

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

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

**Machynlleth C.P. School  
Craigfryn  
Machynlleth  
Powys  
SY20 8HE**

**School Number: 6662031**

**Date of Inspection: 16/03/09**

**by**

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Machynlleth C.P. 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 Machynlleth C.P. School took place between 16/03/09 and 18/03/09. An independent team of inspectors, led by Wil Williams 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

1. The school is located in the town of Machynlleth and serves the town itself and the surrounding rural area. The school buildings are comparatively modern and provide all the required facilities for teaching children in the Foundation Phase and primary pupils. There are extensive and pleasant grounds around the school.
2. Children are admitted to the school full-time in the term following their fourth birthday. Currently, there are 214 full-time pupils on the school roll, which includes 11 nursery children.
3. The school is streamed linguistically according to the wish of parents. Welsh is the main language that is spoken in the home by approximately a third of pupils whilst the remainder speak English. The school is organised into ten classes; Welsh is the medium of teaching and learning in six, whilst the remainder are mainly taught through the medium of English. The children under five are arranged into two mixed classes of nursery and reception children who have been linguistically streamed.
4. Welsh first language is taught in the Welsh medium classes, and Welsh second language in the remainder.
5. The school considers that some of the areas it serves, especially parts of Machynlleth town, are subject to economic disadvantage. Despite this, the percentage (8 percent) of pupils who are entitled to free school meals is substantially lower than county and national averages. No pupil is cared for by the local authority (LA) and none are from an ethnic minority background.
6. According to baseline assessments, the attainment of a minority of children admitted to the school is lower than the county average. Currently, there are approximately 38 percent of pupils with additional learning needs (ALN), including one who has a statement of ALN. This percentage is twice as high as county and national percentages.
7. There have been some changes to the nature of the school since the last inspection in the Spring of 2003. There has been a decline of approximately twenty percent in pupil numbers, and an increasing number of parents by now choose to send their children to the Welsh stream. The head teacher has been in post for twenty years.

### **The priorities and targets of the school**

8. The aim of the school is to create a happy atmosphere which enables each pupil to develop into enthusiastic learners who play a full role in society.
9. The main priorities of the school, according to the School Development Plan (SDP) for 2008-2009 are:
  - providing more opportunities to extend the skills and confidence of pupils who learn Welsh as a second language;

- implementing the outcomes of the information and communications technology (ICT) self-evaluation.

## Summary

10. The quality of the school's leadership is good. Promoting team work, raising pupils' standards of achievement and improving the educational provision are all high priorities.
11. The educational provision along with the care, guidance and support the school provides for its pupils are of good quality with outstanding features. The school succeeds in fulfilling the needs of the full range of pupils.
12. Good progress has been made in addressing all the key issues identified in the 2003 Report.

### Table of grades awarded

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

13. The findings of the school in its self-evaluation report match the judgment of the inspection team in all seven key questions.

### Standards and Progress

14. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	72%	7%	0%	0%

15. Standards in the lessons are better than the national picture published in the Annual Report of Her Majesty's Chief Inspector of Schools (HMCI) for 2007-2008 which maintains that national standards are Grade 2 or better in 84 percent of lessons.
16. In the National Curriculum (NC) assessments in 2008, pupils' attainment at the end of both key stages were either similar or a little lower than national performance. With the exception of Welsh in key stage 2, only a few pupils achieved the higher levels (Level 3 and Level 5).
17. Over the last three years, the results of the assessments of both key stages have, for the most part been amongst the lowest 50 percent of schools which have a similar percentage of pupils eligible for free school meals. There is no significant difference between the performance of boys and girls.
18. Standards in the areas of learning inspected in the Foundation Phase are as follows:

	Nursery	Reception
The Foundation Phase	Grade 1	Grade 1
Personal and social development, well-being and cultural diversity	Grade 1	Grade 1
Language, literacy and communication skills	Grade 1	Grade 1
Welsh Language development (English medium classes)	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

19. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
20. Standards of achievement in the areas of learning and subject inspected in key stages 1 and 2 are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key stage 2</b>
Welsh First Language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 1	Grade 1
Geography	Grade 1	Grade 2
Physical Education	Grade 2	Grade 2

21. Pupils of all ages enjoy success in their work whatever their social or linguistic background. Pupils with ALN make good progress.
22. Across the school, pupils make good progress in the key skills of language and communication, using and applying mathematics and problem solving. They achieve outstanding standards in Information and Communications Technology (ICT).
23. Pupils' bilingual competency is develops well throughout the school, and by the beginning of key stage 2, many of them use Welsh and English confidently.
24. Pupils make good progress in their learning skills. They acquire new knowledge and skills effectively, respond enthusiastically in lessons and work independently. Across the school, pupils' ability to discuss and evaluate their work is good with outstanding features.
25. Standards of behaviour and politeness are good throughout the school. This makes a substantial contribution to creating a pleasant learning environment.
26. From an early age, pupils make good progress in their personal, social, moral, and further development. They are considerate of each other's feelings and needs and treat everybody in a kind and careful manner.
27. Across the school pupils recognise, understand and respect the diversity of faiths, social and cultural aspects and traditions and know that they should treat everybody equally.
28. Pupils' appreciation of the world of work and their understanding of their community are outstanding features.
29. Attendance levels over the three last terms are approximately 93.5 percent which is comparable to local and national averages.

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

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>28%</b>	<b>60%</b>	<b>12%</b>	<b>0%</b>	<b>0%</b>

31. These percentages are higher than the most recent national picture where teaching is good or better (Grade 1 and 2) in 83 percent of lessons, and outstanding (Grade 1) in 16 percent of lessons.
32. The outstanding features of teaching include lively and stimulating introductions which fire pupils' imagination and interest.
33. In every lesson, relationships between teachers and pupils are consistently good. There are clear aims to the lessons and classroom management is effective.
34. In a few lessons, tasks lack challenge and expectations relating to pupils' achievement are not sufficiently high.

35. Assessment procedures are comprehensive and manageable and of good quality. The role given to pupils in the process of setting personal targets is an outstanding feature. Procedures for monitoring pupils' progress in the foundation subjects are at an early stage of development.
36. The educational provision satisfies the needs of the full range of pupils and offers a curriculum that is broad, balanced and differentiated. Pupils' bilingual competency is developed successfully across the school.
37. The personal development of learners including their spiritual, moral, social and cultural development is effectively promoted. Provision for collective worship is good and fully meets statutory requirements.
38. There are outstanding features to the provision for work-related education and developing pupils' entrepreneurial skills. The high priority given throughout the school to matters relating to sustainability is also an outstanding feature.
39. The school works in a full partnership with parents and a range of agencies and support services to ensure that pupils' needs are met. There is an extremely effective School Council which plays a successful part regarding a number of matters which affect their fellow pupils.
40. There are clear policies and processes for promoting the health, safety and the welfare of pupils. The school works hard to promote healthy eating and living and pupils benefit greatly from physical activities and games which contribute to their well-being. There are appropriate measures to deal with complaints and to promote child protection.
41. The provision for pupils with ALN is good with outstanding features. Pupils' additional needs are identified early and under the leadership of the teacher in the ALN unit, excellent support and advice is provided for class teachers and pupils.

### **Leadership and management**

42. The head teacher receives strong support from the deputy head, the management team and the governing body. They undertake their duties conscientiously making a significant contribution to the development of the school.
43. There are comprehensive self-evaluation arrangements which enable the school to work in a purposeful manner to eradicate any shortcomings that become apparent. The SDP is of good quality and an effective tool for planning for improvement.
44. Staffing levels and the school's resources are good. Classrooms are of sufficient size and are used effectively by pupils and staff. Pupils of all ages make considerable use of the school environment and the local area as learning resources.
45. All the resources of the school are efficiently and effectively managed ensuring value for money.

## Recommendations

In order to improve the areas inspected, the staff and governors need to:

- R1 \*further refine assessment arrangements in the foundation subjects;
- R2 \*continue to develop the principles of assessment for learning in order to increase the percentage of teaching which is good or better; and
- R3 \*improve pupils' attainment at the end of both key stages.

\* areas for improvement noted in the self-evaluation report.

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

46. The findings of the inspection team match the judgement of the school in its self-evaluation report.
47. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	72%	7%	0%	0%

48. Standards in the lessons are better than the latest national picture where standards are Grade 1 in 12 percent of lessons, and Grade 2 in 72 percent of lessons. The percentage of Grade 1 is higher than national average and significant improvement has been seen in standards since the last inspection.
49. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
50. In the NC end of key stage assessments in 2008, pupils' attainment in key stage 1 was slightly lower than national performance in Welsh, mathematics and science. With the exception of mathematics, the percentage of pupils achieving level 3 was much lower than national percentages.
51. Pupils' attainment in key stage 2 was comparable to the national performance in Welsh, English and science, and slightly lower in mathematics. With the exception of Welsh, only a small number of pupils achieved level 5 in the subjects.
52. Over the last three years, the results of the assessments in both key stages have for the most part, been amongst the lowest 50 percent of schools who have a similar percentage of pupils eligible for free school meals. There is no significant difference between the performance of boys and girls.
53. Standards in the areas of learning inspected in the foundation phase are as follows:

	Nursery	Reception
The Foundation Phase	Grade 1	Grade 1
Personal and social development, well-being and cultural diversity	Grade 1	Grade 1
Language, literacy and communication skills	Grade 1	Grade 1
Welsh Language development (English medium classes)	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

54. Standards of achievement in the areas of learning and subjects inspected in key stages 1 and 2 are as follows:

<b>Inspection Area</b>	<b>Key Stage 1</b>	<b>Key stage 2</b>
Welsh First Language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 1	Grade 1
Geography	Grade 1	Grade 2
Physical Education	Grade 2	Grade 2

55. Pupils of all ages enjoy success in their work whatever their social or linguistic background. Pupils with ALN make good progress and achieve the personal targets which are set for them,
56. Good progress is made in the key skills by pupils of all ages. Children in the Foundation Phase listen carefully during whole class sessions and communicate easily with adults and other children. They enjoy turning to books of their own accord and a good number have begun to master the early skills of writing. They use their mathematical skills confidently as they measure and solve practical problems.
57. Children in the Foundation Phase achieve outstanding standards in their use of ICT. They use computers and software skilfully for a number of purposes demonstrating a very high level of independence.
58. In both key stages pupils communicate confidently and effectively with almost all of them expressing themselves articulately in their mother tongue. They have a good grasp of technical subject-language and use their reading and writing skills well to gather and record information. They succeed well in applying their number skills in a number of different contexts.
59. Pupils of both key stages use their ICT skills very successfully to enrich their work in several curriculum contexts. They choose the most appropriate software for completing specific tasks and work with a high level of independence. This is an outstanding feature.
60. The bilingual competencies of children in the Foundation Phase as well as in both key stages, show good progress. By the beginning of key stage 2, many communicate with ease orally and in writing in both Welsh and English.
61. The problem solving skills of pupils of all ages are good. In practical situations and as they work on group tasks, they use a wide range of strategies as they find the solution to their investigation.

62. Pupils make good progress in their learning skills. They gain new knowledge and skills effectively and face unfamiliar learning situations with confidence.
63. Pupils use their time productively in lessons. They reply enthusiastically in discussion sessions and tackle any task at hand without fuss, concentrating conscientiously over extended periods of time. They work with a high level of independence, organising their tasks and coming to decisions on their own account,
64. Across the school, pupils' ability to discuss and evaluate aspects of their work is good with outstanding features. In plenary sessions at the end of lessons, they intelligently diagnose the strengths and shortcomings in their own work and that of others and suggest how improvements may be achieved.
65. Standards of behaviour and politeness are good throughout the school with all pupils conforming to the expectations and conventions of teachers and support staff. These attitudes make a significant contribution to creating a civilised learning environment which enables each pupil to reach his full potential.
66. From an early age, pupils make good progress in their personal, social, moral, and further development. They are considerate of each other's feelings and needs and treat everybody in a kind and careful manner. As they mature, they develop their own personal values and feel free to express and explore their opinions openly and honestly.
67. Across the school, pupils recognise, understand and respect the diversity of faiths, aspects and social and cultural traditions and know that they should treat everybody equally.
68. Pupils' appreciation of the world of work and their understanding of their community are outstanding features. They are prominent in the activities of the town and contribute regularly to the life and work of the local community.
69. Attendance levels over the three last terms are approximately 93.5 percent which is comparable to local and national averages. Attendance levels are affected considerably by family holidays and pupil illness. With the exception of a small number of pupils, standards of punctuality are good.

## The quality of education and training

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

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

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

71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	60%	12%	0%	0%

72. These percentages are higher than the latest national picture where teaching is good or better (Grade 1 and 2) in 83 percent of lessons, and outstanding (Grade 1) in 16 percent of lessons. The percentage of Grade 1 is higher than national percentage and significant improvement has been seen in standards since the last inspection.

73. The outstanding features of teaching include:

- lively and stimulating introductions which ignite pupils' imagination and interest;
- purposeful and challenging questioning which deepens pupils' understanding, and practical activities of outstanding quality;
- very effective methods for encouraging pupils to cooperate and communicate with each other for the purpose of expressing opinion, making choices and solving problems for themselves;
- high quality differentiated work which helps pupils to complete their tasks to the best of their abilities; and
- making the most of every opportunity to develop pupils' ability to think about and evaluate their own work and that of others confidently and fairly.

74. Relationships between teachers and pupils are consistently good and praise is used effectively to encourage pupils to give of their best. There are clear aims to lessons, previous learning is reviewed at the start of each session and good support is provided for individuals and groups. Classroom management is effective and there is good pace to lessons and high expectations in relation to concentration and self-discipline.

75. The practice in every class of sharing learning objectives with pupils at the start of lessons and verifying their achievement at the end makes a substantial contribution to developing pupils' self-assessment skills.

76. Teachers have good knowledge of the subjects they teach and they use resources including interactive whiteboards, very effectively. Pupils' bilingual competency in both streams is appropriately developed.

77. Good attention is paid to the needs of all pupils and there is no differentiation on the basis of gender, race or ability.
78. In a few lessons classroom managements is not sufficiently secure, there is lack of challenge in the tasks and expectations in relation to pupils' achievements is insufficiently high. The use of incidental Welsh is inconsistent in the English medium stream.
79. Assessment procedures are comprehensive and manageable and of good quality. They form a core part of the teaching and learning process and the strategies used correspond appropriately to the learning aims and objectives. Teachers know their pupils well and use a range of techniques in coming to judgements about standards.
80. Assessments are made regularly and pupils' achievements are recorded consistently and correctly. The detailed information which is kept on pupils' attainments throughout their school career is used effectively to monitor the progress of each individual and to set personal targets for them.
81. The information gleaned from termly assessments is used effectively for improving teaching and learning.
82. The language portfolio includes a good range of samples of pupils' work across the age range and they have been both levelled and dated. This is an effective tool for achieving consistency in teachers' judgements and raising standards.
83. The school works closely with other school in the area to standardise and moderate pupils' work. Routines for monitoring pupils' progress in the foundation subjects are at an early stage of development.
84. Pupils' work is regularly marked with positive comments. In the best examples, these comments are linked to the aims of the task and clear guidance is given as to how to improve the work, but this good practice is not used sufficiently often.
85. An outstanding feature is the schools' self assessment procedures. Pupils have personal target books which include termly targets for literacy, numeracy and general aspects, and comments on their progress are included by all of pupils, teachers and parents. Pupils are confident as they discuss their personal success indicators and parents witness that the process is very useful to them as they seek to help their children. By the end of year 5, a number of pupils show great maturity as they evaluate each other's written work. These arrangements have a positive effect on their ability to express opinions which are balanced and fair.
86. The quality of annual reports to parents is good and they give clear information regarding the progress and effort of their child, including their social development.

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

**Grade 1: Good with outstanding features**

87. The findings of the inspection team match the judgement of the school in its self-evaluation report.
88. The educational provision meets the needs of the full range of pupils and offers a curriculum that is broad, balanced and differentiated. It meets statutory requirements in full.
89. Whole-school planning is thorough and promotes progression and progress in the education of each pupil. Good attention is paid to the key skills across the curriculum and there are appropriate arrangements for teaching the basic skills. The requirements of personal and social education (PSE) are incorporated effectively within subject schemes of work.
90. Pupils' bilingual competency is promoted successfully across the school by using Welsh and English as mediums of teaching and learning in both key stages.
91. The Cwricwlwm Cymreig is promoted effectively. Thematic work and numerous activities enrich pupils' appreciation of the traditions and culture of Wales.
92. Pupils' social and cultural skills are promoted well by a broad range of extra-curricular activities. All activities complement and broaden the curriculum in very effectively. Frequent educational visits are arranged which reinforce work in the classroom and enrich the curriculum. They make a substantial contribution to pupils' experiences and development.
93. There is good provision for promoting pupils' moral, social and cultural development. The provision for collective worship is good and meets statutory requirements in full. Prominence is given to pupils' spiritual development in these sessions with regular opportunities for each class to take a leading role. This is complemented further by visits to religious buildings.
94. The link with parents and outside agencies is an outstanding feature. Ninety six percent of parents responded through the questionnaire that they were happy with the educational provision, and this was reinforced in their pre-inspection meeting with the inspection team. Parents contribute regularly to the life and work of the school and recently have raised a substantial sum of money for the purchase of new resources in the computer room. The quality of communication between the school and the home is outstanding.
95. The school is very hard working within the local community and contributes regularly to the cultural and social events of the town. It also benefits substantially from the visits of individuals who come to classes to share their work experiences with pupils. The school is an important centre for the work of the community with a number of organisations which use the facilities of the building.

96. There is outstanding cooperation with Menter Iaith Bro Ddyfi in order to promote an effective relationship between the nursery school and the integrated centre which is located on the school site.
97. There is also close cooperation with local primary schools and with the secondary school of the area. Through purposeful transfer activities and regular links, the school is able to ensure that pupils transfer effortlessly to the secondary school at the end of year 6. There are also productive relationship with nearby colleges and the university which trains teachers.
98. The clear equal opportunities policy and the inclusive ethos of the school reflect its commitment to ensuring equal access to all. All pupils are included in all aspects of school life such as in games, music and other social activities.
99. Provision for education for the workplace is good with outstanding features. As part of the Eco School strategy, the school works very closely with a nearby alternative technology centre and has won an award for pioneering work.
100. The school works very closely with the local bank towards providing realistic experiences for pupils on how to run a financial account. This is an outstanding feature which contributes substantially towards pupils' entrepreneurial skills.
101. There are outstanding features to the provision for promoting education for sustainable development. The plan and strategy of the Eco School has a strong influence on the life of the school with members of the Eco committee ensuring that environmental aspects receive prominent consideration in the decision-making process. There are clear routines for avoiding waste and saving energy and recently, part of the school ground has been set aside for creating a nature garden.
102. Through activities such as Fair Trade, UNICEF day, and the Eco committee, pupils' skills and appreciation of their role as world citizens are promoted very effectively.
103. The school sets sound foundations for lifelong learning through ensuring that pupils foster skills such as bilingualism, independence and problem solving which will make them more responsible for their own learning as they grow older.

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

##### **Grade 1: Good with outstanding features**

104. The findings of the inspection team match the judgement of the school in its self-evaluation report.
105. The head and staff place a high priority on the pastoral care of their pupils and there are effective arrangements to support pupils' progress, social development and well-being.
106. The school works in a full and productive partnership with a range of support agencies to ensure that pupils' needs are carefully assessed and that there is appropriate provision for them. Parents are encouraged parents to take part and the school gives appropriate consideration to their viewpoints. The attention given to the health and well-being of parents is an outstanding feature.

107. There are outstanding features to the School Council. It is a very effective forum for regularly considering the opinions and judgements of pupils. Representatives of the Council operate successfully within a broad and relevant range of issues which affect their fellow pupils and the broader community. They keep detailed evidence of their work and in their presentation to the governors, they show a very mature understanding of their responsibilities.
108. There are effective arrangements for admitting nursery children into the school, moving pupils from class to class and transfer to the secondary school. They ensure that pupils settle quickly in their new situations with no break in their learning and well-being.
109. Pupils receive day-to-day care and guidance which is of good quality. They feel safe in school and are confident that they can turn to the staff should they require help or guidance.
110. The PSE programme is of good quality. Several aspects of the programme have a positive effect on the emotional, personal and social development of pupils.
111. Behaviour, attendance, punctuality and the performance of every pupil are consistently and conscientiously monitored with early intervention where necessary.
112. There are clear policies and processes for promoting the health, safety and well being of pupils including risk assessments. The school works hard and consistently to promote healthy eating and living and pupils benefit greatly from physical activities and games which contribute to their well-being. The school has won the Healthy School Flag and pupils in year 6 run the healthy fruit shop during break times.
113. There are appropriate measures to deal with complaints and to promote child protection. All the adults in the school have received appropriate training and they are aware of the correct procedures to follow.
114. Provision for pupils with ALN is good with outstanding features, It fulfils the requirements of the Code of Practice in full.
115. The school identified individual additional needs early and intervenes when required. Teachers make every effort to ensure that assessments are correct and that there is effective provision for every child including those with behavioural problems and disabilities. There is an effective framework timetabled appropriately to support pupils in literacy and numeracy.
116. Learning support staff are effective and careful of the pupils. They provide valuable support in the class and when giving specific one to one support.
117. The school benefits greatly from the expertise of the teacher in the ALN unit who is also the coordinator for ALN in the school. She provides outstanding support and advice to class teachers and ensures effective team work.
118. Pupils in the school with ALN benefit greatly from attending the Unit. The practical and stimulating experiences provided for them are extremely effective and ensure that they work to their full potential. This is an outstanding feature.

119. The school ensures that all pupils with ALN are fully involved in the activities provided in mainstream classes. They work at an appropriate level in the classes, often with additional support from the teacher or a member of the support staff. This ensures that they make good progress in overcoming their learning difficulties.
120. The individual educational plans (IEP's) designed for every pupils with ALN are clear and detailed and contain appropriate and achievable targets which are shared with pupils, parents, and learning support assistants.
121. There is a very close partnership with parents of pupils with ALN and they receive detailed and constructive information regularly regarding their children's progress. Following encouragement from the staff of the unit, a substantial number of the parents attend designated courses for themselves which enable them to contribute positively to their children's progress.
122. There are a good range of classroom and extra-curricular activities which promote and challenge gifted and talented pupils.
123. The school's provision for equal opportunities is good. Equal opportunities for all is firmly established in the school's ethos with the head and teachers placing a high priority on full inclusion for every pupil.
124. The school recognises the variety in pupils' backgrounds and bear this in mind when planning and offering support and guidance. Teachers ensure that boys and girls receive equal opportunity within and outside the class.
125. There are effective policies and routines to promote good race relations and diversity is recognised, respected and celebrated throughout the school. The school implements successfully the documentation which deal with equal opportunities for disabled learners. There is appropriate accessibility as well as a Disability Equality Plan and Action Plan, all of which have been adopted by the governing body.

## **Leadership and management**

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

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

126. The findings of the inspection team match the judgement of the school in its self-evaluation report.
127. The quality of the head teacher's leadership is good. He coordinates the work of the team and the governing body in a very sensitive way giving a clear direction to the work of the school. High priority is given to promoting team work, raising pupils' standards of achievement and improving the educational provision.
128. The day-to-day routines of the school are based on secure principles and values. Equality for all is promoted and the contribution of pupils, parents, governors and staff appreciated.

129. The school is well managed. There are comprehensive policies and aims which concentrate on the needs of pupils and staff and governors understand these and implement them.
130. The head teacher receives strong support from the deputy and management team. They meet regularly and undertake monitoring and evaluating responsibilities very effectively, making a significant contribution to the development of the school. Subject coordinators fulfil their monitoring and evaluating responsibilities thoroughly.
131. Detailed attention is given to national and local priorities in the school's programme of work. A good number of family literacy and numeracy schemes have been implemented, the Basic Skills Agency Quality Mark has been achieved for the third time and the Healthy Schools flag achieved. Great strides have been taken to implement the Foundation Phase and recently, the school has started implementing the principles of teaching for learning and thinking skills.
132. The whole school targets set at the end of key stages are challenging and realistic and based on a detailed assessment of the predicted performance of individual pupils.
133. Effective performance management arrangements have been established to identify the professional needs of teachers and improve their teaching skills and competence. Staff objectives include an appropriate balance between the personal needs of the individual and the development needs of the school.
134. Governors know the school well and cooperate closely with the head teacher and staff. The comprehensive reports they receive from the head teacher and subject coordinators along with their monitoring activities and their regular visits to classes, enables them to play a proactive role in the development of the school. They have a good understanding of their role as a critical friend of the school.
135. The governing body has an appropriate policy and procedures for responding to complaints. It includes clear action steps and sets specific deadlines for resolving any complaints. The governing body fulfils its legal requirements fully.

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

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

136. The findings of the inspection team match the judgement of the school in its self-evaluation report.
137. The detailed self-evaluation arrangements that are operated ensure that the school is well-informed of its performance. The findings of the school in its self-evaluation report agree with the judgement of the inspection team in all seven key questions.
138. The management team and subject coordinators use a wide range of first hand evidence to come to a judgement concerning the teaching and learning and the standards which pupils achieve. Pupils' performance is analysed regularly and purposeful use is made of assessment quantitative data in order to identify any group

or individuals who are underachieving or under attaining, and improvement targets are set. The performance of the school is compared against local and national benchmarks and any trends that become apparent over a period of time are identified. Raising the attainment of pupils in key stage 2 has been identified as one of the main priorities of the school.

139. By both informal and formal means such as questionnaires, parents are afforded frequent opportunity to express their opinions regarding standards of achievement and the quality of educational provision. Through the School Council, a prominent place is given to the voice of pupils in the development of the school.
140. The quality of the school self-evaluation report is good and gives detailed attention to the requirements of the key questions. It has a strong focus on evaluating pupils' standards of achievement and any good or outstanding features are noted as well as the development needs of the school. The report is comparatively clear and the judgements objective and honest.
141. The quality of the process of planning for improvement is good. The information from self-evaluation is used effectively to set priorities and targets in the School Development Plan. The plan includes clear steps for action as well as success indicators and it deploys resources for supporting the priorities. At the end of every school year, a detailed evaluation is held of the effect of the Development Plan on standards and the educational provision.
142. Evidence from the inspection shows that the effective use made of self-evaluation has led to substantial improvements in a number of subjects such as ITC and geography.
143. The school has made good progress in tackling the eight key issues noted in the 2003 report. Detailed attention has been given to the shortcomings noted in the six subjects inspected so that every one is now good or better, arrangements for planning the curriculum have been strengthened and effective assessment routines established. The SDP has been refined and the school has ensured that all statutory requirements are met.

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

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

144. The findings of the inspection team match the judgement of the school in its self-evaluation report.
145. The school's staffing levels are good and teachers have sufficient knowledge and expertise to teach every aspect of the school's curriculum successfully. They cooperate very effectively as a team as they plan together and share ideas.
146. Extending the skills of each member of staff is given strong priority and a good number of them have developed specific expertise in curriculum areas such as the Foundation Phase and the 'Dyfal Doc' programmes. They are used occasionally by the LA to train teachers in other schools.

147. There are experience support staff that develop their skills consistently and make a significant contribution to the progress of individual pupils and groups. They cooperate very effectively with teachers in the classroom.
148. The school is administered well by the office staff that ensure that its day-to-day running is smooth. They are used effectively to reduce teachers' workload and for undertaking clerical and administrative tasks.
149. Good attention has been paid to the requirements of workplace remodelling by restructuring the teaching and learning responsibilities of teachers and forming a new management team. This has led to significant improvements in the quality of the leadership of the school and pupils' standards of achievement.
150. Pupils have access to a wide range of resources which complement their learning experiences and which are of good quality. There is an adequate supply of books in the classes and in the central library and there is good provision for teaching and learning ICT. Effective use is made of these resources by teachers and pupils.
151. Classes offer an appropriate location for teaching and learning and are of adequate size for the number of pupils. They are used effectively by staff and pupils.
152. Pupils of all ages make considerable use of the school environment and the local area as learning resources. The interesting and stimulating experiences which emanates from work outside the classroom and the school grounds has substantially enriched pupils' education in the Foundation Phase and the rest of the school.
153. All the school's resources are managed effectively and efficiently. Careful budgeting arrangements ensure that specific amounts of money are earmarked to support the main priorities of the school, and that a reasonable reserve is kept in order to respond to any unexpected situation. There is a clear understanding between the governing body and the head regarding the rights of expenditure which are delegated to the head and staff.
154. Staff are used economically and effectively making the best use of their expertise and time. The school takes advantage of all staff's expertise and this has a positive effect on pupils' standards of achievement in a number of areas.
155. There are effective arrangements for ensuring non-contact time for staff for planning, preparing and assessment. This has a positive effect on pupils' standards of achievement and the effectiveness of teaching.
156. The school regularly reviews the manner in which it uses its resources and ensures value for money.

## Standards achieved in subjects and areas of learning

### Children Under 5

**Nursery: Grade 1: good with outstanding features**

**Reception: Grade 1: good with outstanding features**

**Personal and Social development, well-being and cultural diversity**

**Nursery: Grade 1: good with outstanding features**

**Reception: Grade 1: good with outstanding features**

#### **Outstanding features**

157. The progress which children make towards becoming independent learners is outstanding. They choose their own activities without help and persevere and concentrate on one task for extended periods.
158. They make outstanding progress in their personal development. They have very enthusiastic attitudes towards learning and are extremely confident as they investigate in the classroom environment and in the outdoors. They are keen to experiment with new learning opportunities, use a substantial range of equipment and resources effectively and are skilful users of ICT equipment.
159. When celebrating children of the world, children show outstanding appreciation of the influence of different beliefs on worship practices and people's way of life. They are very knowledgeable about the Christian faith and the main events in the life of Jesus.

#### **Good features**

160. Children's social skills are good. They are confident to play and work with others and have formed close relationships with the other children in the class. They appreciate the importance of being a good friend and have a strong awareness of belonging to the community of the class and the school.
161. By the reception class, children develop a good understanding of what is fair or unfair and are ready to compromise in order to avoid conflict. They have a mature understanding of class expectations in relation to behaviour and keeping to the rules.
162. Good progress is made by nursery and reception children in their moral and spiritual development. They speak sensitively about that which is good or bad and are very ready to share their feelings about what makes them happy or sad.
163. Children's ability to appreciate their own well-being and that of other people is good. They show care, respect and fondness to other children and realise that hygiene and the correct type of food and drink are important for a healthy body.

## **Shortcomings**

164. There are no important shortcomings.

## **Language, literacy and communication skills**

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 2: good features with no important shortcomings**

## **Good features**

165. Children make good progress in their oracy skills. They express what is on their mind with ease and listen to instructions and follow them immediately. They use appropriate language as they role play making imaginative use of movements, gestures and oracy which are appropriate to the situation of their role. They listen with interest to a variety of stories, concentrating and paying increasing attention. They speak confidently and express themselves clearly. They make good progress in their ability to understand and use Welsh with almost every one knowing simple and familiar words and sentences, and then using them without prompting as they communicate with adults.
166. Almost all have an interest in books and they enjoy their contents either through listening to an adult reading them or by following the story themselves or with a friend. They deal with books correctly, understanding that that they convey meaning and that print runs from left to right. By reception age, they all recognise their name in print and make good progress in their early reading skills.
167. As they experiment and make marks with a variety of mediums, children show a good understanding of the purpose of writing, They recognise that an alphabet is the basis of written work and, by reception age, almost every one differentiates correctly between a number of familiar letters. A small number of individuals have started to write in a more conventionally showing a good degree of independence.

## **Shortcomings**

168. There are no important shortcomings.

## **Mathematical development**

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

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

## **Good features**

169. Nursery and reception children use numbers naturally in their play activities as they count and sort objects inside and in the outside area. They know a good number of number rhymes and songs from memory and use them purposefully to help them to

solve simple problems. Almost all count at least twenty objects orally with confidence and most of them write one or more digit numbers independently.

170. Pupils' ability to use and apply mathematics in practical tasks, real problems and in the area of mathematics itself, is developing well.
171. Children's ability to use mathematical language across a range of contexts develops increasingly as they role play and talk with adults about their work. They present their work orally, pictorially, in graph form and in writing showing good ability to reason and interpret their answers. As they play with blocks and other practical equipment, they recognise patterns and simple sequences, and discuss their work confidently. They understand the comparative value of coins and know how to use money in the class café. Their appreciation of the shape, size and weight of different objects is developing well.

### **Shortcomings**

172. There are no important shortcomings.

### **Welsh Language Development**

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

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

### **Good features**

173. The small number of children in the English stream make good progress in their ability to communicate in Welsh with a good number of them using the language with increasing confidence in their work and play. They listen closely in whole-class sessions and reply confidently during registration periods as they discuss their needs and the weather. A good number of them speak confidently and enunciate correctly as they use an increasing range of vocabulary.
174. By the reception class, almost all the children read individual words, short sentences and simple books with confidence, and show good understanding of the content. They write with increasing confidence and accuracy, spelling familiar words correctly.
175. The knowledge and understanding of nursery and reception children enable them to contribute fully to all the life and work of the school.

### **Shortcomings**

176. There are no important shortcomings.

## **Knowledge and understanding of the world**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 2: Good with outstanding features**

### **Outstanding features**

177. Children investigate and experiment very confidently and enthusiastically as they search for insects on the land of the school and as they investigate how effective camouflage is. They ask sensible questions, offer their own ideas and use their senses effectively in order to learn about the world around them.
178. Children's knowledge of nature is an outstanding feature. They know a substantial number of animals and birds around the school and know about the effects of the seasons and their feeding habits. They discuss the life cycles of butterflies and frogs in a very knowledgeable fashion.
179. Children's ability to use ICT for finding and organising information is outstanding.

### **Good features**

180. Children talk confidently about themselves and their families. They are aware of the changes in the weather and of the need to dress appropriately for different kinds of weather. They begin to develop an appreciation of the passage of time and are familiar with the order of the school sessions and the difference between night and day.
181. Children's awareness of themselves and their growth develops well. They realise that people in the community do different kinds of jobs, and they have an appropriate understanding of the contribution of different people to their lives and well-being.

### **Shortcomings**

182. There are no important shortcomings.

## **Physical development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 2: Good with outstanding features**

### **Outstanding features**

183. There are outstanding features to the adventurous play of nursery and reception children. During free-play sessions on the field they move in a lively fashion showing outstanding control of their bodies as they jump, run and roll. They transfer weight from one part of the body to another confidently and show outstanding balance as they walk along a thin plank or as they climb the high tyres. They are not afraid to take risks and learn new skills quickly.

### **Good features**

184. Pupils' appreciation of their bodies and growth is good. They use a broad range of small and large equipment with increasing confidence. They use toys and blocks confidently and their manipulative skills develop well as they hold brushes and writing equipment correctly. They work very carefully as they cut with a scissors and individuals are very skilful as they use small construction equipment and control the mouse on the computer.

### **Shortcomings**

185. There are no important shortcomings.

### **Creative development**

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

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

### **Good features**

186. Nursery and reception children investigate the learning environment inside and in the outdoors with confidence. They take part in a substantial range of play activities, including role playing enthusiastically, showing a high level of imagination and creativity. They enjoy different kinds of play activities which include those which they start themselves.
187. Children make good progress in their art, craft and design skills. They investigate and experiment with a good range of techniques and materials and make some choices of their own regarding medium and resources. They are confident as they mix colours and as they create a collage, they shape, organise and join materials artistically in order to create specific effects.
188. Children's musical skills develop well. They are very enthusiastic as they investigate a range of sound sources and are delighted when they use instruments in order to create their own musical sounds, They sing a range of songs with other children with clear diction and keeping an appropriate sense of pitch.

### **Shortcomings**

189. There are no important shortcomings.

<b>Welsh first language</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

**Good features**

190. Pupils in both key stages speak confidently about their work and their experiences with their fellow pupils and adults. The majority of them respond in an extended fashion in group and whole-class situations. Their ability to listen to and follow instructions is good.
191. Pupils in key stage 1 express themselves effectively for different purposes and with increasing confidence and accuracy. From year 1 onwards, they make effective use of words and expressions they have learnt, including subject-specific vocabulary.
192. In key stage 2, pupils develop their ability to discuss their tasks in pairs very successfully. For the most part, this practice refines the written work which follows.
193. Pupils in key stage 1 succeed to master reading skills according to their age and ability and they deconstruct unfamiliar words by using familiar spelling patterns. A good number of them are fluent readers and read in public with sensitive expression. They discuss the contents of their books effectively.
194. In key stage 2, many read with understanding and with good enunciation, whether the content is a story or factual. When reading fiction they go into great detail on that which appeals to them and express opinions on the events. They show a good appreciation of the literature which is introduced in class and read in public with confidence. They are competent in collecting information from different sources, using reference books and the web.
195. The majority of pupils in key stage 1 achieve good standards in their written work. They display increasing understanding of sentences and make appropriate use of the concise past tense of the verb when they write independently for different purposes. In their stories and descriptive pieces, they show appropriate progress in their use of different syntax, connectives and adjectives.
196. Pupils in key 2 write in a range of different formats for different audiences. They punctuate appropriately and their appreciation of paragraphing is good. For the most part, they transfer their grammatical exercises effectively to their creative writing tasks. The majority across the key stage produce interesting work which is presented tastefully.

**Shortcomings**

197. Although there are no important shortcomings, basic punctuation and errors in expression affect the written work of a minority of pupils in both key stages.

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

**Key stage 2: Grade2: Good features and no important shortcomings**

**Outstanding features**

198. The ability of pupils in years 5 and 6 to turn their questions into forms which may be investigated is an outstanding feature. They recall previous knowledge effectively, think in a reasoning manner and hypothesise with understanding.

**Good features**

199. Pupils in both key stages display good communication skills as they search for scientific information from different sources such as books, websites and ICT. They present their work clearly by speaking, diagrams, charts and other mediums and they come to simple conclusions at the end of their research.

200. Pupils in both key stages use a range of equipment safely making detailed measurements of their results.

201. As pupils in key stage 1 plan an investigation in order to discover which factors cause colours to change, they suggest a number of good ideas and make sensible predictions of the expected results. They show a good appreciation of the requirements of fair testing and of the need to make detailed observations and measurements.

202. The knowledge and understanding of key stage 1 pupils of the properties of different kinds of materials, and how they may be changed by heating or cooling, is good. They make detailed comments as they describe the differences between themselves and others.

203. In key stage 2, pupils undertake investigations in a systematic manner and differentiate appropriately between the variables which need to be kept constant and those which need to be changed.

204. Pupils in years 3 and 4 have a secure grasp of forces and how sound is generated when an object vibrates. Pupils in years 5 and 6 differentiate well between weight and mass.

205. In both key stages, pupils' appreciation of sustainability and environmental issues is good.

**Shortcomings**

206. There are no important shortcomings

## Information technology

**Key stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

### Outstanding features

207. An outstanding feature is the skill of pupils in key stage 1 in the use of art software on the computer.
208. Pupils in key stage 1 make outstanding progress in their use of ICT. They launch programs independently and input effectively using the keyboard and the mouse in a very confident manner.
209. The consistent manner in which pupils in key stage 2 use information technology to collect, investigate, discuss and present information in a variety of contexts is an outstanding feature.
210. KS2 pupils' animated presentations along with the multimedia presentation of the School Council to the governors are outstanding features.

### Good features

211. Pupils in key stage 1 use a floor toy effectively, inputting instructions confidently in order to create specific movements. Pupils in year 2 are familiar with the interactive whiteboard and use it confidently and with understanding.
212. Pupils in key stage 2 use a range of equipment confidently. They make purposeful use of spreadsheets to collect and reorder information and their control skills develop well. They know how to maintain a video link with another school and they use the web and email masterfully.

### Shortcomings

213. There are no important shortcomings.

## Geography

**Key stage 1: Grade 1: Good with outstanding features**

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

### Outstanding features

214. Key stage 1 pupils' ability to recognise the features of their locality and create an effective map that includes buildings and familiar locations is an outstanding feature.
215. Pupils in key stage 1 use grid references very skilfully as they follow pathways on maps, noting the location of geographical features correctly.

### **Good features**

216. Pupils in key stage 1 understand well the difference between physical and human features and list appropriate examples as they discuss the school or the town. When creating a pictorial map of the classroom, pupils in year 1 show an appropriate appreciation of direction and location.
217. Mapping skills of pupils in year 3 and 4 are good. When studying a map and an aerial photograph, they succeed well in detailing some of the differences in the environment. They follow the journey of a river carefully and use appropriate geographical vocabulary to describe landscape. They make reference to relevant geographical features as they voice opinion about geographical matters.
218. In years 5 and 6, pupils read and understand standards symbols on maps and use four and six digit coordinates and eight compass points correctly. They have good information about different countries and continents.
219. Pupils in years 5 and 6 discuss in considerable detail the importance of supporting Fair Trade. They understand the way that climate and landscape affects the lives of inhabitants, and that economic factors affect their way of life.

### **Shortcomings**

220. There are no important shortcomings

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

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

### **Good features**

221. Pupils in both key stages dress appropriately for the lessons. They listen carefully to instructions, concentrate well as they work and enjoy taking part in the activities. They have a good understanding of the beneficial effects of physical activity and of the need to ensure safety during the lessons.
222. Pupils across the ages evaluate their work and that of others fairly using the appropriate technical terms.
223. In warm up sessions in key stage 1, almost all pupils are fit and lively as they jog, stretch and move to different directions. The rolling, throwing and ball catching skills of key stage 1 pupils develop well with practise.
224. Pupils in year 2 try energetically to perform different kinds of jumps and gymnastic shapes. They cooperate without fuss in groups to create short sequences using equipment skilfully to achieve their sequences. Most display good control and body tension.

225. In key stage 2, pupils consolidate and develop their ability to perform sequences of gymnastic movements investigating different directions and varying pace. In dance lessons, they work energetically as they practise traditional folk dance steps and perform effectively in pairs. They investigate simple inter-relationships such as side by side, back to back and facing each other. A minority are consummate dancers.
226. Pupils in years 5 and 6 develop and improve their hockey skills very effectively. They concentrate and make good progress as they control the ball with the stick, using their dribbling and passing skills and tackling how to defend and attack. They have a strong appreciation of space and other pupils around them.

### **Shortcomings**

227. Although there are no important shortcomings, a minority of pupils do not refine their movements sufficiently.

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

228. The school is very happy with the report and take pride in the recognition of outstanding and good features noted within it. It is a reflection of the commitment of staff, governors, pupils, parents and the community. We believe that the inspectors have recognised the strengths of the school and noted the areas which need further development. We are glad that the inspectors agreed with the judgement of the school's self-evaluation in all seven questions and recognise the substantial progress of the school since the last inspection.
229. We are especially pleased in the quality of teaching, that 88 percent of lessons observed were grade 2 or above. The outstanding features relating to learners' interests and the wider community are a matter of pride.
230. The report especially confirms that we are achieving our aim of creating a happy and safe school where every individual is appreciated and encouraged to learn as a world-wide citizen. We rejoice in the mention made of the inclusive nature of the school and our success as we support pupils with ALN.
231. We appreciate the recommendations for developing the school further. The action plan will respond fully to these. We shall share the action plan with parents and the annual report of the governors will report on the annual progress made each year.
232. This will be a secure foundation for building on the good work already achieved by the school.

## Appendix 1

### Basic information about the school

Name of school	Machynlleth C.P. School
School type	Primary
Age-range of pupils	4-11
Address of school	Craigfryn Machynlleth Powys
Postcode	SY20 8HE
Telephone number	01654 702386
Head teacher	Mr Dilwyn L Jones
Date of appointment	January 1989
Chair of governors	Mrs lola Jones
Registered inspector	Wil Williams
Dates of inspection	16-18 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	11	21	20	24	30	24	47	37	214

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	3	11.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	NA
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	NA
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	93.4	93.7	93.18
Summer 2008	93.2	93.72	92.88
Autumn 2008	*	93.74	94

\* not starting school until the Spring

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:					30
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0	0	20	73	7	
		National	0.2	2.4	10.7	62.8	23.8	
We: oracy	Teacher assessment	School	0	0	27	67	7	
		National	0.2	1.3	10.3	64.6	23.5	
We: reading	Teacher assessment	School	0	0	27	30	13	
		National	0.2	2.3	16.3	60	21.1	
We: writing	Teacher assessment	School	0	0	27	73	0	
		National	0.2	2.8	20	65.7	11.1	
Mathematics	Teacher assessment	School	0	0	11	57	29	
		National	0.2	2.0	10.9	65.2	21.6	
Science	Teacher assessment	School	0	0	14	86	0	
		National	0.2	1.6	8.5	66.3	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79%	In Wales	80.7%

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

## National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								34
Percentage of pupils at each level											
			D	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	3	21	68	9	77
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5	79.8
Welsh	Teacher assessment	School	0	0	0	0	0	19	63	19	81
		National	0.3	0.1	0.8	0.8	4.4	16.7	53.4	23.6	77
Mathematics	Teacher assessment	School	0	0	0	0	6	21	68	6	74
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9	81.3
Science	Teacher assessment	School	0	0	0	0	3	12	77	9	85
		National	0.2	0.1	0.5	0.4	1.6	10.7	52.4	34.2	86.6

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	74%	In Wales	75.5%

- 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  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Four inspectors, including the nominee of the school, spent an equivalent of ten inspection days in the school, and met as a team before the inspection.

These inspectors visited:

- 43 lessons or part sessions; 42 in the six subjects inspected, and one in other subjects;
- registration periods, assemblies, and collective worship; and
- a range of extra curricular activities.

Team members had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, and support and administrative staff;
- groups of pupils representing every school year;
- the school council; and
- representatives of movements connected to the school.

The team also considered:

- The school self-evaluation report;
- 83 responses to a parental questionnaire, of which 96 percent were supportive;
- documents provided by the school before and during the inspection;
- a broad range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the inspection team held meetings with subject areas, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
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Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Appendices, Key Questions 1, 5 6 and 7. Foundation Phase, science
Ms L J Davies Team Inspector	Key Questions 2 and 4, Welsh, physical education.
Mrs H Hughes Team Inspector	Key Question 3, ICT, geography
Mr W Owen Lay Inspector	Contributions to Key Questions 1, 3 4 and 7.
Mrs M Holt Deputy head and Nominee	Providing information. Contributions to each Key Question.
Mrs G Roberts Peer Assessor	Contributions to Key Questions 1, 2 3 and 4. Contributions to subjects.

### **Acknowledgement**

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