



*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**

**Llanfoist Fawr Primary School  
Llanfoist  
Abergavenny  
Monmouthshire  
NP7 9LS**

**Date of inspection: May 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

Llanfoist Fawr Primary School is a community school that was established in 2008 after the closure of Llanfoist, Govilon and Llanover Primary Schools for pupils aged from four to eleven. It is in the semi-rural setting of Llanfoist near Abergavenny in Monmouthshire.

There are 193 pupils at the school aged from four to eleven, who come mainly from the villages of Llanfoist, Govilon and Llanover. Pupil numbers have risen steadily over the last four years. Around 24% of pupils are entitled to receive free school meals, which is well above local and a little above national averages. Currently, two pupils are 'looked after' by a local authority.

There are seven single-age classes. The school has six full-time and four part-time teachers and 13 teaching assistants. A playgroup operates every morning in purpose-built accommodation within the school building.

English is the first language of nearly all pupils, although a very few pupils speak Welsh as a first language. Approximately 2% of pupils are from ethnic minority backgrounds.

About 12% of pupils are identified as having additional learning needs, which is below the national average. Approximately 4% have a statement of special educational needs. There were no permanent and very few temporary exclusions in the last year.

This is the school's first inspection. The headteacher has been in post since January 2012. An acting headteacher had been in post during the Autumn Term 2011 after the resignation of the previous headteacher in Summer 2011. The school currently lacks a deputy headteacher.

The individual school budget per pupil for Llanfoist Fawr Primary School in 2011-2012 means that the budget is £3,530 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £4,714 and the minimum is £2,721. Llanfoist Fawr is 15th out of the 32 primary schools in Monmouthshire 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:

- most pupils make consistently good progress and achieve above average standards;
- most pupils' attitudes to learning are very positive and almost all behave well;
- the curriculum is stimulating, practical and creative;
- the overall quality of teaching is good;
- care, support and guidance are thorough and effective and the school is highly inclusive;
- strategic leadership and management are good and improving; and
- partnerships with other schools, the local authority and the community are beneficial and worthwhile.

### Prospects for improvement

The school's prospects for improvement are good because:

- its senior leaders and governors provide effective leadership and share a clearly-focused vision for improvement;
- thorough and widely-shared self-evaluation processes lead to accurate judgments about performance;
- improvement planning addresses the most important priorities; and
- the pace of improvement has rapidly accelerated in this academic year.

## Recommendations

In order to improve further, Llanfoist Fawr Primary School needs to:

- R1 raise the standards achieved by more able pupils and by boys in their use of literacy, numeracy and information and communication technology;
- R2 ensure that pupils in the Foundation Phase are suitably challenged;
- R3 develop assessment for learning strategies so that pupils know how well they are achieving and what they need to do to improve their work;
- R4 continue to extend and distribute leadership roles in order to ensure that school improvement is sustainable; and
- R5 develop comprehensive systems for monitoring, evaluating and improving the standards of pupils' work and the quality of teaching.

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many pupils start the school with skills broadly in line with those expected for their age. Over time, most pupils, including those with additional learning needs, make good progress in their learning and develop good speaking and listening skills.

Standards in literacy and numeracy in the Foundation Phase are a little above average overall and rising. Pupils in the Foundation Phase often listen acutely, speak clearly, read well and write simple sentences effectively. Their numeracy skills are good, but their information and communication technology skills are adequate. Boys tend to achieve less well overall than girls. Too few of the pupils who are more able have achieved at the higher than expected level (level 3) in English, mathematics and science at the end of key stage 1 in recent years, though the proportions have improved in 2012.

By the end of key stage 2, most pupils are fluent, confident and expressive readers. As pupils mature, their written work reaches a good standard. They write independently and for a suitable range of audiences and purposes. Many use a wide vocabulary and spell well, using accurate punctuation. Many have very good handwriting and presentation skills.

As they develop their thinking skills well, many pupils make good progress as they move through the school. The creative skills of many pupils throughout the school are excellent, especially in their inventive artwork and tuneful music making. Most pupils have a good understanding of sustainable development and many are globally aware through contacts with Ukrainian and Sri Lankan children.

Nearly all pupils achieve good standards in Welsh. They use incidental Welsh confidently throughout the school although their pronunciation is at times erratic. Most have a good understanding of the culture and history of Wales. The choir is well practised and harmonious and pupils in assemblies sing truly in tune. Pupils in the Foundation Phase provide a beautiful descant in Welsh.

For most of the last six years, Year 2 pupils have achieved above average standards in speaking, listening, reading and writing, and above the standards of most schools locally, nationally and in the family of schools in mathematics and science. However, there has been a dip in performance in the last two years and standards have been below average. Performance at the expected level (level 2) was above average in 2012 teacher assessments for seven-year-olds.

By the end of key stage 2, pupils' performance in achieving the expected level (level 4) compares well with that of pupils in other similar schools, and those achieved locally and nationally. In recent years, the proportion of pupils achieving the higher-than-expected level (level 5) in English, mathematics and science has been relatively low compared with the situation in other similar schools. The proportions of

those achieving level 5 are rising again this year. The relative performance of boys has been below that of girls at seven and less so at eleven over the last four years. The achievements of those eligible to receive free school meals are similar to those of their peers.

**Wellbeing: Good**

Pupils feel very safe in school and understand how the anti-bullying policy works. They are confident and happy when talking to visitors. They take their responsibilities as helpers and monitors very seriously. Year 6 playground buddies are caring and helpful with younger pupils, who express appreciation for this support.

Pupils are aware of the need to eat and live healthily and to take regular exercise. They are active and many take part in after-school sports. They help to run and support a tuck shop on 'Fruity Fridays'.

Many pupils collaborate well in pairs, groups and teams. They work well independently with judicious support from adults. Many are inventive in solving problems. Most pupils have good social skills and show maturity and common sense in lessons and at break times.

Many pupils understand the needs of the world and the importance of protecting it. The eco committee is very active and promotes initiatives to recycle wherever possible. Through links with schools in Chernobyl and Sri Lanka, pupils develop a good awareness of the issues facing people in other parts of the world. The school sets targets for attendance and the very few poor attenders receive visits from the education welfare officer. The school's attendance rates are above average when compared with those of its family of schools and also with the all-Wales average. Many pupils attend the popular breakfast club. Almost all arrive punctually at the beginning of the school day.

Almost all pupils enjoy school, are keen learners and behave well. Many pupils are polite and show care and concern for each other. They have very positive working relationships with their teachers and aspire to do well. Many are beginning to evaluate their own work and that of their peers.

The school council is increasingly effective in its activities. It is very active in seeking out the views of pupils on issues surrounding their life in school and presenting their findings in assemblies.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school provides a stimulating and broadly balanced curriculum. Teachers co-operate effectively in planning interesting and challenging experiences for their pupils. They review their planning regularly, reflecting upon and adjusting plans where necessary to ensure that standards are raised. Consequently, Foundation Phase pupils participate in many practical literacy, numeracy or science-based tasks, acting for example as detectives who retrieve the Queen's stolen jewels. In key

stage 2 also, pupils have many opportunities to develop their enquiry skills independently and creatively in topics, for example about the Olympic Games. The curriculum ensures that pupils build their skills in an ordered and progressive way as they move through the school.

Complementary planning between the Foundation Phase and key stage 2 teachers results in a smooth transition between the phases. However, more able pupils in Year 2 do not always get enough challenge in their learning.

Teachers ensure that they teach key skills across the curriculum. This ensures that every pupil has the appropriate tools for learning to access the core and the wider curriculum. The school provides good opportunities for pupils to develop their literacy and numeracy skills. Teachers have introduced a series of curricular innovations for literacy, numeracy and personal development and these are having an increasingly beneficial effect on standards. Pupils' information and communication technology skills are developed through an adequate range of activities. These, however, are not provided regularly enough and the computer equipment is not reliable enough to help raise standards in the use of information and communication technology.

Teachers provide good opportunities for pupils to use and develop their skills in speaking and writing in Welsh. Pupils use incidental Welsh regularly and well across the school although teachers' Welsh pronunciation is at times erratic. All pupils are encouraged to speak Welsh when the opportunity arises and their oracy skills are celebrated often. The school promotes Welsh culture and a strong sense of Welsh identity is promoted well in many classes and assemblies. The school provides a good range of extra-curricular sporting, artistic and musical activities.

Teachers promote pupils' understanding of how to act sustainably and how to create a sustainable environment very well. They help them to develop a good understanding of their roles and responsibilities as globally aware citizens.

### **Teaching: Good**

The overall quality of teaching is good. In most lessons, teachers use a range of techniques that stimulate and challenge pupils to achieve well. The pace of their lessons is brisk and they give pupils considerable scope to work independently and in pairs and small groups. They use open-ended questions well to promote pupils' thinking and to develop their communication skills. All teachers have established good working relationships with their pupils. In a few lessons where there are shortcomings, teachers do not provide sufficient challenge and the pace of lessons is too slow. Teachers do not use practical activities such as drama, role play or hot seating enough in lessons, but when they do, it enhances learning. Teaching assistants provide valuable help for less able pupils, including those who are physically disabled. Teachers encourage pupils to think for themselves and develop enquiring minds. They generally have high expectations and are quick to praise good work.

Assessment for learning systems are at an early stage of development. The quality of feedback from teachers to pupils during lessons and in the marking and

assessment of pupils' work is good. It enables pupils to know how well the teacher judges what they are doing and how they can improve. However, pupils' involvement in evaluating their own progress, and in identifying areas for themselves where they can improve, is under-developed.

Teachers monitor pupils' progress efficiently through the use of a recently-introduced computerised system. As a result, they are increasingly able to plan lessons well to meet pupils' needs.

Reports to parents are informative. They describe the topics and skills pupils have learned about during the year, how well pupils have achieved and what they need to do to improve further.

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

The school is a well-ordered and calm community with a friendly, supportive ethos. Pupils have a good awareness of the behaviour expected of them and teachers place a strong emphasis on the wellbeing of pupils. Learning experiences promote pupils' personal, spiritual, moral, social and cultural development well.

Provision for pupils' personal and social education is positive and supports their emotional and physical wellbeing effectively. Teachers apply the comprehensive behaviour and anti-bullying policy consistently. Pupils are actively encouraged to accept responsibility for their actions and to use their initiative.

Provision for pupils with additional learning needs is good. Teachers' expertise and data analysis are used successfully to identify pupils in need of support. The school provides appropriate help for those pupils who fall behind. Effective programmes are in place that involve withdrawal and in-class support. These help those pupils who struggle to improve their attainment, attitudes and wellbeing.

The procedures for monitoring attendance are good. The headteacher works closely with all staff to monitor attendance.

The school has procedures and an appropriate policy for safeguarding.

### **Learning environment: Good**

The school has a collaborative, all-inclusive ethos. It successfully promotes tolerant attitudes to ensure that all pupils are free from oppressive behaviour or harassment. All staff are vigilant in dealing with issues immediately they arise.

The school offers all pupils equal access to a broad curriculum, regardless of their background, ability or disability. Most pupils show pride in their work and are highly motivated to succeed. The school community respects and celebrates diversity in studies of other cultures throughout the curriculum. As a result, pupils show care and concern for all in the school, the community and the wider world.

The physical environment of the school is an outstanding feature. Teaching areas are well resourced and the school makes good use of its extensive outdoor areas.

The school site is very well designed with attractive and well-used outside spaces. The outdoor classrooms are a particular strength. The library is spacious and well appointed. Three-dimensional wall displays of high quality showcase and celebrate pupils' work well. Plentiful learning resources are of very good quality, apart from those for information and communication technology which are old and unreliable. Collaboration between pupils, staff, parents, and the community has played a key part in developing the new buildings and grounds. The learning environment is well maintained by caretaking staff and the pupils. Ancillary staff provide efficient support to ensure smooth daily administration.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

Leaders and managers communicate priorities for improvement effectively. Leaders have a good impact on improving pupils' standards and the quality of provision. This is characterised by a concerted and well-planned drive to include everyone in school improvement. All staff share in the school's clear aims and strategic purpose. Roles and responsibilities are clearly defined and shared effectively. Meetings for teaching and support staff are frequent and facilitate the development of agreed policies and procedures. As a result, the school enjoys a strong sense of teamwork and a consistent approach to teaching and the curriculum.

Staff morale is high and has improved recently. Teachers work in close and effective partnership with subject leaders, playgroup leaders, teaching assistants, visitors and parent-volunteers. The headteacher is highly effective in challenging staff and pupils to achieve their best. He is very visible around the school and supports staff in their teaching and management roles very well. A series of curricular innovations for literacy, numeracy and personal development are being managed effectively.

Performance management arrangements for staff are thorough and meet statutory requirements. Targets relate directly to school improvement priorities. The school has begun to distribute leadership roles further in order to strengthen management and make school improvement more sustainable.

The governing body has been keen to appoint a good headteacher and has been very successful in this. It rightly decided to do this before appointing a deputy headteacher in order that the new headteacher can take part in the appointment process. The school has now reached the size where a deputy headteacher is needed in order to distribute leadership roles evenly.

Governors are committed to improving the school and are becoming more informed about the school's performance, especially through accurate analysis of data on standards achieved by pupils. They support the headteacher's vision for the school and visit the school regularly on 'learning walks'. Governors are linked to classes and there is a named governor for additional learning needs and child protection. The school was started with a large deficit budget but, as pupil numbers have increased rapidly and through prudent budgeting, this deficit has been greatly reduced to within acceptable limits. The financial expertise of the chair and vice-chair of governors in particular has helped to address this situation over the last four years.

The school has implemented national priorities well. This is especially the case with the Foundation Phase, the skills-based curriculum and the Welsh language. Initiatives to promote independent thinking and learning skills have proved effective. A comprehensive recent audit of the more able and talented pupils has led to an action plan which is aimed at helping them to fulfil their potential. There are early indications that it is already having a positive impact.

### **Improving quality: Good**

The headteacher has instituted and led a thorough programme of school self-evaluation in the short time since his appointment. He has compiled a detailed and accurate self-evaluation report. Teachers, parents, pupils and governors have contributed to the evaluation process. Senior teachers are increasingly involved in the cycle of self-evaluation and planning for improvement. The headteacher is modifying the current improvement plan to cover a three year rather than a one-year cycle in order to make it more effective.

The systematic evaluation of relevant aspects of the school's work illustrates its powerful commitment to improvement and raising standards. This includes a recently introduced and thorough analysis of data, reviews of subjects and classroom observations. The school frequently seeks and considers the views of pupils and parents. Parents commented very favourably on the school's open attitude and saw a marked difference in recent times.

Teachers take part in peer mentoring with colleagues, although this is a recent initiative and its impact has yet to have an effect upon teaching and learning. A system for monitoring and evaluating the quality of teaching of the senior management team has been conducted this year. It is soon to be extended to all staff. Involvement in professional learning communities with other schools is helping improve standards in the Foundation Phase and with regard to more able pupils.

### **Partnership working: Good**

The school has established a number of effective partnerships with parents, other schools and the local community. Parents appreciate the good arrangements for induction into the reception class, transition from Year 2 to Year 3 and for transfer to secondary school. School staff liaise well with staff in the local pre-school playgroup to ensure a smooth transition into the Reception class. The strong links with other local primary schools and the main receiving secondary schools support joint training and robust moderation of teachers' assessments.

The school has effective partnerships with a wide range of key external agencies from education, health and social services. These links help all pupils to gain the skills with which to access the curriculum. Links with the community through organisations, such as a local supermarket and the town council, enrich pupils' learning experiences.

### **Resource management: Good**

The school has sufficient staff and manages its resources well. Teaching and support staff are deployed effectively. They have the knowledge and expertise to teach all aspects of the curriculum. The adult to pupil ratio is beneficial and helps the school address pupils' individual needs well.

Members of the senior management team have additional non-contact time for management issues. This proves useful in developing their leadership roles. Performance management procedures identify the development needs of staff successfully. Teachers undergo relevant training to improve their teaching and all have appropriate job descriptions. There are suitable arrangements for teachers' planning, preparation and assessment time.

The school's spending decisions are informed well by its improvement priorities. Costs of current initiatives and activities are monitored effectively. The school uses its budget and a variety of funding sources imaginatively to address priorities in the school improvement plan. Leaders and governors are making substantial progress in reducing the school's deficit budget. As a result of the good standards that pupils achieve, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Pupils begin school with levels in basic skills and personal development in line with age-related expectations. For most of the last five years, pupils at the end of key stage 1 have achieved above average standards in English, mathematics and science, when compared with results locally, nationally and in the family of schools across Wales. However, there has been a dip in performance in the last two years and standards have been below local and national averages. Performance has improved this year at the expected levels and was above average in 2012 at the end of key stage 1. The relative performance of boys has been well below that of girls at the end of key stage 2 over the last five years.

Over the last five years, performance data at the end of key stage 2 shows that pupils have generally achieved at a level above that of most schools in the family and those achieved locally and nationally.

In English, the results at the expected level 4 in key stage 2 have been above local, national and family averages. In recent years, the results at the higher level 5 have been below average in English, especially in oracy. The relative performance of boys in English has generally been a little below that of girls at the end of key stage 2.

In mathematics generally, results at the expected level (level 4) have in the last five years been above local, national and family averages. In recent years, the results at the higher level 5 in mathematics have been above local, national and family averages.

In science, results at the expected level (level 4) have in the last five years been above local, national and family averages. In recent years, the results at the higher level 5 in science have been above local, national and family averages.

In 2011, outcomes at the end of key stage 1 in English, mathematics and science were below those of most of the schools with broadly similar proportions of pupils entitled to free school meals. In the 2011 assessments in English, mathematics and science at the end of key stage 2, the school's results were above those of most of the schools with a similar proportion of pupils entitled to free school meals. The combined results were below average at age seven and above average at eleven.

Most pupils, including those with additional learning needs, make good progress by the age of eleven and reach the standards expected of them.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Ninety-nine pupils in key stage 2 completed the questionnaire. Almost all felt safe in school and most believed that the school deals well with any bullying. Nearly all thought that they are well supported; especially having someone to talk to if they are worried. Almost all felt that they are doing well at school. Many believed that there are enough resources to enable them to learn well and that homework is of value to them. There was widespread agreement that the school helps pupils to live healthy lifestyles. A large minority – greater than that found in the emerging national benchmarks – felt that other pupils do not always behave well in class or in the play and lunch intervals.

#### Responses to parent questionnaires

Eleven parents completed the questionnaire. Most expressed positive views about the school by a much larger proportion than parents felt across Wales in the national benchmarks. In particular, almost all were pleased with the school and wrote that their children like being there. Again, this was larger proportionately than the national figures. They felt that their children were making good progress and were safe at school. Most parents found staff approachable if they had any questions or concerns. All felt that they were kept well informed about their children's progress. Parents made many positive comments about the school's new leadership and its pro-active approach to them. A few parents felt that there were too few extra-curricular activities or sporting activities and that more could be done to encourage regular exercise.

## Appendix 3

### The inspection team

Rob Isaac	Reporting Inspector
Chris Dolby	Team Inspector
Julie Price	Lay Inspector
Damien Beech	Peer Inspector
Mr Jon Murphy (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. 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.