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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llangynfelyn Community Primary School
Taliesin
Machynlleth
Ceredigion
SY20 8JG**

Date of inspection: April 2012

by

Mr Goronwy Morris

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Llangynfelyn School is a community primary school situated on the outskirts of the village of Taliesin in Ceredigion. It serves a wide area, accepting pupils from nearby villages and from as far as Glandyfi at the southern end of the Dyfi valley, a rural agricultural area.

The school provides education for pupils between four and 11 years of age. There is no nursery provision at the school, but almost all pupils have received pre-school education. Teaching is mainly through the medium of Welsh. Pupils are accepted into the school at the beginning of the term following their fourth birthday. During the inspection, there were 21 pupils on the school's register. They are taught by two full-time teachers and two part-time teachers.

The area is described as one that is neither prosperous nor economically disadvantaged and the pupils as neither privileged nor underprivileged. English is the main language in all the pupils' homes.

The school states that 3.8% of the pupils are entitled to receive free school meals. This is substantially lower than the average for Ceredigion and Wales. Ten pupils (47%) have been identified by the school as having special educational needs. This is higher than the average for Ceredigion and Wales.

Following a period of instability, a new headteacher was appointed to the school in September 2010. He now has responsibility for two other schools in the area. He is supported by an assistant headteacher who is also a teacher in the Foundation Phase.

In 2011-2012, the individual school budget per pupil for Llangynfelyn Community Primary School is £3,788. The maximum per pupil in Ceredigion primary schools is £8,706 and the minimum is £2,987. Llangynfelyn Community Primary School is 31st out of the 60 primary schools in Ceredigion in respect of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Llangynfelyn Primary School's current performance is good because:

- most pupils achieve well;
- most pupils' levels of motivation and behaviour are good;
- the teaching is consistently sound and the interesting learning experiences engage the interest of most pupils;
- the school has an inclusive, homely ethos where pupils feel happy and secure;
- there is effective provision for promoting pupils' wellbeing and good emphasis is placed on international links; and
- all staff work together well and effectively in a way that has a positive influence on pupils' achievement.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, governors and staff share a clear vision for the school's future;
- the school knows its own performance well; and
- the willingness of schools in the cluster to work together in an effective professional learning community.

Recommendations

The school should:

- R1 ensure that more pupils achieve at the higher levels at the end of the Foundation Phase and key stage 2;
- R2 raise the standards in Welsh in key stage 2;
- R3 raise the standards of extended writing in both languages; and
- R4 provide more opportunities for pupils to develop as independent learners and to take responsibility for their own learning.

What happens next?

The school will draw up an action plan which will show how it will address the recommendations. The local authority will monitor the implementation of the plan and report to Estyn on the progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In the Foundation Phase, the proportion of seven year old pupils who attain the expected level (level 2) in Welsh, mathematics and science has been higher than the family of schools averages in three of the last five years. In 2011, they were with the highest in the family. In comparison with schools with similar levels of pupils entitled to free school meals, the school's performance in key stage 1 has been amongst the highest 25% in four of the last five years.

In key stage 2, the percentage of 11 year old pupils that achieve the expected level (level 4) in Welsh, English, mathematics and science combined has, overall, also been higher than the family of schools and the averages for Wales in three of the last five years. In 2011 all pupils achieved the expected level in English, mathematics and science. This places the school amongst the highest 25% in comparison with similar schools in respect of free school meal entitlement. The school's performance was amongst the lowest 50% in three of the previous four years.

In both key stages, the percentage of pupils achieving at the higher level has fluctuated over the last five years. Overall, the percentage attaining the higher level in English compares well with schools in the family and in Wales. In other subjects, it tends to be lower than the family and the average for Wales.

In lessons and over time, most pupils make good progress in relation to their ability and their previous performance. This good progress can be seen in pupils' achievement in their work, their books and in lessons. They recall previous learning well and show good knowledge and understanding of what they have learnt in several subjects. Pupils with special educational needs make good progress in line with their age and ability. In some aspects of their work, pupils of higher ability do not achieve as well as they could. There is no significant pattern in respect of the difference between the achievement of girls and boys.

Most pupils throughout the school listen well to their teachers and very willingly offer answers or comments when speaking about their work. Almost all pupils in the Foundation Phase make good progress in their use of Welsh from the time they start at the school. Considering their linguistic background, their oral skills develop very quickly. A minimum of key stage 2 pupils communicates freely and confidently in Welsh. Almost all communicate effectively in English.

The majority of pupils make good progress in their reading skills in Welsh. By year 2, the majority read simple texts correctly using the appropriate strategies when reading unfamiliar words. Most pupils in years 3 and 4 read a range of simple texts in Welsh with increasing accuracy. They raise the main facts from texts and respond appropriately to the material they have read. Even so, only a minority read with fluency and expression. Most read a good range of books in English accurately and meaningfully using their reading skills effectively to glean information.

In the Foundation Phase, most pupils make good progress in their ability to write independently. They use vocabulary and phrases increasingly, and begin to vary sentences and use capital letters and punctuation correctly. In key stage 2, although many make progress in their ability to write for several purposes, only a minority write animatedly and thoughtfully and show consistent accuracy. The English written work of many pupils is clear and neat in a creative and factual format in a variety of topics. However, examples of extended work in both languages are few. Overall, the standard of many pupils' handwriting and neatness in different subjects is variable.

Wellbeing: Good

Most pupils have a good awareness of the need to nurture healthy personal habits, including fitness. The enthusiasm of pupils in the Foundation Phase in wearing a pedometer to measure how active they have been during the day is a good example of the school's success in promoting this aspect. The percentage of pupils participating in fitness and sporting activities and in related activities is high. They feel safe and happy at the school and know who to turn to for help and advice.

Many of the pupils are enthusiastic and eager to learn. They work together effectively in their lessons and activities. However, their skills in improving their own learning are in the early stages of development. A minimum have the confidence and ability to evaluate their own work.

All the pupils get on well together and standards of behaviour are good. Pupils of all ages play together happily during break times and lunch times.

Over recent years, attendance levels have been lower than those in similar schools. The reason for this is the aspiration of some families to receive a flexible education. The school's recent efforts to raise attendance levels and ensure punctuality have succeeded. Attendance levels are now over 95% and almost all pupils arrive at the school punctually.

The school council is actively involved in decision making, and pupils' opinions and ideas are given serious consideration.

Through a range of activities both within and outside the school, pupils develop a good range of social and life skills.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

Teachers provide a comprehensive range of interesting learning experiences both within and outside the school, which overall respond to the needs of most pupils. The learning experiences appropriately meet the requirements of the Foundation Phase, the National Curriculum and religious education. A prominent place is given to developing pupils' personal and social education.

The principles of the Foundation Phase have been soundly established and ensure that pupils benefit from stimulating and lively activities. The learning experiences in key stage 2 build appropriately on current knowledge, understanding and skills and

kindle the interest of most pupils. Activities do not always challenge pupils of higher ability.

Planning for developing pupils' numeracy, information and communications technology and thinking skills across the curriculum and the areas of learning are effective in both classes. Planning for developing Welsh literacy skills in the Foundation Phase and English in key stage 2 is also effective. Planning for developing literacy skills in Welsh is not as effective in meeting the needs of pupils in years 3 and 4. The provision for developing pupils' extended writing skills in both languages is not completely effective.

Staff consistently and enthusiastically promote the Welsh language and the provision for developing pupils' awareness of Wales is successful.

Education for sustainable development and global citizenship are a clear feature in the school. The school ensures that pupils receive regular and interesting opportunities to extend their knowledge of matters relating to international links and global citizenship through the curriculum and cultural and charitable activities. A good example of this is the regular practice of welcoming visitors from overseas to talk with the children.

Teaching: Good

Most of the teaching is sound. Teachers have good current subject knowledge and have high expectations of each pupil. The supportive working relationship is obvious in both classes.

Teachers prepare interesting activities and in most lessons there is purposeful planning and skilful questioning. Good use is made of resources. The school ensures good opportunities to develop pupils' oral, reading and writing skills. The classroom assistant is used well to support pupils. Where the teaching is less effective, learning tasks in key stage 2 do not always ensure development in pupils' Welsh skills.

Overall, the quality of assessment, recording and reporting of pupils' achievement is good. The oral feedback offered by teachers is of a good quality. Even so, the written feedback does not always give pupils sufficient support to improve their work. Individual targets are set for each pupil in literacy and assessment for learning strategies are beginning to have a positive effect on standards.

The process of tracking each pupil's progress is comprehensive and teachers analyse information on pupils' progress thoroughly. This involves early intervention and appropriate planning for pupils with additional learning needs.

Parents state that they are happy with the information they receive about their children's achievements through termly meetings and reports.

Care, support and guidance: Good

Effective arrangements exist to promote the benefits of healthy lifestyles and to develop pupils' fitness. This is reinforced effectively by activities outside the school.

Provision for personal and social education is good. Pupils' moral and spiritual development is promoted effectively. Pupils contribute well to collective worship sessions and have opportunities to reflect on the message presented.

The school provides valuable individual support in educational and wellbeing issues including beneficial professional support when needed. This ensures effective support for these pupils.

The school has an appropriate policy and procedures for pupils' safety.

The provision for pupils with additional learning needs is good. Needs are identified at an early stage and beneficial support programmes are chosen for these pupils. The procedures for reporting on the progress of these pupils are effective. Good use is made of specialist external agencies according to need.

Learning environment: Good

The school is an inclusive and caring community where pupils feel happy and secure. There is a friendly ethos with a good emphasis on ensuring equal access to the curriculum for each pupil. Respect towards diversity and racial equality is promoted effectively. A good example of this is the school's enthusiasm in ensuring international links.

Good attention is paid to pupils' personal and emotional needs.

The building offers an appropriate learning environment for the number of pupils. The outdoor area at the rear of the school is a valuable resource and has been developed imaginatively for teaching and children's play times.

Displays in the classroom enrich and stimulate the learning successfully. There is a good range of resources which are used effectively.

The building and grounds are well maintained and provide a secure environment for playing and learning.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher, governors and staff share and implement a clear vision for the school's future. The headteacher, who is comparatively new to his post, knows the school well and offers a clear strategic direction. The school is an organised community and it has clear strategies and policies. The sound support of the assistant headteacher is an important influence on the school's development. Members of staff on all levels are clear about their roles and support each other effectively. They fulfil their duties successfully to develop the school as an inclusive learning community. This is reflected in the positive ethos throughout the school which has a good impact on pupils' achievement.

The governing body provides good support. Its contribution was critical in developing the school's strategic direction in conjunction with two nearby schools. Governors' understanding of the way the school performs in comparison with other similar

schools is developing well. They are aware of matters arising from data analysis and from the school's self-evaluation report. Their ability to challenge the school in areas in need of further development continues to develop.

The school pays good attention to current national priorities. This is especially so in the aspects of wellbeing, raising literacy standards and working with other schools as professional learning communities. Pupils' voices receive good attention in all aspects of school life.

Improving quality: Good

The arrangements for self-evaluation and planning for improvement are good. The process is thorough and a regular part of the school's life and work. All members of staff play an active part in the evaluation, considering several sources of evidence including looking at examples of pupils' work, careful data analysis and observing learning. The school actively seeks the opinions of learners, staff, parents and governors. Recent developments of evaluation across the three schools have strengthened the process.

The self-evaluation report is comprehensive and conveys an honest picture of the school's current situation. There is a tendency in the report to over-describe rather than be evaluative. The link between the outcomes of the self-evaluation report and the evidence sources are not always evident.

In the school improvement plan, the priorities for improvement are suitable and appropriately focussed on improving standards. Responsibilities for developing the different priorities are clear. The success criteria and the actions are not always sufficiently rigorous to ensure progress.

The school works well as a learning community. Effective networks of professional practice are developing within the school and with members of the teaching staff of the three schools within the cluster to plan and discuss pupils' needs. A good example of this is the programme for monitoring continuity in pupils' reading skills in the three schools.

Partnership working: Good

The school works effectively with a range of partners. This has a beneficial effect on pupils' wellbeing and attainment. There is a strong partnership with parents. They are supportive of the school and contribute enthusiastically towards a number of activities, including raising money to improve the educational provision. Parents appreciate the regular information shared with them about their children's progress.

There are numerous links with the local community and these have an extensive influence on the learning experiences. Members of the community come to the school to talk to pupils to extend the pupils' understanding of the world of work.

A good partnership with the local authority has ensured valuable support during a period of change.

There is good collaboration with the local nursery group. This prepares the children well for their period in the school.

An effective strategic partnership is developing within the cluster of schools under the care of the headteacher. Advantage is taken of every opportunity to work together and to use the expertise of staff on the site, and staff from the three schools, in order to plan and provide beneficial experiences and resources for the pupils.

There is also a good partnership with the local secondary school. Arrangements are effective for example for standardising and moderating teachers' assessments at the end of the key stage and to ensure a smooth transition to the secondary school.

Resource management: Good

All staff work together well and share their expertise effectively for the benefit of the pupils. Good procedures are in place for the performance management of all staff, which leads to appropriate opportunities for continuous professional development.

The school has an extensive range of learning resources which are used effectively.

Expenditure is carefully monitored, with specific sums earmarked for implementing the aims in the school improvement plan.

The school offers good value for money.

Appendix 1

Commentary on performance data

As there are only a comparatively small number of pupils in the school, data must be treated carefully as the results of one child counts for a high percentage of the cohort in each year.

KS1

In the assessments at the end of key stage 1 in 2011, each pupil achieved the expected level (level 2) in Welsh, mathematics and science. The percentage of pupils achieving the expected level in the three subjects combined has been higher than the figure for Wales and the family of similar schools in three of the last five years.

During the period, the number of pupils achieving the expected level in speaking, reading and writing Welsh has risen. In 2011, it was with the highest in the family.

In comparison with schools with similar levels of free school meals entitlement, the school's performance in key stage 1 has been amongst the highest 25% in four of the last five years.

The numbers achieving the higher level have fluctuated over the period. In 2011, the percentage attaining level 3 is higher than the family and Wales average in the three subjects. No child achieved higher than expected in Welsh in the previous four years. The percentage attaining the higher level in mathematics and science is higher than the family of schools and Wales average in two of these three years.

There is no regular pattern of underachievement by boys in comparison with the girls.

KS2

In key stage 2, the percentage of pupils achieving the expected level (level 4) in Welsh, English, mathematics and science combined has overall been higher than the family of schools and Wales average in three of the last five years.

In 2011, each child achieved the expected level in English, mathematics and science. This places the school amongst the highest 25% in comparison with similar schools in respect of free school meal entitlement. The school's performance was amongst the lowest 50% in three of the four previous years.

In 2011, the percentage of pupils achieving level 5 or higher at the end of key stage 2 was higher than the family of schools and Wales average in the four subjects.

Over a period of five years, the number of pupils attaining the higher level in English compares well with figures for the family and Wales. Overall, the percentage of pupils attaining the higher levels in Welsh, mathematics and science has been lower than the figures for the family of schools and Wales during this period.

There is no regular pattern of underachievement by boys in comparison with the girls.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Twelve completed questionnaires were received from parents/carers. The responses are positive and around or higher than the national averages.

Overall, all parents who responded are satisfied with the school and are of the opinion that their children like the school and feel safe there. Almost each one agrees or strongly agrees that their children are making good progress. They also believe that pupils' behaviour is good.

All parents are of the opinion that the teaching is good, that staff treat each pupil fairly and with respect and encourage them to work hard and to give of their best. They are happy with the variety of activities offered to them.

Almost all feel that homework builds well on what their child learns in the school and that there is appropriate additional support in relation to any specific needs. All parents agree or strongly agree that the school is well run and that they receive regular information on their children's progress. Most state that they understand the school's complaints procedures and all state that they feel comfortable to approach the school with any issues.

Responses to learner questionnaires

The learners' questionnaire was completed by all pupils from key stage 2 (11 pupils). The responses are very positive, and higher than the national average for primary schools. All pupils agree with all the statements in the questionnaire, apart from two pupils who didn't feel that other children behaved well and that they could do their work.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Gwynoro Jones	Lay Inspector
Meinir Howells	Peer Inspector
Hefin Jones	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

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

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

Primary phase:

Year	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.