



*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**

**Llanfaes C.P. School  
Beilihelig Road  
Llanfaes  
Brecon  
Powys  
LD3 8EB**

**Date of inspection: February 2012**

**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:

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

Llanfaes Community Primary School is near Brecon in Powys. The school opened in 2002 and is in purpose-built accommodation. The majority of pupils come from the immediate locality or other parts of Brecon, with the remainder travelling to school from surrounding rural villages.

There are 249 pupils on roll, including 16 who attend the nursery full-time. This also includes 23 pupils who attend 'Llanfaes Tots', some of whom are part-time. Pupils from four to 11 years of age attend the school, representing the full range of abilities. All pupils speak English at home. No pupil speaks Welsh as a first language. Less than two per cent of pupils are from minority ethnic backgrounds. Around 7% of pupils are entitled to free school meals, which is well below the national average of 19%.

The provision for three-year-old children in 'Llanfaes Tots' is in a purpose built classroom, but it is not part of the school's statutory provision. This setting is registered with the Care Standards Inspectorate and was inspected by Estyn during the current inspection of the main school.

The school considers 14% of pupils to have additional learning needs, but no pupil has a statement of special educational need. The health service refers children to a pre-school assessment centre on site for children under five. The centre is an integral part of the school's provision and was included in the inspection.

The school was last inspected in February 2006 and the current headteacher was appointed in September 2005.

The individual school budget per pupil for Llanfaes C.P. School in 2011-2012 means that the budget is £3,161 per pupil. The maximum per pupil in the primary schools in Powys is £14,685 and the minimum is £3,005. Llanfaes C.P. School is 94th out of the 101 primary schools in Powys in terms of its school budget per pupil.

## Summary

|   |             |
|---|-------------|
| <b>The school's current performance</b>       | <b>Good</b> |
| <b>The school's prospects for improvement</b> | <b>Good</b> |

### Current performance

The school's current performance is good because:

- by the end of key stage 2, pupils achieve good standards in the key skills of literacy and information and communication technology across the curriculum;
- pupils enjoy school, are keen to learn and feel their voice is listened to;
- the school provides varied and interesting learning experiences;
- teaching is good and teaching assistants provide effective support;
- the excellent Year 6 newspaper is having a positive impact on the quality of boys' writing; and
- relationships between pupils and staff are very good.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides effective leadership and has a clear vision for the school;
- all staff and governors work well together as a team;
- self-evaluation procedures are effective; and
- there are close, beneficial partnerships with parents, the local community and the local authority.

## Recommendations

In order to continue to improve, the school needs to:

- R1 improve pupils' ability to write independently across the curriculum in the Foundation Phase;
- R2 extend pupils' investigative and problem-solving skills, particularly in mathematics and science;
- R3 ensure that teachers consistently adapt classroom tasks to meet the needs of more able pupils and those with additional learning needs;
- R4 improve individual target setting to ensure that pupils have a clear picture of how to improve their work; and
- R5 clarify the strategic relationship between the local authority, the school and the pre-school assessment centre.

### **What happens next?**

The school will draw up an action plan to show how it will address the above recommendations.

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### Standards: Good

Throughout the school, most pupils speak confidently and listen carefully both to their teachers and to other pupils. By the time they reach Year 6, most pupils ask questions effectively to help them gain information, and they concentrate well for extended periods of time.

Many older pupils in the Foundation Phase are beginning to read with fluency and expression, using their phonic knowledge well. Many can name their favourite authors and say why they like them. More able pupils are able to use an index to locate simple information competently. By Year 6, most pupils enjoy reading a range of texts. They readily discuss characters in their books and show empathy. More able pupils have well developed higher-order reading skills and can skim and scan texts effectively to extract key information. However, the independent research skills of most pupils are at an early stage of development.

By the end of the Foundation Phase, many pupils achieve good standards in writing in literacy lessons. They write for a range of purposes with reasonably accurate spelling, but with very variable standards of punctuation, handwriting and presentation. Their writing is often lively and they use a good range of vocabulary to engage the reader. However, many pupils, particularly more able pupils, are not able to apply their writing skills to the same standard in other areas of the curriculum.

Most pupils in Year 6 use the writing skills they have learned in English lessons appropriately in their written work across the curriculum, for example when they write interesting diaries about their experiences as evacuees in the second world war. Many plan and redraft their writing well to improve the quality. Overall most pupils' work is neat and well-presented with accurate spelling, but basic punctuation is not always sufficiently accurate. The content of the writing of more able pupils, in particular, is interesting and lively, and they vary their style well to suit the task. All pupils use information and communication technology effectively to enhance the quality of their work.

Intervention support programmes, particularly for reading, are having a positive impact on improving outcomes for targeted pupils. Pupils with additional learning needs achieve well in relation to their abilities in withdrawal support sessions.

Pupils of all ages are developing good independent learning skills. However, many pupils' investigative and problem-solving skills, particularly in mathematics and science, are at an early stage of development.

Standards in Welsh second language are good. Pupils make good progress in extending their vocabulary and communication skills as they move through the school. By the end of key stage 2, most pupils' confidence in reading and writing in Welsh at an appropriate level, is developing well.

In key stage 1, pupils' results show an upward trend in performance at the expected level (level 2) in English, mathematics and science for the last four years. Results in all three subjects have been above average compared with other schools in the same family since 2010. The results achieved by more able pupils have also improved steadily since 2008, and in 2011 were above family averages for the first time.

Results in key stage 2 at the expected level (level 4) have improved since 2008 and have been above family averages in all three subjects for the last two years. Although more able pupils' results have also improved considerably since 2008, the proportion achieving level 5 in English, mathematics and science remains below family averages. This has been the case for the last four years.

### **Wellbeing: Good**

Pupils feel safe in school and know how to seek help with any problems. They have positive attitudes to keeping healthy and understand the importance of exercise and healthy eating. Many pupils enjoy the wide range of extra-curricular clubs that the school offers and are members of the school's high-achieving sports teams.

Nearly all pupils enjoy school and are enthusiastic and eager to learn. All pupils behave well, show respect and concern for others, and are polite and courteous. There are effective systems in place to raise the self-esteem of pupils, where necessary, through special awards. Pupils have a strong voice through the school council and have made changes to school life, such as the introduction of the fruit tuck shop and input into the school grounds development.

Although attendance is slightly below the average for other schools in the same family, absences can be attributed to a few pupils. The school has good strategies in place to combat absences, but as yet it does not reward pupils for high levels of attendance.

The termly newspaper produced by Year 6 pupils with the local newspaper is excellent practice and has had a positive impact, in particular, on improving boys' enthusiasm for writing.

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|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

### **Learning experiences: Good**

Teachers plan an interesting range of learning experiences, which engage most pupils well. The curriculum is well organised around planned topics. Teachers identify clearly in their planning the opportunities for pupils to develop their key skills across the curriculum. Provision for the development of pupils' independent learning and information and communication technology skills is particularly good. However, the planning for the development of pupils' investigation and problem-solving skills is less well planned. Also, teachers' short-term planning does not always show how they intend to adapt the work in class for pupils of different abilities, especially more able pupils.

Extra-curricular activities are varied and there is a high take-up by pupils. Good use is made of educational visits to develop further pupils' understanding of class topics

and their knowledge of Welsh history and culture. Class topics often include a focus on the work of Welsh artists and writers.

Members of the eco council are committed to promoting energy saving and recycling. They have also reduced food wastage in the school with the help of the local authority's catering service. Pupils' awareness of global citizenship is developing well through links with schools in India.

### **Teaching: Good**

The overall quality of teaching is good. Teachers have good subject knowledge and use a range of teaching methods effectively. All lessons have clear learning objectives that teachers share with pupils and review appropriately in plenary sessions. They use questioning well to develop pupils' understanding and set interesting tasks that engage pupils' attention. Relationships between teachers and pupils are very good. All staff provide good levels of support to ensure that all pupils stay focused and on task. However, the tasks set are not always adapted well enough to meet the needs of all pupils.

Teachers mark pupils work regularly and conscientiously. Both oral and written feedback provides pupils with a clear picture of what they have done well. The recently introduced peer and self-assessment for older pupils is having a positive impact on standards, particularly in writing. However, individual target setting is less well developed. The school has a good tracking system in place to identify pupils in need of support. This is used well to plan appropriate intervention programmes to boost the key skills of targeted pupils. Reports to parents are detailed and informative.

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

The school is a well-ordered and welcoming community. Assemblies and a wide range of visits and visitors contribute positively to pupils' spiritual, moral, social and cultural development. There are many appropriate arrangements in place to promote healthy lifestyles actively. Strong relationships with a range of outside agencies, such as health professionals and the education psychologist, ensure high quality support for identified pupils.

Effective use is made of a range of data to identify pupils in need of additional support. Progress is reviewed regularly with pupils and parents. Individual education plans for pupils in the Foundation Phase are child-friendly and give pupils a clear idea of what they need to do to improve. Pupils are provided with good support by teaching assistants in withdrawal groups, but are less well catered for in class lessons.

Pupils in the pre-school assessment centre benefit from excellent teaching and support and from good opportunities for inclusion in mainstream activities. The very effective partnership between the school staff and the speech and language therapy service enables pupils to make excellent progress in communication skills.

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

### **Learning environment: Good**

The school is an inclusive environment where pupils receive equal access to all areas of provision. There is good integration of children in the pre-school assessment centre with pupils in mainstream classes, particularly in nursery and reception.

The school's accommodation provides a highly stimulating and well-maintained learning environment, both indoors and outside in the school grounds. There are interesting displays throughout the school that show the wide range of work in progress. The school is well resourced to support all areas of the curriculum, except for the lack of computer provision in the nursery class.

Resources in the pre-school assessment centre, financed by the local authority, are good overall, but the toilet and showering facilities are only adequate to meet children's needs.

|  |             |
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| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

### **Leadership: Good**

The headteacher provides effective leadership and has a clear vision for the school. This vision is shared by the senior management team, other staff and the governing body. It is also clearly reflected within the priorities in the school improvement plan and features regularly on the agendas of both staff and governing body meetings. Effective teamwork and open communication with most stakeholders are prominent features of the school's ethos. However, the strategic relationship between the school and the pre-school assessment centre is not clearly defined by the local authority. Despite this, the headteacher and governing body have appropriately decided that the centre is fully part of the school and have achieved good integration as a result.

All teaching staff have subject or aspect responsibilities. They work well as a team to share best practice and to ensure any shortcomings are identified as priorities in the school improvement plan. Performance management systems enable the school to highlight and to meet the professional development needs of all staff.

The governing body receives regular progress reports on the implementation of the school improvement plan. Governors have link responsibilities and many now meet regularly with subject leaders. As a result, governors have a clearer understanding of how well the school is performing and priorities for improvement.

The school addresses current national and local priorities well and has focused appropriately on key aspects, such as transition and the development of healthy lifestyles.

### **Improving quality: Good**

The school has appropriate self-evaluation procedures in place to review the quality of teaching and learning. The careful analysis of data is integral to the process. Evidence is also gathered through classroom observations, scrutiny of pupils' work,

and listening to the views of pupils and key stakeholders. In addition, the school acts upon recommendations made by the local authority following their monitoring reviews. Taken together, these processes have helped the school to identify clearly its main strengths and the key areas it needs to develop.

The outcomes of self-evaluation processes inform priorities in the school improvement plan. The plan focuses well on raising attainment and improving provision. It includes measurable, numerical targets in relation to pupils' progress and improvements in standards. However, the work of the pre-school assessment centre is not currently fully part of self-evaluation procedures.

The school has addressed the recommendations made in the last inspection report, although work is still continuing to ensure that all of the more able pupils achieve their potential.

Professional learning communities within the school have helped to improve aspects of pupil assessment and standards in spelling.

### **Partnership working: Good**

The school works well with a wide range of partners to enrich the curriculum and improve pupils' learning and wellbeing.

Parents have good opportunities, through questionnaires and meetings with school leaders, to offer constructive views about curriculum provision. Their views are used by the school to reconsider aspects of its work. Regular newsletters for parents are informative and cover all aspects of school life.

The school has established valuable links with the local community. Pupils visit many places in the locality to develop their knowledge of local history and Welsh culture. Community members often visit school to work with pupils on aspects of class topics, for example, on how to run a business. The termly Year 6 school newspaper also provides an excellent community link and is published by the local newspaper. The school has shared this sector leading practice with other Powys schools. This initiative has helped to improve pupils' wellbeing and the quality of boys' writing in Year 6.

Close links with 'Llanfaes Tots' and the local high school ensure smooth transition arrangements for pupils. Moderation of pupils' work with other local schools is in place. The school has also begun to establish links with other schools in its family to extend its knowledge and understanding of best practice.

### **Resource management: Good**

The school manages and deploys its staffing resources well. Teachers make effective use of their preparation, planning and assessment time and involve support staff well in the planning process. Spending is closely linked to priorities in the school improvement plan. The headteacher monitors the budget carefully in conjunction with the governing body.

In view of the good standards achieved by pupils at the end of key stage 2, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Baseline results for the last three years indicate that pupils enter the school with skills below the average for other schools in Powys, particularly in speaking and listening. Results in performance in key stage 1 have shown an overall upward trend in the number of pupils achieving level 2 (the expected level for pupils of seven years of age) in English, mathematics and science for the last four years. When compared to those of other schools in the same family, English and science results have been consistently above the family average since 2009, with mathematics results above the family average for the last two years. In 2011, when compared with those of similar schools (schools with a similar proportion of pupils entitled to free school meals), results were in the top 25% for all three subjects. All pupils achieved results well above local authority and national averages.

At key stage 2, there has been an overall upward trend since 2008 in level 4 results (the expected level for pupils of 11 years of age) in English, mathematics and science, despite a dip in science performance in 2011. Performance at the end of key stage 2 has been above the average for other schools in the same family in all three subjects for the last two years. In 2011, when compared to those of similar schools, results were in the upper 50% in English and mathematics, but in the lower 50% for science. Overall, results were well above local authority and national averages in all three subjects.

In key stage 1, the performance of more able pupils achieving level 3 in English and mathematics has improved since 2009 and was above the family average for the first time in 2011. Performance in science is not as good and has been consistently well below the family average for the last four years. The percentage of more able pupils achieving level 5 in key stage 2 in all three subjects has increased considerably since 2008. Despite this, the overall percentage of pupils achieving level 5 has been well below family averages for the last four years.

There is no significant difference in performance at level 2 between boys and girls in all three core subjects in key stage 1, with all pupils attaining at least level 2 in 2011. However, trends show that more girls than boys achieve the higher level 3 in English and science with the difference in English performance being greater than the family average. In key stage 2, there is also no significant difference in the performance of boys and girls at level 4 when compared to that of other schools in the same family. At the higher level 5, boys do better in all three subjects when compared to girls and the difference in performance is greater than the family average. This is the opposite of national trends.

The school's results at the end of both key stages show there has been no significant difference for the last two years in outcomes for pupils who are entitled to free school meals and those who are not.

## Appendix 2

### Stakeholder satisfaction report

#### Outcomes from the pupil questionnaire (108 responses)

All pupils say that they feel safe in school. Nearly all feel they know what to do and whom to ask if they find their work hard. Most pupils think the school deals well with any bullying and they know who to talk to if they are worried or upset. Most pupils say they are doing well at school and that staff help them to learn and make progress. Most also say they have enough books, equipment and computers to do their work. Many feel that homework is useful. Most pupils agree that the school teaches them to be healthy and they have plenty of opportunities for regular exercise. Most pupils think that other pupils behave well in class and many say that this is also the case at break and lunchtimes.

The views of pupils are broadly in line with those of pupils in other primary schools throughout Wales.

#### Outcomes from the parents' questionnaire (62 responses)

Responses from the parents' questionnaires also closely match the responses of parents with pupils in primary schools across Wales. All parents state that they are satisfied with the school and that their child likes school. All parents feel that their child settled quickly into school life and that teaching is good with staff having high expectations of pupils. Nearly all parents say that their child is making good progress, that behaviour is good and that staff treat pupils fairly and with respect. Nearly all agree that homework is useful and most think that they are well informed about their child's progress. Nearly all parents agree that pupils are provided with appropriate individual support if needed. All parents say that children are helped to mature and take on responsibility and that they are well prepared for the next stage of their education. All state that their child feels safe in school and that their child is encouraged to be healthy and to take regular exercise. Nearly all agree that the school provides a good range of activities. All parents think that the school is well run and nearly all say that they are comfortable to approach staff with questions or suggestions. Nearly all parents say that they understand how to make a complaint should the need arise.

## Appendix 3

### The inspection team

|                              |                     |
|------------------------------|---------------------|
| Rhona Edwards                | Reporting Inspector |
| Ray Owen                     | Team Inspector      |
| Julie Ann Price              | Lay Inspector       |
| Julie Farmer                 | Peer Inspector      |
| Karen Lawrence (Headteacher) | School Nominee      |

## Copies of the report

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