

**INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996**

PENYGLODDFA PRIMARY SCHOOL

School Lane
Newtown
Powys, SY16 2DF

School Number: 666/2040

Date of Inspection: 1st – 4th February, 2005

MRS. EIRWEN GRIFFITHS

REGISTERED INSPECTOR: WO50/17562

11th March, 2005

UNDER ESTYN CONTRACT NUMBER: T/123/04P

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Penygloddfa Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their children's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Penygloddfa Primary School took place between 1st and 4th February, 2005. An independent team of three inspectors, led by Mrs. Eirwen Griffiths, M.Phil., M.Ed., 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.

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The five-point scale used to represent all inspection judgments 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.

Year-Groups and Key Stages

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

The term 'Reception' (R) refers to the year-group of pupils in a primary school who attain the age of five during the academic year. Year 1 refers to the year-group of pupils who attain the age of six during the academic year and so on. Year 13 is the year-group of students who attain the age of eighteen 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. Penygloddfa Primary School is situated a short distance from the centre of Newtown in Powys and serves a catchment-area which includes the whole of the town and some of the surrounding rural area. The annual intake covers a cross-section of family backgrounds.
2. The school currently has a roll of 295 pupils aged three to eleven years, including ten nursery children who attend on a full-time basis. Numbers have risen significantly over the past three years. Pupils' skills on entering the school are generally above the average for the county.
3. Approximately 10% of pupils are entitled to free school meals, a figure well below the average of 18.5% for Wales as a whole. Some 15% are also considered to have some form of special educational need, including seven who are the subjects of formal statements. This percentage is also well below the national average for Wales.
4. English is the sole or predominant home language spoken by almost all pupils. No pupil comes from a Welsh-speaking home. A very small number come from families who speak other languages.
5. The school was last inspected in January, 1999. No significant changes have been made to the age-range or character of the school since that time. The present headteacher has been in post since September, 1997.

The school's priorities and targets

6. Overall, the school's main priorities and targets for 2004-05 are the following:
 - to improve the learning environment;
 - to update the mathematics scheme of work to include more investigative work;
 - to involve parents in how the school delivers mathematical concepts during mathematics week;
 - to level mathematical work – investigations – consecutive numbers;
 - to improve writing in the Early Years and Key Stage 1;
 - to improve the process of tracking children's progress (Key Stages 1 and 2) against the level descriptors in the core subjects;
 - to review various schemes of work prior to the inspection;
 - to establish a consistent means of monitoring;
 - to develop a clear and simple way for co-ordinators to record thoughts, observations and the like in order to enhance future developments;
 - to set up a system of recording information gained from classroom observation that is agreed and then can be used throughout the school;
 - to build upon the role of the curriculum co-ordinator to enhance subject teaching and resources.

Summary

7. Penygloddfa Primary School is a very caring school which provides a safe, secure, happy environment for pupils.

8. In respect of the seven key questions, the inspection team agrees with the school's own judgments in three cases but, in the other four, considers the overall grades to be lower than those assessed by the school.

Table of grades awarded

9. The team judges the work of the school to be currently as follows:

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

Standards

10. Work observed during the inspection indicates that pupils' standards of achievement are currently the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	48%	43%	3%	-

11. Figures are above the targets of the Welsh Assembly Government which expects 95% of pupils to achieve standards which are satisfactory or better and 50% to achieve standards which are good. Percentages in this case are 97% and 54% respectively.

12. The overall quality of the educational provision for children under five is appropriate to their needs, and pupils make good progress towards the desirable outcomes for learning.

13. Children's baseline attainments on entering the school are above the average for Powys. Very good progress is made in developing key skills in speaking, listening, reading, writing, number, and information and communications technology in both the nursery and reception years.

14. At Key Stages 1 and 2, the following standards were achieved in the subjects inspected:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Mathematics	Grade 2	Grade 2
Welsh as a second language	Grade 2	Grade 3
Design and Technology	Grade 2	Grade 2
Geography	Grade 1	Grade 1
Religious Education	Grade 3	Grade 3

15. At Key Stage 1, pupils achieve satisfactory standards in the key skills of speaking, listening, reading, writing, number, and information and communications technology, although, in two out of the three classes at this level, too few opportunities are provided for skills to be fully developed and exploited across the curriculum. At Key Stage 2, standards are good in speaking, listening, reading, and information and communications technology, with scope for further improvement in writing in some classes.

16. Pupils with special educational needs generally make satisfactory to good progress throughout the school.

17. National Curriculum assessment by teachers last summer indicated that, for the first time in recent years, results at Key Stage 1, including the three-subject indicator, were above the averages both for Powys and Wales as a whole. At Key Stage 2, results are considerably above the average for Wales in mathematics and science, and in line with the average for English, with the core-subject indicator slightly exceeding that for Wales as a whole. Scores at this level are considerably above the county's average in mathematics and science, but are below the average in English. Over the past three years, results have varied and fluctuated between subjects.

18. When compared with schools with a similar percentage of free school meals throughout Wales, results were around the median at both key stages. When compared with other schools in Powys in 2004, value-added scores placed the school in the highest quartile for progress from Key Stage 1 to Key Stage 2. In general, girls are currently performing at a slightly higher level than boys.

19. Bilingual competence is well developed at nursery and reception level and at Key Stage 1, with good emphasis upon the acquisition of oral skills. In general, skills are less developed at Key Stage 2, where pupils in some cases lack appropriate confidence in speech.

20. Positive attitudes are shown to learning in all classes. Concentration is good overall but wanes when too much time is spent on discussion or when tasks are overlong. Learning is underpinned by good behaviour, with pupils showing courtesy to adults and being kind and considerate to each other.

The quality of education and training

21. Lessons observed during the inspection indicate that the quality of teaching is the following:

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Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	42%	40%	6%	3%

22. The percentage of satisfactory or better lessons (91%) is below the Welsh Assembly Government's target of 95%, whilst the percentage of good or very good lessons (51%) is just above the target of 50%.

23. In the best practice, appropriate attention is focused on the age and ability of all pupils, so that individual needs are properly identified, appropriate targets are set, and achievement and progress are regularly assessed to guide future planning. Where teaching is less effective, subject matter is not well matched to individual abilities, tasks are not always appropriate to needs, and pupils are not challenged sufficiently.

24. Detailed records are kept of pupils' attainments and progress as they move through the school. Growing use is made of national criteria, standardised tests and core-subject portfolios to standardise and moderate teachers' assessments. Results are analysed to keep teachers aware of standards and to track overall progress, although the information is not yet fully used in all classes.

25. Annual reports to parents comply with statutory requirements and are generally of good quality, summarising pupils' achievements in each subject and commenting about their personal and social development.

26. Overall, the school provides pupils with a broad, balanced curriculum which is relevant to their needs. Pupils have full access to all areas of the curriculum, including personal and social education from nursery level to Year 6. Appropriate policies and schemes of work are in place to support the delivery of each subject. However, whilst there is comprehensive guidance in English, methodology at Key Stage 1 does not always comply with suitable literacy practice. Rich and stimulating experiences promote the full development of skills for children under five years of age.

27. At Key Stages 1 and 2, an appropriate amount of time is allocated to each subject. Setting arrangements are somewhat complex in mathematics and English, but prove of benefit to pupils where teaching is sound. At Key Stage 2, the overall teaching time per week falls below the minimum figure recommended by the Welsh Assembly Government.

28. Values and beliefs are well reflected in the general ethos of the school. Very good relationships exist at all levels, with religious education and assemblies promoting spiritual and moral development and providing good opportunities for thought and discussion. Pupils support various charities and have recently collected a substantial amount for the Tsunami Appeal.

29. Good attention is paid to the *cwricwlwm Cymreig*. Regular visits to places of interest provide pupils with relevant first-hand experiences and foster growing awareness of the history, heritage and culture of Wales. Incidental use of Welsh helps to increase knowledge of the language, although there is scope for greater consistency and further development in this area.

30. A good range of extracurricular activities contributes to the further development of skills and promotes esteem and self-confidence, particularly amongst pupils at Key Stage 2.

31. Highly-productive links have been forged with several external organisations, including the North-East Wales Institute and Powys College. Effective partnerships with local employers enable the school to draw upon the skills and resources of industry, particularly in increasing pupils' knowledge of the world of work and raising their economic awareness.

32. Very good provision is made for the support, guidance and welfare of pupils. Teachers have a sound knowledge of their pupils and are well acquainted with their personal, social and dietary needs. All pupils feel able to approach an adult when help, guidance or support is required.

33. Parents feel a strong sense of partnership based on mutual trust and confidence in the school. They are very satisfied with what the school provides and most support their children's learning in meaningful ways. Many provide valuable help in the classroom, particularly in areas such as design and technology, art and craft, information technology and reading, and assist with other activities in and out of the school. Good support is also received from the "Friends of Penygloddfa School", who organise numerous social and fund-raising events.

34. Attendance levels are good overall. Records are scrutinised by the headteacher each week but the information is not collated on a regular basis to obtain figures for the school as a whole. Punctuality is generally good, although no record is kept of those arriving after the start of lessons.

35. A very good screening process has been established to identify pupils with special educational needs. Effective provision is made both within mainstream classes and in small withdrawal groups. Support staff work closely with class teachers to ensure the progressive development of skills, knowledge and understanding. Individual educational plans are well related to pupils' needs and abilities, and clear records are kept of achievements and progress.

36. Good procedures are in place for promoting harmonious race relations. Teachers plan carefully so that pupils have opportunities to explore a range of cultures and the influences that have shaped them. Pupils appreciate cultural diversity and accord dignity to other people's beliefs and values.

Leadership and management

37. The headteacher makes his presence felt around the school and has worked conscientiously and successfully to create a caring environment in which each pupil is valued and respected. Much thought has been given to producing a comprehensive set of aims in which emphasis is placed on partnership with parents, equality of opportunity and an all-round education for pupils. Evidence, however, indicates that the role of the senior management team in providing clear direction and strategic planning is currently underdeveloped.

38. Many members of the governing body have only recently been appointed. Although lacking experience, they are keen to contribute to the life and work of the school and are gradually acquiring relevant expertise and knowledge. Appropriate training has been arranged for the purpose. Growing attention is being given to duties such as monitoring and

evaluating the school's performance and identifying areas which require attention. Each governor has been given responsibility for developing knowledge of a specific area of the curriculum.

39. Formal meetings of the governing body are held each term, together with regular committee meetings. Due attention is paid to budgetary control, but the lack of a three-year school development plan means that expenditure is not effectively linked to long-term planning.

40. Some strategies have been established by curriculum co-ordinators and their shadows for monitoring standards within their subjects but the process is not yet sufficiently formalised. No cohesive, consistent structure is currently in place for undertaking classroom observation, appraising pupils' work, and identifying and setting priorities to move the school forward.

41. Overall, the school has made satisfactory progress in dealing with the key issues identified during the last inspection. Standards of achievement have improved in most subjects. Of the six subjects inspected on this occasion, geography has moved from good to very good, and design and technology from satisfactory to good at both key stages. Mathematics remains good, with some very good work at the top of Key Stage 2. Welsh is now good at Key Stage 1 and remains satisfactory at Key Stage 2, with evidence indicating scope for improvement in both teaching and learning. Religious education also remains as satisfactory although, with a new scheme of work in place and enthusiastic co-ordinators, the subject is developing significantly. English has remained good at Key Stage 2 but is now deemed no more than satisfactory at Key Stage 1.

42. The school is adequately staffed for the present number of pupils on roll. All teachers are suitably qualified and, in the main, perform their duties conscientiously. Curricular responsibilities are equitably divided, although the designation of shadow co-ordinators tends to divide the two key stages and, in English, fails to ensure proper oversight of work from Year 1 to Year 6. At nursery and reception level, work is planned, co-ordinated, assessed and managed very efficiently.

43. Classroom support assistants make a valuable contribution to the learning of pupils. Good support is also received from the canteen staff, midday supervisors, cleaning staff and school secretary, all of whom carry out their duties conscientiously and efficiently.

44. The school is situated on a somewhat constricted site, with a limited grassed area for sport but adequate hard play surfaces. Accommodation is good overall, although some classrooms are rather small and provide challenges for organisation and movement. Attractive displays throughout the building create a pleasant learning environment and demonstrate the range of work undertaken as part of the curriculum. Recent expenditure on a computer room has helped to enhance skills in information technology. The premises are clean and kept in good order. Pupils of all ages are able to work and play safely and securely.

45. Learning resources are generally good in both quantity and quality. Most members of staff make good use of all available resources, with the exception of Big Books at Key Stage 1 in English. There is also a paucity of suitable classroom reading books in Welsh at Key Stage 2. Developments in subjects such as English, geography, and design and technology

have enabled resources to be allocated to these areas, but planning for other parts of the curriculum is impeded by the lack of a suitable long-term development plan.

Recommendations

It is recommended that action is taken to:

- R1. bring standards in all subjects up to the level of the best;
- R2. establish a more rigorous system of monitoring to achieve consistent standards in teaching and learning in all classes and to ensure that good practice is properly disseminated throughout the school;
- R3. review the present roles of members of the senior management team to ensure that duties and responsibilities are better defined and more effectively implemented;
- R4. provide maximum challenge for pupils of all abilities;
- R5. ensure that teaching time at Key Stage 2 is increased to comply with guidance provided by the Welsh Assembly Government.

Recommendation 2 has already been identified as an area for further development in the school's self-evaluation report.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within forty-five 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. Overall, the findings of the inspection team match the judgment in the school's self-evaluation report.

47. Work observed during the inspection indicates that pupils' standards of achievement are currently the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	48%	43%	3%	-

48. Children's baseline attainments on entering the school are above the average for Powys. Very good progress is made in developing key skills in speaking, listening, reading, writing, number, and information and communications technology in both the nursery and reception years.

49. At Key Stages 1 and 2, the following standards were achieved in the subjects inspected:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Mathematics	Grade 2	Grade 2
Welsh as a second language	Grade 2	Grade 3
Design and Technology	Grade 2	Grade 2
Geography	Grade 1	Grade 1
Religious Education	Grade 3	Grade 3

50. At Key Stage 1, pupils achieve satisfactory standards in the key skills of speaking, listening, reading, writing, number, and information and communications technology, although, in two out of the three classes at this level, too few opportunities are provided for skills to be fully developed and exploited across the curriculum. At Key Stage 2, standards are good in speaking, listening, reading, and information and communications technology, with scope for further improvement in writing in some classes.

51. Pupils with special educational needs generally make satisfactory to good progress throughout the school.

52. National Curriculum assessment by teachers last summer indicated that, for the first time in recent years, results at Key Stage 1, including the three-subject indicator, were above the averages both for Powys and Wales as a whole.

53. At Key Stage 2, results are considerably above the average for Wales in mathematics and science, and in line with the average for English, with the core-subject indicator slightly exceeding that for Wales as a whole. Scores are considerably above the county's average in

mathematics and science, but are below the average in English. Over the past three years, results have varied and fluctuated between subjects.

54. When compared with schools with a similar percentage of free school meals throughout Wales, results were around the median at both key stages. When compared with other schools in Powys in 2004, value-added scores placed the school in the highest quartile for progress from Key Stage 1 to Key Stage 2. In general, girls are currently performing at a slightly higher level than boys.

55. Bilingual competence is well developed at nursery and reception level and at Key Stage 1, with good emphasis upon the acquisition of oral skills. In general, skills are less developed at Key Stage 2, where pupils in some cases lack appropriate confidence in speech.

56. Positive attitudes are shown to learning in all classes. Concentration is good overall but wanes when too much time is spent on discussion or when tasks are overlong.

57. Learning is underpinned by good behaviour, with pupils showing courtesy to adults and being kind and considerate to each other.

58. Good progress is made in moral, social and personal development. Pupils, in most cases, tackle problems sensibly and rationally. Creative skills are developing well.

The Quality of Education and Training

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

Grade 2: good features and no important shortcomings

59. The findings of the inspection team match the judgment in the school's self-evaluation report.

60. Lessons observed during the inspection indicate that the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	42%	40%	6%	3%

61. Overall the quality of teaching is good, although it varies both within and across each key stage.

62. Teachers display a good knowledge of the subjects they teach and allocate time within lessons for discussion, tasks and a plenary session. On occasions, time is compromised by too long an introduction to lessons.

63. Relationships between staff and pupils are very good in all classes. Discipline and behaviour are good throughout the school, enabling most pupils to concentrate on their tasks. However, in classes where stimulation and challenge are variable, pupils occasionally become restless and disengage from the task in hand.

64. Long and medium-term planning is comprehensive and based on schemes of work across the curriculum. Short-term planning, which is undertaken collaboratively within a structured key-stage tier system, generally shows more variance.

65. In the best practice, appropriate attention is focused on the age and ability of all pupils, so that individual needs are properly identified, appropriate targets are set, and achievement and progress are regularly assessed to guide future planning. Where teaching is less effective, subject matter is not well matched to individual abilities, tasks are not always appropriate to needs, and pupils are not challenged sufficiently.

66. Teachers make use of an appropriate range of methods and strategies in most subjects, and provide pupils with clear explanations and instructions. Good efforts are made to employ appropriate resources to support learning in all areas of the curriculum. All teachers make good use of the timetabled computer suite and associated whiteboard facility.

67. Nursery nurses and classroom assistants make a significant contribution to learning, particularly in respect of pupils with special educational needs. Strong emphasis is placed on ensuring that all pupils have equal opportunities irrespective of gender, ability or background.

68. Due attention is paid to the promotion of bilingual competence, with regular assistance from two visiting teachers.

69. Staff freely give of their time to provide pupils with a broad range of extracurricular activities and visits, which help to enhance skills and knowledge in different areas and promote social interaction outside the classroom. Visits sometimes involve residential periods.

70. Detailed records are kept of pupils' attainments and progress as they move through the school. Growing use is made of national criteria, standardised tests and core-subject portfolios to standardise and moderate teachers' assessments. Results are analysed to keep teachers aware of standards and to track overall progress, although the information is not yet fully used in all classes.

71. Teachers often praise pupils for good work by using stamps and stars, and record when they have mastered a concept or target. Little emphasis, however, is placed on constructive comments in the majority of books to show pupils where they can make improvements in standards.

72. Annual reports to parents comply with statutory requirements and are generally of good quality, summarising pupils' achievements in each subject and commenting about their personal and social development.

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

73. The findings of the inspection team differ from the judgment of Grade 1 given in the school's self-evaluation report.
74. Overall, the school provides pupils with a broad, balanced curriculum which is relevant to their needs.
75. Appropriate policies and schemes of work are in place to support the delivery of each subject. However, whilst there is comprehensive guidance in English, methodology at Key Stage 1 does not always comply with suitable literacy practice.
76. The quality of provision for children under five years of age is very good and ensures that pupils make good progress towards the desirable outcomes for learning. Rich and stimulating experiences promote the full development of skills. A sound start is also made in the learning of Welsh.
77. At Key Stages 1 and 2, an appropriate amount of time is allocated to each subject. Setting arrangements are somewhat complex in mathematics and English, but prove of benefit to pupils where teaching is sound. At Key Stage 2, however, the overall teaching time per week falls below the minimum figure recommended by the Welsh Assembly Government.
78. Pupils have full access to all areas of the curriculum, including personal and social education from nursery level to Year 6.
79. Values and beliefs are well reflected in the general ethos of the school. Very good relationships exist at all levels, with religious education and assemblies promoting spiritual and moral development and providing good opportunities for thought and discussion. Pupils support various charities and have recently collected a substantial amount for the Tsunami Appeal.
80. Good attention is paid to the *cwricwlwm Cymreig*. Regular visits to places of interest provide pupils with relevant first-hand experiences and foster growing awareness of the history, heritage and culture of Wales. Incidental use of Welsh helps to increase knowledge of the language, although there is scope for greater consistency and further development in this area.
81. A good range of extracurricular activities contributes to the further development of skills and promotes esteem and self-confidence, particularly amongst pupils at Key Stage 2.
82. Highly-productive links have been forged with several external organisations, including the North-East Wales Institute and Powys College. Pupils in Years 3 and 4 visit the mid-Wales Centre for Alternative Technology, whilst those in Years 5 and 6 have opportunities to relive life in Victorian times during visits to Blists Hill in Ironbridge. The North Powys Youth Band also organises a brass-band workshop in the school.

83. Good provision is made in geography and science for raising awareness of sustainable development and enabling pupils to study a range of issues from both a local and global perspective. Studies include the differences in resources between Britain and other parts of the world. Work has also been undertaken on south-east Asia in the light of the tsunami disaster. Growing understanding is being acquired of the concept of global citizenship.

84. Due attention is paid to the environment and the effects of pollution. Good support is received from the Powys county recycling officer in relation to recycling and the minimisation of waste.

85. Effective partnerships with local employers enable the school to draw upon the skills and resources of industry, particularly in increasing pupils' knowledge of the world of work and raising their economic awareness.

86. Regular opportunities are provided for pupils to show initiative and to develop skills in problem-solving. Some interesting work, for example, has been undertaken on the previous use of the local canal and its current potential for development as a tourist attraction.

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

Grade 1: good with outstanding features

87. The findings of the inspection team match the judgment of Grade 1 in the school's self-evaluation report.

88. Teachers have a sound knowledge of their pupils and are well acquainted with their personal, social and dietary needs. All pupils feel able to approach an adult when help, guidance or support is required.

89. Parents feel a strong sense of partnership based on mutual trust and confidence in the school. They are very satisfied with what the school provides and most support their children's learning in meaningful ways. Many provide valuable help in the classroom, particularly in areas such as design and technology, art and craft, information technology and reading, and assist with other activities in and out of the school. Good support is also received from the "Friends of Penygloddfa School", who organise numerous social and fund-raising events.

90. Regular newsletters keep parents well informed about the curriculum, and school events and activities. A formal meeting is arranged for parents to meet class teachers early in the autumn term. A second meeting in the spring is better attended, with parents then having the opportunity to discuss the progress made by their children.

91. The school prospectus and governors' annual report to parents comply with statutory requirements.

92. Induction packages and meetings are comprehensively planned to ensure that children under five feel safe and secure when experiencing their first significant separation from home.

93. Procedures for recording and supporting personal development are good. Class teachers monitor pupils' progress and identify strengths and weaknesses, including qualities such as application, persistence and self-confidence. The school uses merit assemblies to celebrate achievements and also displays awards gained by individuals and groups of pupils. These events do much to raise pupils' self-esteem and awareness of the skills and talents of others.

94. Whilst no bullying or aggressive behaviour was seen during the inspection, policies and procedures are in place to deal effectively with such situations should they occur. Pupils treat each other with respect and compassion, and are acutely aware that their behaviour always has consequences.

95. Attendance records are scrutinised by the headteacher each week but the information is not collated on a regular basis to obtain figures for the school as a whole. Punctuality is generally good, although no record is kept of those arriving after the start of lessons.

96. Due attention is paid to statutory requirements for health and safety. With the exception of one potential hazard, which is currently being addressed, the school provides pupils with safe, secure, clean, well-maintained accommodation and facilities. Decisions

connected with health and safety are based on thoughtful risk assessments. An appropriate number of staff have been trained in first-aid and carry out their work effectively. Regular fire drills take place and the school also has an up-to-date Internet policy.

97. Staff are vigilant in ensuring that pupils are properly supervised at all times, particularly those in the nursery. Care is taken to obtain relevant information about children's health and dietary needs when they first enter the school, although no programme has yet been established to encourage healthy eating.

98. Effective procedures have been adopted to deal with child-protection matters. All procedures follow local-authority guidelines. The headteacher is the designated representative for the school and is appropriately trained to deal with issues. All teachers have received appropriate guidance in identifying signs of abuse, including unexplained changes of personality or behaviour. Good records are maintained in all cases.

99. A very good screening process has been established to identify pupils with special educational needs. Effective provision is made both within mainstream classes and in small withdrawal groups. Support staff work closely with class teachers to ensure the progressive development of skills, knowledge and understanding. Individual educational plans are well related to pupils' needs and abilities, and clear records are kept of achievements and progress. Parents are kept fully informed of the services provided both by the school and outside agencies. Records indicate that pupils benefit considerably from the school's intervention strategies. Substantial investment has been made in learning resources, including information and communication technology.

100. Individual educational plans are reviewed and updated each term. Reviews of statements of special educational need conform to statutory requirements.

101. Good procedures are in place for promoting harmonious race relations. Teachers plan carefully so that pupils have opportunities to explore a range of cultures and the influences that have shaped them. Pupils celebrate the Chinese New Year and participate in events such as an "India Day". They appreciate cultural diversity and accord dignity to other people's beliefs and values. The school has planned fund-raising events to enhance the visit of twelve pupils from the Chernobyl area of Belarus in July. Monies will help them enjoy a short period at the Staylittle Outdoor Pursuits Centre during their stay with local families.

Leadership and management

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

Grade 3: good features outweigh shortcomings

102. The findings of the inspection team differ from the judgment of Grade 2 given in the school's self-evaluation report.

103. Much thought has been given to producing a comprehensive set of aims in which emphasis is placed on partnership with parents, equality of opportunity and an all-round education for pupils.

104. The headteacher makes his presence felt around the school and has worked conscientiously and successfully to create a caring environment in which each pupil is valued and respected. Evidence, however, indicates that the role of the senior management team in providing clear direction and strategic planning is currently underdeveloped.

105. Staff work together in year-groups to plan and deliver the curriculum. Although most of the teams function effectively, no rigorous system is yet in place to establish a common framework and to ensure that good practice is followed consistently throughout the school.

106. Growing efforts are being made to develop self-evaluation as a means of achieving further improvements. The process, however, is not supported by the present school development plan, which is insufficiently comprehensive and fails to set targets covering more than a twelve-month period. Adequate thought has not yet been given to identifying long and medium-term targets and addressing the needs of the school over the next three years.

107. Appropriate steps have been taken to establish a system of performance management and regular school-based in-service training. Regular contact takes place with other schools to discuss items such as curriculum development, particularly through local school-cluster arrangements. Due account is also taken of local and national priorities in education.

108. Many members of the governing body have only recently been appointed. Although lacking experience, they are keen to contribute to the life and work of the school and are gradually acquiring relevant expertise and knowledge. Appropriate training has been arranged for the purpose. Growing attention is being given to duties such as monitoring and evaluating the school's performance and identifying areas which require attention. Each governor has been given responsibility for developing knowledge of a specific area of the curriculum.

109. Formal meetings of the governing body are held each term, together with regular committee meetings. Due attention is paid to budgetary control, but the lack of a three-year school development plan means that expenditure is not effectively linked to long-term planning.

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

Grade 3: good features outweigh shortcomings

110. The findings of the inspection team differ from the judgment of Grade 2 in the school's self-evaluation report.

111. Evidence clearly shows that the headteacher, staff and governors are committed to raising standards and providing an appropriate curriculum for pupils.

112. At present, the school does not have a positive culture of self-evaluation. The self-evaluation report itself has good features, but there are shortcomings in some important areas.

113. The headteacher and the senior management team have not yet established self-evaluation arrangements that are comprehensive, systematic and based on first-hand experience. As a result, the setting of clear priorities, together with actions to bring about improvement in some areas, is not clearly focused or defined.

114. Some strategies have been established by curriculum co-ordinators and their shadows for monitoring standards within their subjects but the process is not yet sufficiently formalised.

115. No cohesive, consistent structure is currently in place for undertaking classroom observation, appraising pupils' work, and identifying and setting priorities to move the school forward.

116. The school analyses the wide range of pupils' assessment results, including baseline assessments undertaken in the reception year. Work by the local education authority provides valuable support in analysing the results of National Curriculum standard assessment tests and furnishing useful comparative data. Satisfactory use is made of the data to set pupils within year-groups for mathematics and language and to identify pupils with special educational needs. Insufficient attention, however, is given to identifying specific areas of weakness and setting precise targets for improvement across the school.

117. The school development plan has some good features but has shortcomings in important areas. It is limited to a one-year overview, instead of a three-year targeted programme, and appears not to derive the majority of its priorities from the school's self-evaluation process. Insufficient prominence is given to setting specific targets within subject areas so that skills related to the different levels of the National Curriculum can be rigorously pursued and monitored. Limited information is provided about costs, timescales and criteria for evaluation.

118. Performance management is currently undertaken, but sufficient links have not yet been forged between self-evaluation arrangements, outcomes of the performance management process and the school development plan.

119. Overall, the school has made satisfactory progress in dealing with the key issues identified during the last inspection. Standards of achievement have improved in most

subjects. Of the six subjects inspected on this occasion, geography has moved from good to very good, and design and technology from satisfactory to good at both key stages. Mathematics remains good, with some very good work at the top of Key Stage 2. Welsh is now good at Key Stage 1 and remains satisfactory at Key Stage 2, with evidence indicating scope for improvement in both teaching and learning. Religious education also remains as satisfactory although, with a new scheme of work in place and enthusiastic co-ordinators, the subject is developing significantly. English has remained good at Key Stage 2 but is now deemed no more than satisfactory at Key Stage 1.

120. Overall, the inspection team agreed with the judgments in relation to three of the seven keys questions, but considered the other four to be lower than the grade assessed by the school.

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

Grade 2: good features and no important shortcomings

121. Overall, the findings of the inspection team differ from the judgment of Grade 1 in the school's self-evaluation report.

122. The school is adequately staffed for the present number of pupils on roll. All teachers are suitably qualified and, in the main, perform their duties conscientiously. Curricular responsibilities are equitably divided, although the designation of shadow co-ordinators tends to divide the two key stages and, in English, fails to ensure proper oversight of work from Year 1 to Year 6.

123. At nursery and reception level, work is planned, co-ordinated, assessed and managed very efficiently.

124. Classroom support assistants make a valuable contribution to the learning of pupils. Good support is also received from the canteen staff, midday supervisors, cleaning staff and school secretary, all of whom carry out their duties conscientiously and efficiently.

125. The school is situated on a somewhat constricted site, with a limited grassed area for sport but adequate hard play surfaces. Accommodation is good overall, although some classrooms are rather small and provide challenges for organisation and movement. Attractive displays throughout the building create a pleasant learning environment and demonstrate the range of work undertaken as part of the curriculum. The premises are clean and kept in good order. Pupils of all ages are able to work and play safely and securely.

126. Learning resources are generally good in both quantity and quality. Recent expenditure on a computer room has helped to enhance pupils' skills in information technology. The library area is small but adequate and well stocked with both fiction and non-fiction books, although little use was made of the facility for research during the inspection.

127. Most members of staff make good use of all available resources, with the exception of Big Books at Key Stage 1 in English. There is also a paucity of suitable classroom reading books in Welsh at Key Stage 2.

128. Developments in subjects such as English, geography, and design and technology have enabled resources to be allocated to these areas, but planning for other parts of the curriculum is impeded by the lack of a suitable long-term development plan.

Standards achieved by pupils in the subjects inspected

English

Grade 3: good features outweigh shortcomings	Key Stage 1
Grade 2: good features and no important shortcomings	Key Stage 2

Good Features

129. Pupils at Key Stage 1 generally speak clearly, and use full sentences and appropriate vocabulary when talking about their experiences.

130. At Key Stage 2, most pupils are able to express their ideas well and to communicate effectively. Older pupils engage in debate and discussion, with benefits to the development of their thought and vocabulary.

131. Listening skills are well applied at both key stages. Pupils listen carefully and understand what is required of them. Close attention is paid to each other's contributions, particularly during plenary discussions at Key Stage 2. When working in groups, pupils throughout the school collaborate successfully with each other.

132. Reading at Key Stage 1 is well supported by a good understanding of text and picture clues. A major contribution is made by many parents, who regularly listen to their children read at home and participate in home-school reading records.

133. At Key Stage 2, pupils read a wide range of texts and are able to express their likes and dislikes about authors. Good use is made of reading skills at this level to obtain information across the curriculum. Regular practice in group reading enhances fluency and expression. Very good standards are attained in some cases by the end of Year 6.

134. Good attention is paid to handwriting throughout the school, with pupils learning to form letters correctly from the earliest stage. Pupils at Key Stage 1 make gradual progress in writing and show a growing awareness of simple punctuation. At Key Stage 2, most pupils write legibly and spell words correctly. Regular use is made of dictionaries to support work in this area.

135. Pupils at Key Stage 2 write for different purposes and occasions, and plan, draft and revise their work. Progress overall is good at this level. Some very good examples of extended writing are produced by approximately a third of pupils at the top of the school.

Shortcomings

136. A significant number of pupils at Key Stage 1 experience difficulties in sustaining conversation, partly because of insufficient emphasis on role-play, puppetry and other confidence-building activities.

137. Although pupils at this level move relatively quickly from book to book, some lack sufficient phonic knowledge to tackle new words. Whilst understanding text, many in Year 2

find difficulty in reading with fluency and expression. Too little use is made of Big Books to secure appropriate progress in these areas.

138. Pupils at Key Stage 1 have too few opportunities to write about their personal experiences on a regular basis. Writing skills are generally underdeveloped.

139. Written work at Key Stage 2 varies both in presentation and volume.

Mathematics

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

Good Features

140. Pupils at Key Stage 1 have a good understanding of all aspects of number. Most younger pupils work competently with number bonds to ten, whilst older pupils develop their knowledge to twenty, thirty and beyond. All pupils apply the four rules of number with confidence, using their knowledge to solve oral, mental and written problems at an appropriate level.

141. Across the key stage, pupils develop the language of mathematics in a number of operations. They understand the meaning of “before”, “after” and “between”, as well as “more than” and “less than”. When ordering numbers, they appreciate the concept of largest and smallest.

142. Most pupils at Key Stage 1 understand the value of a whole, half and a quarter. They are able to apply their knowledge to tell the time to the hour, half hour and quarter. They also know the days of the week and months of the year.

143. Older pupils at this level recognise patterns in numbers and use this recognition to reinforce their knowledge of tables. They understand, and are able to identify, odd and even numbers.

144. The oldest pupils know their multiplication facts relating to the two, five and ten-times tables. They are able to count on confidently in various groupings beginning from randomly selected numbers.

145. Throughout the key stage, pupils are given opportunities for simple mathematical investigations and problem-solving activities. Older pupils work together in groups to estimate the number of different objects displayed in clear plastic bags or to view multi-link cubes in trays and lengths of cord against a metre rule, and then discuss and compare their answers. They understand the vocabulary of estimation and appreciate that estimation is basically a sensible guess.

146. By the end of the key stage, pupils recognise a range of two and three-dimensional shapes and can use appropriate mathematical terminology to identify and describe them.

147. At Key Stage 2, pupils build upon the solid foundations laid in the lower part of the school. In Years 3 and 4, able pupils use a range of strategies to solve mental calculations relating to the four rules of number. Many are able to verify the accuracy of their answers by using inverse mathematical operations. Good use is also made of number fans, “show-me” cards and verbal games to reinforce the quality of mental strategies and calculations.

148. As they progress through the key stage, pupils respond with developing understanding when completing work related to number, money, fractions and measurement. Younger pupils add and subtract money, using real-life situations to develop their expertise. They are also able to round numbers up to the nearest ten, understand fractions of numbers, use simple bar graphs to collate data, and employ negative numbers in work related to temperature.

149. Older pupils investigate the area of regular four-sided figures and use the information to discover strategies for measuring the area of compound shapes and triangles. They know the meaning of “diagonal” and “perimeter” and appreciate that area is measured in square centimetres. They recognise place value in large numbers and understand the equivalence between a decimal, fraction and percentage.

150. By the end of Key Stage 2, pupils gain knowledge of the beginnings of algebra and the use of simple formula. They are able to measure and recognise acute, obtuse, reflex and right angles and organise data into graphical form for further analysis. They develop knowledge of investigative mathematics and the laws of probability, and are aware of the meaning of mode, median and mean. They appreciate that mathematics goes across the curriculum and are able to apply concepts, skills and knowledge in other areas such as design and technology, art, geography and science.

151. An interactive mathematics week further extends pupils’ skills in the subject. Older pupils demonstrate their own magical mathematics circus for infant pupils and teach nursery and reception children outdoor mathematical games such as hopscotch. Knowledge and understanding are further developed by mathematics through the medium of Welsh, class and shared assemblies, and the construction of an outdoor mathematical trail.

Shortcomings

152. Insufficient attention is currently given to investigative mathematics. Problem-solving skills, as a result, are underdeveloped in the early part of the school.

153. Too little use is made of information and communications technology to reinforce and extend learning in the subject.

Welsh as a second language

Grade 2: good features and no important shortcomings	Key Stage 1
Grade 3: good features outweigh shortcomings	Key Stage 2

Good Features

154. Good foundations at nursery and reception level result in Year-1 pupils showing confidence in their learning and a good knowledge of basic vocabulary in areas such as number, colours, parts of the body and the family.

155. In general, pupils throughout Key Stage 1 make good progress in asking and answering questions and in acquiring new vocabulary. Most are able to understand greetings and simple instructions and to respond accordingly.

156. The majority of pupils at this level can recognise everyday vocabulary and read the relevant words on flash cards and wall displays.

157. Vocabulary is well reinforced by a variety of worksheets and simple class-produced books, with pupils generally making good progress in this area.

158. Speech is clear at both key stages. Words are clearly pronounced, both during classroom activities and singing in assemblies.

159. At Key Stage 2, pupils make steady progress in absorbing new vocabulary and in extending their knowledge through written exercises. Most can complete tasks successfully and read back what they have written. Comprehension is satisfactory in most cases.

160. Understanding is reinforced through regular incidental use of the language.

161. Satisfactory progress is generally made in simple conversation, with due attention to dialogue, paired work and games.

Shortcomings

162. Older pupils, in some cases, lack confidence in using correct structures and patterns when responding to questions. Recall of previous learning varies considerably.

163. Reading is underdeveloped at both key stages, with a lack of Big Books and appropriate texts within classrooms. Whilst pupils at Key Stage 2 are able to read back their own work and participate in dialogue, many are unable to tackle simple books housed in the school library.

Design and Technology

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

Good Features

164. Pupils throughout the school undertake a range of design and making tasks. Work shows evidence of appropriate planning, labelling, design and evaluation processes.

165. Competent use is made of a variety of tools, with pupils carefully following their teacher's instructions and understanding the need to ensure safety when using equipment.

166. Younger pupils in Key Stage 1 visit the locality to observe different types of houses prior to planning and making cardboard models for themselves. They design their project, list the materials to be used and evaluate their finished products with the aid of prepared worksheets. In 'making a coat for Teddy', pupils in Years 1 and 2 undertake similar processes so as to identify appropriate fabrics and manufacture and fit a suitable coat.

167. Following a questionnaire of likes and dislikes, pupils in Years 1 and 2 design a Christmas biscuit and evaluate the outcomes of design and taste.

168. Throughout Key Stage 2 pupils make good progress in producing original designs and use a variety of techniques, materials and components to make a range of products.

169. As part of their "keep-it-safe" project, younger pupils at Key Stage 2 make purses from a diverse array of materials such as plastic, hessian and fabrics, with fastenings ranging from velcro to press studs, and select the most appropriate joining techniques for their products. Completed purses are evaluated for their purpose and fashion appeal.

170. Pupils learn that, when handling food, hygiene is of vital importance. Those in Years 3 and 4 examine various types of bread and identify the different characteristics of structure, taste and colour prior to producing their own versions.

171. In Years 5 and 6, pupils plan and make specifications for Christmas biscuit designs and discuss them with younger pupils. They then investigate names, type and packaging as part of the development process. Favourite designs are subsequently manufactured and evaluated for taste and presentation.

172. Pupils have designed and manufactured Christmas biscuits, jewellery and badges to raise funds for the subject. A jewellery club, run as an extracurricular activity, enhances the skills and knowledge of pupils.

173. All pupils use construction kits to experiment with and manufacture individually designed structures. The oldest pupils use this experience to design and construct their own fairground rides, using Jinx model techniques of construction and pulleys, and belts, motors and batteries to produce movement. Effective use is made of information technology to develop understanding of pulleys and rotation.

174. Pupils' evaluations of their work are perceptive and indicate a good ability to identify ways of improving their products and to give reasons for deviating from original designs.

Shortcomings

175. Insufficient use is made of computer-controlled devices for supporting and extending work.

Geography

Grade 1: good with outstanding features	Key Stage 1
Grade 1: good with outstanding features	Key Stage 2

Good Features

176. Pupils at Key Stage 1 are able to give clear descriptions of local features and landmarks, based on visits to places such as the railway station and department store.

177. Most pupils at this level display a good sense of direction and can describe their journeys from home to school.

178. Mapping skills are developed progressively throughout the key stage, with pupils drawing plans, producing imaginary maps and appropriate symbols, and undertaking simple grid work by Year 2.

179. Most pupils can recognise Newtown on a map of Wales and show an appropriate awareness of places in the wider world. Good knowledge is shown of the foods produced by different countries.

180. Strong emphasis is placed on field work, beginning with the immediate locality at Key Stage 1 and moving on to contrasting areas such as Conwy and Aberystwyth at Key Stage 2. Pupils, as a result, are secure in their knowledge of physical and human aspects and can confidently discuss what they have learned from first-hand experiences.

181. Pupils at both key stages display a good command of appropriate vocabulary and take full advantage of opportunities to employ their oral skills during lessons.

182. Good use is made of learning aids and resources, with pupils displaying the ability to collect information from maps and photographs and undertaking tasks successfully on both a group and individual basis.

183. Some interesting work is undertaken at Key Stage 2 on life in Chembakoli in India. Discussions during plenary sessions show growing understanding of similarities and differences between the two countries.

184. When discussing their own area, pupils throughout the key stage display good knowledge of local occupations and changes in the environment. Very good recall is shown of work undertaken on Aberystwyth as a contrasting area.

185. Older pupils show appropriate knowledge of the effects of pollution and participate in recycling projects.

186. Work at both key stages is recorded in a suitable variety of forms including graphs, questionnaires and extended writing. Mapping skills are very well developed throughout the school.

Shortcomings

187. No significant shortcomings were observed.

Religious Education

Grade 3: Good features outweigh shortcomings	Key Stage 1
Grade 3: Good features outweigh shortcomings	Key Stage 2

Good Features

188. Pupils at Key Stage 1 are aware of the importance of rules. They make drawings of the Ten Commandments, understand that they are a set of rules guiding people's behaviour, and appreciate why there are rules both for the class and the school as a whole.

189. In Years 1 and 2, pupils develop an understanding of Christian beliefs and practices, together with the symbolism of places of worship. They also know that the Christian calendar is marked by festivals such as Christmas and Easter.

190. Knowledge of other faiths is developed across the key stage. Pupils use artefacts to deepen their understanding of the Jewish faith and learn what happens during Shabbat. They write a Shabbat prayer and are aware that Jewish people pray in a synagogue.

191. Pupils extend their knowledge of special places in religion by visits to local churches. They begin to understand the specific vocabulary used to describe the main features, signs and symbols of religious buildings.

192. Understanding of the Christian faith is enhanced by regular visits from local ministers, who conduct assemblies and talk to the pupils. A mock christening and wedding service have also served to deepen knowledge of ceremonies and practices.

193. Pupils learn about holy books and appreciate that, for Christians, the Bible is very important. Understanding is reinforced in Years 3 and 4 when pupils examine, discuss and retell the story of Mary Jones of Bala and her struggle to own her own bible.

194. Knowledge of other world faiths and cultures is further developed throughout Key Stage 2. Pupils in Years 3 and 4 learn of the teachings of Islam and, later in the key stage, the Hindu celebrations of Ras and Holi. They understand the meaning of Ramadan, relate the story of Rama and Sita and make Divali cards. Knowledge of other cultures is further extended by participation in an 'India day'.

195. Pupils in Years 5 and 6 examine the story of the Creation using materials from a range of bibles. They discuss the meaning of different passages and arrange statements to sequence the seven days of the story.

196. Acts of collective worship enhance pupils' sense of community and make a valuable contribution to developing knowledge and understanding of religion. Pupils become increasingly aware of how religious beliefs and practices help to address questions and issues raised by their experiences of the natural world and human relationships.

Shortcomings

197. Extended knowledge of major world faiths is constrained by a lack of opportunities to visit religious centres such as mosques and synagogues.

School's response to the inspection

Staff and governors would like to acknowledge the very thorough inspection of Penygloddfa School that took place in February. We were particularly proud of the recognition that **“Penygloddfa is a very caring school which provides a safe, secure, happy environment for pupils.”** In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence. The inspection recognises the very good provision made for the support, guidance and welfare of pupils and the fact that teachers have a sound knowledge of their pupils.

As well as identifying a school's strengths the process of inspection also highlights what a school needs to do in order to move forward in providing ever better opportunities for its pupils. It also aims at improving the standards of work achieved in all areas by highlighting areas for improvement. We recognise the recommendations made by the inspection team in this area and look forward to working together in implementing changes in order to bring them about.

An action plan will be put in place to address the recommendations made in the report.

The issue of teaching time at Key Stage 2 will be addressed to comply with guidance from the Welsh Assembly Government.

Where possible a tightening up of certain procedures will be undertaken during the summer term and monitored regularly thereafter.

Raising pupils' standards of achievement in **all subjects** to the level of the best will form a challenging task in our rolling programme of the next few years. English at Key Stage 1 will become a major priority for us in the immediate future, with work beginning during the summer term. As a subject it will feature strongly in our school development plan for next year.

A résumé of the School's Action Plan in response to the inspection recommendations will be sent to all families. The governors' annual report to parents will report on the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Penygloddfa Primary School
School type	Community
Age-range of pupils	3 – 11 years
Address of school	School Lane Newtown Powys
Post code	SY16 2DF
Telephone Number	01686 626715

Headteacher	Mr. D. H. Mullan
Date of appointment	1st September, 1997
Chairman of Governors	Mrs. S. Jones
Registered Inspector	Mrs. Eirwen Griffiths, M. Phil., M.Ed.
Dates of inspection	1st – 4th February, 2005

Appendix B

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	10	45	45	33	38	42	42	40	295

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.8 : 1
Pupil: adult (fte) ratio in nursery classes	13 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	28.5
Teacher (fte): class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of School
Autumn, 2004	95%	96%	95%
Summer, 2004	94%	95%	96%
Spring, 2004	95%	96%	96%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during twelve months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004			Number of Pupils in Y2 38					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	14	70	16	0
		National	0	4	14	63	20	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	16	76	8	0
		National	0	3	12	63	22	0
English: Reading	Teacher Assessment	School	0	3	11	32	51	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	0	16	70	14	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	0	5	68	27	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	8	62	30	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	86%	In Wales:	79%

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

National results relate to 2003, as figures for 2004 have not yet been published.

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004				Number of pupils in Y6				37				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	19	46	35	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	22	41	38	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	14	46	41	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	16	46	38	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	5	54	41	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	62	38	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	78%	In the school	73%
In Wales	70%	In Wales	71%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

National results relate to 2003, as figures for 2004 have not yet been published.

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a period of four days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Twenty-two parents attended a pre-inspection meeting with two members of the inspection team.
- Seventy-two questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Thirty-three lessons or parts of lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Mrs. Eirwen Griffiths Registered Inspector	Context Summary and recommendations Key Questions 1, 3, 5 and 7	English Welsh as a second language Geography
Mr. Selwyn Roberts Lay Inspector	Contributions to key questions 1, 4, 5 and 7	
Mr. H. M. Davies Team Inspector	Key Questions 2, 4 and 6	Mathematics Design and Technology Religious Education

Name and address of contractor

E.G.I.S.,
Brynheulog,
Brockweir,
Chepstow,
Gwent, NP16 7NQ.

Acknowledgment

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

PENYGLODDFA PRIMARY SCHOOL
NEWTOWN

INSPECTION

1st – 4th February, 2005

SUMMARY REPORT FOR PARENTS

REGISTERED INSPECTOR:
MRS. EIRWEN GRIFFITHS
(WO50/17562)

Inspection under Section 10 of
School Inspections Act, 1996

11th March, 2005

Penygloddfa Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their children's schools. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Penygloddfa Primary School took place between 1st and 4th February, 2005. An independent team of three inspectors, led by Mrs. Eirwen Griffiths, M.Phil., M.Ed., 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.

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The five-point scale used to represent all inspection judgments 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.

Summary

1. Penygloddfa Primary School is a very caring school which provides a safe, secure, happy environment for pupils.
2. In respect of the seven key questions, the inspection team agrees with the school's own judgments in three cases but, in the other four, considers the overall grades to be lower than those assessed by the school.

Table of grades awarded

3. The team judges the work of the school to be currently as follows:

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

Standards

4. Work observed during the inspection indicates that pupils' standards of achievement are currently the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	48%	43%	3%	-

5. Figures are above the targets of the Welsh Assembly Government which expects 95% of pupils to achieve standards which are satisfactory or better and 50% to achieve standards which are good. Percentages in this case are 97% and 54% respectively.

6. The overall quality of the educational provision for children under five is appropriate to their needs, and pupils make good progress towards the desirable outcomes for learning.

7. Children's baseline attainments on entering the school are above the average for Powys. Very good progress is made in developing key skills in speaking,

listening, reading, writing, number, and information and communications technology in both the nursery and reception years.

8. At Key Stages 1 and 2, the following standards were achieved in the subjects inspected:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Mathematics	Grade 2	Grade 2
Welsh as a second language	Grade 2	Grade 3
Design and Technology	Grade 2	Grade 2
Geography	Grade 1	Grade 1
Religious Education	Grade 3	Grade 3

9. At Key Stage 1, pupils achieve satisfactory standards in the key skills of speaking, listening, reading, writing, number, and information and communications technology, although, in two out of the three classes at this level, too few opportunities are provided for skills to be fully developed and exploited across the curriculum. At Key Stage 2, standards are good in speaking, listening, reading, and information and communications technology, with scope for further improvement in writing in some classes.

10. Pupils with special educational needs generally make satisfactory to good progress throughout the school.

11. National Curriculum assessment by teachers last summer indicated that, for the first time in recent years, results at Key Stage 1, including the three-subject indicator, were above the averages both for Powys and Wales as a whole. At Key Stage 2, results are considerably above the average for Wales in mathematics and science, and in line with the average for English, with the core-subject indicator slightly exceeding that for Wales as a whole. Scores at this level are considerably above the county's average in mathematics and science, but are below the average in English. Over the past three years, results have varied and fluctuated between subjects.

12. When compared with schools with a similar percentage of free school meals throughout Wales, results were around the median at both key stages. When compared with other schools in Powys in 2004, value-added scores placed the school in the highest quartile for progress from Key Stage 1 to Key Stage 2. In general, girls are currently performing at a slightly higher level than boys.

13. Bilingual competence is well developed at nursery and reception level and at Key Stage 1, with good emphasis upon the acquisition of oral skills. In general, skills are less developed at Key Stage 2, where pupils in some cases lack appropriate confidence in speech.

14. Positive attitudes are shown to learning in all classes. Concentration is good overall but wanes when too much time is spent on discussion or when tasks are overlong. Learning is underpinned by good behaviour, with pupils showing courtesy to adults and being kind and considerate to each other.

The quality of education and training

15. Lessons observed during the inspection indicate that the quality of teaching is the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	42%	40%	6%	3%

16. The percentage of satisfactory or better lessons (91%) is below the Welsh Assembly Government's target of 95%, whilst the percentage of good or very good lessons (51%) is just above the target of 50%.

17. In the best practice, appropriate attention is focused on the age and ability of all pupils, so that individual needs are properly identified, appropriate targets are set, and achievement and progress are regularly assessed to guide future planning. Where teaching is less effective, subject matter is not well matched to individual abilities, tasks are not always appropriate to needs, and pupils are not challenged sufficiently.

18. Detailed records are kept of pupils' attainments and progress as they move through the school. Growing use is made of national criteria, standardised tests and core-subject portfolios to standardise and moderate teachers' assessments. Results are analysed to keep teachers aware of standards and to track overall progress, although the information is not yet fully used in all classes.

19. Annual reports to parents comply with statutory requirements and are generally of good quality, summarising pupils' achievements in each subject and commenting about their personal and social development.

20. Overall, the school provides pupils with a broad, balanced curriculum which is relevant to their needs. Pupils have full access to all areas of the curriculum, including personal and social education from nursery level to Year 6. Appropriate policies and schemes of work are in place to support the delivery of each subject. However, whilst there is comprehensive guidance in English, methodology at Key Stage 1 does not always comply with suitable literacy practice. Rich and stimulating experiences promote the full development of skills for children under five years of age.

21. At Key Stages 1 and 2, an appropriate amount of time is allocated to each subject. Setting arrangements are somewhat complex in mathematics and English, but prove of benefit to pupils where teaching is sound. At Key Stage 2, the overall teaching time per week falls below the minimum figure recommended by the Welsh Assembly Government.

22. Values and beliefs are well reflected in the general ethos of the school. Very good relationships exist at all levels, with religious education and assemblies promoting spiritual and moral development and providing good opportunities for

thought and discussion. Pupils support various charities and have recently collected a substantial amount for the Tsunami Appeal.

23. Good attention is paid to the *cwricwlwm Cymreig*. Regular visits to places of interest provide pupils with relevant first-hand experiences and foster growing awareness of the history, heritage and culture of Wales. Incidental use of Welsh helps to increase knowledge of the language, although there is scope for greater consistency and further development in this area.

24. A good range of extracurricular activities contributes to the further development of skills and promotes esteem and self-confidence, particularly amongst pupils at Key Stage 2.

25. Highly-productive links have been forged with several external organisations, including the North-East Wales Institute and Powys College. Effective partnerships with local employers enable the school to draw upon the skills and resources of industry, particularly in increasing pupils' knowledge of the world of work and raising their economic awareness.

26. Very good provision is made for the support, guidance and welfare of pupils. Teachers have a sound knowledge of their pupils and are well acquainted with their personal, social and dietary needs. All pupils feel able to approach an adult when help, guidance or support is required.

27. Parents feel a strong sense of partnership based on mutual trust and confidence in the school. They are very satisfied with what the school provides and most support their children's learning in meaningful ways. Many provide valuable help in the classroom, particularly in areas such as design and technology, art and craft, information technology and reading, and assist with other activities in and out of the school. Good support is also received from the "Friends of Penygloddfa School", who organise numerous social and fund-raising events.

28. Attendance levels are good overall. Records are scrutinised by the headteacher each week but the information is not collated on a regular basis to obtain figures for the school as a whole. Punctuality is generally good, although no record is kept of those arriving after the start of lessons.

29. A very good screening process has been established to identify pupils with special educational needs. Effective provision is made both within mainstream classes and in small withdrawal groups. Support staff work closely with class teachers to ensure the progressive development of skills, knowledge and understanding. Individual educational plans are well related to pupils' needs and abilities, and clear records are kept of achievements and progress.

30. Good procedures are in place for promoting harmonious race relations. Teachers plan carefully so that pupils have opportunities to explore a range of cultures and the influences that have shaped them. Pupils appreciate cultural diversity and accord dignity to other people's beliefs and values.

Leadership and management

31. The headteacher makes his presence felt around the school and has worked conscientiously and successfully to create a caring environment in which each pupil is valued and respected. Much thought has been given to producing a comprehensive set of aims in which emphasis is placed on partnership with parents, equality of opportunity and an all-round education for pupils. Evidence, however, indicates that the role of the senior management team in providing clear direction and strategic planning is currently underdeveloped.

32. Many members of the governing body have only recently been appointed. Although lacking experience, they are keen to contribute to the life and work of the school and are gradually acquiring relevant expertise and knowledge. Appropriate training has been arranged for the purpose. Growing attention is being given to duties such as monitoring and evaluating the school's performance and identifying areas which require attention. Each governor has been given responsibility for developing knowledge of a specific area of the curriculum.

33. Formal meetings of the governing body are held each term, together with regular committee meetings. Due attention is paid to budgetary control, but the lack of a three-year school development plan means that expenditure is not effectively linked to long-term planning.

34. Some strategies have been established by curriculum co-ordinators and their shadows for monitoring standards within their subjects but the process is not yet sufficiently formalised. No cohesive, consistent structure is currently in place for undertaking classroom observation, appraising pupils' work, and identifying and setting priorities to move the school forward.

35. Overall, the school has made satisfactory progress in dealing with the key issues identified during the last inspection. Standards of achievement have improved in most subjects. Of the six subjects inspected on this occasion, geography has moved from good to very good, and design and technology from satisfactory to good at both key stages. Mathematics remains good, with some very good work at the top of Key Stage 2. Welsh is now good at Key Stage 1 and remains satisfactory at Key Stage 2, with evidence indicating scope for improvement in both teaching and learning. Religious education also remains as satisfactory although, with a new scheme of work in place and enthusiastic co-ordinators, the subject is developing significantly. English has remained good at Key Stage 2 but is now deemed no more than satisfactory at Key Stage 1.

36. The school is adequately staffed for the present number of pupils on roll. All teachers are suitably qualified and, in the main, perform their duties conscientiously. Curricular responsibilities are equitably divided, although the designation of shadow co-ordinators tends to divide the two key stages and, in English, fails to ensure proper oversight of work from Year 1 to Year 6. At nursery and reception level, work is planned, co-ordinated, assessed and managed very efficiently.

37. Classroom support assistants make a valuable contribution to the learning of pupils. Good support is also received from the canteen staff, midday supervisors,

cleaning staff and school secretary, all of whom carry out their duties conscientiously and efficiently.

38. The school is situated on a somewhat constricted site, with a limited grassed area for sport but adequate hard play surfaces. Accommodation is good overall, although some classrooms are rather small and provide challenges for organisation and movement. Attractive displays throughout the building create a pleasant learning environment and demonstrate the range of work undertaken as part of the curriculum. Recent expenditure on a computer room has helped to enhance skills in information technology. The premises are clean and kept in good order. Pupils of all ages are able to work and play safely and securely.

39. Learning resources are generally good in both quantity and quality. Most members of staff make good use of all available resources, with the exception of Big Books at Key Stage 1 in English. There is also a paucity of suitable classroom reading books in Welsh at Key Stage 2. Developments in subjects such as English, geography, and design and technology have enabled resources to be allocated to these areas, but planning for other parts of the curriculum is impeded by the lack of a suitable long-term development plan.

Recommendations

It is recommended that action is taken to:

- R1. bring standards in all subjects up to the level of the best;
- R2. establish a more rigorous system of monitoring to achieve consistent standards in teaching and learning in all classes and to ensure that good practice is properly disseminated throughout the school;
- R3. review the present roles of members of the senior management team to ensure that duties and responsibilities are better defined and more effectively implemented;
- R4. provide maximum challenge for pupils of all abilities;
- R5. ensure that teaching time at Key Stage 2 is increased to comply with guidance provided by the Welsh Assembly Government.

Recommendation 2 has already been identified as an area for further development in the school's self-evaluation report.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within forty-five 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.

Acknowledgment

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