

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

A Report on the Quality of Education in

**Gladestry Church-in-Wales Voluntary Controlled
Primary School
Gladestry
Kington
HR5 3NR**

School Number: 6663026

Date of Inspection: 23/03/09

by

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

The inspection of Gladestry Church-in-Wales Voluntary Controlled Primary School took place between 23/03/09 and 24/03/09. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Gladestry Church-in-Wales Voluntary Controlled Primary School was opened in 1877 as a National school. An extension to the original one room school room was added in 1960, comprising another classroom, toilets, a kitchen, an office and a cloakroom. The kitchen was further converted into an additional teaching space and servery in 2003. The junior classroom is housed in the original building. Outside there are two playground areas.
2. The school is situated in the centre of the small village of Gladestry, which nestles in a valley about five miles south of Kington, close to Offa's Dyke and the English border. It has extensive views of the surrounding countryside and serves a wide rural area, including the communities of Colva, Newchurch, Michaelchurch-on-Arrow, Brilley Mountain, Burlingjobb and Dolyhir. Several learners also travel across the border from Huntington, Brilley and Kington through parental choice. Few live within walking distance; most are transported to school by bus or private car. According to the school, the area from which learners are drawn is generally neither prosperous nor economically disadvantaged. Around eight per cent of the number on roll are registered as being entitled to receive free school meals, which is well below the national average.
3. The school caters for 34 full-time equivalent pupils between the ages of four and eleven, including four part-time children of nursery age, who only started in January 2009. There are two classes, one for nursery, reception and key stage (KS) 1 and the other for KS2. During the inspection the foundation phase had officially begun to be implemented for nursery children, but its ethos and principles were in effect being delivered throughout the whole of the early years and KS1 class.
4. The number on roll over the last four years has steadily declined, but is similar to the last inspection. The intake covers the full range of ability. Around 12 per cent of learners are identified as requiring special educational needs (SEN) support, one of whom is statemented. All learners speak English as their first language, although some use the local dialect. None is from an ethnic minority background or currently looked after by the local authority.
5. The school was last inspected in March 2003. There have been few changes to the school since then, although, due to the varying figure on roll, there has been a fluctuation in the number of classes, which since September 2008 has been reduced to two, with a subsequent change in use of the accommodation and a reduction in the number of teachers from three to two. The headteacher has been in post since September 2001.
6. The school has been awarded the Basic Skills Agency Quality Mark three times and has applied for a fourth in May 2009. The Healthy Schools first award was gained in Summer 2008 and the second was accredited in February 2009. The Eco Schools' Green Flag was gained for the second time in December 2008.

The school also received a special award for its environmental activities in the Women's Institute Best Kept Village competition and it gained Fair Trade status in November 2008, being only the third school in Powys to achieve this accolade.

The school's priorities and targets

7. The school has two mottos: 'We love to learn' and 'We give 100% effort'; the latter is shared with its partner primary school, Netherton in Dudley.
8. The school's mission statement is: 'Our aim at Gladestry School is to provide our pupils with a secure and stimulating environment in which they will be valued as individuals and challenged to achieve their full potential both academically and non-academically. We encourage enthusiasm and motivation, aiming to provide a joyful place where children will develop a sense of responsibility and feel confident to contribute to the life of the school. We will provide a broad and flexible curriculum that is relevant to the needs of our children and that combines new initiatives with existing ideas. We will provide a caring atmosphere in which all children and adults respect each other. As a church school we will develop a personal moral code sensitive to the needs of others and based on Christian tradition and teaching. We see our children not only as pupils within our school but as valued members of our local community and of the global community beyond. We will foster the existing strong links between school, home, parish and local community and ensure that our school is regarded by all with the utmost pride. We hope that children at Gladestry School will be enabled to achieve their own dreams and visions.'
9. This mission statement is supported by a number of relevant aims.
10. The school's current priorities, as outlined in its current school development plan (SDP), are to:
 - raise standards in the teaching and learning of English, art, music and physical education;
 - continue with the implementation of the foundation phase, the new national curriculum and the skills framework; and
 - continue with the implementation of the religious education framework, personal and social education (PSE), healthy schools initiative and the information communications technology (ICT) self-review framework.

Summary

11. Learners at Gladestry Church-in-Wales Voluntary Controlled Primary School receive an outstanding all round education. Standards are consistently very high, teaching is exceptionally good and the quality of provision and the leadership and management of the school have many outstanding features.

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 2
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

12. The inspection team agreed with the school in its judgements in its self-evaluation report in five of the seven key questions. Where there was a difference in Key Questions 1 and 2, the team awarded a higher grade.

Standards

13. National curriculum assessment results for the school have to be treated with caution due to the very small cohorts involved. Overall, however, the school's results in both key stages are consistently higher than other schools of a similar size and with a similar free school meals percentage.
14. In KS1 in 2008 only three pupils were assessed. Over the previous four years the school has been consistently above local and national averages and in the best 25% of similar schools.
15. In KS2 in 2008 twelve pupils were assessed. Only one pupil did not attain level 4 or above in English and mathematics and all did so in science, placing the school above local and national averages. Around 40% attained level 5 in English and a third did so in mathematics and science; these results are also above local and national averages. Over the last four years in KS2 the school has consistently been in the best 25% of similar schools in all subjects with 100% of pupils attaining at least level 4 in all subjects until 2008.

16. There are no apparent significant differences in performance between girls and boys in either key stage.
17. Baseline assessment indicates that children enter the school with varying abilities, but they make rapid progress in their all round development through nursery and reception. The overall quality of the educational provision, therefore, for the under-fives is appropriate to their needs and they make very good progress towards the foundation phase outcomes.
18. All pupils continue to make very good progress through KS1 and KS2, including those with additional learning needs (ALN).
19. There are some outstanding features in the key skills of literacy, numeracy and ICT, especially in speaking, listening and reading. Nearly all learners develop into fluent writers, although the range of extended pieces is somewhat limited and in a few cases spelling, handwriting and presentation skills are relatively underdeveloped.
20. Learners' bilingual competence in the early years and KS1 is outstanding. Their use of English and Welsh in both their oral and written work is extremely advanced and nearly all transfer between the languages confidently and easily. In KS2 pupils' bilingual confidence and competence is less pronounced, but overall standards are good.
21. Another outstanding feature is that learners are very involved in, and have responsibility for, their own learning, which ensures they have a high level of interest and motivation in the tasks they undertake. They are actively engaged in setting their own targets for improvement.
22. Learners work very well both independently and with others and regularly raise their own questions; they carry out research and investigations confidently and transfer skills appropriately.
23. Behaviour across the school and throughout the day is exemplary. Learners are respectful, polite and helpful to adults and peers.
24. Attendance, at just over 95 per cent for the previous year, is above the averages for local, national and similar schools. Punctuality is generally very good.
25. Learners' awareness of equal opportunities and diversity issues is good. They develop a good understanding of the local community and are well prepared for the world of work and entrepreneurship.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
69%	31%	-	-	-

26. These percentages are even better than the high figures achieved in the last inspection and they are considerably above the national average for primary schools in Wales, as reported in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2007-8, where 83% of lessons are Grade 2 or better, of which 16% is Grade 1.
27. Where teaching is Grade 1, the outstanding features include high expectations, very good provision for differentiation, a very brisk pace, a strong emphasis on independent learning and collaborative group work, empowerment of learners to reach their own decisions, excellent development of bilingual skills and very good use of praise and encouragement.
28. Where teaching is Grade 2, the good features include efficient classroom organisation, effective use of targets, beneficial use of role play, good integration of skills and knowledge, skilled and challenging questioning and a good balance of practical and more formal recording tasks.
29. Teaching for the under fives is very good and actively promotes the philosophy of the foundation phase. Team work and shared planning between the teacher, support staff and children are highly effective.
30. In both classes teachers show very good subject knowledge and include learners in planning and setting learning objectives and outcomes. They prepare lessons extremely well and use a range of teaching strategies and resources. They provide very good role models and establish outstanding working relationships with learners.
31. Assessment, recording and reporting are very good overall and meet statutory requirements. The school has a good tracking system and an outstanding feature is the attention given to self and peer assessment.
32. Teachers respond effectively to learners' work with comments on the content and how well an individual has addressed the agreed success criteria. Statutory requirements are met in reporting to parents; annual reports are detailed and of good quality.
33. The school provides a broad, balanced, relevant and challenging curriculum that meets statutory requirements and the needs of the range of learners and which ensures continuity and progression.
34. The planning process is in a phase of redevelopment. Existing subject policies and schemes of work are being revised in line with new requirements and the school's development cycle. There are some differences in the process and format between the two classes.
35. Opportunities to develop key skills and the common requirements of the national curriculum are identified in medium and short term plans, although there is no specific key skills policy to guide practice.

36. Sustainable development is a strength of the school and embedded within the curriculum. A number of extra-curricular activities are provided for learners through lunch time and after school clubs and both classes go on regular trips to places of interest both locally and further afield.
37. PSE is planned across the curriculum and involves weekly circle time in each class; there is a two year rolling programme of specialist visitors, who deliver a variety of programmes.
38. Learners' spiritual, moral and social development has some outstanding features. Collective worship meets statutory requirements. Learners have a clear understanding of right and wrong and realise that there are many children in the world less fortunate than themselves. They work and play together extremely well and establish very good relationships with each other.
39. Cultural development is good overall. Learners experience their Welsh heritage and culture in various ways, although there is scope to raise the profile of this aspect. Learners' awareness of other cultures, global citizenship and the diversity of faiths, beliefs and lifestyles in the world is effectively promoted.
40. There are exceptionally close relationships with parents, who are encouraged to take a full part in their children's education and who are actively involved in the life of the school. Parents' and grandparents' skills are also sought to assist with classroom projects, visits and extra-curricular clubs; all are very supportive and kept well informed.
41. Partnership with the local community is particularly strong and there are very good links with the parish church. There are also effective relationships with other schools and colleges.
42. The school has a good range of links with local employers considering its very rural situation and it offers an exciting range of opportunities to develop entrepreneurial skills.
43. The quality of care, support and guidance offered to pupils is outstanding. The school works in close co-operation with parents and a range of relevant support agencies to provide the best care for its learners.
44. Induction for children in the early years is well established and there are good links with the local playgroup. There is a cluster transition plan that addresses the issues of transfer between the feeder primaries and the main receiving secondary school.
45. Learners' views are encouraged and the provision to ensure their healthy development, safety and well-being is outstanding. Appropriate child protection procedures are in place. The systems for monitoring behaviour, attendance and punctuality are very effective.
46. Provision for learners with ALN is good overall. Early intervention systems are in place and assessment and monitoring procedures identify those with specific

learning needs. Good support is received from a range of external agencies and adults in the school. Good provision is also made for more able and talented learners.

47. Bullying, racial discrimination and any form of harassment are not tolerated. The school has an appropriate equal opportunities policy, a disability equality scheme and an accessibility plan.

Leadership and management

48. The school has a very positive and strong ethos, based on its mission statement and aims, which clearly reflect its Christian character and which permeate its life and work. All staff share the same values and principles and display a clear sense of purpose and commitment to the well-being of learners.
49. The leadership of the headteacher is outstanding. She leads the school by example and has a very professional, efficient and dynamic approach. She has taken the school forward in many ways since her appointment in 2001. She does, however, have a very heavy workload, which is not conducive to a good work life balance.
50. Staff work very well together as a team and day to day administrative routines operate very smoothly.
51. The governing body (GB) is very proactive and supportive of the school. It is kept well informed; national priorities are given a high profile and implemented enthusiastically. All necessary statutory policies and performance management procedures are in place.
52. An effective culture of self-evaluation and school improvement is well established and accurate judgements are made by the school about its performance and its strengths and areas for development.
53. There is an annual subject monitoring cycle, although co-ordinator's record files are at an early stage of development. An outstanding feature of the self-evaluation process is that all governors and parents are surveyed about their views and are invited to observe lessons and to comment on these. Learners also have direct access informally to the headteacher and staff to make suggestions and to share ideas.
54. The SDP and self-evaluation report are comprehensive documents that outline the school's areas for development with specific success criteria and annual and long term targets. The key issues from the last inspection have all been successfully addressed.
55. The quality of staffing is a strength of the school. There is an appropriate number of teaching, support and administrative staff, including part-time and visiting teachers, who are well qualified and suitably experienced. All make a varied and valuable contribution to the efficient running of the school.

56. Despite its age the school building is in good condition overall. Colourful displays enhance the learning environment and contribute very positively to the warm and welcoming atmosphere of the school. There is no hall, but good use is made of the relatively new village hall for physical education and other activities.
57. The two playgrounds are small, but frequent use is made of them, although there is no immediate free flow access for children within the foundation phase.
58. The quality and quantity of learning resources, including ICT, are good overall and are appropriate to the age and needs of learners. Teachers are very adept at producing their own materials, which are of a high quality and purposeful.
59. The budget is balanced each year and spending priorities are matched to the SDP; money is spent wisely. Overall, in light of the very good results learners attain and the high quality of the provision, the school provides very good value for money.

Recommendations

In order to maintain and build on its current high standards and success, the school needs to:

- R1 continue to develop curriculum planning and co-ordination, especially in light of the implementation of the foundation phase and the skills based framework;
and
- R2 raise learners' awareness of their Welsh heritage and culture.

N.B. Recommendation 1 is a major target of the school's current SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

60. The findings of the inspection team do not match the Grade 2 judgement of the school in its self-evaluation report. This is because the team identified many outstanding features in standards and achievement.
61. National curriculum assessment results for the school have to be treated with caution due to the very small cohorts involved; for example, three of the current year groups only contain three pupils. It is thus very difficult to make meaningful comparisons with national data year by year or to identify trends.
62. In KS1 in 2008 only three pupils were assessed, two of whom one were on the SEN register, which significantly affected the results. Over the previous four years the school has been consistently above local and national averages and in the best 25% of similar schools.
63. In KS2 in 2008 twelve pupils were assessed. Only one pupil did not attain level 4 or above in English and mathematics and all did so in science, placing the school above local and national averages. Around 40% attained level 5 in English and a third did so in mathematics and science; these results are also above local and national averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 4 in all three core subjects, was 91.7% compared to 75.5% nationally.
64. Over the last four years in KS2 the school has consistently been in the best 25% of similar schools in all subjects with 100% of pupils attaining the CSI until 2008.
65. There are no apparent significant differences in performance between girls and boys in either key stage, since varying cohorts and a significant imbalance in the gender split over the last few years make it difficult to draw conclusions on this issue. For example, there are no girls in the current Year (Y) 6.
66. Overall, the school's results in both key stages are consistently higher than other schools of a similar size and with a similar free school meals percentage.
67. Baseline assessment indicates that children enter the school with varying abilities, but they make rapid progress in their all round development through nursery and reception. The overall quality of the educational provision, therefore, for the under-fives is appropriate to their needs and they make very good progress towards the foundation phase outcomes.
68. All pupils continue to make very good progress through KS1 and KS2, whatever their aptitude, ability or social, ethnic and linguistic background. Comparisons between baseline, KS1, National Foundation for Educational Research (NFER) and KS2 assessments, for example, demonstrate that

progress is above county averages. In discussion, pupils express the view that they learn something new every day.

69. Learners with ALN, including those with SEN, also make very good progress and achieve well against their personal targets. Over recent years, for example, statemented pupils are recorded as attaining levels 3 and 4 by the end of KS2.
70. There are some outstanding features in key skills, especially in speaking, listening and reading. In both classes learners converse frequently with each other and with adults; they answer questions knowledgeably and contribute to discussions enthusiastically. They speak very confidently in front of the class, are well supported by their peers and adults and demonstrate an advanced vocabulary. They listen attentively, follow instructions carefully and show interest in what they hear. Even in the early years they sit and listen patiently and without interrupting.
71. Learners make very good progress in their reading skills and show enthusiasm for books. In the early years they develop very good word recognition skills and can discuss stories they have heard or seen. In KS1 they read with increasing fluency and improving expression; they can discuss plot, characters and events in stories and they begin to use a range of strategies to work out unfamiliar words and to self-correct their errors. In KS2 many read avidly and choose and enjoy a variety of texts, so that towards the end of the key stage they read fluently and accurately and have various higher order skills to extract meaning and to achieve their purposes.
72. Learners write for a range of purposes and audiences and most produce written work of a good quality. In the early years they undertake a variety of mark making and early writing activities, so that by the end of reception many can produce some words and sentences of their own. In KS1 most pupils make good progress in their writing abilities and the more able in particular excel in the quality and quantity of their work, especially in relation to its content, punctuation and mode of expression.
73. Similarly, in KS2 nearly all pupils develop into fluent writers, producing a variety of writing that is accurate and neatly presented, although the range of extended pieces is somewhat limited and in a few cases spelling, handwriting and presentation skills are relatively underdeveloped. Dictionaries and thesauri are used regularly in both key stages, resulting in generally good standards of spelling and vocabulary among the majority of pupils.
74. Learners use numeracy skills in a range of contexts and learning situations. In the early years they begin to sort and count in a various activities and in KS1 and KS2 they regularly use numbers, money, graphs, pie charts, measures and shapes in a range of subjects. They effectively apply their mathematical skills to everyday life.
75. Learners use ICT in many contexts to access, prepare, process and present information utilising a variety of programs. They also confidently use computers and other electronic equipment for decision making, investigating and

evaluating. In the early years they begin to develop appropriate mouse and keyboard skills and in KS1 and KS2 they learn to use a range of programs and to navigate between various on-screen functions to achieve their purposes; they use the internet to acquire information and develop good word processing skills. Older ones use PowerPoint effectively to make presentations.

76. Learners' bilingual competence in the early years and KS1 is outstanding. Their use of English and Welsh in both their oral and written work is extremely advanced and nearly all transfer between the languages confidently and easily. From an early age they understand a range of commands and instructions and respond accordingly in sentences and phrases. They speak and hear Welsh continually in the classroom as a natural part of their learning.
77. In KS2 pupils' bilingual confidence and competence is less pronounced, but overall standards are good. They learn to ask questions and to express opinions in Welsh and display a growing vocabulary in both their oral and written work.
78. Another outstanding feature is that pupils are very involved in, and have responsibility for, their own learning, which ensures they have a high level of interest and motivation in the tasks they undertake. They are actively engaged in setting their own targets for improvement and understand what the success criteria are; they use the targets when undertaking relevant activities to evaluate their achievements. Their attitude to learning is extremely good.
79. Learners work very well both independently and with others and regularly raise their own questions to find solutions to problems; they carry out research and investigations confidently and transfer skills appropriately. They frequently make choices, take risks and challenge themselves. They show good concentration and perseverance in the tasks they undertake; they take pride in their own and each other's achievements.
80. Behaviour across the school and throughout the day is exemplary and parents and governors support this view. Learners are respectful, polite and helpful to adults and peers. They move around the school in a quiet and orderly way and lunch times are pleasant social occasions. All use the same yard at playtime and interact well with each other. There have been no exclusions for many years.
81. Attendance, at just over 95 per cent for the previous year, is above the average for all Wales of 93 per cent, that of the local education authority (LEA) of 94.1 per cent and that for similar schools of 94.6 per cent. The level has improved over the last three years and went up significantly in 2007-08 from 91.06 per cent to 95.23 per cent. However, the increasing number of holidays being taken during term time, with around one quarter of pupils taking at least one week off in the last year, is an area for concern. Punctuality is generally very good.
82. Learners' awareness of equal opportunities and diversity issues is good and they increasingly recognise, understand and respect the views, beliefs and cultural traditions within their own society and the wider world, particularly

through the links the school has with various charities, a school in Uganda and its partner school in Dudley, which has a multicultural population.

83. The school's extensive links with the surrounding community enable learners to develop a good understanding of local life and to make a full contribution to a variety of events. Learners are also well prepared for the world of work and entrepreneurship through, for example, the annual manufacturing week, writing to local businesses and participation in a range of projects. Various residents and business people visit the school and there are trips to places of local interest, such as farms.

The quality of education and training

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

Grade 1: Good with outstanding features

84. The findings of the inspection team do not match the Grade 2 judgement of the school in its self-evaluation report. This is because the team identified many outstanding features in teaching and assessment.

85. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
69%	31%	-	-	-

86. These percentages are even better than the high figures achieved in the last inspection and they are considerably above the national average for primary schools in Wales as reported in HMCI's Annual Report for 2007-8, where 83% of lessons are Grade 2 or better, of which 16% is Grade 1.

87. Where teaching is Grade 1, the outstanding features include:

- high expectations of all learners' abilities and potential;
- extremely well structured lessons in which a wide variety of tasks are carefully and logically linked together to promote interest and excitement and to stimulate learning;
- very good provision for differentiation to ensure all learners are working at an appropriately challenging level;
- a very brisk pace with timed activities which keep pupils on task and ensure they achieve a very high quantity and quality of learning in the time available;
- a strong emphasis on independent learning and collaborative group work to promote learners' self-responsibility;
- empowerment of learners to reach their own decisions;
- excellent development of learners' own imagination and ideas; and

- very good use of praise and encouragement, including high commendation for work that is creative and original.
88. Where teaching is Grade 2, the good features include:
- efficient classroom organisation;
 - effective use of targets to guide learners in their work;
 - beneficial use of role play to develop cross-curricular investigative skills;
 - good integration of skills and knowledge;
 - clear and effective success criteria;
 - skilled and challenging questioning, particularly the use of open-ended questions;
 - appropriate use of subject specific language and terminology; and
 - a good balance of practical and more formal recording tasks.
89. Teaching for the under-fives is very good and actively promotes the philosophy of the foundation phase. Activities are very well planned and provide an appropriate level of challenge and successfully promote collaborative and independent learning. Team work and shared planning between the teacher, support staff and children are highly effective.
90. In both classes teachers show very good subject knowledge and include learners in planning and setting learning objectives and outcomes. They challenge learners to evaluate their work and that of others and they agree targets for improvement together.
91. Teachers prepare lessons extremely well and use a range of teaching strategies and resources to ensure that the engagement of learners is highly effective with exciting and unusual contexts being chosen to inspire them.
92. Staff provide very good role models and establish a very effective educational environment for learners, who, as a result, enjoy school and are motivated and eager to learn.
93. There are outstanding working relationships between teachers and learners, who are encouraged to do their best at all times and who feel valued as integral members of the school community. Every individual is treated fairly and equal opportunities are provided for all, irrespective of gender, race or disability. No learner is disadvantaged.
94. Bilingual teaching is good overall and outstanding in the early years and KS1 class, where Welsh and English are used consistently and continually together as part of the teacher's oral and written language.
95. Assessment, recording and reporting are very good overall and meet statutory requirements. The school has a good tracking system to monitor learners' progress from entry to end of KS2. Assessment of the under-fives is effective

and the results of the baseline assessment are used to inform teaching and learning.

96. Teachers assess learners on a daily basis and set targets for development; records are kept of progress, for example, in learning journals. The school uses NFER and cognitive ability tests, as well as reading and numeracy tests, to support teacher assessment.
97. Teachers use individual assessment files to set targets for improvement, which are negotiated and agreed with learners.
98. An outstanding feature is the attention given to self and peer assessment. Learners regularly share their ideas and outcomes and they help to evaluate and mark their own and others' work, when appropriate.
99. The school has moderated portfolios of work in the core subjects and the headteacher is leading the development of standardisation in science for the local cluster group. Staff also moderate work as part of staff meetings.
100. Teachers respond effectively to pupils' work with comments on the content and how well an individual has addressed the agreed success criteria, but tend to give less emphasis in their marking to the development of spelling, punctuation and presentation skills, particularly for older learners.
101. The school meets statutory requirements in reporting to parents. Annual reports are detailed and of good quality and provide precise information on learners' achievements and the next stage in their development. Both parents and their children are given the opportunity to respond to the report. Formal parent consultation evenings, held twice a year previously and now once each term following a parental request, along with the school's open door policy, provide parents with ample opportunities to discuss their children's progress.

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

102. The findings of the inspection team match the judgement of the school in its self-evaluation report.
103. The school provides a broad, balanced, relevant and challenging curriculum that meets statutory requirements and the needs of the range of learners and which ensures continuity and progression. It is being further enhanced by the philosophy of the foundation phase and the integration of the new skills based experiential approach to learning.
104. The planning process is in a phase of redevelopment. Existing subject policies and schemes of work are being revised in line with the new requirements and the school's development cycle. To date design technology, ICT, art and design

and physical education in KS2 have been completed. The school is moving towards a more thematic approach across the curriculum.

105. Long term planning involves curriculum maps and overviews for most subjects, which are then translated into more detailed half-termly and weekly plans and supplemented by lesson plans, where appropriate. However, there are some differences in the process and format between the two classes. Planning for the foundation phase is more flexible with a greater emphasis on the interests and responses of the children.
106. Opportunities to develop key skills and the common requirements of the national curriculum are identified in medium and short term plans. There are many evident opportunities for the development of key skills within lessons, such as talking and thinking partners, although there is no specific key skills policy to guide practice.
107. Sustainable development is a strength of the school and embedded within the curriculum. Activities are monitored continuously by the eco gang, which draws up and carries out action plans, co-ordinates and monitors recycling and composting programmes and promotes efficient use of energy and care for the environment. Learners have made jute bags to reduce the use of plastic as part of their campaign to 'ban the plastic bag'. The school co-ordinates and accommodates the paper recycling system for the village.
108. A number of extra-curricular activities are provided for learners through lunch time and after school clubs, such as music, sports, ICT, Spanish, art, dance, drama and gymnastics, that alternate throughout the year to ensure breadth.
109. Both classes go on regular trips to places of interest both locally and further afield, often as a whole school, for example to the forest school in Llanhaylow Wood, Big Pit and Techniquet in Cardiff; Y6 visit the House of Commons in London at the invitation of the local Member of Parliament. There is also an annual residential trip for KS2, focusing on outdoor and adventurous activities. No learner is denied the opportunity to participate in any of these experiences.
110. Visitors come to the school regularly to supplement the curriculum and to lead workshops, for example in art and music. Learners also have regular opportunities to perform in front of an audience through concerts and other productions, which are normally held in the village hall. Some learn to play a musical instrument by taking lessons from visiting peripatetic music teachers, funded by the school.
111. PSE is planned across the curriculum and involves weekly circle time in each class. There is a policy and portfolio of evidence of what has been covered, as well as a diary, which indicates that a wide range of activities are undertaken to support learners' all round personal and emotional well-being. There is a two year rolling programme of specialist visitors, such as the police and school nurse, who deliver a variety of programmes. A framework is currently being developed in line with the new Welsh Assembly Government (WAG) guidance.

112. Learners' spiritual, moral and social development has some outstanding features. Collective worship meets statutory requirements; sessions involve opportunities for learners to reflect and talk about spiritual themes and to engage in a variety of forms of prayer; for example, the prayer box and 'sending the candle' procedure allow learners to raise personal concerns and to share these with others.
113. Moral development is promoted particularly through collective worship and religious education and PSE lessons. All learners and adults in the school show respect for each other and help to develop each individual's sense of self-worth and self-esteem. Learners have a clear understanding of right and wrong and realise that there are many children in the world less fortunate than themselves. An impressive amount of money is raised for various charities for such a small school.
114. Learners work and play together extremely well and establish very good relationships with each other. Older ones look after those younger or less able than themselves, often spontaneously.
115. Cultural development is good overall. Learners experience their Welsh heritage and culture in various ways, for example through their celebration of St. David's Day and other events and they study aspects of the history and geography of Wales and are exposed to the work of some local and national poets, artists and musicians. However, there is scope to raise the profile of this.
116. Learners' awareness of other cultures, global citizenship and the diversity of faiths, beliefs and lifestyles in the world is effectively promoted through the curriculum and such projects as the shoe box and 'Bag2School' appeals, the process of becoming a Fair Trade school, the link with Kinkiizi School in Uganda and visits by persons from other cultures, such as an Aboriginal lady and the Osun Arts group.
117. There are exceptionally close relationships with parents, who are encouraged to take a full part in their children's education and who are actively involved in the life of the school. The Friends of Gladestry School (FROGS) association raises funds throughout the year and members volunteer for many and varied tasks for the smooth running of the school.
118. Parents' and grandparents' skills are also sought to assist with classroom projects, hearing readers, organising the library, visits and extra-curricular clubs. A parent 'broker' matches jobs that need doing to adults' expertise and interests, for example in carpentry, needlework and gardening. There is also a rota of parent volunteers to help with swimming.
119. Parents are very supportive and are kept well informed. The school sends out a regular newsletter and the school prospectus and information pack for new parents give clear and consistent information. There is an annual curriculum morning with a different focus area each year, when parents, grandparents and community members have the opportunity to experience learning alongside

their children. A home-school agreement is in place and the school has an open door policy.

120. For homework Class 1 have reading record books and they take reading books home every night; they also have extra tasks from time to time. Class 2 have tables, spellings and regular research work; tasks are written down in the homework diary. Parents are happy with these arrangements.
121. Partnership with the local community is particularly strong through use of the village hall and links with several local organisations. Participation in community events, coffee mornings and the Wildlife Trust also enhances the provision.
122. There are very good links with the parish church; the school attend services there and the vicar comes in to lead collective worship every week. The local Methodist minister and some foundation governors also occasionally take worship sessions. The Bishop comes to the school biennially and the Bishop's Visitor regularly calls and reports on the school.
123. There are also effective links with other schools and colleges. The headteachers of the local cluster group meet regularly to discuss joint initiatives, transition arrangements and opportunities for the training of staff. Students from the receiving secondary schools visit and, together with teacher training students from a Welsh university, are provided with work experience placements. There are annual reciprocal visits with the partner school in Dudley and learners exchange letters and e-mails with their peers there.
124. The school has a good range of links with local employers considering its very rural situation. For example, the school garden was designed and built by pupils and a local business with contributions from the community and local firms. Links with the local Education Business Partnership and support for projects such as Dynamo also contribute to learners' understanding of the workplace. However, the use of teacher placement to support the professional development of staff and help them develop work related activities for the classroom has not been fully exploited.
125. The school offers an exciting range of opportunities to develop entrepreneurial skills, such as problem solving, decision making and collaborative working. Links with Careers Wales have resulted in work related workshops and all pupils are involved in projects such as managing stalls at farmers' markets, church fetes and FROGS events.
126. A highlight of the school year is the manufacturing week in the autumn term, which involves the whole school, together with members of the community and many parents, in the planning and production of a range of items that are sold at the Christmas Fair. This gives learners an insight into many of the skills that they will find useful in their future personal and working lives.

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

Grade 1: Good with outstanding features

127. The findings of the inspection team match the judgement of the school in its self-evaluation report.
128. The quality of care, support and guidance offered to pupils is outstanding. The school is a small community which greatly values and respects its learners. The headteacher and staff provide a very supportive environment; learners feel happy and safe and are confident that any concerns they may have will be dealt with sensitively and effectively.
129. The school works in close co-operation with parents, who report that they appreciate the high quality of care that their children receive. It also works very well in partnership with a range of relevant support agencies, including the LEA's education service, health professionals and key personnel, such as the school nurse.
130. Induction for children in the early years is well established and there are good links with the local playgroup, which sometimes meets in the school and is invited to assemblies. Procedures are in place to help new arrivals settle in quickly. There is a cluster transition plan that addresses the issues of transfer between the feeder primaries and the main receiving secondary school.
131. Learners' views are encouraged through the school council and eco gang, which have elected members and which meet regularly; they take an active part in decision making and have a positive impact on the life of the school. However, neither committee has designated member roles.
132. The school's provision to ensure the healthy development, safety and well-being of pupils is outstanding. A healthy lifestyle is promoted through the curriculum and particularly within the PSE programme. There is an effective health and safety policy with clear procedures to deal with illness, injuries and the dispensation of medicines. Fire equipment is regularly checked and fire drills are frequently held with targets to improve evacuation times. The school undertakes risk assessments prior to any educational visit and maintains a secure locked entrance and closed gates to the front of the building and to the adjoining field.
133. The headteacher is the child protection officer and a designated governor is in place. All staff have received relevant training and are aware of the correct procedures. There is an effective policy and all staff have up to date Criminal Records Bureau (CRB) enhanced certificates. There are no child protection issues at present in the school, but when these have arisen they have been dealt with professionally and appropriately.
134. The monitoring of behaviour is outstanding and any pupils who demonstrate a tendency to misbehave are sensitively helped to overcome any possible causes. The school has a behaviour policy and each year group is asked to

make a behaviour pledge. Circle time is used regularly to address pastoral and behavioural issues and all staff are trained in positive behaviour management. 'In the zone' training has been attended by the dinner supervisor and teaching staff and playground buddies help to develop social interaction in the playground. Learners are aware of the rewards and sanctions procedures within the school.

135. Registration is conducted efficiently and the systems for monitoring attendance and punctuality are very effective; registers are kept according to requirements. Parents of pupils starting to show signs of poor attendance or late arrival are promptly helped in order to address the likely causes.
136. Provision for learners with ALN is good overall. Early intervention systems are in place and assessment and monitoring procedures identify those with specific learning needs. There are termly parental review meetings for those with SEN, who have detailed individual education plans (IEP), which result from consultations with staff, learners, parents and outside agencies. Individual targets are agreed and reviewed termly with parents and learners.
137. Good support is received from a range of external agencies for learners with SEN when required. There is also a good level of adult support in the school, which is timetabled and targeted. There are no learners with medical conditions at present.
138. Good provision is made for more able and talented learners, who are placed on a register and provided with more challenging activities, according to their age and abilities. There is a designated governor for ALN.
139. The headteacher has received specific training in physiotherapy and drug management for such conditions as diabetes, hay fever and asthma. In the recent past pupils with medical conditions have been enabled to go on residential visits. An allergy and medical needs list is kept.
140. Bullying, racial discrimination and any form of harassment are not tolerated and records are kept of any incidents; if these occur they are dealt with quickly and effectively. Relevant policies are in place.
141. The school has an appropriate equal opportunities policy and disability equality scheme. It is currently seeking advice from the LEA on its disability access plan, which outlines the limitations of the school building; any provision for learners with specific disabilities would be made in partnership with the LEA. There are no pupils with any physical disabilities attending the school at present.

Leadership and management

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

Grade 1: Good with outstanding features

142. The findings of the inspection team match the judgement of the school in its self-evaluation report.
143. The school has a very positive and strong ethos, based on its mission statement and aims, which clearly reflect its Christian character and which permeate its life and work. The aims have recently been reviewed and updated through a partnership with the school council and staff and in association with the GB. All staff share the same values and principles and display a clear sense of purpose and commitment to the well-being of learners.
144. The leadership of the headteacher is outstanding. She leads the school by example and has a very professional, efficient and dynamic approach. She has taken the school forward in many ways since her appointment in 2001. She has very good relationships with staff, parents and governors and has a deep concern for the well-being of all learners; she is dedicated to the success of the school.
145. A teaching and learning responsibility (TLR) structure was in place until the current school year, but with the reduction in staffing in September 2008 this became redundant. As a result, the two remaining full-time teachers have had to take on more responsibilities and the subject co-ordinator roles have had to be divided between fewer teachers. The headteacher, in particular, has a very heavy workload as she only has one day a week away from the classroom for managing the school, when another teacher takes her class. This is not conducive to a good work life balance.
146. All necessary statutory policies and procedures are in place, including the GB's annual report to parents and the prospectus; documents are reviewed and updated regularly at staff meetings and discussed and agreed at GB meetings, according to a rolling programme as part of the SDP. There is an appropriate complaints procedure.
147. Staff work very well together as a team. There are weekly staff meetings and there is good communication between all who work in the school. Day to day administrative routines operate very smoothly and very efficient support is provided by the school secretary. This is a strength of the school.
148. Very good performance management procedures are in place. Each year the headteacher's targets are set by a sub-committee of the GB and challenging and realistic objectives are agreed for teaching and non-teaching staff; all adult personnel in the school are part of the appraisal system. Reviews and interim meetings are always related to the SDP, the impact on standards and professional development needs.

149. The GB is very proactive and supportive of the school, as indicated by the almost full attendance at the pre and post inspection meetings. Most members make regular visits and feedback to the full GB on a range of issues, such as health and safety. They produce their annual report themselves and are fully involved in the strategic direction of the school.
150. The GB is properly constituted and has the usual statutory committees; finance is discussed at all meetings. Guidelines for new governors have been produced to aid effective involvement and most members attend training to improve their knowledge and understanding of their roles and strategic management; feedback on courses attended is provided at meetings.
151. The GB is kept well informed at each meeting through the headteacher's reports on the life and work of the school, including curricular issues, new areas of focus, achievements and progress with the SDP. There is normally a weekly meeting between the headteacher and chair of the GB, who lives in the village and is available in case of any emergency, especially if the headteacher is away.
152. National priorities, such as the foundation phase, the new national curriculum and its skills framework, sustainability, citizenship and the healthy schools initiative, are given a high profile and implemented enthusiastically.

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

Grade 1: Good with outstanding features

153. The findings of the inspection team match the judgement of the school in its self-evaluation report.
154. An effective culture of self-evaluation and school improvement is well established and the school is regarded by the LEA as a model of good practice in these procedures.
155. Accurate judgements are made by the school about its performance and its strengths and areas for development. The inspection team, for example, agreed with the school's self-evaluation report in five of the seven key questions. Where there was a difference in Key Questions 1 and 2, the team awarded a higher grade.
156. There is an annual subject monitoring cycle. Co-ordination of the foundation phase and the statutory subjects is divided between the headteacher, the other class teacher and the part-time teacher, although inevitably each full-time teacher tends to focus on the age range of the class they teach. All three co-ordinators carry out evaluations based on first hand evidence from classroom observations, discussions with learners, monitoring of planning and scrutinising learners' work. Action plans are then created according to the monitoring cycle and become an integral part of the SDP.

157. Co-ordinator's record files are at an early stage of development and the school is currently considering how the role of the subject leader might best be developed in light of the new curriculum arrangements and the staffing situation.
158. An outstanding feature is that all learners have direct access informally to the headteacher and staff to make suggestions and to share ideas. Staff in turn regularly canvas learners' views and consult them before planning developments, especially through the school council. Learners are also involved in writing action plans.
159. Governors undertake lesson observations and look at samples of learners' work on visits to the school and at meetings and write reports on what they see. In addition, governors and parents are invited to take part in lessons alongside their children on the open day and to comment on what they observe. Parents are also periodically surveyed about their views on certain issues. Staff welcome this wealth of external information, which is another outstanding feature of the self-evaluation process.
160. Teachers analyse teacher assessments and the various standardised tests that are undertaken and the school's and pupils' performances are measured against comparative data. Governors are informed of the results and made aware of comparisons with other schools, based on benchmarking data, national and local results and the targets set. The LEA school link officer makes an annual analysis of the data and visits the school to explain the statistics.
161. The SDP is drawn up initially by the headteacher, who then discusses it with the staff and GB. It is costed, timed and monitored with specific success criteria and is the result of the self-evaluation process. It provides annual and long term targets, which are often met ahead of time. Governors add their own page summarising their self-evaluation, based on their visits to the school and monitoring role.
162. The self-evaluation report is a comprehensive document that directly addresses each key question of the Estyn Common Inspection Framework. The format is very clear and consistent. It was generated in the same way as the SDP. The key questions were divided up between governors and the chair had overview of them all. The grades awarded were all agreed finally by the GB.
163. The key issues from the last inspection have all been addressed. High standards have been maintained and built upon, a broader range of reading activities has been introduced, extended writing is continuing to be developed as part of the current SDP, there are now more structured play activities for the under-fives, an induction procedure is in place for newly qualified teachers and new staff members and monitoring procedures are well established, but currently under review in light of the staffing situation and the new curriculum arrangements.

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

Grade 1: Good with outstanding features

164. The findings of the inspection team match the judgement of the school in its self-evaluation report.
165. The quality of staffing is a strength of the school. There is an appropriate number of teaching, support and administrative staff, who are well qualified and suitably experienced to enable the curriculum to be taught effectively and for the school to function efficiently.
166. All staff are aware of their responsibilities, are well informed about their roles and are working effectively to address the curriculum changes within the school; all have job descriptions.
167. Part-time teachers covering ALN and planning, preparation and assessment (PPA) time are well qualified and experienced and efficiently promote continuity and progression in learning in their particular areas of expertise. All aspects of the workforce remodelling agreement are addressed. The PPA teacher carries a responsibility for art within the curriculum. Weekly visits by the athrawes fro and peripatetic music teachers play an important role in developing bilingualism and music respectively within the school.
168. There are three support staff; two have a job share agreement, which is partly funded by Hereford LEA for one to one support for the statemented pupil and the rest of the time is funded by the school to make the post up to full-time. The other teaching assistant works for six hours per week to provide SEN support. All work very effectively with teachers and other staff in planning and delivering the curriculum and undertaking responsibility for initiatives such as Catch-up and Cooking in Schools.
169. All ancillary staff make a varied and valuable contribution to the efficient running of the school.
170. The professional development of staff is appropriately linked to the SDP and ensures all working in the school keep up to date with their areas of responsibility. Two support staff are currently attending Welsh language training, in order to address the development of Welsh within the foundation phase.
171. Despite its age, the school building is in good overall condition. Although storage space is minimal, both classrooms are of a sufficient size and provide suitable settings for teaching and learning and all available space is used well. An additional small room, which was the third classroom, is now used mainly for teaching ALN groups, Catch-up and music support. Colourful displays enhance the learning environment and contribute very positively to the warm and welcoming atmosphere of the school.

172. The school has no hall, so assemblies and lunchtimes take place in the classrooms, but good use is made of the relatively new village hall for physical education and other activities. Since the last inspection, the route to the hall has been considerably improved in relation to learners' safety, due to the installation of a proper pavement along the road.
173. The two playgrounds are small and there is no playing field, although this does not adversely affect learners' sporting achievements. Very frequent use is made of the outdoor areas, especially by younger learners, although there is no immediate free flow access for children within the foundation phase. This has been investigated by the authority and deemed as unfeasible, as there is a considerable drop in height from the classroom floor level to the playground.
174. The quality and quantity of learning resources, including ICT, are good overall and are appropriate to the ages and needs of learners. Teachers are very adept at producing their own materials, which are of a high quality and purposeful. The school has recently invested in new group reading books for KS2, an interactive white board, equipment to enhance the outdoor learning environment and play facilities in the yard. However, resources to address modern Welsh culture and bilingualism are relatively underdeveloped.
175. The budget is balanced each year and supplemented by funds raised by the FROGS. The amount spent on capitation is around the national average and an internal audit report in January 2007 judged financial procedures to be good. Spending priorities are matched to the SDP and discussed regularly with governors; money is spent wisely. Overall, in light of the very good results learners attain and the high quality of the provision, the school provides very good value for money.

School's response to the inspection

176. The staff and governors of Gladestry Church-in-Wales Voluntary Controlled Primary School would like to thank the inspection team for their comprehensive and rigorous inspection. We are all thrilled with the report and consider that it accurately reflects the range of outstanding features that characterise the unique excellence of our small rural school. We will address the two recommendations the team has identified and we will continue to move the school forward by developing further our provision to maintain high quality lifelong learning for future generations.

Appendix 1

Basic information about the school

Name of school	Gladestry Church-in-Wales Voluntary Controlled Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	4 to 11
Address of school	Gladestry, Kington Hereford
Postcode	HR5 3NR
Telephone number	01544 370207

Headteacher	Mrs. Hilary Morris
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Dr. Joanna Crawshaw
Registered inspector	Dr. P. David Ellis
Dates of inspection	23-24 March 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	2	5	3	6	4	3	7	4	34

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.4	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.2:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	100%	99.1%	95.95
Summer 2008	95.0%	94.8%	95.06%
Autumn 2008	N/A	97.57%	95.25%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008		Number of pupils in Y6	12						
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	8.3	50.0	41.7
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	8.3	58.3	33.3
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	66.7	33.3
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	91.7%
In Wales	75.5%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

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

The inspection team visited:

- thirteen lessons or part-lessons;
- both classes; and
- two acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- Sixteen responses to the parents'/carers' questionnaire; 100% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

Appendix 5

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Appendices
Mrs. Lis Morgan Jones Team Inspector	Key Question 2 Key Question 4 Key Question 7
Mr. Ted Tipper Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Hilary Morris Headteacher and nominee	Contributing information and attending meetings School's response

Acknowledgement

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

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