



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

A report on

**Llangedwyn C.I.W. School
Llangedwyn
Oswestry
Salop
SY10 9LD**

Date of inspection: January 2020

by

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

About Llangedwyn C.I.W. School

Llangedwyn Church in Wales Primary School is a small rural school near the Shropshire border. The school caters for pupils between the ages of three and eleven. Currently, there are 18 pupils on roll. Pupils are taught in two mixed age classes.

The three-year average for the proportion of pupils eligible for free school meals is just over 22%, which is above the average for Wales (18%). The school identifies about 22% of pupils as having additional learning needs, which is slightly higher than the Wales average (21%). No pupils have English as an additional language or speak Welsh as a first language.

The last inspection of the school was in July 2013. In 2018, the school was federated with Llanfechain Church in Wales Primary School. The acting headteacher took up her post in May 2019.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

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

Llangedwyn Church in Wales Primary School is a happy place where all pupils are valued and cared for. The school places a strong emphasis on establishing an inclusive learning community that successfully promotes pupils' understanding of Welsh heritage and culture. All staff commit successfully to supporting vulnerable pupils and promoting the importance of good behaviour, courtesy and respect. As a result, most pupils enjoy coming to school, feel safe there and treat each other, staff and visitors with respect.

Pupils are encouraged to take responsibility for their own learning and to play a full part in the life of the school. While many pupils make good progress from their starting points, they are not always challenged sufficiently enough to ensure that they meet their full potential in all aspects of their learning.

The school provides pupils with a wealth of opportunities to enhance and enrich their learning. Pupils value these opportunities. They understand how these broad experiences contribute usefully to their understanding of the world. However, in a minority of instances the school's provision has not secured sufficiently strong progress for all pupils.

The recent period of instability in terms of leadership and staff changes has had a negative effect on the school's life and work. In a short time, the acting headteacher has identified the need to improve aspects of teaching to raise standards. The governing body are very supportive of the school. However, in their role as critical friends, they do not sufficiently hold the school to account for pupil progress.

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

Recommendations

- R1 Improve standards of reading in the foundation phase
- R2 Improve provision to develop pupils' information and communication technology (ICT) skills
- R3 Ensure that teachers provide suitable challenge for all pupils across the school
- R4 Ensure that the governing body hold the school to account for standards and progress of pupils
- R5 Put in place clear arrangements to cover leadership in the absence of the headteacher

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

On entry to the school, the basic skills of most pupils are lower than expected for their age. This is particularly apparent in their language and social skills. As they move through the school, the majority of pupils make sound progress from their starting points. However, a minority of pupils do not make the progress they are capable of during their time at the school.

Many foundation phase pupils listen attentively and follow instructions successfully. They discuss their work confidently and explain clearly, what they are doing when working on a task. In key stage 2, most pupils speak clearly and use purposeful topic related vocabulary and phrases confidently. Nearly all pupils listen carefully during lessons and make valuable contributions. For example, they use subject specific vocabulary to identify the key features of a mystery story based on Ty'n Y Coed.

In the foundation phase, most pupils make appropriate progress in learning to read. By Year 2, they show an interest in a suitable variety of books and enjoy reading aloud, and do so with increasing confidence. However, a minority of pupils' reading skills do not develop in line with their age and ability. They do not have sufficiently sound strategies to build unfamiliar words and do not make enough progress over time. In key stage 2, many pupils read fluently and with accuracy. They give due attention to punctuation and quotation marks, and discuss their favourite authors enthusiastically.

Most pupils in the foundation phase write in full sentences using capital letters and full stops accurately. They recognise the main features of a wide range of genre and apply these features successfully when writing. Older foundation phase pupils correctly identify the main features of a non-chronological report and apply this understanding to plan and produce a report about Christmas in Poland. In key stage 2, many pupils plan, write and draft a variety of genre skilfully. They write imaginative poetry using suitable words to convey similes and metaphors, for example when writing a poem in the style of famous poet Christina Rossetti.

Many foundation phase pupils have a good understanding of specific numeracy concepts and apply these effectively to solve a variety of mathematical problems for example, when solving Percy the Park Keeper's Crazy Golf Challenge. They develop a sound understanding of mathematical language by measuring out ingredients to make Polish gingerbread cookies. In key stage 2, most pupils have a sound understanding of number strategies and apply their skills successfully in a valuable range of activities. They measure hand span, head circumference and the length of their feet and use this information to investigate the correlation between these measurements and a persons' height. Many pupils apply their numeracy skills effectively across a variety of curriculum areas and many use their understanding of number to investigate specific sequences in nature.

Nearly all pupils in both the foundation phase and key stage 2 develop appropriate word processing skills. In the foundation phase, most use word processing skills effectively to produce simple Welsh posters that include pictures and interesting font

choices. Older pupils record and share minutes of pupil voice meetings purposefully through school networks. As a result, nearly all pupils develop worthwhile skills in using ICT to communicate purposefully. However, pupils' ability to create and interrogate databases is inconsistent and their skills in using spreadsheets are at an early stage of development. Throughout the school, many pupils develop appropriate Welsh language skills. They use a suitable range of Welsh phrases throughout the day and contribute to basic conversations suitably. Most foundation phase pupils develop their Welsh reading skills appropriately. They answer short sentences confidently. By the end of key stage 2, many pupils read Welsh books competently and with suitable expression. They discuss what they have read confidently. A very few more able pupils read extended pieces of writing competently and demonstrate a sound understanding on what they have read. In the foundation phase, many pupils write basic words and phrases correctly. Many key stage 2 pupils produce extended pieces of writing using prompt cards effectively to support them in their writing.

Wellbeing and attitudes to learning: Good

Nearly all pupils behave well in the classroom and around the school. They are very caring towards each other and treat adults and visitors with respect. Pupil voice is an important aspect of school life and all pupils are members of a wide range of school committees such as eco-committee, or worship committee, and take their responsibilities seriously. For example, the members of the worship committee choose prayers for assemblies and the health group have established the 'Llangedwyn Legs' daily mile activity. Overall, pupils have a sound understanding of how they can influence important issues that affect their wellbeing.

Nearly all pupils feel safe at school and understand how to stay healthy. They appreciate the opportunity to eat fruit during break time. Many pupils gain good creative, numeracy and communication skills by organising a mini enterprise venture, notably in preparation for school fund raising activities at Christmas.

Many pupils across the school have positive attitudes to learning. They concentrate and persevere well for extended periods. They discuss their work confidently and engage with their peers enthusiastically when on task. Many pupils know how to improve their work successfully following effective feedback from adults and evaluate their work against their personal targets. This helps to develop their social and life skills effectively.

Most pupils are aware of the need to attend school regularly and punctually.

Teaching and learning experiences: Adequate and needs improvement

Teachers provide suitable learning experiences that engage the interests of most pupils well and develop their skills and curiosity appropriately. Teachers plan collaboratively and share expertise effectively across the federation. Federation working is also making a difference to pupils' learning. Teachers plan relevant and purposeful opportunities that enable pupils from both sites to work together and develop beneficial friendships. All members of staff have an effective working relationship with pupils, which helps to develop a positive and supportive environment for learning. They manage pupils' behaviour effectively and, as a result, nearly all pupils are attentive and support one another well in their learning.

Teachers make good use of a variety of teaching methods to engage pupils' interests successfully. They set clear learning objectives and success criteria. In the best examples, they use questioning techniques carefully to develop pupils' thinking skills that help them decide on which learning style best meets the activity. The quality of teachers' questioning and verbal feedback to pupils is good and all staff share their knowledge and understanding purposefully for the benefit of the pupils. As a result, nearly all pupils have a clear understanding of what they do well and what they need to do next to further improve their work. However, in a few subject areas, teachers do not plan consistently to ensure that pupils make sufficient progress.

There are relevant opportunities for pupils to apply literacy and numeracy skills across the curriculum. However, there are not extensive enough opportunities for pupils to apply their full range of ICT skills regularly across the curriculum. Provision to develop pupils' reading skills as they move through the foundation phase lacks a clear and consistent structure. There is limited challenge to extend the more able pupils when developing their phonics skills and these gaps in provision limit the progress of a minority of pupils.

The school has created a positive environment in which to promote the Welsh language and culture. For example, foundation phase pupils visited Sycharth, the home of Owain Glyndwr, to enhance their understanding of Welsh history and to learn about castles. Older pupils have visited the Senedd and other key landmarks in Cardiff. As a result, pupils have a strong understanding of cultural identity and pride in their Welsh heritage.

Care, support and guidance: Good

Staff provide effective care, support and guidance for pupils. They encourage pupils to take responsibility for their actions, for example in choosing aspects of a theme they are following, such as studying the impact of deforestation in the rainforests. This helps to develop a positive attitudes to learning.

Pupils receive valuable opportunities to voice their opinions, through a wide range of pupil committees. For example, the 'Cryw Cymraeg' and School Development Committee have been influential in promoting the use of Welsh throughout the school. This has a positive effect on their confidence and nurtures a sense of pride and responsibility for others.

Provision to develop pupils' cultural and creative skills is effective and has a positive effect on their progress. For example, pupils recently experienced a Caribbean Cookery workshop where they created a meal reflecting the characteristics of Jamaican cooking. Pupils also apply their creative skills on a regular basis by decorating a window in the parish church.

Teachers provide interesting opportunities for pupils to develop spiritual, moral and social skills purposefully by reflecting in collective worship sessions. Pupils have various opportunities to learn about other religions and to take part in services, for example to commemorate Remembrance Day.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Staff know pupils and their families well, and have effective relationships with them. Staff share information about the school's activities with parents regularly, and this enables them to support their children successfully at home.

The school has clear procedures to promote eating and drinking healthily. There are beneficial opportunities for pupils to take part in swimming activities throughout the school year.

Educational visits such as residential opportunities at a nearby adventure centre provide valuable opportunities to enrich pupils' learning experiences as well as developing their social and personal skills.

The school monitors and records pupils' development throughout the year and this helps teachers to identify individual progress as well as their emotional and social development over time. As a result, all pupils understand how they are progressing and what they need to do next. This also contributes effectively towards promoting their independent learning.

Pupil with special educational needs receive well-planned support that ensure they reach their personal targets. Individual education plans are clear, with specific and measurable targets, and respond well to pupils' needs. The school provides well to support pupils' emotional needs. For example, the pupil mediation group provides worthwhile support to those pupils who need someone to talk to. This successfully helps to reduce any anxiety or worries that pupils may be experiencing.

Leadership and management: Adequate and needs improvement

The acting headteacher has managed a period of significant change competently and is establishing a suitable staffing structure to enable all staff to work purposefully across two schools. She has provided effective and supportive leadership and has quickly established a positive strategic vision for the school, based on developing learning experiences that are meaningful and relevant for all pupils.

Staff are dedicated and conscientious. They show a purposeful commitment to school improvement and have a sound understanding of the main strengths of the school as well as the main areas for improvement. All members of staff are clear about their roles and carry out their responsibilities diligently and enthusiastically. However, the school has no formally defined arrangements to cover leadership responsibilities in the absence of the headteacher.

The school's improvement processes are developing appropriately. Leaders undertake a suitable range of evaluation activities that enable them to identify priorities for improvement successfully. The school implements improvement initiatives effectively. For example, recent work to improve provision for numeracy has led to a notable improvement in pupils' skills.

The school's arrangements to support professional learning for staff are developing appropriately. The partnership with the neighbouring school is beginning to provide valuable opportunities for teachers to work together and to learn from one another's practice. Staff training focuses purposefully on improving pupils' wellbeing. For example, adverse childhood experience training ensures that the school caters well for pupils with emotional and social development needs.

The governing body is very supportive of the school and is beginning to fulfil its statutory responsibilities conscientiously. Through regular reports from the headteacher and conducting visits to the school, governors have a developing understanding of pupils' attainment and progress. However, in their role as critical friends, they do not sufficiently hold the school to account for pupil progress and standards

The school has a suitable level of teaching staff and support staff and uses them well to support pupils and enrich learning. Expenditure links closely with the school's key priorities and improvement plans. The headteacher and governors monitor and manage expenditure carefully, and ensure that financial resources are used fully to support priorities for improvement.

The school uses its pupil development grant imaginatively and purposefully to support specific groups of pupils, for example through funding access to after school clubs and residential trips for identified pupils.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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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