



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gynradd Wirfoddol Llanllwni
Llanllwni
Pencader
Carmarthenshire
SA39 9DX**

Date of inspection: January 2013

by

**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.

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (Welsh to English)

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 05/03/2013

Context

This Church in Wales Voluntary Controlled school is situated in the rural village of Llanllwni, on the main road between Carmarthen and Lampeter. It serves the village and the nearby areas. The area in which the school is situated is neither prosperous nor economically disadvantaged. A very few pupils are entitled to free school meals.

There are 29 pupils between three and 11 years old on roll. They represent the full range of ability and their attainments vary somewhat when they start school. The school admits full-time pupils at the beginning of the term during which they reach their fourth birthday.

The school has designated nine pupils (30%) as having additional learning needs. This percentage is higher than the average for the local authority. No pupils have a statement of special educational needs.

The school is designated as a 'category A' school in terms of the local authority's Welsh language policy; this means that Welsh is the main medium of the school's life and work. The aim is for all pupils to be fully bilingual by the time they transfer to the secondary sector. Welsh is the main language spoken in the homes of about 63% of pupils.

Pupils are taught in two mixed-age classes by two full-time and one part-time teacher. The current headteacher was appointed in September 1995.

The school was last inspected in February 2007.

As the school is a Church in Wales Voluntary Controlled school, collective worship and pupils' spiritual development will be inspected by the church in February 2013.

The individual school budget per pupil for Ysgol Gynradd Llanllwni in 2012-2013 means a budget of £4,162 per pupil. The maximum per pupil in primary schools in Carmarthen authority is £25,997 and the minimum is £2,878. Ysgol Gynradd Llanllwni is in 30th place out of the 108 primary schools in Carmarthen in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- pupils achieve good standards;
- pupils show clear progress in their ability to work independently;
- pupils show positive attitudes to school work and to each other;
- pupils benefit from an interesting and varied curriculum;
- there is effective provision to promote pupils' wellbeing and their development as happy and safe individuals;
- teaching is of good quality with effective use of assistants; and
- the school's effective leadership and inclusive ethos create the best possible conditions for every individual to develop and thrive.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, staff and governors are committed to continuous improvement;
- the school knows its own performance well;
- the school's improvement plan identifies clear priorities and suitable strategies for improvement; and
- the school commits itself enthusiastically to developing effective co-operation practices with an extensive number of partnerships.

Recommendations

R1 Ensure more progress in the work of higher ability pupils, especially in writing

R2 Improve the neatness and handwriting of the majority of pupils in key stage 2

R3 Improve the numeracy skills of key stage 2 pupils across the curriculum

R4 Improve pupils' self-assessment skills in key stage 2

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

There is no data report on pupils in the Foundation Phase as the number of pupils who were assessed in 2012 was too small to report on without revealing the identity of individual pupils.

In key stage 2 in 2012, the percentage of pupils who achieved the expected level, namely level 4 or higher, in Welsh, English, mathematics and science in combination, was higher than the averages for schools in Wales and the family of similar schools. In individual subjects, pupils' attainment in every subject was also higher. Except in mathematics and science results in 2010, the school's results tend to be lower than the average for schools in Wales and the average for the family of similar schools.

The percentage of pupils who achieved level 5 in 2012 was higher than the family and all-Wales averages in every subject except for science. However, the trend over the last four years has been for results to be lower.

In 2012, in comparison with schools that have similar levels in terms of entitlement to free school meals, the school was placed among the top 25% of similar schools in terms of the core subject indicator, English, mathematics and science but among the lower 50% in Welsh. The pattern has been varied in every subject over the last four years.

There is no significant difference when comparing the performance of boys and girls in key stage 2.

In lessons, pupils work productively and make appropriate progress against learning aims. They recall previous learning knowledgeably and successfully. In the Foundation Phase, children's ability to work independently is a significant characteristic. When moving through key stage 2 they continue to foster their independence. Pupils who have additional learning needs make appropriate progress on the basis of their specific learning aims.

In the Foundation Phase, many pupils use Welsh confidently orally in a range of situations and the skills of pupils who come from non-Welsh speaking homes are developing quickly and very effectively. Most of them listen well and respond and contribute confidently to discussion. Many pupils' early reading skills develop well, and by the end of the Foundation Phase nearly all read for a purpose and show a detailed understanding of the text. They use a range of appropriate strategies successfully in order to tackle new vocabulary. Many pupils make good progress in their writing skills. They become increasingly confident in writing simple sentences, and use suitable and interesting vocabulary.

In key stage 2, most pupils listen well and speak clearly, and they convey their ideas sensibly and purposefully. They do this with increasing confidence in Welsh and

English. They have developed good reading skills in Welsh and English; many read with fluency, accuracy and good expression. They become increasingly familiar with using various sources appropriately in order to glean information in their studies.

In key stage 2, the majority of pupils become increasingly confident in writing clear sentences that are punctuated correctly and appropriate use is made of the main features of various forms of writing. However, only a few write at length to a good standard in both languages. Pupils of higher ability do not show more developed writing in Welsh and English regularly. The majority of pupils do not make enough progress in their numeracy skills across the curriculum.

In general, the standard of neatness and handwriting of the majority of pupils is varied in the different subjects.

Wellbeing: Good

Nearly all pupils are happy and feel safe at school and they know to whom to turn for advice and support. The behaviour and self-discipline of most pupils are good and they show obvious care and concern for each other's wellbeing. Most are keen and enthusiastic and work together effectively. Their understanding of the importance of keeping healthy and eating healthily is obvious.

Pupils' personal and social skills and life skills are developing well and they are prepared well for the next stage in their education. By taking part and contributing to a wide range of social events and activities, they have a strong awareness of the area and of the local community.

Pupils who are members of the school council are active and are ready to make decisions that affect aspects of school life. These include recycling, saving energy and organising fundraising events for the benefit of the school and good causes. They convey the importance of such responsibilities to other pupils successfully.

A minority of pupils have the confidence and ability at present to evaluate their own work and that of their peers. They are not always clear about what they need to do to improve their work.

Levels of attendance at the school are 93%, which compares favourably with the averages for the local authority and for Wales. However, in comparison with other schools, which are similar in terms of the proportion of pupils entitled to free school meals, the school has been in the bottom 25%.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a varied and interesting range of learning experiences for pupils. Schemes of work are comprehensive and respond well to the requirements of the National Curriculum, the Foundation Phase and religious education. The use of sub-themes gains pupils' interest in a number of learning areas.

Communication, literacy, numeracy, information technology and thinking skills have a prominent place in the planning. Although teachers plan differentiating activities for pupils, provision does not always meet the needs of higher ability pupils, especially in written work across the curriculum. Over-use of work sheets also limits opportunities for pupils to write at length.

Welsh language provision enables pupils to make good progress and permeates all the school's work. Varied and interesting opportunities are given for pupils to learn about Welsh history, geography and culture, in addition to regular opportunities to study the local area.

The school offers a wide range of interesting experiences in the areas of sustainability and global citizenship. Pupils are encouraged to be responsible citizens and to play an active part in the local community and in the global community. Valuable experiences are given for pupils to collect money in aid of charities, recycle, use less energy, and learn about fair trade goods. These experiences have strengthened their understanding of the importance of sustainability and global citizenship.

Teaching: Good

Teachers have good subject knowledge and the warm relationship between them and pupils encourages respect and courtesy. Teaching is consistently good in both classes and teachers use a variety of teaching methods in order to engender pupils' participation and interest. Lessons are planned well, although expectations are not always challenging enough for older and higher ability pupils.

Teachers use a range of resources appropriately and successfully in order to support learning and teaching. They use the teaching assistant effectively to give appropriate support to pupils and lead them carefully towards completing their tasks.

On the whole, pupils' progress across the school is tracked effectively in order to identify underachievement and to provide additional necessary support. Staff use information that derives from assessment systems appropriately when planning further work. However, tracking progress and progression are not robust enough in numeracy.

Pupils receive constructive oral feedback on their efforts. Pupils' work is marked regularly but comments do not pay enough attention to what needs to be done to improve their work. There are no regular opportunities for pupils to assess their own work and each other's work.

Parents receive good information regularly about their children's progress and annual reports respond fully to statutory requirements.

Care, support and guidance: Good

The school is a happy and inclusive community. Effective arrangements exist to promote health, the importance of keeping fit and personal safety. This is achieved successfully in lessons and in extra-curricular activities.

Particular attention is paid to pupils' personal, emotional and educational needs. There is valuable provision for pupils' moral development in worship sessions, circle time, during lessons and the school promotes cultural development successfully.

The school takes full advantage of the police service, the school nurse and the local church. These agencies and services provide beneficial support for pupils according to need and improve their knowledge and understanding of wellbeing issues.

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

The school has appropriate arrangements for identifying additional learning needs that comply with the Code of Practice. They identify the needs of various pupils quickly and act promptly and appropriately. Individual education plans identify clear targets and specific activities for ensuring progress. Members of staff work effectively with external agencies and specialist services.

Learning environment: Good

The school is a welcoming community that fosters positive aspects and provides appropriate equal opportunities. The happy and friendly ethos ensures that everyone works harmoniously and co-operates well. The school deals sensitively and effectively with cases of challenging behaviour when necessary.

All pupils have the same opportunities and access to the curriculum and all pupils' diversity of ability and interests is respected. Respect for differences and racial equality is promoted through varied work in studying foreign countries.

Classrooms provide an appropriate learning space and the school makes the best use of them along with the limited grounds around them. Displays in classrooms are suitable and reflect pupils' work and the school's wider activities appropriately.

The outdoor space for the Foundation Phase is used creatively to promote learning. When the weather permits, full advantage is taken of the village's playing field to hold various sports activities.

The building and grounds are maintained well and they provide a safe environment for play and learning.

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

Leadership: Good

The headteacher gives clear and purposeful leadership that has a positive effect on the school's development. The vision about the school's direction is shared successfully with members of staff and governors. Other members of staff support the headteacher well and they undertake a number of responsibilities that lead to improving pupils' standards and wellbeing.

All members of staff are aware of their roles and their responsibilities and they co-operate closely to create a homely ethos for pupils. The school has a wide range of appropriate procedures and policies.

The school pays good attention to local and national priorities through promoting the importance of literacy, bilingualism and developing successful professional learning communities.

The governing body has an important role in the school's development and the school benefits from the expertise of a number of members. They receive regular reports from the headteacher and are aware of strengths and areas to be developed. They have a prominent part in the self-evaluation process and their role as critical friends is developing effectively.

Improving quality: Good

Clear procedures have been established to review all the school's work over a time cycle. The self-evaluation system gives prominent attention to data analysis and outcomes of monitoring procedures. Full consideration is given to continuous evaluations and to the opinions of pupils, parents and governors. Members of staff have regular opportunities to contribute to the process.

There is an obvious link between the findings of the self-evaluation report and priorities in the school improvement plan. Improving literacy and numeracy skills and challenging pupils of higher ability have been prioritised clearly in the plan. There are suitable strategies to ensure these improvements, which include determining lead responsibility, and success indicators, in addition to specific timetables and necessary resources.

The school is developing successfully as a professional learning community and there are numerous opportunities for members of staff to update their skills. All benefit from these experiences and the effect can be seen in the improvements that the school has already achieved to improve standards of literacy.

Partnership working: Good

The school works effectively with a range of partners. This is having a beneficial effect on pupils' wellbeing and attainment.

There is a strong partnership with parents. They are very supportive of the school and contribute enthusiastically towards a number of activities, including raising money to improve educational provision.

There is a good relationship with the cylich Ti a Fi. Language and numeracy workshops have been held in order to improve parents' understanding of teaching methods in the Foundation Phase. These activities have strengthened the partnership between the home and school and have involved parents in the process of maintaining and improving standards.

The efficient partnership with the CylchMeithrin ensures appropriate sharing of resources and prepares children suitably for when they attend the school full-time.

There are numerous links with the local community and this has an extensive influence on learning experiences. The school benefits financially from a number of community sources and the money is used creatively for the benefit of pupils.

There is an effective strategic partnership with schools in the catchment area. Recent co-operation has focussed on literacy strategies and pupils' standards of reading, writing, spelling and communication have improved. There is also a successful partnership with local secondary schools and transition arrangements to ensure smooth transfer are effective.

Standardising and moderating activities between schools have been successful and have helped teachers to understand better the expected standards at the end of the Foundation Phase and key stage 2.

Resource management: Good

Teachers have appropriate qualifications in order to teach the curriculum effectively. The practice of exchanging teachers between the two classes takes full advantage of staff's expertise in physical education, personal and social education and religious education and music. This has an obvious influence on standards.

All relevant staff have the required time for planning, preparation and assessment, and this is used appropriately. Use of support staff is managed very effectively.

There are appropriate arrangements in place for managing teachers' performance but there are no formal arrangements for support staff.

Resources are managed carefully to ensure that they are suitable for the needs of all pupils.

The headteacher and governors monitor and manage expenditure carefully. Money is allocated appropriately for the school's priorities.

The school provides good value for money in terms of pupils' outcomes, provision and the quality of experiences.

Appendix 1

Commentary on performance data

There is no data report on pupils in the Foundation Phase as the number of pupils who were assessed in 2012 was too small to report on without revealing the identity of individual pupils.

In key stage 2 in 2012, the percentage of pupils who achieved the expected level, namely level 4 or higher, in Welsh, English, mathematics and science in combination, was higher than the averages for schools in Wales and the family of similar schools. In individual subjects, pupils' attainment in every subject was also higher. Except in mathematics and science results in 2010, the school's results tend to be lower than the average for schools in Wales and the average for the family of similar schools.

The percentage of pupils who achieved level 5 in 2012 was higher than the family and all-Wales averages in every subject except for science. However, the trend over the last four years has been for results to be lower.

In 2012, in comparison with schools that have similar levels in terms of entitlement to free school meals, the school was placed among the top 25% of similar schools in terms of the core subject indicator, English, mathematics and science but among the lower 50% in Welsh. The pattern has been varied in every subject over the last four years.

There is no significant difference when comparing the performance of boys and girls in the Foundation Phase or in key stage 2.

Pupils who have additional learning needs achieve well and make good progress in line with their ability.

Appendix 2

Stakeholder satisfaction report

Responses to parent/carer questionnaires

Twelve completed questionnaires were received from parents/carers. The level of parents' satisfaction is high, and is higher than the average for primary schools.

All parents state that they are satisfied or very satisfied with the school in general and that their children are safe there. Everyone felt that their child had received support to settle in well on starting school. All also believe that pupils' behaviour is good and that pupils are respected and treated fairly and develop to be more mature and to shoulder responsibilities.

All parents feel that teaching in classrooms is good and that homework builds well on what is learnt at school. They feel that there is a good range of activities and that their children are encouraged to be healthy and to take regular physical exercise.

All parents say that their children like school and they feel that they receive regular information about their children's progress. They all state that they understand the school's arrangements for dealing with complaints.

Nearly all parents are of the opinion that the school is well run and feel comfortable about raising any issue.

Responses to learner questionnaires

Questionnaires were completed by 17 pupils in key stage 2. All pupils say that teachers and other adults help them to learn and make progress and that they know to whom to turn if they find their work difficult. They all know to whom to turn if they are worried or anxious. They all say that there are many opportunities to take regular physical exercise and that homework help them to understand and improve their work.

Nearly all pupils feel safe at school and that they are doing well in their work. They feel that there are enough books, equipment and computers for them to do their work.

The level of satisfaction compares well with the average for primary schools except that a few feel that the school does not deal well with bullying and other children do not behave well at play times and lunchtimes. In addition, a few felt that children do not always behave well in order for them to do their work.

Appendix 3

The inspection team

Merfyn Lloyd Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Ruth Rhydderch	Lay Inspector
Ann Fox	Peer Inspector
Nans Davies	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.