



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

**A report on**

**Llansantffraid C.I.W.A. School**

**Treflan  
Llansantffraid  
Powys  
SY22 6AE**

**Date of inspection: November 2022**

**by**

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

## About Llansantffraid C.I.W.A. School

Name of provider	Llansantffraid C.I.W.A. School
Local authority	Powys County Council
Language of the provider	English
Type of school	Primary
Religious character	Llansantffraid is a Church in Wales Primary School
Number of pupils on roll	123
Pupils of statutory school age	92
Number in nursery classes	13
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.3%)	15.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 22.2%)	8.7%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	
Date of headteacher appointment	01/09/2019
Date of previous Estyn inspection (if applicable)	03/03/2014
Start date of inspection	28/11/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Nearly all pupils are eager to attend school. They are keen to talk to adults and speak eloquently and with great pride about their school. Nearly all pupils fully embrace and adopt the school's values. They act responsibly in looking after resources, trust each other when working together and act positively when engaging in new experiences. Most pupils demonstrate high levels of resilience and positive attitudes to learning. They feel safe and well cared for and they trust that staff will always support them through difficult times. Over their time in school nearly all pupils make at least good progress and often better, from where they started. Most pupils know what they can do well, where they need to improve and what makes them unique. They have many opportunities to influence and improve their school and are excited to work alongside school leaders to bring about improvements.

Pupils' well-being and emotional development are central to the work of the school and staff work diligently to ensure that the school is a reflective learning organisation. The way the school's family-centred, ethos shapes how it cares for, supports and guides pupils' development is highly significant. Relationships between staff, pupils and parents are strong. Staff provide pupils with exciting learning experiences and the curriculum reflects the ambitions of the Curriculum for Wales. Teachers think carefully about how pupils learn best and use a range of approaches, such as thoughtful hooks to enhance learning. Staff demonstrate an eagerness to improve their professional skills collectively and within a variety of working partnerships. This enables them to tweak provision to best meet pupils' needs.

The headteacher provides measured, compassionate leadership. Governors support the school well and along with dedicated staff place the welfare of all pupils and improving learning at the centre of school life. Partnerships with parents and all outside agencies are effective. Leaders and staff are confidently on their way to realising a curriculum that is authentic and reflects the needs of the community. Overall, the school is good at identifying areas of its work that are successful and those aspects that need to be improved. For instance, the school's work to develop pupils' reading skills has been highly effective and led to improvements in its provision and the progress that pupils make. Looking forward, leaders and staff now recognise that creating more opportunities for pupils to extend their writing independently, will improve their progress further.

## Recommendations

R1 Increase opportunities for pupils to extend their writing independently

## What happens next

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

## Main evaluation

### Learning

During their time at school, most pupils, including those with additional learning needs (ALN) and those that are eligible for free school meals, make strong progress from their starting points. As they move through the school, most pupils deepen their understanding and acquire communication, numeracy and digital skills adeptly through an interesting range of learning contexts.

Younger pupils talk confidently about their work and listen well to other pupils and their teachers. Nearly all respond well to their peers, ask appropriate questions, and express their opinions showing respect for others. Younger pupils confidently record themselves on tablet computers, for example when stating the properties of shapes. As pupils get older, they continue to develop their speaking and listening skills effectively, such as when presenting to the whole school during collective worship. Many pupils communicate thoughtfully and sensitively with their friends and share their ideas confidently. Most pupils are articulate and confident when speaking to visitors and their peers.

The enjoyment of reading is apparent amongst most pupils across the school. They have a love of books and handle and care for books thoughtfully. Most of the youngest pupils are beginning to understand the relationship between letters and sounds and their reading skills are developing effectively. They use a suitable range of phonic strategies to read familiar words successfully. As they progress through the school, many older pupils read with improved accuracy, expression and understanding, using a range of strategies to tackle unfamiliar words. For example, older pupils read extracts from the Harry Potter books confidently and with fluency and expression. Nearly all pupils use their reading skills well to read from a variety of texts, for a range of purposes, with good understanding.

Younger pupils' early writing skills are developing well. Most make marks purposefully when learning in the classroom and outdoors. They begin to form letters and write simple words. As they progress through the school, most pupils' writing develops successfully, they write for a range of audiences and for different purposes. For example, Year 3 pupils use a good range of scientific vocabulary when presenting the life cycle of a frog, and Year 6 pupils write factually about Owain Glyndwr. In most cases, pupils use punctuation correctly and older pupils spell more complex words accurately. Overall, most pupils are developing a fluent handwriting style and present their work thoughtfully.

The majority of pupils make appropriate progress in spoken Welsh. They are developing their confidence to speak Welsh in formal classroom situations when following language modelled by staff. However, a minority of pupils lack confidence to speak freely in unstructured situations. The majority of pupils are developing the ability to read Welsh language texts suitably.

Across the school, most pupils develop a range of strong mathematical skills and consistently apply their number skills in relevant learning activities. By the time pupils reach Year 6, most pupils carry out a range of calculations confidently and accurately

such as when calculating profit and loss. Most pupils develop a good understanding of how to work with number, data, shape and measure in a range of contexts. For example, pupils in Years 4 and 5 calculate the price of travel, food and admission tickets when visiting Powis Castle. Most younger pupils can identify common two-dimensional shapes in their environment such as squares, rectangles and hexagons. Throughout the school pupils apply their numeracy skills. For example, younger pupils select the correct wooden shapes to build a stable for the Nativity and older pupils explore and measure the quality of the water in a local river study.

Most pupils develop a wide range of digital skills to support their learning and to help them communicate digitally purposefully. Younger pupils learn how they can use digital programs to control a floor robot to follow the road on a map. Year 3 pupils use stop motion creatively to tell the Christmas story. Most older pupils display high levels of digital competence, for example when creating and using databases containing information about the different heights of pupils. They use a variety of digital platforms confidently to support their work, such as when using a spreadsheet of the population of Powys and the UK and applying the rules of rounding accurately.

Most pupils' creative skills are well developed across the school, and they use them in a range of activities across the curriculum within their independent activities and when learning outdoors. For example, younger pupils create potions using natural materials and older pupils use a variety of media when recording themselves making rousing speeches to inspire the Welsh football team.

Most pupils' physical skills are developing well through a variety of beneficial experiences. The youngest pupils develop their fine motor skills successfully, for example by using a range of equipment to build interesting shapes in the outside environment. Older pupils take part in regular activities as part of their games and physical education lessons. In addition, all pupils benefit from participating in various initiatives such as the daily mile and yoga sessions.

### **Well-being and attitudes to learning**

Nearly all pupils develop as well-rounded, confident and capable individuals. They know what they can do well, where they need to improve and what makes them unique.

Nearly all pupils fully embrace and adopt the school values. They act responsibly in looking after resources, for example when using mobile technologies. They trust each other when working together and act courageously when engaging with new experiences. For instance, Year 6 pupils overcome initial hesitancy when participating in outdoor adventure activities. Most pupils persevere and show resilience in their work. For instance, pupils in Years 4 and 5 struggle but persist in practising Welsh to perform a role play or create a Welsh-language menu.

Most pupils enjoy school and find lessons interesting. As a result, they concentrate well for extended periods of time. They also value learning new skills and respond well when asked to work independently. For example, pupils in Year 6 think critically about how best to budget if travelling to the FIFA World Cup, weighing up the most cost-effective route, flight duration and the proximity of the airport.

Nearly all pupils behave exceptionally well in lessons, during breaktimes and around the school. They are polite, listen respectfully and show growing maturity in how they approach their work. For example, younger pupils handle mini hammers and other real-life tools in their practical activities sensibly. Nearly all pupils co-operate well together, whether resolving differences, sharing resources or clearing up after messy work.

Most pupils are enterprising and creative in their learning. For instance, Year 6 pupils work creatively to build an otter holt as part of their river study, while younger pupils make and sell chocolate-covered apples to raise money for cancer research. Such activities also help develop pupils' concern for the environment and others successfully. Most pupils have a good understanding of sustainability. Members of the Eco Committee are diligent in reminding everyone of energy-saving strategies in assembly, whilst pupils learn valuable lessons about caring for the planet in their curriculum projects.

Most pupils have a sound understanding of children's rights and how these can impact positively in their lives. For example, most pupils know they have the right to express their views and do so eloquently through various committees and during lessons. Many pupils, including those with ALN, take on leadership responsibilities eagerly. The Criw Cymraeg, for instance, models spoken Welsh suitably, which helps create positive attitudes towards using the language through the school.

Most pupils understand the importance of healthy eating and drinking. Younger pupils quickly identify unhealthy foods and can explain the importance of keeping physically active. Older pupils understand the nutritional value of various foods. Through the school, most pupils participate enthusiastically in a range of suitable physical activities. Nearly all pupils have a good understanding of internet safety. Older pupils know how to quickly evaluate the reliability of online information, for example by comparing websites, checking their currency and rankings.

## **Teaching and learning experiences**

All staff develop strong working relationships with pupils and treat them with kindness and respect. They know their pupils well and develop a culture of positive support within the school community. They have high expectations of pupils' learning and behaviour and encourage them to have high expectations for themselves.

Leaders and staff have worked systematically on their journey to creating an exciting whole school curriculum. They have worked closely with pupils, parents and governors to develop a purposeful curriculum vision based on the school's core values 'Mesen ddyry Dderwen' 'Learning to grow, growing to learn'. Through this vision and working collaboratively with other local schools, they have trialled new ideas and evaluated the impact of any new approaches on pupils' learning. As a result, their newly designed curriculum is relevant and meets the needs of all pupils well.

All pupils receive rich, engaging learning experiences across all areas of learning which develops their interests and wider skills and support critical thinking and innovation effectively. For example, the 'Growth Group' challenges, developed in partnership with pupils, benefit the pupils across the school to become creative and

independents thinkers and learners. The school provides authentic and engaging learning experiences for pupils that support practitioners to develop pupils' knowledge and skills both within the classroom and in the outside learning environment.

A strength of the school curriculum is the provision for the promotion of the cultural and linguistic nature of Wales and its heritage and the enthusiasm instilled in the pupils. Staff have high aspirations for pupils' use of the Welsh language and this is beginning to impact positively on the development of pupils' spoken Welsh and reading skills.

Over time, the school's provision for personal and social education develops pupils' understanding of their own well-being and identity effectively. The school has a strong ethos to promote and support pupils' well-being and mental health. However, the school's planning for the development of pupils understanding of the diversity of the wider world is less well developed. Most teachers have a secure knowledge of the areas of the curriculum. Support staff are highly skilled and are deployed effectively throughout the school. They support all pupils, including those with social and emotional as well as additional needs, and they act as good role models.

Most staff ensure that their pupils have fun, enjoy their learning and feel free to express themselves. The teachers effectively make their classrooms a stimulating and engaging place to learn through mood lighting, areas for reflection and through the celebration of pupils' work. They use a range of approaches effectively to engage pupils in their learning, for example they use useful hooks to entice pupils into their work. For instance, the younger pupils use the book 'Dragons Love Tacos' as a stimulus for their scientific experiment and independent recording of the effects of acid on the stomach. Older pupils use the current World Cup as a stimulus to learn more about famous places around the world and to discuss and debate important, real-life issues surrounding the event in Qatar.

Most teachers build on prior learning well and they use the outdoors effectively to enhance the pupils' learning experiences. For example, Year 1 pupils use the outdoor role play area 'stabl Bethlehem' as a stimulus for expressive language. As they progress through the school, most pupils are encouraged to use the outdoor area creatively when involved in independent challenges. In the best lessons, teachers act as facilitators and this encourages pupils' independence and lessons move at a good pace. Most teachers use questioning effectively to develop pupils' thinking and check for understanding. They ensure that they match the level of questioning to pupils' individual needs.

Teachers across the school create valuable opportunities for pupils to collaborate and decide on how best to respond and communicate their work. This enhances their own learning and supports others well. In most classes, teachers create useful success criteria, which helps pupils to improve their learning. However, at times a few teachers over direct pupils' learning and this restricts their ability to be independent, such as when extending their writing. Teachers provide timely feedback to pupils to enable them to make progress and improve their work during lessons. They also use a range of assessment approaches to build a picture of pupils' individual progress over time. This information is used effectively to identify areas of concern and, as a result, they adjust aspects of provision to support pupils' needs.

## Care, support and guidance

The school is a happy, caring and nurturing community where pupils feel safe, valued and take pride in the school badge. As a result, nearly all pupils eagerly look forward to school. New pupils soon settle in because of the warm welcome they receive from staff and peers. This helps build their confidence as they make new friends. The school's family-centred ethos shapes how it cares for and guides pupils' development. The very visible school values are effective reminders of what is important in school life, for example to be truthful and how to look out for each other.

The school promotes most pupils' social and moral development effectively through purposeful collective worship and regular discussions around relationships, values and ethics. As a result, nearly all pupils have a clear grasp of what is right and wrong and feel they are treated fairly. The school supports pupils' understanding of different cultures suitably. Staff draw on the experiences of pupils from different ethnic backgrounds appropriately, to support pupils' awareness of diversity.

Well-established routines, programmes and resources support pupils' personal development very effectively. For example, younger pupils benefit from several safe sanctuaries in the outdoor area, which they use when they want a few quiet moments to themselves. Activities such as yoga and mindfulness also help pupils to control their body movements and reflect thoughtfully on their feelings. Staff make very effective use of resources and the physical environment to support pupils' well-being and mental health. For example, staff use a variety of artefacts and comfortable seating to create a calm ambience where pupils practise slow breathing and learn to value stillness. Older pupils respond positively to the 'brain, buddy, boss' mantra, which enables them to first think about how to solve a problem independently, before asking a peer and then seeking teacher support. This helps pupils to become increasingly independent.

Staff establish very strong relationships with pupils. As a result, they know pupils' individual backgrounds and make suitable arrangements to support their well-being. For example, teaching assistants are well deployed to help pupils with their reading or provide emotional support. The school makes effective provision for pupils with additional learning needs in line with recent legislation. This ensures that they make effective progress against their individual targets. When appropriate, the school works with various partners to tailor provision to meet particular needs, for example to support pupils' speech and language development.

The school promotes pupils' understanding of careers and the world of work in suitable ways. Reception and Year 1 pupils learn about the role of carpenters, both in the story of the Nativity and in everyday life. Older pupils enjoy visits from a wide variety of professionals, such as from the emergency services and medical staff. Most think carefully about their personality types and how these may suit possible future jobs.

Both in the building and school grounds, pupils benefit from quiet spaces for reflection and meditation, while good use is made of the community centre for singing and other activities. The school provides regular and engaging opportunities for pupils of all ages to come together and build resilience and relationships around common interests, such as learning French and drama.

Most pupils understand the feedback provided by their teachers and act on this to improve their learning. They regularly review both their own work and that of their peers, which helps build confidence. Most pupils offer sensible suggestions on how they can improve their work. For example, older pupils support their peers to edit and redraft their written work.

The school has a strong culture of safeguarding with clear arrangements for monitoring pupils' attendance and punctuality. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Leadership and management**

The headteacher provides strong, measured, and compassionate leadership. She works conscientiously alongside school leaders and governors to provide a clear strategic direction for the development of the school, to evaluate its work and plan and deliver improvements. All leaders have high expectations of themselves, staff and the pupils. Working closely with the whole school community, the headteacher has created a whole school vision that is underpinned by shared values and clearly understood and practised by everyone.

Across the school there is a healthy team culture amongst all staff and together they ensure that the well-being of both pupils and staff is everyone's prime concern. Throughout the school, there is a strong sense of belonging and a strong safeguarding culture.

Leaders and staff enjoy close working partnerships with parents. Communication between home and school is strong and leaders ensure that staff are visible at key moments during the school day to welcome both pupils and parents to school. Parents trust that the school is doing the right thing for pupils and always acts in their best interests. Specialist agencies such as the education psychologist attend the school regularly to provide the school and parents with support and advice. Staff support parents sensitively, such as when helping parents to better understand how to support their children to read and to tackle homework challenges.

The headteacher has a clear vision for building leadership capacity across the school and the wider leadership team contributes effectively to school improvement. There is strong leadership at all levels and this has improved the school's capacity to manage change effectively. The roles and responsibilities of leaders and staff are well defined and communicated clearly. Overall, senior leaders have a good track record for improving pupil performance and the quality of education. For example, work to improve pupils' knowledge and understanding of how to improve their work is highly effective.

The school has mature systems for evaluating the quality of its work and the progress achieved by pupils. One of the strengths of the school's approach is that all staff are involved in monitoring activities, and this enables them to feel part of the school improvement process. Equally, the school is effective in gathering the thoughts of a range of stakeholders. For example, leaders regularly review pupil and parental opinions effectively. Older pupils work closely with school leaders to monitor pupils' standards in handwriting and presentation, giving helpful feedback to class

teachers. This successful collaborative working helps the school to identify key areas for improvement.

There are effective arrangements for the performance management of staff. This ensures that professional learning improves staff performance and supports progress towards school improvement priorities. For example, staff training and investment into resources to support pupils' reading and writing skills impact positively on pupil progress. Leaders ensure that teaching assistants receive bespoke training that enables them to meet the specific needs of pupils more effectively, for example to provide social and emotional support to pupils. School leaders are committed to staff development.

Work to address national priorities is effective. There is a clear focus on refining the school's approaches to implementing the Curriculum for Wales, reducing the impact of poverty on pupils' outcomes and addressing ALN reform. The school has robust processes to track pupils' progress in developing their literacy and numeracy skills. Pupils benefit from the school's strong commitment to developing a culture of reading as soon as they join the school. This includes access to books, and structured approach to developing reading skills. Most pupils have effective digital skills and teachers have rapidly expanded their approaches to using these as a teaching tool.

The governing body is highly effective in supporting and challenging the work of the school. Governors bring a wide range of knowledge, skills and experience, which they use well to support the school. As a result of frequent engagement with staff through their link governor work and regular visits to the school, governors have a clear understanding of the quality of provision and the challenges that the school faces. They support the school to manage and deploy its resources effectively, including the use of the pupil development grant. They work with leaders to ensure that suitable policies and procedures are in place to promote the importance of healthy eating and drinking among pupils.

School leaders and governors manage finances effectively and make wise decisions that benefit all pupils. For example, the school uses its grant funding effectively to ensure targeted support for vulnerable pupils and to provide them with experiences that they might not otherwise have, such as to provide drama and mindfulness workshops. Additional funds support provision for a range of additional approaches including beneficial pastoral care to support pupils' emotional well-being and interventions to support pupils' progress in key skills.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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/carers 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' well-being, 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](http://www.estyn.gov.wales))

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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