



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**

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by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Llanfaes C.P. School

Llanfaes Community Primary School is near Brecon in the Powys local authority. There are currently 197 pupils on roll aged 4 to 11. There are seven single-age classes. The school shares its site with a pre-school assessment unit and a setting for three-year-olds.

The rolling average of pupils eligible for free school meals over the last three years is 7%. This is well below the national average of 19%. The school identifies nearly 18% of pupils as having additional learning needs, which is in line with the national average. Most pupils come from a white ethnic background and speak English as a first language. Very few pupils speak Welsh at home.

The headteacher took up her post in September 2005. The last inspection was in February 2012. The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The school provides a happy learning environment for all pupils and staff and standards of wellbeing are excellent. Very strong partnerships with other institutions in the community, such as a local care home, enrich pupils' learning experiences extremely well.

Nearly all pupils, including those with additional learning needs, make good progress in their literacy, numeracy and information and communication technology (ICT) skills. They achieve well by the end of key stage 2.

An imaginative curriculum engages most pupils in their learning successfully. The overall quality of teaching is good. Nearly all lessons are interesting and build well on pupils' previous learning. Most teachers' day-to-day assessment of pupils' learning is effective, and the new online assessment tool that tracks pupils' progress through the school is bedding in well in most classes.

The headteacher provides strong, effective leadership. Governors provide good support and are beginning to develop their roles as 'link' governors. Staff work closely as a team and have a sharp focus on pupils' wellbeing and the standards they achieve.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Implement the principles and practice of the foundation phase more consistently
- R2 Review the accuracy of teachers' assessments of pupils' achievement, including baseline assessment
- R3 Strengthen the role of governors in the school's self-evaluation process

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to raising pupils' appreciation of older people, and their understanding of dementia, for dissemination on Estyn's website.

Main findings

Standards: Good

Most pupils begin school with skills and understanding that are around the level expected for their age. Nearly all pupils, including those with additional learning needs, make good progress as they move through the school and achieve well by the end of key stage 2.

Most pupils make strong progress in their speaking and listening skills. Many of the youngest pupils converse confidently about their activities. For example, a pupil in the reception class explained the reasons for the flames coming from the drawing of a rocket very well. Pupils' strong listening skills support their learning positively. In Year 3, for example, most pupils recall details about the Jewish festival of Hannukah from a previous lesson successfully. By Year 6, most pupils express their ideas clearly and thoughtfully when talking to adults and other pupils.

Many pupils in reception greet one another in Welsh spontaneously at the start of the day. By Year 2, nearly all respond enthusiastically to questions about the weather in Welsh. In key stage 2, most pupils have a good understanding of Welsh, but they are generally less confident in using more complex Welsh sentences.

Overall, pupils make good progress in reading in English and Welsh. In the foundation phase, most pupils enjoy reading and answer questions about the text correctly. Most use their knowledge of phonics well to decode unfamiliar words. However, a few pupils do not use the context enough to support their reading. In key stage 2, most pupils understand the difference between fiction and non-fiction and increasingly adapt their reading strategy according to their purpose. Pupils in Year 4, for example, refer to the contents and index pages to find successfully the name of Henry VIII's only son. By Year 6, most pupils appreciate the features of different types of fiction. For example, they know that detective stories are likely to contain a mystery and lots of clues and 'red herrings'.

In Year 2, most pupils read basic Welsh texts confidently. Many use correct pronunciation and answer simple questions well, although they sometimes respond in English. Most pupils in Year 4 use their knowledge of Welsh letters and sounds effectively in their reading. By Year 6, nearly all pupils read phonetically, but with meaning, placing the correct emphasis on words.

By Year 2, most pupils write independently and to a good standard. However, early in the foundation phase, pupils do not use their emerging writing skills as much as they could across all areas of learning, including in their play. Pupils generally write for a wide range of interesting purposes, particularly in key stage 2, where pupils plan, draft, edit and present their writing in many different forms. Many enjoy experimenting with alternative vocabulary when preparing their drafts.

Most pupils make good progress writing in Welsh. For example, in the foundation phase, they move from writing captions to accompany their drawings of pets to writing simple sentences following a set pattern. In key stage 2, most pupils use their knowledge of Welsh sentence structure and vocabulary increasingly well for a suitable range of purposes, such as writing letters to friends and book reviews.

Most pupils apply their numeracy skills successfully in a variety of contexts. Many younger pupils in the foundation phase are beginning to count reliably to 10. By Year 2, most pupils use their measuring skills well to compare how far a fire engine, ambulance and rescue truck go down a ramp. During key stage 2, most pupils develop a secure grasp of number value and use a range of strategies successfully to solve mathematical problems. In Year 6, pupils use their numeracy skills very well in 'real life' contexts, such as planning a holiday involving flights, accommodation and activities on a limited budget.

Nearly all pupils develop their ICT skills well. Older pupils in the foundation phase know how to scan QR codes and use a range of applications and programs independently. In Year 3, most pupils manipulate data competently to create a bar chart and explain the processes they use well. By the end of key stage 2, most pupils word process their work, create tables to present information and use route planners to find the distance between different stages of a journey.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils understand the importance of healthy eating and the need to exercise regularly to stay fit. Older pupils are aware of the amount of sugar in some drinks and the need to avoid drinking them. Nearly all pupils enjoy eating fruit from the tuck shop run by Year 5 pupils during playtimes. Many pupils participate enthusiastically in a range of extra-curricular sports, such as hockey, football, cross country running, cricket and rugby.

Nearly all pupils feel safe and happy in school and are confident that staff will resolve any difficulties effectively. Most pupils have a very good awareness of the importance of online safety and know what to do if they encounter something distressing, or if someone they do not know contacts them.

From an early age, most pupils understand one of the school's key rules for behaviour - 'kind hands and kind feet'. As a result, nearly all work and play harmoniously together in class and around the school. They care for one another exceptionally well. For example, pupils in Year 6 take the youngest pupils by the hand and lead them individually out of assembly and Year 4 pupils appreciate the effective help they receive from older 'reading buddies'.

Pupils in Year 6 demonstrate an excellent awareness and empathy for older people in their local community through their weekly visits to a neighbouring home for older people. They recognise and reflect sensitively on their nervousness about visiting for the first time, but now enjoy meeting the residents, learning from them, and talking with them about their lives. As a result, most pupils are very aware of dementia, its effect on people's memories and how they can help people suffering from this condition. Year 6 pupils are proud that their participation in a 'memory walk' last year raised significant funds for a local dementia awareness charity.

Levels of attendance have steadily improved and have placed the school in the top 25% in comparison with similar schools for the last two years. These very good attendance rates reflect the fact that most pupils have positive attitudes to learning and enjoy school. Throughout the school, pupils are particularly excited about 'Wow' days related to the topics they are studying. For example, pupils in Year 4 dress in

Tudor costume and prepare enthusiastically for a visit to Brecon cathedral to engage in a day's activities related to their history topic.

The youngest pupils usually engage well in practical and creative tasks. Older pupils in the foundation phase respond well to opportunities to make choices about their learning, such as planning a bonfire night celebration. By the end of key stage 2, most pupils are confident, capable, independent learners.

From Year 2 onwards, pupils are keen to act as members of school committees and clubs. Pupils nominate themselves, produce posters or complete an application form, and other pupils elect them to their posts. Most show increasing maturity in their ability take on these additional responsibilities, such as school councillors, house or sports captains and members of 'Cryw Cymraeg'.

Most pupils reflect well on their learning. They are keen to improve their work and know their individual targets for improvement. Older pupils understand the value of revisiting previous topics in order to refresh their understanding. They are aware of their personal learning strategies and understand the importance of developing relevant knowledge and skills before applying them in real-life situations.

Teaching and learning experiences: Good

Overall, the curriculum is imaginative and ensures that pupils build their knowledge and skills effectively as they move through the school. For example, teachers plan exciting topics, such as 'Fire! Fire!' in Year 2 and 'Off with their Heads!' in Year 4, that appeal to all pupils. Curriculum initiatives, such as the 'genius hour' in key stage 2, where pupils follow their own interests and use their literacy, numeracy and ICT skills to prepare a presentation, inspire them to produce work of good quality.

Teachers take advantage of links with other local institutions, such as Christ College and the museum, to enrich pupils' learning experiences well. For example, pupils in upper key stage 2 talk enthusiastically about a presentation they attended at the college by a well-known children's author. Many of them were inspired to read her books, and her work influenced the quality of their own writing of detective stories positively.

Overall, the school implements the literacy and numeracy framework effectively and is making good progress in developing the digital competence framework. In the foundation phase, teachers identify opportunities for pupils to develop their literacy, numeracy and ICT skills in their activities. However, there are not enough opportunities for younger pupils to use these skills purposefully when learning through play in class and outdoors.

The provision to develop pupils' Welsh language skills is effective. Pupils have valuable opportunities to learn about Welsh culture and heritage through visits to places, such as Brecon cathedral, Big Pit and Llangrannog. Teachers act as effective role models through their confident use of Welsh commands and phrases in their daily interactions with pupils.

Overall, the quality of teaching is good. Most teachers provide relevant, interesting activities that capture pupils' imagination and enable them to apply their knowledge

and skills successfully in real-life situations. There are particular strengths in this approach towards the end of key stage 2. In Year 6, for example, pupils identify 'photo opportunities' and conduct a risk assessment for their planned 'memory walk' through Brecon. Many produce work of high quality as a result of this opportunity to use their skills for a real purpose.

Throughout the school, working relationships between pupils and staff are strong and there is a positive climate for learning in nearly all classes. Staff implement the school's positive behaviour management policy consistently and effectively. Most lessons proceed smoothly and at a pace that supports pupils' learning well. In the foundation phase, however, teachers sometimes talk to pupils as a whole class for too long, with the result that a few struggle to maintain concentration.

Lessons build well on pupils' previous learning. Most teachers observe pupils' learning perceptively, question them and check their understanding throughout the lesson. They select pupils who are working particularly well to share work in progress, which provides good examples of the standard they expect all pupils to achieve.

Generally, teachers provide an effective balance between support and challenge in pupils' activities and give them helpful feedback about their work. Most pupils respond positively to teachers' written feedback and say that it helps them to improve. However, younger pupils cannot always understand the comments that teachers write on their work. Most teachers give pupils worthwhile, effective opportunities to evaluate their own and other pupils' work.

Care, support and guidance: Good

The school provides a warm, welcoming environment for pupils where they know teachers, support staff and others will treat them equally and with respect. Pupils appreciate strongly the friendly atmosphere in the school.

Whole-school assemblies support the school's community ethos well and pupils enjoy many opportunities to participate and perform in them. Most sing the school song with gusto and recite the 'school creed' clearly and with understanding.

The school promotes pupils' cultural development well through, for example, a Shakespeare festival, music lessons, choir, drama and art clubs. It encourages pupils to be good ambassadors in the wider community, for example through the long-standing initiative where older pupils undertake regular visits to residents in the local care home.

The school has appropriate arrangements to promote healthy eating and drinking. It helps pupils to make sensible lifestyle choices so that they are aware, for example, of what constitutes a balanced diet. The school places great importance on good behaviour and has effective anti-bullying procedures. As a result, there are few instances of bullying, but, where it occurs, staff address it swiftly and thoroughly.

Programmes of support for pupils with additional learning needs, both through individual and group sessions, are effective. The school uses a suitable range of strategies, such as precision teaching and computer-based packages, to support

pupils' progress successfully. Support staff help pupils skilfully and give valuable feedback to class teachers and the special educational needs co-ordinator about their progress. This helps teachers to plan effectively for the next steps in pupils' learning and involves those pupils with individual education plans in agreeing their targets. Staff brief pupils effectively in small groups prior to whole-class lessons so that they are able to follow what other pupils are learning with increased confidence.

The school has recently introduced a new online tool to support teachers' assessment and tracking of pupils' progress through the school. Overall, the school uses assessment information well to monitor the progress of different groups of pupils and takes appropriate action to raise their performance when necessary. However, teachers are at an early stage in using this assessment tool, and there are inconsistencies in their assessments of pupils' achievements, including the level of their skills on entry to school and their subsequent progress.

Relationships with parents are strong and the school's communication with them is effective. It uses digital messaging services well to inform parents about current news and events. Parents appreciate workshops and presentations provided by staff that give them an insight into the curriculum and other relevant issues, such as e-safety. The school seeks parents' views and responds positively to their suggestions. For example, it conducted a survey into parents' views about homework and introduced a new approach (a homework 'menu') as a result. The school's expectations of homework are clear and the tasks set extend pupils' learning well. The school gains parents' support of its efforts to promote good attendance successfully.

There are many worthwhile opportunities for pupils to take on responsibilities. By Year 6, nearly all pupils have a position of responsibility, such as digital director or house captain, and are able to evaluate the extent to which they have made a difference in the school. Digital leaders in Year 4, for example, can identify the impact that their work has had on pupils' e-safety awareness. Staff and digital directors involved pupils in drawing up the school's e-safety guidelines, with the result that most pupils have a keen awareness of safety issues when using the internet and social media. The school's overall arrangements for safeguarding are thorough and give no cause for concern.

Leadership and management: Good

The headteacher provides strong, effective leadership and is a very good professional role model. Staff, parents, governors, pupils and the wider community have confidence in the leadership and direction that she provides. There is a positive and professional working relationship between all members of staff and leaders ensure a sharp focus on pupils' wellbeing and the standards they achieve.

The deputy headteacher and other members of the senior leadership team support the headteacher well. They have a shared understanding of the school's values and its priorities for development. Regular staff meetings have a clear focus on the school's priorities for improvement. The school addresses nearly all national priorities well, such as improving pupils' literacy, numeracy and ICT skills. However, the full and consistent application of the principles of the foundation phase is a continuing area for development.

The governing body knows the school well, supports its work effectively and has a firm grasp of its strengths and areas for development. Governors receive detailed information from the headteacher about pupils' progress and have a good understanding of the school's performance. They support senior leaders well in making difficult decisions in areas such as staffing and finance. 'Recently, governors have aligned their roles with specific areas of learning and experience in preparation for the new curriculum. They are at an early stage in developing their roles in this respect.

The school uses a wide range of first-hand evidence to evaluate its standards and provision. Analysis of data on annual pupil assessments, 'learning walks' and monitoring of the quality of pupils' work give leaders useful information about the school's strengths and areas for development. All members of staff take part in the school's self-evaluation processes. As a result, they understand the school's priorities and play their part in helping to achieve them well. Leaders ensure that staff implement agreed priorities effectively, such as the provision of stimulating introductions to class topics in all classes.

The school development plan includes relevant targets for improvement taken directly from analysis of a range of information on pupils' performance. Clear agreed actions, linked to appropriate timescales, ensure that members of staff know what leaders expect of them. Leaders divide responsibility for monitoring progress towards the achievement of identified priorities equitably and effectively across the senior leadership team.

Planned opportunities for staff to develop their knowledge and skills through visits to other schools and participation in relevant in-service courses relate well to their personal and professional needs, as well as to national priorities. As a curriculum pioneer school, staff share successful approaches to teaching and learning, such as 'wow' days, with colleagues in other schools.

Most teachers deploy the skills and expertise of teaching assistants effectively in their classes to support pupils' learning. However, in the foundation phase, teachers do not use the skills of teaching assistants enough to support pupils' learning and to develop their language skills through play in the classroom and in the outdoor environment.

The headteacher and governing body manage the school's budget skilfully and purchase resources efficiently to enrich the curriculum and support pupils' learning. The parent and teacher association raises valued extra funds for items such as books and play equipment and sometimes subsidises the cost of transport for pupils to places of educational interest. Leaders use the pupil development grant prudently to raise the standards of achievement of the few pupils eligible for free school meals. The school links expenditure appropriately to priorities in the school development plan and monitors the use of funds carefully to ensure value for money.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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