



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gynradd Llannon
Heol Y Nant
Llannon
Llanelli
Carmarthenshire
SA14 6AE**

Date of inspection: February 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Ysgol Gynradd Llannon

Ysgol Gynradd Llannon is situated in the village of Llannon near Llanelli, in Carmarthenshire local authority. Welsh is the main medium of the school's life and work. There are 101 pupils between 4 and 11 years old on roll, including four full-time nursery age pupils. Pupils are divided into four mixed-age classes.

Over a three-year-period, around 5% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 18%. Twenty six per cent (26%) of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified 21% of its pupils as having additional learning needs. This is similar to the national average.

The headteacher was appointed in September 2007 and the school was last inspected in November 2013.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Staff create a happy, caring and inclusive ethos within the school, which nurtures a supportive and hardworking ethos for pupils. As a result, nearly all pupils behave very well and have positive attitudes to learning. Most treat their peers, staff and visitors with respect and show pride in their school.

The school has a strong Welsh ethos, and provision encourages pupils to make full use of the Welsh language in all aspects of their work. As a result, most pupils develop as competent and confident bilingual learners. They make sound progress and achieve well. Teachers provide rich and interesting learning experiences for pupils, which meet the needs of most of them.

The headteacher provides purposeful leadership, which provides a clear strategic direction for the school. She receives strong support from the dedicated staff, who work well together as a team.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Provide more opportunities for pupils in key stage 2 to make choices in relation to their learning
- R2 Ensure regular opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Improve the quality of pupils' handwriting and presentation of work

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, many pupils' literacy and numeracy skills are at the level expected for their age. As they move through the school, most pupils, including those with additional learning needs, make sound progress and achieve well by Year 6.

Most pupils across the school have strong oral skills. Most foundation phase pupils use the Welsh language confidently in lessons and informal situations. The majority of pupils who do not have Welsh language skills on entry to the school learn the language quickly. Most pupils discuss maturely and express an opinion confidently, for example when recounting the story of Grace Darling. At the top of key stage 2, most pupils explain their choices concisely and maturely, for example when discussing whether Guy Fawkes was a hero or a villain. They speak maturely in Welsh and English, and use formal language where appropriate. When conversing in Welsh, they use their local dialect completely naturally.

From the outset, the youngest pupils come to know letters well, and read phrases and monosyllabic words confidently. Pupils in Years 1 and 2 enjoy discussing books and characters from different stories, and express an opinion on them maturely. More confident readers read extended and challenging texts fluently. Most pupils in key stage 2 read meaningfully and pronounce clearly in both languages. They discuss books maturely and express a preference for different authors. Most pupils enjoy fictional and factual books, and research conscientiously online to share information about the Plague and guidelines on how to look after their teeth. As a result, they practice their higher order reading skills effectively to find information from different sources.

Most pupils' early writing skills are developing positively. They use varied vocabulary and language increasingly in Years 1 and 2. They write interesting pieces, for example about their holidays and a portrayal of Ceri the nurse. By the end of the phase, most write independently for different purposes, for example when writing the story 'I'm going on a lion hunt'. In key stage 2, many pupils present their ideas effectively and show a sound grasp of spelling patterns, paragraphing and punctuation in both languages when creating a script of the story of Matilda. They write successfully in a range of genres across the curriculum, for example when comparing the school environment with further afield. However, the quality of most pupils' handwriting and presentation of work is untidy.

Most pupils in the foundation phase make good progress in their mathematical development. By Year 2, they handle money correctly and collect data about the different kinds of rubbish that has been collected in the village, and display it successfully in the form of a bar graph. They develop a sound understanding of measurement. For example, they weigh their school bags by using non-standard units and read temperatures correctly on a collection of thermometers. In key stage 2, most pupils have a sound understanding of number strategies and, by Year 6, they use a wide range of methods confidently to calculate on paper and mentally. They are beginning to apply their skills suitably in a few activities across the curriculum, for

example when calculating profit and loss during the business enterprise week, or when measuring the distance of aeroplane journeys during a design and technology session. However, overall, pupils' use of their numeracy skills in various subjects across the school is inconsistent.

Most pupils' information and communication technology (ICT) skills develop purposefully as they move through the school. In the foundation phase, many use an electronic tablet independently when taking pictures and filming each other as they act out a character from the book 'Winnie the Witch'. They collect and display data successfully, and control a toy as it moves around a map successfully. In key stage 2, most pupils create multimedia presentations successfully. Many Year 3 and 4 pupils create green screen films skilfully to emulate a news interview about flooding. Most pupils in Year 6 use their animation skills purposefully to show how bread becomes mouldy and create a database about different minibeasts. They are beginning to use spreadsheets suitably in order to calculate the cheapest sweets to sell in the school fair.

Wellbeing and attitudes to learning: Good

Nearly all pupils have a positive attitude towards their school. They feel happy there and appreciate the familial feeling and valuable relationship between themselves and all of the school's staff. Most know whom to approach if they are worried or upset, and make effective use of the 'bocs beco' (worry box) to draw the attention of staff to any concerns they may have. Most pupils are welcoming and polite towards visitors and each other. They feel safe and behave excellently in the classes and around the school.

Through the work of the school's ambassadors, most pupils have a sound understanding of their rights and how to stay safe when using the internet. Many pupils take advantage of the various experiences they are given to improve their fitness, health and physical wellbeing. For example, they walk a mile a day, take part in specialist sessions and in a number of after-school clubs. Most pupils have a purposeful understanding of the importance of making sensible decisions about foods that are healthy to eat.

Most pupils listen attentively to teachers' instructions and move smoothly between presentations in lessons and the subsequent activities. They concentrate well on their work during lessons. Most work together successfully and listen to, and respect, the contributions and ideas of others effectively. For example, they consider the views of their peers as a group of Year 3 and 4 pupils create a character to prevent a crisis, or as Year 5 pupils discuss the effect of friction on the speed of a parachute fall. They turn to each other in order to check their answers or their understanding of their task when facing a challenge, without fuss. Most pupils across the school are beginning to understand what they need to do to improve their work and the next step in their learning. Many foundation phase pupils have recently begun to contribute suitably to the theme's daily activities, which is beginning to develop their independent skills in the classroom. However, overall, the contribution of most pupils in key stage 2 is not as evident in this regard.

Many pupils take pride in the extensive opportunities that they are given to represent other pupils and contribute ideas about the school's activities. Members of the

school council campaign to raise awareness about issues in the wider world by raising money for different charities, such as sponsoring a child in Luhimba, Africa to receive an education. Under the guidance of the eco council, most pupils have a sound knowledge of sustainability by preventing wasting water, energy and paper. Members of the Criw Cymraeg show positive attitudes towards the Welsh language and are a key influence on nurturing Welshness across the school. They strive to encourage all pupils to promote the language successfully during lessons and break times. As a result, most pupils' use of the Welsh language and attitude towards it are very strong.

Many pupils develop as moral and conscientious citizens, and work closely with the Women's Institute in the village. Through various other activities, such as contributing to the county's toy appeal and the local food bank, most pupils develop a sound understanding of social issues and other people's needs.

Teaching and learning experiences: Good

All members of staff have an effective working relationship with pupils, which fosters a positive and supportive environment for learning. Respect between pupils and adults is an important feature of the school's work.

Regular opportunities that are provided by all staff to promote the Welsh language and Welshness are a natural part of all of the school's work. All members of staff are robust role models for pupils in terms of their use of the language. As a result, by the end of key stage 2, many pupils have effective translanguaging skills and are competent and confident bilingual learners. The school's provision to promote the Welsh dimension ensures that pupils are given rich and interesting experiences to develop their understanding of the culture of their area and Wales. Visits to Caerphilly castle and the Waterfront Museum in Swansea, for example, enrich this successfully.

The whole school has begun to plan appropriately in line with the requirements of the new curriculum for Wales. Staff provide a wide variety of stimulating experiences for pupils, which engage most pupils' interest successfully. Varied opportunities that are provided for pupils include workshops to develop their thinking skills under the guidance of an iron manufacturing company, and others by a local author to develop their creative writing skills. Staff plan interesting themes for pupils, which promote and support their knowledge and understanding well. Staff are beginning to consider pupils' ideas when planning cross-curricular activities, and foundation phase teachers adapt planning to pursue pupils' interests. However, opportunities to key stage 2 pupils to make specific choices about their learning and to develop as independent learners are limited.

The principles of the foundation phase have been established appropriately. Literacy and numeracy focus tasks set an appropriate challenge for the pupils' age and ability. Teachers make varied use of the classroom to provide interesting experiences, which include beneficial opportunities for pupils to role-play, such as being an aeroplane pilot. However, provision to develop pupils' creative and social skills in the outdoor area is inconsistent.

Teachers are beginning to plan effectively to implement the digital competence framework. They provide suitable opportunities to enable pupils to use their ICT skills in various contexts, such as creating a short film on the local legend, Llyn Lech Owain. However, opportunities for pupils to use aspects of their numeracy skills across the curriculum regularly are limited.

Teachers provide clear aims for their lessons and remind pupils of their previous learning successfully. On the whole, lessons are well paced. Teachers use questioning techniques skilfully to help pupils to understand new concepts and develop their knowledge and skills. Their oral feedback focuses well on how pupils can improve their work and encourages them to persevere. They provide purposeful written feedback that often refers to improving pupils' skills. Recently, teachers have provided regular opportunities for pupils to assess and reflect on their own performance and that of their peers. This is beginning to enable pupils to know what they have done well and understand what they need to do to improve their work further. Support staff help teachers well, and their encouragement to develop pupils' basic skills and wellbeing raises their confidence successfully and enables them to attempt appropriate challenges.

Care, support and guidance: Good

The school is a welcoming community that takes pride in its Welshness. Developing its pupils' confidence is at the heart of all of its work and its ethos. It is a school 'that listens' and values its pupils' voice.

The school has effective procedures for monitoring and tracking pupils' progress, and staff update them regularly to ensure that the information in them is up to date. Staff identify pupils' additional learning needs and personal needs at an early stage, and provide successful intervention programmes for them. Pupils with additional learning needs have detailed individual education plans with specific and measurable targets. Pupils and parents have regular input when setting their targets, and regular meetings are held with them to discuss their progress. Learning support staff are used successfully across the school to support individual pupils in particular areas and to implement a suitable range of valuable support programmes for them. The school has begun to develop a procedure to improve pupils' emotional wellbeing by providing special multimedia and social sessions for those who need them. These activities enable a very few pupils to talk about their feelings in small, supportive groups and help them to cope with their day-to-day lives. The school has a beneficial relationship with external agencies in order to support pupils and when providing staff with further assistance and guidance.

There is a robust partnership between the school and parents, which is based on its open-door policy. As a result, parents work successfully with the school and have an effective understanding of what needs to be done to support their children with their work. A good example of this is the presentation organised by the school to help parents to understand more about the foundation phase outcomes. The presentation promoted the importance of reading and has had a positive effect on parents' commitment to reading with their children regularly.

The school provides regular opportunities to develop pupils' moral and social skills successfully in relevant lessons and during other activities, such as the annual

anti-bullying week. Staff place a clear emphasis on promoting the school's shared values, and this has a positive effect on pupils' behaviour. By reflecting in collective worship sessions and learning about the principles of various religions, staff provide purposeful opportunities for pupils to experience spiritual and moral elements. This is supported well by giving pupils an opportunity to visit the local church and chapel as part of their lessons and to take part in Christmas and harvest services. The school provides suitable opportunities for pupils to develop their understanding of the wider world.

The school's provision to develop pupils' creative skills is particularly successful. Staff provide extensive opportunities for pupils to experiment with various media. For example, they have studied local artists, contributed to a textiles project and worked with a blacksmith to design a gate for the school. Staff plan a wide range of interesting activities that develop pupils' awareness and appreciation of Welsh culture. Through opportunities to perform, compete in a book quiz and through local eisteddfodau and the Urdd eisteddfod, most pupils develop their confidence and social skills very successfully. Educational visits that are organised for pupils to visit theatres and attend a residential week in Llangrannog also develop their awareness of history, both locally and further afield, effectively.

The school has robust procedures for promoting eating and drinking healthily. Through a number of curricular and extra-curricular activities, staff encourage pupils to learn more about what they need to do to stay healthy. In order to engage nearly all pupils' interest in keeping fit, the school provides interesting visits, for example to a velodrome in east Wales and to take part in whole-school activities, such as sports days and walks.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides robust leadership, which ensures a clear strategic direction for the school. She has a clear vision that is based on raising standards and promoting pupils' wellbeing and Welshness. She conveys this vision effectively to staff, pupils, governors and the wider community.

Members of staff work together effectively, fulfil their roles successfully and support the headteacher conscientiously. They meet formally and informally regularly to discuss progress against improvement objectives. As a result, staff understand their responsibilities well in achieving the school's priorities. They lead specific areas of the school's work effectively, which focus clearly on improving provision and raising pupils' standards. A successful example of this is the way in which leaders have given priority to raising the status of the Welsh language by implementing the Welsh Language Charter and developing pupils' spoken language from an early age.

The school's self-evaluation procedures are appropriate and are based firmly on broad evidence, which is gathered by scrutinising work, observing lessons and seeking the views of pupils and parents. A summary of the outcomes that derive from the self-evaluation procedures provides leaders with a relevant picture of the school's strengths and areas that need further attention. In turn, the priorities in the

school development plan derive directly from the evidence gathered from the self-evaluation procedures. The development plan is a concise and clear document with a suitable number of relevant priorities for action. Actions allocate responsibilities, include the responsibility for monitoring and evaluating effectively, clearly. The school's ability to plan and ensure improvement is evident when considering the progress that is made by most pupils.

The school has appropriate performance management procedures to develop the skills of teachers and support staff. They are based on developing national priorities and the priorities of the school. As a result, leaders ensure that staff are given appropriate opportunities to develop professionally and foster the expertise to contribute effectively towards improving teaching and learning. The headteacher has recently ensured that teachers and pupils have received suitable training on aspects of ICT in order to prepare them to implement the digital competence framework. Teachers take advantage of opportunities to work with a nearby school, for example when developing aspects of assessment for learning and to adapt planning for the requirements of the curriculum for Wales. This is beginning to have a positive effect on pupils' input into their work and what needs to be improved.

Members of the governing body are supportive and dedicated, and all members have a specific responsibility. They visit classes and scrutinise pupils' work. As a result, their understanding of the school's strengths and areas for development is sound. As a result, the governors' strategic role is developing purposefully and they are beginning to challenge the school about its performance. A good example of this is their recent attempt to improve their understanding of the personal and social development of the youngest pupils.

Leaders and managers manage resources effectively in order to provide pupils with varied and rich learning experiences. They allocate funding appropriately to support the school's priorities and monitor expenditure carefully. The school uses a range of grants purposefully, including the pupil development grant, to raise pupils' standards of literacy and numeracy and to develop their wellbeing successfully.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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