. Together with the staff she ensures that challenging and realistic targets and goals are set and met that take good regard to national and local priorities. The school has made good progress since the last inspection and all the key issues have been addressed.

34. Performance management is implemented efficiently and there is regular and effective staff appraisal. A wide range of training is undertaken linked to school need and also to national initiatives and this has a positive impact on the quality of education the school provides.

35. The school mission statement clearly expresses the values of the school. There is a good set of aims that are also implicit in all aspects of the school’s work. However, these are not on public display or in any generally held document, such as the prospectus. Their formulation did not include the views of stakeholders such as governors, parents, pupils or staff other than those who work in the classrooms. The school is open to the views of parents, who say the school welcomes and actions effectively any suggestions raised. Parents say they feel the school is welcoming and approachable and they have no hesitation in airing their feelings and putting forward any suggestions.
36. Governors are very supportive of the school and are hard working. Overall they do a good job. Governors regularly monitor the quality of provision, but on occasion this lacks rigour.

37. The head, staff and governors are committed to improving standards. The head purposefully leads a self-critical culture that permeates the life of the school. All teachers are involved in the self-evaluation process and the school is planning to include support staff in the future. Some pupils’ views are taken into account through the school council but parents were not consulted.

38. The school improvement plan is a clear and purposeful document, which moves the school forward, in the short and long term. The plan includes targets or success criteria for all the priorities and an appropriate allocation of resources. The school rigorously analyses a range of assessment test results including end of key stage tests. This helps to identify trends and weaknesses.

39. The acquisition of resources is clearly linked to the schools priorities. The quality and quantity of resources to support work throughout the curriculum are good overall. Resources match the needs of pupils and are deployed effectively. Teachers make good use of the available accommodation to ensure that learning activities are stimulating.

40. Teaching staff are well qualified, experienced and effectively deployed. Appropriately skilled support staff all work closely with teachers to support pupils and assist in the delivery of curriculum objectives. Administrative support is effective and caretaker, canteen staff and lunchtime supervisors are clearly valuable members of the school team. They make an important contribution to the school’s caring and supporting ethos.

41. The entry steps to the school field are a serious health and safety issue. This has been identified by the head teacher and governing body during their recent health and safety audit as a major concern. The dangers have been brought to the attention of the Local Education Authority on numerous occasions.

42. The school has addressed the issue of Planning, Preparation and Assessment time wisely. Spending decisions are suitably matched to the schools priorities. The Head teacher and governing body have suitable regard for the principles of best value and they carefully monitor the impact of spending decisions. As a result the budget deficit has reduced steadily over the last two financial years from £21k to £9k. However, some important recommendations from the latest external audit report have not yet been met.

43. Overall the school provides good value for money.
Recommendations

In order to move the school forward, the head teacher, staff and governing body need to:-

R1. Ensure all stakeholders are involved in the review and implementation of school aims, and that they are made explicit to all.

R2. Plan for the development of key and basic skills, with particular emphasis on the development of numeracy, ICT, problem solving and bilingual skills.

R3. Ensure all statutory requirements are met and that those recommendations deemed as essential by the auditor are swiftly implemented.

R4. Ensure pupils, have safe, easy and regular access to the school field to make the most of this facility.

R5. Raise standards in aspects where there are shortcomings.

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.

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

45. Pupils across the school make overall good progress in their acquisition of knowledge, skills and understanding regardless of background or specific need. They make good progress in relation to their age and ability.

46. Children start school with the full range of ability. Baseline assessments indicate that although there are fluctuations year-on-year, standards overall are broadly average when children start school.

47. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children’s Learning.

48. In key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows.

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key stage 1</th>
<th>Key stage 2</th>
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<tbody>
<tr>
<td>English</td>
<td>Grade 2</td>
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<td>Science</td>
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<td>Design technology</td>
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49. Standards in subjects inspected are higher than targets set by the Welsh Assembly Government for 2007.

50. Pupils from all groups, including those with special educational needs make good progress and achieve the challenging targets set for them. Tracking within school indicates that while there are differences year-on-year in the standards pupils attain, achievement is consistently good and pupils make overall good gains in their learning.

51. Standards in key skills have good features, which outweigh shortcomings. Pupils make good progress with no important shortcomings in the key skills of literacy and oracy. In numeracy good features outweigh shortcomings at key stage 1 and key stage 2, although throughout the school pupils lack confidence in applying different methods to problem solving in mathematics.

52. Skills in ICT (information and communication technology) have shortcomings at both key stages, due in part to the limited opportunities pupils have had in
the past to practice and refine what they can do and the narrow range of the curriculum. Younger pupils lack fluency in their typing and mouse control skills. Older pupils have limited skills in the full range of programs that include modelling and monitoring or using such as interactive presentation programs. Bi-lingual skills have some shortcomings at both key stages and pupils lack confidence in conversational Welsh outside their designated lessons.

53. Pupils are encouraged to take responsibility for their learning, through, for example research and homework tasks. They make generally good progress in learning to work independently and to develop learning skills and techniques, which will benefit them in later life. However, problem solving skills are developed inconsistently across the school. Pupils in some classes are more skilled in these than in others.

54. At the end of key stage 1, in 2005, according to teacher assessment, seventy-five per cent of pupils attained level 2 or above in the core subjects of English and mathematics. This was below the average for similar schools nationally, based on the proportion of pupils known to be eligible for free school meals. All of the pupils attained at least a level 2 in science, which places the school in the top twenty-five per cent of schools nationally.

55. At the end of key stage 2, in 2005, 88.9 per cent pupils attained at least the expected level 4 in English and mathematics, which is broadly in line with the results attained by similar schools on the basis for known eligibility for free school meals. Results in science were in the top twenty-five per cent of schools nationally as all pupils attained at least level 4. In both key stages boys and girls achieved equally.

56. Pupils relate well with each other and are keen to work. They are motivated and generally interested in what their teachers tell them. They concentrate well and little time is lost in lessons. As a result, they make good gains in their learning and acquire new knowledge, skills and understanding effectively. Pupils have a good knowledge of what they are doing, how they are progressing and what they need to do next. This is because teachers make the targets clear to them and lesson objectives are clearly displayed at the start of each lesson. Pupils make good progress towards fulfilling their potential and moving on to the next stage in their learning throughout the school. They are prepared effectively for eventual participation in the workplace and the community.

57. Pupils make good progress in their personal, social and moral development and in some lessons very good progress. They are empathetic to the needs of others. They take part in a wide range of charity work. School council learns about democratic decision making, such as choosing the paint colour for the refurbished toilet areas.

58. There are no pupils with physical disabilities currently attending the school. However, the staff and governors are aware that this would pose problems in allowing such pupils to have full, safe and easy access to the school field.
59. Understanding of equal opportunities is developing well. Pupils have a growing respect for the diversity of beliefs, attitudes and cultural values within today’s society. Visits to places of interest and centres of worship, such as a recent trip to synagogue effectively help to broaden pupils’ understanding of community.

60. Pupils are very well behaved, considerate and courteous. They contribute positively and constructively to the quality of life in the school. They demonstrate respect for each other, all members of staff and their learning environment. Pupils enter and move around the school in an orderly and purposeful manner settling into their appropriate classrooms quickly. Their developing self-confidence helps them take an increasing degree of responsibility for their own attitudes and behaviour. In discussion, pupils indicate they understand what is expected of them and agree that good behaviour is encouraged, recognised and rewarded. They respond positively to this.

61. There are extremely few reports of recent incidents of bullying or inappropriate behaviour and no pupil exclusions during the last 12 months.

62. The average level of attendance is just under 94 per cent. This is little below the Unitary Authority and similar schools (based on free school meals) averages but better than the national average. The termly-recorded unauthorised absence is usually below one per cent.

63. The main cause of pupil absence is parents taking their children on holiday during term time, causing them to miss valuable learning time. The school strongly discourages this practice. There are no significant or unexplained variations in attendance levels across the school or throughout the year.

64. Punctuality is very good at the start of and throughout the school day, allowing sessions to start promptly without interruption or delay.

65. The school meets the requirements of National Assembly of Wales (NAW) Circular 3/99.
The quality of education and training

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

Grade 2: Good features and no important shortcomings.

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

67. In lessons observed, the quality of teaching was judged as follows:

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<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tr>
<td>0</td>
<td>80%</td>
<td>20%</td>
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68. The quality of teaching is good. The substantial majority of lessons had no important shortcomings.

69. Teachers have a good knowledge and understanding of the subjects they teach and are well aware of recent developments in primary education. A consistent feature of all lessons is the good relationship that exists between pupils, teachers and other adults. This creates a good working environment that fosters learning throughout the school.

70. Teachers plan effectively and learning intentions are made clear to pupils. Pupils are effectively stimulated and challenged to do their best. Questions are used effectively to reinforce previous learning and to make pupils to think carefully about what they are being taught.

71. Lessons proceed briskly, in the main and work is generally matched effectively to pupils’ ability and prior attainment. However, on too many occasions, pupils of all levels of ability complete the same written task at the end of lessons that in all other respects match the needs of each pupil well.

72. Resources and different teaching methods, such as drama, are used well to make lessons interesting. This was particularly the case in a history lesson for pupils in years 3 and 4 when they had to decide what the artefacts they were given were used for originally. This engages learners thoroughly and ensures their active involvement. The work is often based on pupils’ own experiences, such as the study of their locality during the Second World War and this brings the lesson alive to the pupils.

73. Lessons generally engage all pupils and successfully promote equality of opportunity irrespective of age or ability. Teachers and other adults are vigilant in helping and encouraging pupils engaged in individual or small group work. Teachers and classroom support staff monitor and review pupils’ progress effectively.

74. In a minority of lessons, where there were shortcomings, this was often due to shortcomings in teacher’s confidence in the management of behaviour of
pupils who have difficulty on staying on task. Instructions were not always clear and explicit. As a result, time was wasted and the pace of learning in these lessons slowed.

75. The quality of assessment and recording is good. A whole school system of assessment tracks pupils’ progress over time. Teachers make good use of standardised tests to assess pupil’s progress and use information gained to focus on the pupils’ learning needs. Teachers effectively analyse test results to plan future work and to raise standards.

76. Teachers mark pupil’s work regularly and offer appropriate guidance on how pupils can improve their work. Subject portfolios have been compiled in National Curriculum core subjects. These provide useful exemplar ideas and work in line with National Curriculum levels. They share objectives with pupils at the beginning of lessons and check with them at the end of the session whether they have fully understood. Pupils are thus aware of the steps they are taking in their learning. Work on pupil individual targets, throughout the school, is not yet fully developed.

77. Annual reports to parents about their children’s progress conform to statutory requirements and are of good quality. They contain evaluative comments on pupils’ achievements and skills in every subject. Reports also outline clear targets for improvement.

**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.

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

79. The school provides pupils with a broad, balanced, well-planned curriculum that meets the needs and aspirations of all pupils including those with SEN. The curriculum is equally accessible to all, is planned coherently and progressively. Consequently, pupils extend their knowledge and skills as they move through the school. The curriculum fully meets the statutory requirements of the Welsh Assembly Government.

80. The delivery of the curriculum is of good quality. Due regard is given to ascribing sufficient time to core and foundation subjects and to successfully meeting National Curriculum and legal requirements.

81. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the desirable outcomes for children’s learning. Detailed plans are prepared to ensure a wide range of stimulating well-balanced activities.
82. The provision for the development of pupils’ key and basic skills in respect of speaking, listening and reading is good. However the provision for the key skills of ICT, numeracy and bilingual competence is not yet sufficiently developed and, while good overall, has some shortcomings.

83. The varied programme of visits and visitors to the school significantly broaden and enrich pupils’ curricular experiences; they are well used to support and extend curriculum work and to promote links with the local community. Pupils recall and recount visits they have made with enthusiasm. An exceptionally wide range of good quality after school clubs is offered throughout the week. These clubs are well attended by pupils and an outstanding feature of the school. In key stage 2, pupils participate in a wide range of extra curricular activities ranging from the traditional sports offered under the Dragon Scheme to cross country and bowls. This is an outstanding feature of the school. Older pupils in key stage 2 have the opportunity of going on residential outdoor pursuits visits. All these activities enhance pupils’ skills and abilities.

84. Personal and social education is not taught as a discreet subject but effectively permeates through the curriculum and the ethos of the school.

85. The school promotes pupils moral and social development well. Pupils’ involvement with the school council helps in this respect. Their views and comments are taken seriously.

86. Learning experiences for promoting pupils’ spiritual development are good with some shortcomings. Explicit moments to develop spirituality are not explicitly written in lesson planning. When the opportunity arises, the spiritual aspect features strongly in acts of collective worship.

87. Pupils’ awareness of the culture of Wales and other cultures is developing well through planned opportunities across the curriculum.

88. Parents are very supportive and there is a good relationship between them and the school. Parents expressed a high level of satisfaction regarding the quality of education provided by the school through the questionnaires and the parents’ meeting. Parents are welcomed into the school and are encouraged to become part of its life and work. Many are involved in fundraising for the school.

89. Good features outweigh shortcomings in the provision for pupils’ bilingual development and their appreciation of the heritage and culture of Wales. Y Cwricwlwm Cymreig is appropriately planned in various subjects, including visits to places of interest and promoting an understanding and respect for the heritage and culture of Wales. Registration periods are often conducted in Welsh but there are some missed opportunities for pupils to use the language in other lessons.

90. Vocational aspects of the schools’ personal and social education programme the links with Careers Wales and the various visitors to the school help provide pupils with some work-related education. There are very few
partnerships or formal links with employers or local industry and the current provision of effective work related education is, therefore, limited. Teachers have yet to undertake industrial or commercial placements, and use the experiences to enrich the curriculum.

91. The school has high expectations of its pupils and strongly promotes equality of access, equal opportunities and continually challenges stereotyping. Policies for promoting equal opportunity and racial equality are formally adopted and consistently applied by all teachers. No pupil is barred from any of the schools activities. Equality and stereotyping are topics often covered within the school Assembly, which reinforce the schools’ commitment to equality for all.

92. Although the school has no policies for sustainable development and global citizenship there are numerous practical examples of promoting sustainable development, including recycling, composting, wildlife field and willow arch, which are visible in and around the school. Through these initiatives and through other subjects, such as geography, pupils develop their understanding of this aspect. Paper recycling, composting and energy conservation are strongly promoted and practised by pupils. Pupils are actively and enthusiastically involved with the ECO schools initiative and have, to date, achieved bronze and silver level awards.

93. Pupils’ understanding of global citizenship is steadily progressing through numerous curriculum opportunities and is enhanced through their involvement with The Grail Trust (India). The school promotes healthy lifestyles and pupils are aware of the healthy eating programme.

94. Opportunities to develop pupils’ entrepreneurial skills are not fully developed. This aspect has been identified by the school as an area requiring further development.

95. The importance of homework is increasingly emphasised as pupils progress through the school. The setting of homework is organised and pupils are encouraged to complete their set tasks promptly. As they move up through the school they are encouraged to take more responsibility for their own learning, and to be actively involved with community based activities. In discussion, pupils indicate they understand and appreciate the importance of flexibility, adaptability and tolerance.

96. Pupils use and look after local community facilities, for example the garden by the community centre, and they learn to respect and appreciate their surroundings. The extensive range of community links confirms the schools’ commitment to community regeneration.
Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings.

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

98. The school provides a safe, secure, welcoming, happy and caring environment for pupils to learn and play. Pupils are well cared for, guided and supported. Parents consider pupils are very happy in school, and they are very satisfied with the help and guidance provided for their children.

99. Teachers identify and react constructively to each individual pupil’s needs and the deployment of available support staff is organised appropriately to meet these needs and requirements.

100. The range of available external support services is used appropriately and effectively. Effective relationships exist between pupils, staff, parents and members of the local community. The school informally seeks parents’ views and opinions on a range of relevant matters.

101. The school has an ‘open door’ policy and parents are invited to attend two formal parents’ meeting per year to discuss their child’s progress and/or any other matter related to their education. They are also able to make arrangements to come into school to discuss the pupils’ annual progress reports.

102. Although no parents help with day to day school activities, for example reading, several parents help with school trips and excursions on a regular basis. The small but very supportive ‘PTA/Friends’ of the school raises valuable funds for the school. The school newsletter is informative and provides parents with details about school events and activities. There is a good home–school agreement for its pupils.

103. The family atmosphere within school and induction arrangements for pupils joining the school from the adjacent pre-school establishment helps them settle into the school quickly and happily. A ‘Buddy’ system helps the few very shy and reserved pupils to settle into school quickly. Good links with the high school and the established transfer arrangements for pupils moving from Year 6 to their new school are effective.

104. School support staff work effectively to satisfy each pupil’s particular needs. Provision for pupils with SEN is good and complies with the revised Code of Practice. Twenty six pupils (31 per cent) have been identified by the school as requiring SEN support. This figure, compared to three per cent free school meals, is higher than found in similar schools.

105. Systems are in place for the early diagnosis of special needs and early intervention when needed. Appropriate Individual Educational Plans have
been produced to support pupils learning. These plans are regularly reviewed and shared with parents.

106. Teachers generally use positive intervention techniques well to forestall potential difficult situations arising from pupils with behavioural problems. As a result, no pupil has access to learning impeded.

107. Topics related to health education are contained within the schools' personal and social education programme, which is based on the Tocade scheme.

108. The school makes good use of specialist services, when necessary. For example, the Educational Welfare Officer, the Educational Psychologist, the Health Visitor, the Hearing Impairment Service, the School Nurse and the Speech Therapist are involved, as appropriate.

109. Pupils and parents clearly understand that all pupils are expected to attend regularly and punctually. The system for monitoring attendance and punctuality is robust and effective. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Procedures for following up lateness or unexplained absence are effective.

110. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. All staff consistently implements the behaviour and anti-bullying policies. Pupils understand and closely adhere to the established and agreed class rules. The schools’ system (star time) for recognising and rewarding good standards of behaviour and achievement is effective and appreciated by pupils.

111. The school buildings provide a safe and secure environment for pupils to learn and play. Risk assessments are undertaken regularly and are fully documented.

112. The school gives a high priority to pupils’ health, welfare, safety and security. Two members of the school staff are trained in emergency first aid.

113. The schools personal and social education programme contains ‘health and safety’ related topics and as a result pupils have an appropriate awareness of safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.

114. The deputy head teacher is the designated Child Protection Co-ordinator and a nominated governor has been established. A comprehensive Child Protection Policy is in place and staff have all received relevant training and update briefings. School staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Complaint and appeal procedures are in place.

115. The school considers equal opportunity as a priority with all pupils having the same rights and opportunities. The school has high expectations in all pupil relationships.
116. The school has an effective race equality policy and pupils’ multi-cultural education is developing well. Gender equality, racial equality and challenging stereotypes are strongly promoted and practised. Equality is often used as an assembly topic and is incorporated in the schools’ personal and social education programme. The very small number of pupils from minor ethnic groups who attend school are fully integrated and accepted without question. No discrimination, animosity or indifference is shown towards any pupil.

117. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The wide range of activities available during and after school broadens the access for all pupils. All equality related policies fully meet statutory requirements.

118. Behaviour and anti-bullying policies are firmly established and consistently applied. Bullying is considered a serious matter and is not tolerated. Incidents of bullying or oppressive behaviour are rare and are dealt with promptly and effectively.

119. School ensures that any disabled pupil attending school is integrated effectively, and discrimination, in any form, is not tolerated.

120. No formal accessibility plan has been prepared to enable the school to demonstrate its ability to fully conform to the requirements of the Disability Discrimination Act. The school prospectus contains no reference to access arrangement for pupils or visitors with disabilities.
Leadership and management

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

Grade 2: Good features and no important shortcomings.

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

122. Leadership and strategic management are good. The head teacher guides the school well, effectively supported by the deputy. The head teacher has a clear and realistic view of the school’s strengths and areas for improvement. Together with the staff she ensures that challenging and realistic targets and goals are set and met that take good regard to national and local priorities.

123. All staff, including the head teacher, have curriculum responsibilities and these are at a reasonable level for the size of the school staff. Performance management is implemented effectively and there is regular and effective staff appraisal. A wide range of training is undertaken linked to school need and to national initiatives, as a result this has a positive impact on the quality of education the school provides.

124. The school has a mission statement, displayed on walls. It was evolved by class based staff and members of the school council. This clearly expresses the values of the school and promotes equality for all and is reflected in all aspects of the school’s work. There is a good set of aims, which are also implicit in all aspects of the school’s work. However, these are not on public display or in any generally held document, such as the prospectus. Their formulation did not include the views of stakeholders such as governors, parents, pupils or staff other than those who work in the classrooms. However, the school is open to the views of parents, who say the school welcomes and actions effectively any suggestions raised. Parents say they feel the school is welcoming and approachable and they have no hesitation in airing their feelings and putting forward any suggestions.

125. Governors are very supportive of the school and hard working. Overall they do a good job in supporting the school and acting as a critical friend. They are involved in the setting of the school’s strategic direction, but there is room for a more active role in some areas. Governors regularly monitor the quality of provision, but on occasions this lacks rigour due to lack of confidence in defining exactly what their roles should be. This is largely due to a difficulty in obtaining training and access to impartial and up-to-date information of legal requirements. The governors’ role in the development of the school and in evaluating its performance relies heavily on information given them from the school. Financial systems are good and have led to a significant reduction in the school’s deficit in recent years. However, not all of the recommendations of the most recent auditor’s report, some of which were described as essential, have, as yet, been implemented. A number of minor legal requirements are not met.
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings.

126. Overall the findings of the inspection team match the judgement made by the school in the self-evaluation report. The head, staff and governors are committed to improving standards. The head purposefully leads a self-critical culture that permeates the life of the school. All teachers are involved in the self-evaluation process. Some pupils’ views were taken into account through the school council but parents were not consulted.

127. The acquisition of resources is clearly linked to the schools priorities.

128. The teachers’ role as curriculum co-ordinators in self-evaluation involves them in the scrutiny of teachers planning documents, sampling pupils work, some direct lesson observations and sharing good practice. Portfolios of pupils work are annotated to show the levels pupils achieve. These are developing well.

129. The school improvement plan is a clear and purposeful document, which moves the school forward, in the short and long term. The planning process involves all staff ensuring a shared understanding of the direction of the school. Teachers identify their priorities and their training needs are determined from this. The plan includes targets or success criteria for all priorities and an appropriate allocation of resources.

130. The school rigorously analyses a range of assessment test results including end of key stage tests. This helps to identify trends and weaknesses, which are well addressed in future planning bringing about improvement in teaching and learning.

131. The self-evaluation report produced by the school before the inspection is concise and clear. It identifies strengths and areas where improvements are needed. In most respects, the inspection team agreed with the school’s identification of its strengths and areas for improvement. The inspection team agreed with the judgements made by the school in all seven key questions.

132. The school has made good progress since the last inspection and all key issues have been addressed.

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

Grade 2: Good features and no important shortcomings.

133. Overall the findings of the inspection team match the judgement made by the school in the self-evaluation report.
134. Teaching staff in the school are well qualified, experienced and are well deployed. Appropriately skilled support staff all work closely with teachers to support pupils and assist in the delivery of curriculum objectives. This is a good feature. The effective administration support, led by the school secretary, ensures that the day-to-day life of the school runs smoothly and effectively. The caretaker, canteen staff and lunchtime support team are clearly valued members of the school team and make an important contribution to the school’s caring and supporting ethos.

135. The quality and quantity of resources to support work throughout the curriculum are good overall. They match the needs of pupils and are deployed effectively. An appropriately stocked library together with class library areas provides good quality reading resources.

136. Teachers make good use of the available accommodation to ensure that learning activities are stimulating. Inside the school the environment is bright and colourful due to the many displays of pupils’ work arranged by their teachers or support workers. The school hall is spacious and offers plenty of room for indoor gymnastic and games activities. The hard play areas are ample and in a good state of repair. Grassed areas are well maintained.

137. The entry steps to the school field are a serious health and safety issue. This has been identified by the head teacher and governing body during their recent health and safety audit as a major concern. The dangers have been brought to the attention of the Local Education Authority on numerous occasions.

138. The quality and quantity of resources to support work in curriculum subjects and areas of learning are good. Teachers deploy them effectively during lessons to advance pupils’ knowledge and understanding.

139. The school has addressed the issue of Planning, Preparation and Assessment time wisely. A Higher Level Teaching Assistant, who is already employed by the school in another capacity during the other sessions, covers class 1 (nursery and reception). A teacher is employed to cover the other three classes. The head teacher is confident that standards of achievement are being maintained during these sessions.

140. Performance management is up to date, appropriate job descriptions are in place for all teaching staff. Due regard is given to in service training and the professional development of staff.

141. Outcomes from performance management meetings are used together with the identified needs of the school to determine training provision, which is then processed through the school improvement plan. Some staff have benefited from General Teaching Council for Wales grants to pursue courses to enhance their own professional development. This is seen as a vital factor in raising the standards of achievement of pupils.
142. Spending decisions are suitably matched to school priorities. Staff work closely with the Head teacher to identify priorities and spend resources wisely. Both head teacher and governing body have suitable regard for the principles of best value and they carefully monitor the impact of spending decisions. As a result the budget deficit has reduced steadily over the last two financial years from £21k to £9k. However, some important recommendations from the latest external audit report have not yet been met.

143. Overall the school provides good value for money.
Standards achieved in subjects and areas of learning

English

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

Good features

144. Pupils in both key stages have good speaking and listening skills. They listen with increasing attention and concentration to their teachers and their peers during lessons. They respond appropriately to what they have heard, answering questions that indicate their understanding of the matter under discussion. Most pupils are able to speak clearly, with increasing confidence, in a variety of contexts, using a wide range of vocabulary. This is a good feature of the school.

145. Reading standards in both key stages are good. In key stage 1, the majority of pupils read well according to their age and ability, showing good levels of fluency and understanding as they read out loud. They use suitable strategies when they encounter difficult words. Pupils talk logically about why they prefer some books to others and discuss the contents of books enthusiastically.

146. In key stage 2, pupils continue to read fluently and accurately showing a mature understanding of the themes, ideas, events and characters in books. Most pupils talk about books and authors in an informed manner with many expressing a preference for a particular style of writing. More able pupils show complete absorption in the plot of their fiction books. They identify episodes that have been particularly memorable and justify their preferences for the works of certain authors. Pupils know the difference between fiction and non-fiction.

147. In key stage 1, pupils write for a range of purposes. The majority of pupils form letters, space words and write simple sentences using capital letters and full stops appropriately. Older pupils are beginning to develop and use a widening vocabulary, and spell common words correctly with spelling patterns used to good effect.

148. In key stage 2, pupils write confidently using a range of different styles for different purposes and audiences. By the end of the key stage, they have developed a mature and interesting style and use a wide range of vocabulary to sustain the interest of the reader. They have a good understanding of grammatical conventions and sentence structure. Most pupils present sensible arguments and express their views clearly in their written work. They recognise the purpose of authorial technique and use this effectively in their own extended narrative writing. All pupils use punctuation well, and spelling is usually accurate.
149. Across both key stages pupils’ knowledge of language develops well.

150. Pupils’ handwriting and presentation of work in upper key stage 2 is of a high standard.

**Shortcomings**

151. There are no significant shortcomings.

### Science

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

**Good features**

152. In both key stages pupils make good progress in their knowledge and understanding of scientific facts. Throughout the school pupils are keen to find out why things happen. They are curious and eager to think of hypothesis and to try them out.

153. In key stage 1, pupils learn about electric circuits. They have a good level of awareness of safety issues and can draw a circuit using correct scientific symbols for the various parts.

154. They know about the features of a range of materials and can suggest which materials would make a good choice to use if making an umbrella. They know how to set up a fair test.

155. Pupils at both key stages learn how to set up experiments to test out their theories. They know how to set up a test and whether it is fair or not. For example, they develop fair tests to check whether the size of a snail has any correlation on the speed it travels and whether it moves quicker over wet or dry paper.

156. When learning about life processes and living things, pupils at key stage 1 describe the conditions necessary for survival. They recognise that there are a range of plants and animals suited to different habitats.

157. Pupils at key stage 2 learn about food chains. They make use of the knowledge they have about different types of animal teeth and life styles to categorise them as herbivore, carnivore or omnivore. They learn which living things are producers and which are predators.

158. Pupils at key stage 2 have a good understanding of reversible and irreversible changes. They predict what changes will occur in different circumstances.
159. Pupils at both key stages know about healthy lifestyles and healthy eating and science supports their developing knowledge of such as choice of food and tooth care, well.

160. In key stage 2, pupils learn about forces and use their knowledge effectively to plan and set up experiments to test theories, such as which type of footwear has the greatest resistance to sideways forces.

**Shortcomings**

161. There are no significant shortcomings

### Design technology

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

**Good features**

162. Across both key stages, pupils' ability to apply knowledge, skills and understanding in a wide range of contexts, and to produce a variety of finished products with clear fitness for purpose, is developing well.

163. Pupils in key stage 1 measure accurately, investigate the suitability of possible materials, and consider the aesthetic qualities of the designs at the planning stage. They confidently use appropriate and increasingly technical vocabulary to communicate and record each stage of the design process. Throughout the designing and making process pupils develop the skills of working collaboratively in pairs and in small groups well.

164. Pupils in key stage 2 test their products against the initial design specifications, identify problems, and carry out modifications and improvements. They evaluate their work during and on completion of the task, with understanding and perception.

165. Pupils use a wide range of ICT skills well. For example, in key stage 1, pupils are able to investigate suitability of purpose when designing moneyboxes. In key stage 2 pupils are able to design and make monsters with moving parts controlled by pneumatic systems and toys with moving parts using cams.

166. All pupils develop an appropriate awareness of the importance of hygiene when designing and making artefacts involving food.

167. Pupils in both key stages are able to use the full range of tools correctly and safely.
Shortcomings

168. There are no significant shortcomings, but in most classes, pupils’ control technology skills are underdeveloped.

History

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

Good features

169. At both key stages, pupils develop a sound chronological awareness. In key stage 1, pupils develop a time line of their life, noting important events that have happened to them. In key stage 2, pupils are beginning to interpret evidence and give reasons for the differences between varying accounts of the past.

170. Pupils at key stage 1 use basic historical vocabulary such as then and now, old and new. They consider the lives of important real and legendary characters from different times, such as Laura Ashley and King March. They know about Mary Jones and can talk with empathy about how hard she worked to get her own copy of the Bible.

171. In key stage 1, pupils consider how changes have come about in the lifestyles of people living locally. They compare their experience of homes and school with those in the past. For example, they learn about the Welsh Not.

172. Pupils at key stage 2 have a good recall of the periods and characters they have studied. They know and understand about invaders and settlers and have made a careful study of the Roman period in Britain. They know many of the things today that were introduced by the Romans.

173. They can explain many of the things that were important to Celts, including attitudes to dress and life-style.

174. Pupils make good use of visits to historical areas and write clear reports as a result. They have good research skills and know the difference between primary and secondary sources of information.

175. Pupils in years 3 and 4 examine artefacts carefully and apply what they know effectively to deducing the age and original use of the items.

176. In key stage 2, pupils have a good knowledge of life during World War 2. They know why it was necessary for some children to leave their homes and live in the country. They study the fashions and way of life of that time and can make effective comparisons with dress and customs today.
Report by Sheelagh Margaret Barnes
Montgomery C.I.W. School, 10/07/06

Shortcomings

177. There are no significant shortcomings

Music

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

Good features

178. At key stage 1, pupils clap out simple rhythms, keeping time well. They sing tunefully and with expression and enthusiasm.

179. They play simple tuned and un-tuned percussion instruments effectively to explore and organise sounds and musical ideas in small groups.

180. They listen attentively and internalise and recall sounds and patterns with good developing aural memory.

181. At key stage 2, pupils have a good awareness of rhythm and dynamics. They are developing a good understanding of how to use a range of instruments to achieve the desired effect.

182. Pupils in key stage 2 demonstrate good progress in the development of their composing skills. They listen carefully to tapes of music they have created and that of others and make constructive comments of how the work could be improved.

183. They improvise musical phrases within a group performance to achieve a desired effect, such as when representing a storm. They explore the ways that sounds can be used expressively in combination, trying a range of simple instruments until they are satisfied with the result.

184. Pupils in key stage 2 have a developing knowledge of technical musical terms and methods, such as simple notation and use these to record and share their work.

Shortcomings

185. There are no significant shortcomings.
## Physical education

**Key Stage 1  Grade 2**: Good with no important shortcomings  
**Key Stage 2  Grade 2**: Good with no important shortcomings

### Good features

186. Pupils understand the need to dress appropriately for physical education lessons. They show a good understanding of safety issues. They show enthusiasm, positive attitudes and participate fully, showing an enjoyment of the subject.

187. Pupils in all lessons use space well and display an increasing control over their bodies. They work effectively in a variety of situations such as paired or group work.

188. Pupils in key stage 1 develop their hand eye co-ordination well with some able to throw and catch with increasing accuracy.

189. Older pupils show a good understanding of what happens to their bodies during exercise. They warm up and cool down and realise the importance of exercise to their health and well-being. Boys and girls participate on an equal basis in all lessons and work together well.

### Shortcomings

190. There are no significant shortcomings.
School's response to the inspection

The Governing Body and staff of Montgomery Church in Wales School would like to take this opportunity to thank the Inspection Team for the professional and courteous way they conducted the inspection. We are very pleased that our process of self evaluation was judged to be clear and realistic and that our judgements about the school matched those made by the inspection team.

We are delighted that our school provides a safe, welcoming and happy environment for all pupils and that our commitment to raising standards is a constant feature of our school. The care and commitment of all staff in the school has been recognised and identified as a strength. This relates not only to the good standards of teaching and learning in subjects inspected, but it also impacts on the provision of extra curricular activities which was found to be outstanding. We would also like to acknowledge the pupils of our school whose behaviour and attitudes were found to contribute positively and constructively to the quality of life in the school.

An action plan will be put in place to address the recommendations in the report, in particular to further develop key skills and to involve all stakeholders in the review and implementation of school aims. The Governing body is aware of the need to meet all statutory requirements and will fulfil these quickly and effectively. The issue of access to the school field will also be addressed. A copy of the action plan will be distributed to all parents.
Appendix 1

Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Montgomery Church in Wales School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Nursery and Primary</td>
</tr>
<tr>
<td>Age-range of pupils</td>
<td>4-11</td>
</tr>
<tr>
<td>Address of school</td>
<td>Church Bank, Montgomery, Powys</td>
</tr>
<tr>
<td>Postcode</td>
<td>SY15 6QA</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01686 668387</td>
</tr>
<tr>
<td>Head teacher</td>
<td>Mrs. E. Griffiths</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>January 2004</td>
</tr>
<tr>
<td>Chair of governors/</td>
<td>Mr. N. Harrison</td>
</tr>
<tr>
<td>Appropriate authority</td>
<td></td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Mrs. S. M. Barnes</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>10th - 12th July 2006</td>
</tr>
</tbody>
</table>
Appendix 2

School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>N (fte)</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>12</td>
<td>16</td>
<td>13</td>
<td>15</td>
<td>9</td>
<td>87</td>
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</table>

<table>
<thead>
<tr>
<th>Total number of teachers</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
</tr>
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<tbody>
<tr>
<td>Number of teachers</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Staffing information

| | Pupil: teacher (fte) ratio (excluding nursery and special classes) | 1:22 |
| | 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 | 22 |
| | Teacher (fte): class ratio | 1:1 |

<table>
<thead>
<tr>
<th>Term</th>
<th>N</th>
<th>R</th>
<th>Rest of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer '05</td>
<td>90%</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>Autumn '05</td>
<td>93%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>Spring '06</td>
<td>N/A</td>
<td>97%</td>
<td>95%</td>
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</tbody>
</table>

Percentage of pupils entitled to free school meals | 3%
Number of pupils excluded during 12 months prior to inspection | 0
## National Curriculum Assessment Results

### End of Key Stage 1:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher Assessment</th>
<th>School</th>
<th>National</th>
<th>Number of pupils in Y2: 10</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>Teacher Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
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<td></td>
<td>0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Teacher Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
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<td></td>
<td></td>
<td>0</td>
<td>2</td>
<td>10</td>
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<tr>
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<td></td>
<td>25</td>
<td>63</td>
<td>24</td>
</tr>
<tr>
<td>Science</td>
<td>Teacher Assessment</td>
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<td>0</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>65</td>
<td>24</td>
</tr>
</tbody>
</table>

**Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment**

| In the school | 80.0% | In Wales | 80.9% |

**D** Pupils who have been disappplied from the statutory arrangements  
**W** Pupils who are working towards level 1
National Curriculum Assessment Results
End of Key Stage 2:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS2 Results 2006</th>
<th>Number of pupils in Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school</td>
</tr>
<tr>
<td>In Wales</td>
</tr>
</tbody>
</table>

D  Pupils who are excepted 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 were present at the school for six inspector days. The deputy head teacher was the nominee. There was no peer assessor.

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

Eleven questionnaires completed by parents were analysed.

Discussions were held with the head and staff during the inspection.

Twenty lessons or part lessons were observed.

School documentation and samples of pupils' work from across the ability range in each year group were examined.

Discussions were held with pupils about their work and life in school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post-inspection meetings were held with the staff and the governing body.
### Appendix 5

**Composition and responsibilities of the inspection team**

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs S. M. Barnes</td>
<td>Key Question 1, Key Question 2, Key Question 5, science, music, history.</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td></td>
</tr>
<tr>
<td>Mr K. Jones</td>
<td>Key Question 4</td>
</tr>
<tr>
<td>Lay Inspector</td>
<td></td>
</tr>
<tr>
<td>Mr P. Roach</td>
<td>Key Question 3, Key Question 6, Key Question 7, English, PE, Design and technology</td>
</tr>
<tr>
<td>Team Inspector</td>
<td></td>
</tr>
<tr>
<td>Mrs Baker, deputy head.</td>
<td>Providing information</td>
</tr>
<tr>
<td>Nominee</td>
<td></td>
</tr>
</tbody>
</table>

The contractor was:

Evenlode Education  
8 Fisher Close  
Duxford  
Cambridgeshire  
CB2 4XU

**Acknowledgement**

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