



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Llantarnam Community Primary School  
James Prosser Way  
Llantarnam  
Cwmbran  
Torfaen  
NP44 3XB**

**Date of inspection: November 2018**

**by**

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

## About Llantarnam Community Primary School

Llantarnam Community Primary School is in Cwmbran in the Torfaen local authority. In November 2016, the school relocated to a new site. The catchment area spans the district of Llantarnam and Oakfield and is currently growing rapidly due to a number of new housing developments around and near the school.

There are around 300 pupils on roll, between the ages of three and eleven. This includes 40 nursery pupils who attend the school part-time. There are 11 classes, including 5 mixed-age classes.

The three year average for pupils eligible for free school meals is around 18%, which is similar to the Wales average. The school has approximately 18% of pupils on its register of pupils with additional needs. This is lower than the Wales average. Most pupils are of white British ethnicity and a very few pupils have English as an additional language.

The long standing headteacher retired at the end of the summer term 2017. The deputy headteacher took on the role of acting headteacher for the autumn term 2017, supported by the new headteacher who became the substantive head in January 2018.

The school was last inspected in July 2011.

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

Pupils at Llantarnam Community Primary School enjoy coming to school and feel valued. Most make appropriate progress as they move through the school. Nearly all pupils are polite and are eager to interact with visitors. Pupils are provided with a range of opportunities to fulfil positions of responsibility and they do so with enthusiasm and pride.

Teachers know their pupils well and respond to both their educational and emotional needs suitably. In a majority of classes teachers provide a range of activities that engage learners. However, in a minority of classes pupils do not always make the progress they are capable of.

The headteacher provides the school with exceptional leadership. All staff have valuable opportunities to develop as reflective practitioners through an effective programme of professional development.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Continue to improve pupils' writing skills, including their handwriting
- R2 Ensure there are planned opportunities for pupils to develop their numeracy skills in subjects other than mathematics, particularly in key stage 2
- R3 Share the best practice in teaching to ensure greater consistency across the school
- R4 Improve pupils' Welsh language skills
- R5 Ensure that pupils' ICT skills are developed systematically across the school

## **What happens next**

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

## Main findings

### **Standards: Adequate and needs improvement**

Many pupils enter the school with levels of skill, knowledge and understanding that are at or above those expected for their age. Most pupils make appropriate progress as they move through the school.

Most pupils develop strong oracy skills. They use these well to express their thoughts. For example, pupils in the nursery can explain the characteristics of a good friend, while Year 4 pupils give thoughtful responses when explaining the possible feelings of someone who is being bullied. Pupils in Year 6 speak confidently to adults when talking about their work and what they enjoy about school life.

In the foundation phase, most pupils develop appropriate reading skills that are in line with those expected for their age and ability. They use a suitable range of strategies to read unfamiliar words, such as using their knowledge of phonics effectively to break down words. Many pupils read with growing expression and understanding. In key stage 2, most pupils continue to develop their reading skills and express an enjoyment of reading. Most pupils in Year 6 read with confidence, they skim texts accurately for general meaning and scan to accurately locate the answer to specific questions.

By the end of the foundation phase, a majority of pupils write to a standard that is suitable for their age and ability. Their work is generally accurate and begins to show an awareness of audience. For example, in Year 2 pupils plan a recount of their visit to Cwmbran competently when preparing to complete a piece of extended writing. In key stage 2, many pupils make suitable progress with their writing skills. Spelling and punctuation are largely appropriate for pupils' age and ability. Pupils in Year 3 use imaginative ideas to engage the reader well, for example, when writing about an inventor who created a hover board using a vacuum cleaner. In Year 5, pupils write an interesting account of the film 'The Dreamgiver'. They use a good range of expressive language including, 'sucked into the vortex' and 'awoke a terrifying beast'. However, across the school pupils do not take enough care in the presentation of their work.

In the foundation phase, many pupils develop their number skills appropriately. Many pupils in Year 2 accurately order two digit numbers, know how to use 10p coins to pay for items up to £1 and can recognise simple patterns in bar graphs. In key stage 2, many pupils continue to develop their understanding of place value and the four rules of number at a suitable pace. For example, pupils in Year 4 use their knowledge of multiplying and dividing by 100 to convert centimetres to metres and metres to centimetres. In Year 5, pupils apply their understanding of rounding up and rounding down to identify 'who stole the penguin from Bristol Zoo'. However, across the school, pupils do not apply their numeracy skills in contexts outside of mathematics lessons well enough.

In the foundation phase, most pupils use information and communication technology (ICT) to access applications to support their learning and understand how to choose an appropriate program to complete an activity. For example, pupils in Year 2 can

choose a word document to complete simple text writing activities. However, across the school, pupils do not develop their ICT skills in a sufficiently systematic way as they move from class to class.

Most pupils develop a limited range of Welsh language skills. In the foundation phase, many pupils answer simple questions appropriately about how they are feeling. In key stage 2, pupils engage in a basic dialogue in Welsh, when prompted. For example, pupils in Year 6 can say a little about their family. In key stage 2, most pupils read simple Welsh texts suitably, but they show limited understanding of what they read.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils enjoy coming to school and feel safe and valued. They know whom to go to if they need help about their work or if they are worried. Nearly all pupils are polite and are eager to interact with visitors. Most pupils behave well in lessons and around school. A very few pupils, who find it difficult to manage their emotions benefit from accessing a caring nurturing environment for support if they need a quiet space or time to talk to someone. This helps pupils manage their own behaviour more successfully when they return to their class.

Most pupils arrive at school ready to learn, and stay on task for appropriate lengths of time. Older pupils are able to sustain concentration well, listen effectively and respect each other's contributions. Most pupils have a positive attitude to learning and are keen to discuss their work. For example, Year 6 pupils explain enthusiastically and in detail about how they have created an alternative ending to 'Romeo and Juliet.' Many pupils engage eagerly with tasks and think creatively for example, when they consider how to make a water carrier out of a sock.

Most pupils are keen to take on responsibilities and play an active part in the life of the school. For example, every pupil in Year 6 is involved in one of several pupil voice groups including junior road safety and the sports council. This gives the pupils a sense of purpose, pride and belonging. They understand the importance of their role and take their responsibilities seriously. For example, school council members decide on the 'pupil of the week' award. In the foundation phase, the school supports pupils to plan their own learning in topic work. For example, pupils chose the locations for their trip into the local community.

Most pupils understand the need to eat and drink healthily and to take regular exercise. Many pupils improve their fitness by participating in a wide range of extra-curricular activities, such as football and gymnastics club, and by using the extensive range of equipment available at playtimes.

### **Teaching and learning experiences: Adequate and needs improvement**

The school has appropriate plans in place to deliver a broad and balanced curriculum. Across the school a consistent approach to the teaching of phonics, reading and writing is beginning to improve standards.

The foundation phase curriculum covers an interesting range of topics, including growing things, mini zoo and community explorers where pupils become more

familiar with their local community. Teachers plan an interesting range of activities to develop pupils' skills well, including making coconut biscuits, when learning about Diwali. The school implements the foundation phase principles well.

In key stage 2, the school uses frameworks provided by the regional consortia to plan their long term delivery of mathematics, Welsh and ICT. However, mid-term planning to ensure the coverage and progressive development of skills in literacy, numeracy, Welsh and ICT across the curriculum is under developed. The school is in the early stages of developing a bespoke thematic approach to teaching topics at key stage 2.

The curriculum is supported well by a range of visitors and educational trips. The fire and ambulance services visit the foundation phase during their topic 'community explorers'. This helps the pupils to begin to understand the role these services play in their community. Year 6 attend a play about drugs awareness, which helps them to understand how to keep safe and the possible consequences of taking drugs and the school choir take pride in attending the Torfaen choral festival. The school ensures that pupils have appropriate opportunities to learn about their locality, and the history and culture of Wales through a range of educational visits. For example, foundation phase pupils visit familiar places in Cwmbran and produce pictures of these locations in the style of Quentin Blake. During the Eisteddfod, key stage 2 pupils reproduce the work of Welsh artists and complete reports about famous Welsh people.

In most classes teachers set clear learning objectives. They have strong working relationship with pupils and know their individual learning and emotional needs well. This is especially true in the nurture class, known as the 'DEN' (developing education through nurture). Most teachers have high expectations of pupil behaviour and use appropriate techniques to manage behaviour if these expectations are not met. Learning support assistants work well with teachers and provide valuable support to individuals and small groups of pupils.

In a majority of classes teachers provide clear instructions and explanations. They match activities well to meet the needs of different pupils to ensure all pupils make progress. They plan an interesting range of activities to engage the pupils and build on their prior knowledge. They ask effective questions and provide prompt and useful feedback about pupils' work.

However, the quality of teaching varies too much throughout the school. In the minority of classes where teaching is less effective the work is often not challenging enough, particularly for more able pupils. The quality and quantity of work in pupils' books across a range of subjects show that the pace of learning is often too slow and that activities do not challenge pupils to think for themselves well enough, particularly more able pupils. As a result, pupils do not always make the progress they are capable of.

Most teachers provide feedback to pupils regularly and use the schools agreed system for providing written feedback to pupils about the quality of their work. However, on occasions pupils do not understand the meaning of the codes used. In addition, there is too much variability in the expectations of pupils to respond, both between teachers and across subjects. This means that feedback does not always move learning on.

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

The school provides pupils with valuable opportunities to be active in the local community. For example, a class laid a poppy wreath at the local war memorial as part of the activities to mark the 100 year anniversary of the end of World War I. This helps to develop pupils feeling of belonging and understanding of their role as part of the local community.

The school has appropriate arrangements in place to promote healthy eating and drinking. Regular physical education lessons and a broad range of after school sports clubs, for example, rugby and country dancing, help improve pupils' fitness levels. Provision for pupils' wellbeing is strong. For example, pupils in Year 4 have opportunities to practice mindfulness and pupils across key stage 2 experience yoga as part of their PE lessons. This enables pupils to learn specific techniques and strategies to help with their emotional wellbeing.

There are stimulating experiences provided to enrich and develop pupils' creative skills. Many older pupils play musical instruments and pupils benefit from an extensive range of interesting extra-curricular activities. These include gardening club, drama and craft club and chess club. These reinforce pupils' creative skills in fun and engaging ways.

The school encourages pupils be active members of pupil voice groups, including the rights respecting school council. This group recently met with the Children's Commissioner in Cardiff.

The school gives pupils valuable opportunities to develop their understanding of a range of social skills, moral issues, and spiritual awareness, through collective worship and class activities, for example in assembly when pupils explain how they might help someone in difficulty.

The school has effective systems in place for identifying and tracking the progress of pupils, including those with additional learning needs. Leaders use this information well to identify pupils in need of additional support and to plan suitable intervention programmes. However, this is a new feature of the school's work and it is too early to evaluate the impact of these interventions on pupils' progress.

The monitoring of pupils with additional learning needs and support for pupils in the nurture provision is a strength of the school. There are beneficial programmes to support vulnerable pupils, including those with emotional and behavioural needs. These activities have a positive impact on raising pupils' self-esteem and nearly all pupils demonstrate improved levels of confidence and engagement in school life.

The school has robust systems in place for tracking and monitoring attendance. Staff use a wide range of strategies to attempt to improve attendance. However, over recent years, attendance does not always compare favourably with that in similar schools.

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

## **Leadership and management: Good**

The leadership of the headteacher is inspirational and highly effective. Leading by example, she provides an excellent role model. She gives strong direction to the work of the school and has a secure vision which is effectively communicated to all members of the school community. The headteacher has high expectations of staff which has led to a change in the way members of staff and governors think and work on a daily basis. This has transformed the mindset of the whole school community. The support she offers to staff and governors to strive for the best is exceptional.

School leaders are ambitious in seeking to implement change and the majority support the headteacher ably. Across the newly formed senior leadership team, there is a generally good balance of skills and expertise, which complement each other well.

The school's self-evaluation processes lead to an accurate and honest account of the school's strengths and areas for development. The school development priorities are linked to clear measurable targets which support appropriate milestones for improvement well. However, four of the six areas identified as in need of improvement in the last inspection of 2012 remain as priority improvement areas

The headteacher recognises and nurtures individual strengths and leadership skills which has led to improved distributed leadership within the school. There is a growing culture of professional development for staff at all levels. Professional learning is linked to performance management outcomes, individual development requirements and school priorities and meets the needs of the school well. For example, the assistant headteacher and teacher with additional leadership responsibilities take a lead role in working with neighbouring schools on wellbeing and professional learning. Support staff attend staff meetings alongside teachers. As a result, teaching and support staff feel valued and empowered to develop their own practice.

Staff at all levels are increasingly reflective of their own practice. For example, following professional development or observing good practice, staff complete a 'commitment to act' sheet. This is a reflection on what they have learnt and an indication of what changes they might make to their own practice.

The governing body is supportive and increasingly knowledgeable about the workings of the school. The chair and other governors visit the school on a weekly basis and know the school well. Governors are conscientious and have a sound understanding of the school's strengths and areas for improvement. For example, governors are linked with individual teachers and meet twice yearly to discuss how school development priorities are implemented in class and how they have helped pupils make progress. Although governors analyse a range of information purposefully and are beginning to provide more effective challenge, for example, when discussing the impact of the school's strategies to improve attendance, their role in monitoring is less well developed.

The new building and engaging outdoor learning space provide a stimulating learning environment for pupils. The outside area for foundation phase pupils is well resourced and staff use it well to nurture and develop pupils' skills, knowledge and

understanding across different areas of learning. For example, pupils in Year 1 and 2 develop their oracy and creative skills by designing police cars to chase and capture 'Grandma Swag' who stole yellow pencils from their class.

The headteacher and governors collaborate efficiently to manage the school's budget, staff and accommodation. Leaders manage resources successfully to support pupils and to meet their needs and the priorities of the school's development plan well. For example, the pupil development grant supports pupils eligible for free school meals effectively. It provides individual support for vulnerable learners, which develops their skills and wellbeing successfully, such as funding music lessons.

## Copies of the report

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

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

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

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

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