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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llangynidr Community Primary School
Church Close
Llangynidr
Crickhowell
NP8 1NY**

Date of inspection: June 2011

by

Mr Mervyn Lloyd Jones

Under Contract 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

Llangynidr Community Primary School is situated in the village of Llangynidr which lies about four miles west of the small town of Crickhowell in the south of the county of Powys. The school serves the local community and plays an important part in village life. It also draws pupils from a catchment area that includes Talybont, Bwlch and other surrounding villages. The school considers the area to be prosperous and not disadvantaged. There are no pupils entitled to free school meals. The school caters for pupils between three and eleven years of age. Pupils enter the nursery class at the beginning of the term in which they have their fourth birthday. All pupils are taught in mixed age classes except for year 6. All the pupils are from English speaking backgrounds.

There are 120 pupils on roll, including 17 full-time nursery children. There are no pupils where a statement of special educational needs has been made; however, twelve pupils are identified as having additional learning needs that require extra support. No pupils received fixed-term exclusions in the last year.

The school was last inspected in 2005. Since then there has been a very slight decline in pupil numbers. Currently there are six full or part time teachers at the school.

The 2010-2011 individual school budget per pupil for Ysgol Llangynidr is £2891, which compares with a maximum of £11812 and a minimum of £2891 for primary schools in Powys. The school has the lowest budget per pupil out of the 101 primary schools in Powys.

Summary

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

Current performance

The school has many strengths. These include:

- the good achievement and progress made by nearly all pupils;
- the excellent quality of care, support and guidance which leads to high standards of pupils' wellbeing;
- the commitment of all members of staff to provide pupils with the best opportunities for learning; and
- the very strong partnerships, particularly with parents and the community.

Prospects for improvement

The school has excellent prospects for improvement because of:

- the outstanding leadership of the head teacher;
- the clear strategic vision of the school;
- the way the school focuses on improving pupil outcomes; and
- the school's very good understanding of the needs of all its pupils.

Recommendations

In order to improve further the school should:

- R1 improve pupil's bilingual skills;
- R2 continue to raise the attainment in the reading skills of identified pupils in the Foundation Phase and KS1;
- R3 continue to raise the attainment of targeted pupils' extended writing skills at KS2; and
- R4 provide more opportunities for pupils to take charge of their own learning.

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

Nearly all pupils make good or very good progress as they move through the school. They clearly enjoy their lessons and engage enthusiastically in the tasks provided. Most recall their previous learning well and show good knowledge and understanding of what they have learnt in many subjects. They apply their skills well to new situations showing increasing confidence as they progress through the school. Pupils with additional learning needs (ALN) achieve very well against personal targets and make good progress relative to their ability, interests and previous attainment.

Most pupils throughout the school make good progress in their communication, numeracy and information and communications technology (ICT) skills.

They speak confidently and listen well from an early age and read an appropriate range of texts accurately. By the end of key stage 2 most pupils read fluently, with good expression. Many pupils' writing skills are good throughout the school. They apply their writing skills well for different purposes and in different styles with increasing confidence. The extended writing skills of a few pupils are not as well developed.

Most pupils achieve very good standards in ICT. They apply their skills effectively across the curriculum to research, create and present information using a range of techniques. Many pupils use a good range of problem-solving skills to work out how they are going to conduct a task or an investigation. Older pupils organise their work logically and draw sensible conclusions. Many pupils use their numeracy skills well in a range of situations.

Considering their linguistic background, the majority of pupils make adequate progress in gaining Welsh oral skills. Their ability to read in Welsh is limited. Most pupils understand and respond well to a range of questions and instructions in class; however, they rarely use Welsh around the school. Pupils' awareness of Welsh geography, history and culture is good.

The school's performance against the main indicators over the past three years compares well with schools in similar circumstances and pupils' prior attainment.

Statutory teacher assessments in 2010 indicate that 100.0% of pupils in key stage 1 achieved the core subject indicator (CSI) i.e. the expected level 2 in the three subjects of English, mathematics and science in comparison with the family average (a group of schools with similar characteristics) of 89.4% and the national percentage of 81.6%. When compared with schools, which have a similar number of pupils entitled to receive free school meals (FSM), performance in 2010 in all three subjects is in the top 25% of schools in Wales. The number of pupils attaining the higher level 3 in English and science is amongst the highest in the family. Fewer pupils attained level 3 in mathematics.

In the same year at key stage 2, 94.4% of pupils attained the CSI at level 4 or above compared with the family average of 90.9% and 78.2% nationally.

When compared with schools, which have a similar number of FSM pupils, performance in 2010 in mathematics and science is in the top 25% of schools in Wales. In English the school is in the top 50% but not in the top 25%. The number of pupils attaining the higher level 5, in English, mathematics and science in 2010 is the highest in the family.

Consideration of the data over the past 3 years indicates that the school's performance at both key stages at the expected level, is consistently above local authority (LA) and national averages and is generally amongst the highest in the family. When compared with schools which have a similar number of pupils entitled to FSM performance against the CSI at both key stages has been in the top 25% of schools in Wales for two of the past three years.

Performance at key stage 1 at the higher level 3, although generally in line with LA and national averages has been below family averages until 2010. At key stage 2, the number of pupils attaining the higher level 5 is consistently above LA and national averages and compares favourably with family averages.

Girls generally do better than boys. The difference between the performance of girls and boys at both key stages is generally in line with family, LA and national averages.

Oracy and writing assessments at key stage 1 have been above LA and national levels for the past 3 years and amongst the highest in the family. However, reading has been below LA and national levels for the past 3 years and in 2010 was the lowest in the family. At key stage 2 oracy, reading and writing assessments compare favourably with family, LA and national averages.

Wellbeing: Excellent

All children have a very good awareness of the importance of a healthy lifestyle including the need for a healthy diet and regular exercise.

Attendance at 95% is very good and compares very favourably with that of similar schools. Nearly all pupils arrive punctually for school.

All pupils feel valued and this experience impacts strongly on the standards they achieve. This helps develop the strong sense of inclusion and belonging that is evident in the school. All pupils say that they feel very safe in school. They have great confidence in adults and value the care, support and guidance given by them.

All pupils are polite and their behaviour is excellent. This is reflected in their positive and enthusiastic attitude to learning. Nearly all pupils show good levels of concentration, care and respect for each other. Many pupils assess their own work with increasing understanding and confidence as they move through the school and have a good understanding of what they need to do to improve their work. Older pupils have good entrepreneurial skills, organising a range of activities to raise funds for different causes.

The School Council plays an active part in the school. Members feel that their suggestions are taken seriously and believe that they have a say in the life of the school. There are many examples of how they have influenced change at the school.

Most pupils participate in community-based activities outside school which helps them to develop a very good understanding of community life and their role in it. This ensures that they are very well prepared for the next stage in their learning and for life and work outside school.

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

Learning experiences are good. The school offers very stimulating opportunities for learning within and beyond the school which meet the needs of pupils very well. Teachers collaborate effectively to plan flexible, responsive and enriching programmes. The curriculum builds systematically on existing knowledge, understanding and skills as pupils move from the Foundation Phase to key stage 2.

The school plans well for the development of pupil's communication, numeracy and ICT skills across the curriculum. These plans are embedded well into the learning experiences of all pupils and are well matched to the needs of groups and individuals. The provision for these skills is well coordinated to ensure that there is coherence in pupils' experiences across the curriculum.

The provision for pupils' Welsh language skills is adequate. The scheme of work is detailed and thorough but has yet to fully impact on standards. A strong emphasis is placed on raising pupils' awareness of their heritage. Nearly all educational visits are to places of historical, geographical and scientific interest in Wales.

The school acts sustainably and has received an Eco Schools national award for waste minimisation. The curriculum and extra-curricular activities provide an extensive range of opportunities which contribute effectively to developing pupils' knowledge and understanding of the wider world.

Teaching: Good

Overall the quality of teaching is good. All staff are enthusiastic and are good role models holding high expectations for the behaviour, attitudes and the learning of pupils.

Effective teaching methods and strategies are used to match the learning needs of pupils in all classes. Clear learning objectives and success criteria are used very effectively across the school. Learning activities are stimulating and ensure the engagement of most pupils however at times overlong introductions limit opportunities for pupils to take charge of their own learning. Teachers provide good opportunities for pupils to develop a range of skills and to improve their knowledge and understanding. The consistently good support provided by the learning support

assistants contributes effectively to pupils learning. This has a very positive effect on the standards they achieve.

Assessment procedures are effective. The school analyses assessment findings very thoroughly. This information is used effectively to track pupils' progress, compare outcomes with benchmarks and to target identified groups of pupils.

Assessment for learning strategies are developing well. Pupils are provided with good opportunities to assess their own and others' work. Good quality feedback is provided for pupils including clear direction as to what they need to do to improve their work. Annual reports and parents' evenings ensure that parents are fully informed about their child's progress. They are clear and informative and allow pupils and parents to contribute to their content.

Care, support and guidance: Excellent

Arrangements for promoting healthy eating and pupils' wellbeing and healthy lifestyles are very effective. The extensive and varied range of learning experiences provided, including pupil visits and visitors to the school, contribute very effectively to pupils' spiritual, moral, social and world-wide cultural development.

The schools golden rules provide a clear framework of expectations in relation to behaviour and attitudes and effectively promote values of caring, honesty, respect and hard work which are very evident. These are particularly strong features in the daily life of the school.

The school has an appropriate policy and has procedures for safeguarding.

Pupil attendance is encouraged effectively through the award of certificates and prizes.

The school makes very good use of professional support both from within the school and from specialist services to provide individual support for targeted pupils.

There are very good procedures and systems for identifying, supporting and monitoring pupils with ALN. Ongoing teacher assessment and standardised tests are used very effectively to enable the effective early identification of pupils. Most support is provided effectively within classes, with occasional withdrawal for additional support. Individual education plans (IEPs) contain realistic but challenging targets which are written clearly so that teachers, parents and the child understand what is expected of them.

Learning environment: Good

The caring and inclusive ethos is a strength of the school. Parents, staff and pupils all comment very favourably on the strong sense of care, inclusion and belonging that exists in the school. All pupils have equal access to the curriculum and are encouraged to participate fully in the life of the school. The school is successful in realising its mission statement "Meithrin Sgiliau Bywyd - Building Skills for Life" which embraces the school's emphasis on fostering a range of personal and interpersonal skills and values.

Resources are of good quality and are used well to support pupils' learning needs.

The accommodation is of good quality and well maintained. Classrooms provide an interesting and stimulating learning environment. High quality displays celebrate pupils' work. The extensive, well equipped and interesting grounds are used regularly for outdoor learning and sports.

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

The quality of leadership at the school is excellent. In the relatively short time they have been in post the headteacher and deputy headteacher have established a shared understanding and distributed leadership to create a responsive learning culture that strives for continuous improvement. They model and promote very effectively behaviours and values that contribute to a school ethos where pupils and staff feel valued. There is a clear vision and commitment to improve outcomes and provide all pupils with the best opportunities for learning. Leaders and governors use performance data very effectively to set objectives and targets that are strategic priorities.

High expectations are communicated very effectively. Job descriptions are clear and members of staff are fully aware of their roles and responsibilities. Regular staff meetings provide very good opportunities for all to discuss progress, acquire new skills and to reflect on and share good practice.

The school is very effective in addressing local and national priorities. Careful consideration is given to the School Effectiveness Framework and its philosophy is already evident in the school. The Foundation Phase has been successfully implemented as have revisions to the curriculum at key stage 2.

The Governing Body (GB) contributes very effectively to the strategic direction of the school. Governors are very well informed and have a very thorough understanding about the performance of the school in comparison to similar schools. The GB acts very effectively as a critical friend and holds the school accountable for standards through the very good work of the standards panel. The GB has adopted an appropriate complaints procedure and ensures that this is adequately explained to parents.

Improving quality: Good

The process of self-evaluation and development planning is good. A self-critical, collaborative and supportive culture has been established to improve provision and performance. These approaches result in the school having a good understanding of its strengths and areas for development.

There is a clear whole-school approach to self-evaluation which draws on regular quality assurance procedures. All members of staff take responsibility for writing different aspects of the report. It involves thorough subject evaluation and monitoring of data with careful consideration of trends and progress over time. Other successful monitoring activities include, lesson observations, scrutiny of pupils' work and noting

the views of parents and other interested parties. Pupils' views are sought, seriously considered and respected.

Priorities in the school improvement plan (SIP) are agreed following careful audits and analysis of available information. The link between the self-evaluation processes and priorities in the SIP is very clear. Priorities are clearly focused on improving specific pupil outcomes. Good resources are provided to support priorities in teaching and learning. Progress is regularly and effectively monitored and evaluated.

There is a highly effective professional learning community within the school which focuses appropriately on identified priorities for improving pupil outcomes in reading and writing. An initial meeting of headteachers of the family of schools has identified collaboration opportunities on agreed priorities. Staff are well supported by an effective system of continuous professional development. This enables them to develop and share their professional knowledge purposefully and successfully.

Partnership working: Good

Partnership activities make a strong contribution to widening the range of choices for pupils. This has a positive impact on pupil standards and wellbeing.

There are very effective partnerships with parents and carers. The school communicates regularly with them and they appreciate the information that they receive from the school about their child's progress.

Effective transition arrangements exist between the school and the secondary school to which the pupils transfer. The school also works effectively with local cluster schools to develop common procedures for moderation and standardisation of pupils' work and to develop professional dialogue about shared priorities. Pupils have benefitted significantly from the professional development of staff and additional resourcing accessed through cluster-based initiatives.

The school draws effectively on the expertise of practitioners across a wide variety of groups in order to support and enhance provision for pupils. The school is well supported by volunteer helpers including parents and local residents who listen to readers, help with display and resourcing and contribute to the curriculum in sharing their experiences and expertise with the pupils.

The school has effective structures and processes which enable it to work in partnership with the LA to improve pupil outcomes and wellbeing.

Resource management: Good

Management of resources is good. There are a sufficient number of qualified teachers and support staff. They are deployed effectively. The school identifies and meets the needs of all staff through effective performance management procedures. Teachers make good use of planning, preparation and assessment time. The arrangements meet the needs of the school effectively.

The school accommodation is very well ordered and managed. There is a good range of learning resources. These are managed and used well. Investment to enhance standards of accommodation, particularly the outdoor learning facilities,

actively promotes pupils' learning opportunities. The school manages its finances well. Spending decisions are clearly linked to priorities for improvement.

The management of the school is cost effective and efficient. The school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty two parent questionnaires were returned and all expressed the view that they were satisfied or very satisfied with the school. All agree their children like school, feel safe and settle in well. Nearly all parents believe that their children are making good progress at the school and that the school helps them to become more mature and take on responsibility. They all say that staff expect the children to work hard and to do their best and that the teaching is good. All believe that there is a good range of activities including trips or visits. All parents say that children behave well in school and nearly all say that they are treated fairly and with respect. Nearly all parents say that children receive appropriate support in relation to any particular individual needs and are well prepared for moving on to the next school. All feel they are well-informed about their child's progress. Nearly all say that they understand the school's procedure for dealing with complaints. All parents believe the school is well or very well run.

Responses to learner questionnaires

Sixty pupils in KS2 completed the questionnaire. All say they feel safe in the school and nearly all know whom to talk to if they are worried or upset. Nearly all think that the school deals well with any bullying. They all say that the teachers and other adults help them learn and make progress and nearly all say they know whom to ask if they find the work difficult. Nearly all say that the school teaches them how to keep healthy and that there are many opportunities for them to get regular exercise. All pupils believe that they are doing well at school and many believe that homework helps them understand and improve their work. Nearly all say that they have enough books, equipment and computers to do their work. Many pupils think that other children behave well and that they can get their work done. Nearly all say that children behave well at playtime and lunchtime.

Appendix 2

The inspection team

Mr Merfyn Lloyd Jones	Reporting Inspector
Mr Goronwy Morris	Team Inspector
Ms Catherine Power	Peer Inspector
Mr Gwynoro Jones	Lay Inspector
Mr Andrew Brasington	School Nominee

Contractor:

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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' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 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	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11