



*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**

**Llangiwg Primary School  
New Road  
Ynysmeudwy  
Pontardawe  
Swansea  
SA8 4PJ**

**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:

<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

Llangiwig Primary School serves the village community of Ynysmeudwy, near Pontardawe, in the Neath Port Talbot local authority area. The school describes much of the area it serves as economically disadvantaged.

Pupil numbers have risen steadily over the last five years and there are now 99 pupils aged three to 11 years in the school. This includes 16 pupils in the nursery who attend only in the morning. There are four mixed-age classes. The class that contains the nursery, reception and a few Year 1 pupils is in a building that is separate from the main school. Nearly all pupils come from the local area.

About 46% of pupils are entitled to free school meals, which is significantly more than the average for the local authority and Wales. A very few pupils come from an ethnic minority background. No pupils speak Welsh as their first language. The school has identified just over a half of its pupils as having additional learning needs and a very few pupils have a statement of special educational needs. A very few pupils are also currently looked-after by the local authority. The school rarely uses fixed-term exclusions.

The headteacher has been in post since 2007.

The individual school budget per pupil for Llangiwig Primary School in 2012-2013 means that the budget is £4,009 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,410 and the minimum is £2,806. Llangiwig Primary School is 12th out of the 68 primary schools in Neath Port Talbot 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 current performance of the school is good because:

- most pupils make good progress from their starting points;
- nearly all pupils behave well in classes and around the school;
- the range of learning experiences for pupils is effective; and
- the level of care, support and guidance provided to pupils is good.

### Prospects for improvement

The prospects for improvement are good because, although there is currently no senior leadership team in place:

- there is a well-ordered learning environment for all pupils;
- the school is well resourced;
- the governing body is supportive of the school and generally knows about the performance of the pupils; and
- there is an appropriate focus on standards resulting in a significant upward trend over the last four years.

## Recommendations

R1 Continue to improve pupils' performance at the higher levels in key stage 2

R2 Plan more opportunities for pupils to write at length in subjects across the curriculum

R3 Share best practice to ensure a consistently high standard of teaching across the school

R4 Put in place a management structure that will further drive school improvement

R5 Strengthen school self-evaluation processes

### What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils make good progress over time. They recall previous learning well and relate their knowledge, understanding and skills readily to new concepts and situations.

In the Foundation Phase, most pupils listen attentively and concentrate well. Nearly all communicate with others effectively in a wide range of formal and informal situations. Many use their reading and writing skills confidently to access all areas of the curriculum. Foundation Phase pupils use an appropriate range of strategies, such as phonic knowledge and picture clues when reading texts.

In key stage 2, nearly all pupils listen extremely well and are developing good speaking skills. Many pupils read with confidence, understanding and are developing fluency appropriately. Many pupils explain clearly their preferences towards authors and different types of reading material. Many also predict the outcomes of stories well based on their reading experiences.

Most pupils in key stage 2 produce written work of good quality for a range of different purposes. However, they do not always transfer these skills to written work across the curriculum and work is not always presented appropriately.

By the end of the Foundation Phase and key stage 2, many pupils achieve well in numeracy. Pupils' use of numeracy skills across the curriculum, especially in science, is generally good. Most pupils' skills in the use of information and communication technology (ICT) are good and a few pupils make notable progress, for example, using ICT to devise puppet plays in literacy lessons. From an early age, most pupils use a range of ICT apparatus confidently, such as cameras, recording equipment and portable tablet devices. They also use a range of ICT software effectively to support their learning.

Most pupils are developing their thinking and problem-solving skills well and they make particularly good progress in their creative abilities.

Pupils with additional learning needs generally achieve well according to their age and ability and a few exceed their agreed targets. Across the school, boys generally perform less well than girls and, in key stage 2, pupils entitled to free school meals achieve less well than other pupils of a similar age.

In the Foundation Phase, most pupils respond well to simple Welsh commands and their spoken Welsh develops well. By the time pupils reach the end of key stage 2, they ask extended questions well on a range of personal topics. They also answer questions appropriately using a good range of vocabulary. Most pupils in key stage 2 read simple Welsh texts accurately and many write well.

In the Foundation Phase in 2012, pupils' performance was just about the same as or slightly below that of pupils in other similar schools at the expected outcome (outcome 5), but above that of pupils at the higher outcome (outcome 6). The performance of pupils at the higher outcome for all areas places the school in the top quarter when compared with schools with similar proportions of pupils entitled to free school meals.

In key stage 2, pupils' performance has shown a significant upward trend over the last four years. This performance is now considerably above the local authority and all-Wales averages and places the school in the top quarter when compared with schools with similar proportions of pupils entitled to free school meals. However, pupils' performance at the higher level 5, particularly in oracy, writing and science does not compare as well.

### **Wellbeing: Good**

Most pupils understand the need to eat healthily and to take regular exercise. Many are physically active and enjoy attending breakfast club and after-school clubs. The school is a happy and caring environment where pupils feel safe and know who to talk to if they feel worried or upset.

The behaviour of pupils is good in classes and as they move around the school. They have a good relationship with staff and are generally polite and courteous when speaking to adults.

The overall attendance rate during 2011-2012 was just over 92%. This is slightly below that for similar schools. However, pupils' attendance in the current academic year has improved significantly as a result of new initiatives and a more robust focus on attendance. Nearly all pupils arrive punctually to school.

Members of the school council and eco committee are actively involved in decision making. They have recently taken part in the appointment of a new deputy headteacher at the school and have developed effective strategies to reduce litter on the playground. In many classes, pupils are increasingly involved in deciding what and how they learn. For example, pupils in key stage 2 plan and evaluate their own investigations.

Most pupils are enthusiastic about their learning and contribute effectively to class discussions. They concentrate well when tasks engage and challenge their thinking. Most pupils work well with other pupils in pairs and groups. Many develop a good range of social and life skills through participation in a wide range of extra-curricular activities, for example during Discovery Club workshop sessions.

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

Throughout the school, pupils generally receive a good range of learning experiences through a well-balanced curriculum. The school plans appropriate opportunities to develop pupils' literacy, numeracy and ICT skills across different subject areas.

Problem solving opportunities are less well developed. Opportunities for pupils to write at length are occasionally limited because of an over-reliance by teachers on work sheets and writing frames.

Staff provide a wide range of enrichment activities for pupils at lunch times and after school. These activities complement pupils' learning well and many pupils attend regularly.

Provision to promote Welsh language development is generally good. Daily Welsh language sessions enable pupils to make good progress in their oracy skills. The school uses teachers with language expertise effectively throughout the school and this is having a positive effect on pupils' standards of Welsh. However, many teachers do not provide enough opportunities for pupils to use incidental Welsh in and around the school.

The Welsh dimension is evident within class topics. Pupils learn about their local community and the history and traditions of Wales through a good range of visits to local castles, places of interest and museums, such as the National Waterfront Museum in Swansea.

Most pupils are developing an appropriate awareness of sustainability through their efforts to promote energy-saving and recycling. The eco-committee has a good understanding of conservation and promotes sustainability issues around the school. It is responsible for growing a range of vegetables in specially-constructed raised beds. These vegetables, when harvested, are cooked and eaten by the pupils. The school's curriculum provision develops pupils' understanding of global citizenship well and pupils have linked effectively with a school in New Zealand.

### **Teaching: Good**

Overall, the quality of teaching is good, with a very few examples of excellent practice. Most lessons proceed at a brisk pace and provide pupils with opportunities to engage in relevant individual, paired and group work. In most lessons, learning objectives and success criteria are clear. Teachers generally plan and organise their classes to ensure that pupils have relevant activities that provide progression and continuity in their learning. This helps to maintain pupils' interest in lessons and they make good progress. However, in a very few classes, teachers do not always adapt their planning well enough to take account of the full range of pupils' abilities in their classes. Teachers generally have good subject knowledge and, in most classes, pupils have good opportunities to take responsibility for their own learning.

Most teachers have high expectations of pupils' behaviour and relationships between adults and pupils are good. Most teachers make skilful and imaginative use of ICT to enhance pupils' learning, such as the use of tablets in lessons. The daily Helpwr Heddiw teaching sessions are having a positive impact on raising the standards of Welsh throughout the school.

Teachers deploy classroom assistants well in all classes. Assistants provide good support for targeted groups of pupils and make a significant contribution to the quality of pupils' learning and progress.

In most lessons, teachers use effective assessment strategies, including marking that identifies how well pupils are doing and what they need to do to improve. Pupils in key stage 2 take part regularly in their own assessments and the assessment of others.

Teachers monitor pupils' progress effectively. They use this information well to establish how individual pupils and particular groups of pupils are performing in different subjects.

The school keeps parents and carers well informed about their child's achievements, wellbeing and progress.

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

The school has effective arrangements for promoting pupils' wellbeing and healthy lifestyles. There are good procedures in place to encourage pupils' regular attendance, including monthly information to parents. The school caters well for pupils' spiritual, moral, social and cultural development.

The school promotes good behaviour through clear guidance and procedures. These give pupils and parents confidence that staff deal appropriately with any instances of misbehaviour.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school provides for pupils with additional learning needs well. The additional learning needs co-ordinator liaises effectively with staff, parents and specialist services. This ensures that adults co-ordinate their support well so that pupils make good progress and are looked after appropriately.

Staff produce well-written, child-friendly individual education plans that contain clear targets for all pupils with additional learning needs. These are regularly evaluated and updated. A series of formal and informal reviews ensures that parents are kept well informed of their child's progress and any other relevant issues.

### **Learning environment: Good**

The school provides a safe environment which supports pupils' learning well. It has a caring and supportive ethos and this encourages pupils to treat others fairly and with respect. The school is an inclusive community where all pupils have access to all of the curriculum and where diversity is celebrated. The provision of adult role models from ethnic minorities has had a positive effect on pupils' knowledge and understanding of other cultures.

There are attractive, colourful and informative displays in classrooms and around the school. These celebrate pupils' work appropriately and help to provide a stimulating school learning environment.



The school building and grounds are very well maintained. The outside areas of the school provide an interesting environment which allows pupils to engage in a range of purposeful activities. Inside the school there is a well-equipped computer suite and an attractive library area. There is a good range of reading and reference books and pupils use tablet devices located in classroom areas effectively. Overall, the quality and quantity of learning resources are good.

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

The headteacher has a clear vision for the school. She has worked conscientiously and successfully to create a welcoming, inclusive and well-ordered learning environment that enables most pupils to achieve well. Curriculum co-ordinators are developing their roles appropriately and oversee teachers' planning and resources for their subject areas. However, there is currently no senior leadership team in place to drive school improvement further and this has limited developments in a few areas.

All members of staff feel valued and work together well as a team.

The governing body is supportive of the school and generally knows about the performance of the pupils, the main strengths of the school and the areas it needs to develop further. Governors are beginning to monitor and evaluate standards and quality in the school through the introduction of learning walks and visits to the school. However, these visits and the link between governors and curriculum co-ordinators are not firmly enough established.

The school has responded positively to a number of local and national priorities. Provision for the Foundation Phase is developing well and the school has paid good attention to the development of literacy.

### **Improving quality: Good**

The school generally identifies its strengths and areas for development accurately. Teachers use information about pupils' performance well to monitor progress and to identify school priorities for improvement. They also use information from the scrutiny of pupils' learning and the quality of teaching. However, the school does not seek the views of parents formally enough.

The school generally uses the outcomes of the self-evaluation process appropriately to determine relevant priorities for school improvement. Over the last few years, there has been an appropriate focus on improving the performance of pupils. This has had a positive impact on standards, particularly at key stage 2.

There is a good culture of teamwork among staff in the school and they support each other and share ideas well. There is an appropriate range of opportunities for staff to develop their professional knowledge. Staff collaborate well with other schools, for example, in mathematical development and to improve their knowledge of how to support more able and talented pupils and pupils with autism. However, there are few formal professional learning communities in place.

### **Partnership working: Good**

The school has successful partnerships with parents and carers and keeps them well informed by means of regular newsletters and an informative school website. It also works effectively with a range of agencies including the local authority and the local community. These partnerships help to enrich and support pupils' learning and wellbeing.

There are good links with the local secondary school to which pupils' transfer. Appropriate transition plans ensure that pupils are well prepared for the next stage of their education. There are opportunities for the school to use specialised science equipment from the secondary school and there are good links with its physical education and Welsh departments. Teachers also engage in a well-organised process that enables them to assess pupils' work accurately at the end of key stage 2. This process involves staff from the local primary schools, the local secondary school and the local authority.

There are strong links with a range of local businesses, such as a national supermarket store, building suppliers, a garden nursery and a local farm. These business partners provide good opportunities for pupils to develop a range of skills, for example, in the growing and tending of plants in the school grounds.

The school engages effectively with outside agencies, for example in the provision of targeted support of good quality for pupils with additional learning needs. Staff and pupils benefit from the mentoring and training of teachers and other educational professionals from local colleges and higher education establishments.

### **Resource management: Good**

There are enough qualified teachers and support staff and these are generally deployed effectively. However, the lack of a senior teacher or deputy to assist the headteacher has meant that school development, in a few areas, has been held back. The school has performance management procedures that involve teachers and, in a more limited way, support staff. There are good arrangements for teachers' planning, preparation and assessment (PPA) time.

There is generally a good range of learning resources with reading books and ICT equipment recently given a high priority. Pupils use these resources well.

The school generally identifies and allocates resources in line with the priorities identified in the school improvement plan, although this link is not always as strong as it could be. The school manages its budget efficiently and this has had a positive impact on the removal of a substantial deficit.

In view of the standards achieved by most of the pupils and the efficient management of finances, the school overall provides good value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase, 70% of pupils in 2012 achieved the outcome indicator (the expected outcome in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity). Generally, pupils' performance was about the same or just below that of pupils in other similar schools at the expected outcome (outcome 5) but above that of pupils at the higher outcome (outcome 6). The performance of pupils at the higher outcome for all areas of learning places the school in the top quarter when compared with schools with similar proportions of pupils entitled to free school meals.

In language, literacy and communication skills, pupils' performance at the expected outcome was just below the average for the family of schools (a group of schools with similar characteristics), but well above the family average at the higher outcome. In mathematical development, pupils' performance at the expected outcome was just above the family average, but, at the higher outcome, was the best in the family. In personal and social development, wellbeing and cultural diversity pupils' performance at the expected outcome was below the family average but was just above the average at the higher outcome.

In key stage 2, pupils' performance has shown a significant upward trend over the last four years. In 2012, 90% of pupils achieved the expected level (level 4) in English, mathematics and science. This performance is considerably above the local authority and all-Wales averages and, when compared with other similar schools, represents the second best performance in the family. During the last two years, the performance of pupils has placed the school in the top quarter when compared with schools with similar proportions of pupils entitled to free school meals.

However, pupils' performance at the higher level 5, particularly in oracy, writing and science, does not compare as well with that of pupils in other similar schools.

Across the school, boys generally perform less well than girls. In key stage 2, pupils entitled to free school meals generally achieve less well than other pupils of a similar age.

## Appendix 2

### Stakeholder satisfaction report

#### Learner questionnaires

Thirty-eight pupils in key stage 2 completed the questionnaire.

All pupils think that teachers and other adults help them to learn and make progress and they know whom to talk to if they find their work hard or if they are worried or upset. As a result, all pupils feel safe in school and all feel that they are doing well.

All pupils feel the school teaches them how to keep healthy and get regular exercise. All pupils feel they have enough books and equipment and that homework helps them to improve their work in school.

Nearly all pupils feel that the school deals well with bullying. However, only just over a half of pupils feel that children behave well in class and they can get their work done without interference. Nevertheless, nearly all pupils feel that children behave well at break and lunch times.

Nearly all of these views are slightly better than the views of pupils in other schools across Wales. However, significantly more pupils than average feel that children do not behave well in class.

#### Parent questionnaires

Forty-seven parents completed the questionnaire and all of these are satisfied with the school and feel it is well run.

All parents state that their children were helped to settle into school when they first started. They also feel that their children like school and are happy and safe there. All parents feel that teaching is good and children are treated fairly and expected to work hard. As a result, all feel their children are making good progress.

All parents feel their children are becoming more mature, taking on responsibilities and are encouraged to be healthy. They feel there is a good range of activities in school and that the homework given is appropriate. Nearly all parents feel their children receive enough additional support for their individual learning needs. Nearly all parents also state that pupils are well prepared to move on to their next school.

All parents state that school staff are approachable if they have concerns or questions and they are well informed about their children's progress. Nearly all parents feel that pupils behave well in school. Nearly all are also clear about what to do if they need to raise issues with the school or to make a complaint.

All of these views are slightly better than the views of parents in other schools across Wales. Parents are considerably more positive than average about homework, the school's procedures for dealing with concerns or complaints and the information they receive about their children's progress.

## Appendix 3

### The inspection team

Mike Maguire	Reporting Inspector
Enir Morgan	Team Inspector
Thomas Petherick	Lay Inspector
Catherine James	Peer Inspector
Linda Frame	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))

### 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.