



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

**A report on**

**Ysgol Llanarth  
Llanarth  
Ceredigion  
SA47 0NP**

**Date of inspection: April 2019**

**by**

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

## About Ysgol Llanarth

Ysgol Llanarth is situated around four miles south of Aberaeron in Ceredigion local authority, and it serves the village and the surrounding rural area. There are currently 61 full-time pupils on roll. Pupils are taught in three mixed-age classes.

Over a three-year-period, on average, around 29% of pupils have been eligible for free school meals. This is higher than the national percentage of 18%. Few pupils come from Welsh-speaking homes. The school has identified around 44% of its pupils as having additional learning needs, which is significantly higher than the national percentage (21%).

The school was last inspected in November 2012 and the headteacher began in post in September 2016.

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

The school is a familial and inclusive community that provides effective education, care and support for its pupils. During their time there, most pupils make sound progress from their starting points and achieve well. Nearly all pupils show enthusiasm towards their work and behave politely with each other and visitors alike.

The effective working relationship between staff and pupils is an excellent feature of the school's work. This contributes soundly towards creating a successful learning environment. Stimulating, rich, interesting and creative activities are provided for pupils, which develop them as confident learners, promote Welsh arts and develop pupils' respect towards their local community. Pupils with additional learning needs receive effective care and support from staff.

The headteacher, staff and governors work together effectively to ensure that pupils receive a robustly good education.

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

## **Recommendations**

- R1 Ensure that teaching responds fully to the needs of pupils of all abilities
- R2 Refine monitoring procedures to ensure that leaders address all areas in need of improvement
- R3 Ensure that there are more opportunities for pupils to make choices about their learning in order to develop them as independent learners

## **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, numeracy and social skills are lower than expected for their age. However, during their time at the school, most pupils, including those with additional learning needs, make sound progress from their starting points.

Although many pupils in the reception class speak very little Welsh on entry to the school, they acquire the language quickly. Across the foundation phase, many pupils listen and respond well to instructions from adults. By the end of Year 2, many pupils speak confidently in various situations, for example when discussing how to write instructions for an Easter treasure hunt. In the foundation phase, most pupils make good progress in their reading, and listen carefully and respond sensibly to different stories. Pupils' spoken language is developing soundly in key stage 2 and, by the time they reach Year 6, most contribute clearly and purposefully to class discussions in both languages. Most pupils in key stage 2 make sound progress in their reading in Welsh and English. They discuss the main events and characters in their books intelligently and express an opinion about their favourite books and authors. They use their higher order reading skills well, for example to find information about different medals from the Second World War.

In the foundation phase, many pupils' early writing skills are developing well. They form letters correctly and are beginning to write simple sentences to convey meaning. By the end of the phase, many develop their ideas sensibly in line with their age and ability, and a minority of more able pupils vary their sentences and use adjectives to enrich their work. A good example of this includes recounting the story of the Lost Sheep in writing. In key stage 2, many pupils' writing skills are developing well. They write accurately in a wide range of genres in both languages, and show an appropriate grasp of form and punctuation. For example, they have written a biography of Neil Armstrong in English and a report following their visit to Llanerchaeron in Welsh. Many pupils develop their bilingualism skills effectively and apply their literacy skills confidently in a variety of different contexts.

In the foundation phase, most pupils develop their number skills effectively in a suitable range of activities. They apply their skills successfully across the areas of learning, for example to calculate the cost of making a magic potion for Winnie the Witch. Many pupils in key stage 2 have a sound understanding of number strategies, volume, measurement and fractions. They have a good awareness of data, and analyse and interpret data confidently, for example when gathering information and producing a graph that compares rainfall and temperature in countries around the world. Most apply their numeracy skills well when solving problems in mathematics lessons and across the curriculum. For example, pupils in Year 6 calculate the cost and profit made from selling cakes in a coffee morning to raise money for a cancer charity, while their peers in Years 3 and 4 compare the cost of fair trade goods.

Most pupils' information and communication technology (ICT) skills are developing well across the school. In the foundation phase, for example, most give simple instructions to a toy in order to make it move around a path to search for different

animals on the farm. These skills are developed further in key stage 2. By Year 6, most create multimedia presentations confidently, for example to convey information about Egypt as part of their theme work, and use spreadsheets confidently to record and calculate data from the Six Nations rugby tournament.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils enjoy the school's life and work, and feel safe within its caring, inclusive and supportive ethos. They are happy to discuss any concerns with members of staff and are confident that they listen to them and give them good advice. Nearly all pupils are aware of the importance of attending school regularly, and this is reflected clearly in their good and consistent attendance.

Pupils appreciate the fact that developing their wellbeing is at the heart of all of the school's work, and that staff give a prominent priority to providing them with care and support. Most pupils have a sound understanding of what they need to do to stay healthy and make sensible choices in terms of food and drink. They understand the importance of regular exercise and many take part in 'Fit in 5' activities, which contribute well to their fitness and wellbeing. Nearly all pupils understand the importance of staying safe on the internet.

Most pupils have an effective working relationship with staff, and they treat both their peers and visitors with respect and courtesy. Most pupils behave well in their classes and around the school. They are considerate and relate well to each other during lessons, and work together effectively in pairs and small groups. Most show positive attitudes to learning and are ready to work promptly at the beginning of lessons. Many pupils enjoy their activities and take pride in their work, and persevere for extended periods. However, their role in leading their own learning, making decisions and being independent learners, has not been developed in full.

Many pupils contribute appropriately to the school's work by being members of various councils, such as the school council, the digital leaders' committee and the international eco committee. As a result, most pupils are developing well as ethical and intelligent citizens. They have a sound understanding of the importance of representing their peers, teaching them about the dangers of the internet and taking care of their environment, such as reducing the use of plastic and monitoring the use of energy in the classrooms in order to make savings. Pupils support local and national charities successfully through a variety of fundraising activities. This develops their awareness of other people's needs effectively.

### **Teaching and learning experiences: Good**

Across the school, the supportive working relationship between staff and pupils supports learning soundly. Staff create a productive environment, which encourages pupils to make consistent progress in their activities. The school plans a wide range of interesting and practical learning experiences that engage most pupils' interest successfully. Teachers model language well. This has a positive effect on pupils' linguistic development. Staff question skilfully in order to expand pupils' understanding. However, at times, teachers over-direct activities, which limits pupils' ability to offer their own ideas about what they learn and develop as independent learners.

Staff have a sound awareness of the principles of the foundation phase. They provide interesting experiences for pupils, which develop their thinking and creative skills effectively across the learning areas. Outdoor learning areas are used purposefully to enrich provision, for example pupils design, measure and create a home for the Easter bunny in the construction area.

Teachers know the pupils well and their assessments are accurate and reliable. This helps them to plan the next steps in pupils' learning. Overall, teachers give pupils appropriate oral and written comments in order to provide them with the way forward on how to provide their work. However, at times, tasks do not always respond fully to the needs of all pupils, particularly those who are more able.

Pupils' literacy and numeracy skills are developed purposefully through rich and creative learning experiences. On the whole, teachers ensure that plans to develop these skills build systematically on those that pupils have already acquired. Provision for ICT is sound, and teachers have embedded the expectations of the digital competence framework purposefully across the areas of learning and the curriculum. This has a positive effect on most pupils' standards of ICT across the school.

Welsh history and culture is embedded deeply in the school's plans. Through the number of rich Welsh activities that are provided for them, pupils show pride towards the Welsh language and culture. There is a prominent emphasis on activities in the local community, which nurtures pupils' awareness of their local culture highly successfully. A notable example of this is the effective co-operation with Theatr Felinfach which provides an opportunity for pupils to develop their literacy and creative skills successfully.

### **Care, support and guidance: Good**

The school is a familial and inclusive community that provides effective care and support for its pupils. This is a strong feature of its life and work. Staff encourage pupils regularly to show pride in their school and their local community. The school is very active in the life of the village and the wider community, and provides valuable opportunities for its pupils to perform for different audiences regularly in the chapel and the church. As a result, pupils develop a strong sense of belonging to their community.

The school has appropriate arrangements for eating and drinking healthily, and promotes pupils' understanding of the importance of regular exercise effectively. This is reinforced successfully by members of the healthy council and the young ambassadors, who promote this regularly among their peers. The school provides extensive opportunities for pupils to shoulder responsibilities by undertaking different roles within the councils. As a result, they have an increasing understanding of the importance of representing their peers and developing as responsible citizens of the future. The school develops pupils' understanding of the United Nations Convention on the Rights of the Child thoroughly. These rights are reinforced regularly in collective worship assemblies, lessons and in displays around the school. This enables pupils to understand their rights on how to be good, fair and just citizens. Provision for personal and social education is good and ensures that pupils develop a good understanding of good behaviour practices. The school promotes pupils'

spiritual and moral development effectively through regular collective worship assemblies and religious education lessons. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Teachers have a productive relationship with parents and share useful information with them about how they can support their children's education. For example, the school holds parents' evenings and valuable workshops in order to improve parents' understanding of reading strategies and aspects of ICT. The headteacher has recently introduced a new method of communication within the school, which ensures that timely information is shared with parents.

The school has effective systems to track pupils' progress. It uses this information purposefully to enable teachers to identify pupils' needs and provide them with timely and suitable support.

The school's procedures for pupils with additional learning needs are good. Teachers identify pupils' educational, emotional and social needs at an early stage, and create and review individual education plans systematically. Assistants work skilfully under the guidance of the additional learning needs co-ordinator to implement a wide range of purposeful intervention programmes for pupils who need them. These programmes ensure that most pupils make good progress from their starting points. The school works effectively with external agencies to ensure that pupils receive the support that they need. As a result, these pupils make sound progress.

### **Leadership and management: Good**

The headteacher has a clear vision to develop the school, which is based on ensuring all pupils' wellbeing and raising their standards. She shares this information successfully with staff, parents and governors. The teamwork that exists within the school is a strength, and ensures that everyone contributes to realising the headteacher's vision. As a result, the school is a happy, homely and inclusive community, which ensures pupils' wellbeing and provides them with interesting and stimulating learning experiences.

The school's self-evaluation arrangements are based on a wide range of first-hand evidence. As a result, leaders have a clear understanding of the school's strengths and most areas for improvement. Outcomes from self-evaluation procedures contribute directly to appropriate priorities for improvement. Leaders monitor progress carefully and regularly in order to ensure improvements. Pupils and parents contribute appropriately to self-evaluation procedures, and the school responds well to their ideas. A successful example of this is the literacy workshops for parents. These have had a very positive effect on pupils' standards of reading.

The school has introduced a number of robust strategies to develop the school more effectively, which include distributing leadership responsibilities among teachers. As a result, teachers have an increasing understanding of their role as leaders in ensuring continuous improvement, and they fulfil their duties conscientiously. They have begun to monitor the quality of provision and pupils' standards regularly. However, their current monitoring arrangements have not matured enough to enable them to identify a few shortcomings in specific areas of provision, or to enable them to take steps to respond to them quickly enough.



The school is developing to become an effective learning community. Staff share good practice within the school regularly, and this improves their skills successfully. A beneficial example of this is the skilful way in which all members of staff develop pupils' ICT skills. As a result, pupils make sound progress in their learning. Performance management arrangements support staff's professional learning needs successfully. The school works purposefully with local schools to share good practice. A successful example of this is the effective co-operation to improve the quality of provision for pupils with additional learning needs.

Governors are highly supportive of the school and know its community well. They play a full part in the school's evaluation procedures, and work successfully with the headteacher to set challenging targets in order to ensure continuous improvements. They have a sound understanding of most of the school's strengths and weaknesses, and fulfil their role as critical friends effectively.

The school has a very good range of resources, and they are used effectively to enrich pupils' learning experiences. The headteacher and governors manage funding carefully, and decisions about expenditure correspond clearly with the school's priorities for improvement. The school uses the pupil development grant prudently to ensure the wellbeing and raise the standards of reading and numeracy of pupils who are eligible for free school meals.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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