



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

A report on

Llangattock CIW Voluntary Aided

**Llangattock
Crickhowell
Powys
NP8 1PH**

Date of inspection: June 2023

by

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

About Llangattock CIW Voluntary Aided

Name of provider	Llangattock CIW Voluntary Aided
Local authority	Powys County Council
Language of the provider	English
Type of school	Primary
Religious character	Church in Wales Voluntary Aided
Number of pupils on roll	117
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 23.0%)	9.2%
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 16.1%)	9.6%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	3.0%
Date of headteacher appointment	17/04/2023
Date of previous Estyn inspection (if applicable)	01/02/2015
Start date of inspection	26/06/2023
The headteacher began her role at the school at the beginning of the Summer term 2023.	

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

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

Overview

Llangattock Church in Wales Voluntary Aided Primary School is a friendly and caring school, which promotes an inclusive ethos successfully. There are positive working relationships between pupils and staff that underpin a positive working environment and support a strong sense of well-being among pupils.

Pupils enjoy learning both indoors and around the extensive school grounds, and they are enthusiastic during lessons and tasks. During their time at school, they develop appropriate extended writing skills and their listening, speaking, reading, numeracy, and digital skills are good.

Pupils' outcomes are particularly successful where the teaching is challenging and consistent. Pupils respond enthusiastically when they receive feedback that challenges them to perform at their best. However, the quality of teaching varies in terms of its impact on pupils' progress. Teachers' feedback is also inconsistent. It does not always support pupils well enough to take their next steps in learning.

Staff demonstrate positive attitudes towards pupils, and they support and care for them diligently. This contributes to pupils' eagerness to learn and their resilience to persevere with tasks. Staff effectively encourage pupils to take responsibility for their own well-being and behaviour and the emotional support for pupils is a strong feature of the school.

Overall, the school environment promotes beneficial learning opportunities. For example, staff use the stimulating woodland and pond areas purposefully to engage pupils in outdoor learning. However, the outdoor provision for younger pupils is not as well resourced.

The headteacher is new to her role. In a very short period of time, she has established effective and purposeful leadership. The staff and the governors share her clear vision. They work together well to ensure that the school is an inclusive learning community that promotes positive opportunities for pupils.

Since her recent appointment, the headteacher has distributed responsibilities effectively among staff. This creates a positive whole-school focus, where staff and pupils feel valued for their contributions to school life. New systems at the school allow leaders to evaluate the school's work carefully and to plan for improvements thoroughly. They use robust self-evaluation processes and identify development areas well, which includes an accurate and recent evaluation of teaching and learning practices. Additionally, these monitoring systems lead to worthwhile training opportunities for staff to develop their skills through effective professional learning.

Recommendations

- R1. Challenge all pupils through consistent and effective teaching
- R2. Ensure that teachers provide pupils with better opportunities for independent and extended writing
- R3. Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively
- R4. Improve the resources and outdoor learning opportunities for younger pupils

What happens next

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

Main evaluation

Learning

Most pupils enter the school with literacy, numeracy and social skills that are at or above the expected level for their age. As they move through the school, they make good progress from their starting points. Pupils who are eligible for free school meals make progress at least in line with their peers, and most pupils with additional learning needs (ALN) make good progress in their learning and achieve well.

Most pupils listen well to adults and each other. The youngest pupils' oracy skills are developing well and, by Year 2, they speak confidently about their work and experiences. For example, reception and Year 1 pupils communicate purposefully with each other when using tweezers to fill a balance scale with different seeds. Most older pupils develop effective oracy skills in English. They talk eloquently and contribute well to class discussions, expressing their views maturely. For example, Year 6 pupils articulate their findings on the life of Mother Teresa and explain intelligently how a wind turbine works.

When speaking Welsh, most of the youngest pupils develop suitable vocabulary and respond to commands and greetings appropriately. By Year 2, many pupils use basic phrases confidently, for example to express their feelings or when discussing the weather. By Year 6, many pupils recall relevant sentence structures and vocabulary suitably. As a result, most pupils develop satisfactory Welsh oracy skills.

Most pupils' reading skills are developing well. Reception pupils show an interest in books and other reading materials, and they enjoy sharing and handling them as developing readers. Most Year 1 pupils become familiar with the relationship between letters and sounds quickly and they use a good range of phonic strategies

to blend sounds and begin to read familiar and unfamiliar words effectively. By Year 2, they use their reading skills well, for example when reading story books, pamphlets and instructions. Most older pupils read confidently in various contexts. They vary their tone of voice and use punctuation correctly to show their understanding. They develop more advanced reading skills purposefully to gather information from different sources. This includes finding relevant information on the life of a coal miner and researching the benefits and disadvantages of glass and plastic bottles.

Many pupils develop suitably as writers. By Year 2, many pupils use punctuation and grammar accurately and use adjectives and similes purposefully when describing the seasons following a nature walk. As pupils progress from Year 3 to Year 6, many write appropriately in a wider range of genres. For example, Year 4 pupils write riddles in the form of poems and explain how Helen Keller triumphed over adversity. Many older pupils edit their work appropriately and use more sophisticated vocabulary and punctuation to improve their final drafts. However, pupils do not extend their writing effectively and improve their initial drafts purposefully, to reflect their true abilities as independent writers, when writing across the curriculum.

Many pupils apply their mathematical skills effectively across the curriculum. For example, by Year 1, many pupils partition two-digit numbers well. Older pupils develop their numeracy skills successfully and use line graphs well to compare temperatures of two different liquids as they cool. Many of them use a wide range of skills successfully, such as using survey results to compare items that will make a profit at the school's charity market.

Most pupils have good digital skills, which they apply across the curriculum successfully. For example, many younger pupils program robots to travel around a course efficiently. Most older pupils manipulate text effectively, such as adapting and creating fact files about the layers of the Earth's crust. They prepare presentations confidently. For example, they create and format persuasive posters well on the importance of using wind energy and the benefits of offshore wind farms. However, many pupils do not interrogate databases and spreadsheets effectively across the school.

Most pupils develop their thinking, artistic and creative skills well. This is particularly true of the youngest pupils, who create art and role-play in a wide variety of contexts. For example, from reception to Year 2, pupils co-operate well to paint love spoons using different symbols following a visit to a local museum to study their 'cynffin'. Across the school, most pupils embrace the opportunities to experiment freely to develop their creativity, such as creating beach art during visits to the seaside. This also includes Year 4 pupils using water colours, pastels and collage independently to create pithead artwork during their study of coal mining in Wales.

Well-being and attitudes to learning

The warm and nurturing relationships between staff and pupils are a strength of the school. This enables most pupils to learn and develop as well-rounded individuals. Nearly all pupils show pride in their school and feel safe within its inclusive and caring environment. They feel that adults in the school listen to their views carefully

and take them into account when considering decisions that affect their time at school.

Nearly all pupils are courteous and welcoming to adults and visitors. They behave well in class and around the school. Nearly all pupils show care for each other and respect the contributions of other pupils. For example, during outdoor learning, younger pupils show consideration and kindness to each other when they share items of equipment willingly at the sand pit and construction area. Additionally, older pupils work together effectively to follow instructions when organising small-sided games during cricket and tennis sessions. As they move through school, nearly all pupils show respect for the opinions of others. For example, Year 5 and Year 6 pupils discuss and debate the importance of renewable and non-renewable energy and the need to preserve the natural world.

Most pupils develop well as capable and aspirational learners. They have positive attitudes to learning, show interest in their work and talk confidently and enthusiastically about school life. Many pupils listen attentively to teachers' instructions and concentrate well on their work during lessons. They collaborate successfully in pairs and in groups, and most make worthwhile contributions to class discussions.

Most pupils draw on strategies to support their emotional well-being effectively. For example, both younger and older pupils explain sensibly how to resolve challenging individual tasks by using different methods purposefully. This helps them when their work gets difficult. Pupils appreciate the timetabled access that they have to the 'Home Room' for individual and group work, which supports their well-being and emotional needs successfully.

Most pupils demonstrate a good knowledge of children's rights. For example, they study articles from the United Nations Convention on the Rights of the Child and discuss how it affects children in different countries. Nearly all pupils show a strong awareness of the importance of their contributions towards creating a caring society and they develop effectively as ethical and well-informed citizens. They are fair and caring in their interactions with others and support the school in arranging fund raising events to support the less fortunate in society. Additionally, nearly all pupils are confident in discussing the importance of fair trade to support ethical farming and the planting and harvesting of crops, such as bananas, around the world.

Nearly all pupils participate willingly and express purposeful opinions when offering ideas about the school's curriculum. The inclusive pupil voice groups allow pupils to take an active part in school life and their representatives demonstrate a range of leadership skills, such as keeping safe and interacting with younger pupils during 'mix-up' sessions. They fulfil their responsibilities conscientiously and representatives are proud of their valuable contributions and achievements. This includes the Criw Cymraeg who lead whole-school assemblies on matters that are important to them, such as developing the use of Welsh around the school.

Nearly all pupils embrace their learning experiences enthusiastically on school trips. For example, they visit a local woodland area to study clog making and develop their expressive arts through making papier-mâché characters with a local theatre company. Nearly all pupils develop their entrepreneurial and creative skills well. For

example, older pupils, plan a 'football fiesta' afternoon to fund a visit to view the sights of London whilst on a residential trip.

Most pupils have a good understanding of the importance of eating and drinking healthily. They understand the benefit of physical exercise on their health, such as participating in termly well-being days with a focus on eating healthily, exercise and emotional well-being. As a result, most pupils have a secure knowledge of the importance of good physical and emotional well-being. Most pupils have a strong understanding of how to use the internet sensibly. For example, they remind each other robustly that they should not share their passwords with others.

Teaching and learning experiences

The school provides a broad and balanced curriculum that aligns effectively to the vision and principles of Curriculum for Wales and the school's caring ethos. The planned activities engage most pupils well and teachers motivate pupils to persevere and succeed in their learning. Teachers and support staff collaborate well to provide learning experiences that meet the needs of most pupils successfully. Most of the learning environment is stimulating and it promotes the development of pupils' skills in purposeful ways.

Overall, teachers ensure that pupils access a diverse range of experiences to develop their skills, knowledge and understanding across the curriculum. This includes planning valuable activities to support pupils' interests. For example, pupils participate in Caribbean cooking events to experiment with different food types and flavours.

The planning to develop pupils' skills is effective. As a result, most pupils make good progress in their speaking, listening and reading skills. For example, younger pupils successfully read about nocturnal and diurnal creatures. Older pupils read their own chosen texts with enthusiasm, describing the plot, characters and style of the author, whilst persuading fellow pupils to read aloud with purpose and conviction.

Teachers provide an engaging range of writing activities. For example, they encourage older pupils to produce fantasy based eco-stories for younger pupils at the school, which include attractive illustrations. However, the provision for pupils to edit and improve their own written work independently across the curriculum is underdeveloped. It does not encourage pupils to reflect their true abilities and to write in extended forms well enough.

The planning to develop pupils' numeracy and digital skills leads to purposeful tasks that develop pupils' skills in real-life situations. For example, younger pupils price ingredients to make bonfire cakes and older pupils make promotional films to advertise the school on its website. This thoughtful planning of experiences has a positive effect on pupils' progress and on their values and attitudes to learning.

Teachers provide valuable opportunities for pupils to learn about the culture and heritage of Wales. Provision to develop pupils' Welsh language skills is appropriate. Staff model a range of greetings, instructions and questions in Welsh and the school provides suitable enrichment programmes to further develop pupils' Welsh oracy skills.

Teachers demonstrate good subject knowledge and most attempt to communicate clear objectives to promote effective learning amongst pupils. On the whole, teachers explain the purpose of tasks clearly and many lessons engage pupils' interests well. Generally, the pace of lessons is appropriate and challenges pupils suitably to learn to the best of their abilities. However, in a few lessons, the quality of teaching is inconsistent and there are times when pupils lose interest in their work.

Where teaching is effective, teachers plan inspirational activities that develop pupils' curiosity successfully. They use imaginative teaching methods to develop pupils' skills across the curriculum. For example, teachers encourage younger pupils to utilise the school grounds with confidence, such as using the amphitheatre to perform talent shows and drumming workshops. Teachers also challenge older pupils to work collaboratively to script conversations in a Welsh medium café and to create willow fences around their 'wild garden'.

Staff know pupils well, including pupils identified as needing additional support. Support staff employ a good range of strategies to guide pupils in their learning. They intervene appropriately and allow pupils to persevere independently, which encourages resilience and diligence.

The teaching of personal and social and education develops pupils' understanding of their well-being successfully. As part of the curriculum provision, staff promote the benefits of healthy eating and drinking and exercise purposefully. They encourage pupils to consider the impact that such practices have on their long-term health.

Many teachers provide verbal feedback during lessons, which encourages pupils to remain on task and focus on improving aspects of their work. The quality of teachers' written feedback is inconsistent. Where it is effective, pupils are clear about what they need to do and how to improve their work. However, too often, it does not support pupils to identify the next steps in their learning well enough, especially in their written work. School reports to parents provide detailed information about their child's progress and their attitudes to learning and include targets for improvement.

Care, support and guidance

The school is a warm and caring community, and staff encourage pupils to contribute to its inclusive and friendly ethos successfully. The effective professional relationships between staff and pupils and among the pupils themselves are a strong feature of the school. For example, older pupils write stories for younger pupils and converse with them in Welsh during yard games at playtimes.

Teachers and support staff know the pupils well and they respond promptly and sensibly to their emotional and social needs. This support helps most pupils to settle well at school. The school's collaborative approach contributes well to pupils' happiness and willingness to engage in school activities. This includes the beneficial use of the 'Home Room' and the diligent work of the school's 'Well-being Group', which nurtures individuals and groups of pupils.

Provision for pupils identified as having ALN is effective. The ALN co-ordinator works conscientiously with other staff members and external partners, to ensure that there is good identification, tracking and support for individuals and groups of pupils from

an early age. Pupil progress reviews result in staff members having a clear understanding of the needs of pupils. Staff interact beneficially with a range of services to secure additional, timely resources and to offer specialist support to pupils with a range of learning, emotional and social needs. These arrangements ensure that most pupils who benefit from additional support make good progress in relation to their stage of development.

The school develops effective opportunities for pupils to participate in making decisions to improve their experiences in school. Staff encourage all pupils to take on leadership roles effectively on a variety of elected groups. This provision broadens their understanding of the importance of becoming active citizens and the importance of individuals' contributions to support and sustain a purposeful society. For example, members of the school council lead on arranging charity days and to improve play equipment on the school yards. The eco committee also evaluate the day-to-day practices of the school thoughtfully, such as conserving energy, weighing food waste and recycling correctly in allocated bins.

The school has a beneficial range of opportunities that help pupils to develop a good understanding of their Welsh heritage. For example, the school promotes their 'cynefin' effectively, through each class studying different aspects of the locality. This includes studying the water quality of the River Usk, the possibility of excavating an ancient burial chamber in the local park and researching different areas of Bannau Brycheiniog, such as Table Mountain. The school promotes Welsh culture effectively, for example through participating in the Eisteddfod and through its Saint David's Day celebrations. This provision encourages pupils to engage enthusiastically with the culture of Wales and to feel proud of the school's inclusive ethos within its Welsh community.

Staff place a strong emphasis on providing a varied range of trips and visits that support the curriculum and engage pupils in their learning. For example, younger pupils learn about the world of work effectively. This includes opportunities for them to study local agriculture and the life of the farmer, and the role of horticulturalists in botanic gardens. Additionally, staff use the school's dipping pond and the growing areas to enhance their knowledge on different insects and to study their habitats and life cycles.

Staff enable pupils to make strong contributions to the life of their community. They use the experiences positively so that pupils develop respect and understand that caring for others is important. As a result, pupils learn that acts of kindness make a difference to the lives of families within their locality and further afield. The school uses collective worship successfully to promote pupils' spiritual development. For example, pupils support a local food bank through collecting donations in their harvest festival celebrations. These activities contribute well to pupils' understanding that supporting each other is important in a caring society.

The school's processes for monitoring attendance and punctuality are efficient. Staff communicate well with each other to support pupils. This includes understanding their roles in keeping pupils safe and maintaining the school's strong inclusive ethos. As a result, the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

Since her recent appointment, the headteacher has worked diligently with the school's staff and governors to implement improvements in the school's strategic and day-to-day practices. In a short space of time, she has identified accurately the important areas to develop in the school's monitoring and evaluation practices and in the school's provision.

The headteacher focuses on placing the school at the centre of its community and sets the learning and well-being of pupils at the heart of this vision. The governors and staff support this philosophy and implement it to the best of their abilities. The headteacher encourages staff to model behaviours and values that are based directly on the school's caring ethos, which aim to benefit the school community and the lives of its pupils. As a result, leaders ensure that a caring and supportive atmosphere exists throughout the school, which the pupils embrace positively.

Leaders allocate roles of responsibility sensibly and the headteacher holds staff to account directly for the quality and impact of their work. Leaders use the findings of monitoring practices effectively and, alongside the staff, evaluate the quality of the school's provision. This includes addressing shortcomings in the effectiveness and consistency of teaching and developing a common understanding of the next steps in pupils' learning.

Leaders' recently introduced processes to evaluate the effectiveness of provision are thorough and based on a wide range of first-hand evidence. Systems to improve the impact of the school's provision include scrutiny of pupils' books and analysing internal and external data on pupils' progress. Additionally, leaders gather the views of other stakeholders well to inform their practices. For example, they consider the views of parents and carers and act on any findings purposefully, such as reviewing homework and reading practices.

The evaluation and review of the school, conducted by the headteacher and the governing body since her appointment, provide leaders with a clearer picture of the school's strengths and areas for development. The link between the recent self-evaluation activities and improvement planning is accurate. As a result, leaders use their findings effectively and set purposeful targets to move the school forward. In addition, leaders share the school's safeguarding culture with all staff robustly, which includes regular checks on the safety of the expansive school site.

Leaders keep in close contact with the wider school community and with vulnerable families. They build on the strong relationships that exist with parents and carers and support them empathetically. This includes attending meetings with health workers and other support agencies. Governors ensure that pupils eat and drink healthily and advise parents and carers on the importance of nutritious food in their lunch boxes.

Leaders and staff develop pupils' use of most of the school grounds purposefully, which include extensive woodland areas. For example, pupils use the outdoor classroom, the amphitheatre and the zip wire effectively to complete environmental and physical tasks. However, the outdoor provision for younger pupils is not well-resourced. This restricts their opportunities to develop their skills through a broad range of learning experiences.

Governors are knowledgeable and their regular input creates systematic improvements throughout the school. They develop a first-hand understanding of the school's activities and they undertake learning walks and discuss pupils' work to measure its quality alongside teachers. They are very supportive of the new headteacher and work with her and the staff purposefully, questioning the impact of their work as critical friends. Since her appointment, she advises them realistically and honestly on how to improve provision. This includes the need to challenge pupils more, improve their extended writing skills and to eliminate inconsistencies in the quality of teaching.

Governors monitor the budget carefully and ensure that spending decisions are in line with the school's priorities for improvement, such as investments in reading resources. Leaders use the pupil development grant wisely to provide specific interventions across the school by staff, which provides beneficial support for pupils to improve their learning.

Since her recent appointment, the headteacher has focused on ensuring that staff access effective learning opportunities to support their professional development and match their individual needs. These link well with school improvement priorities and impact well on developing pupils' skills, such as their emotional well-being.

The school shares effective practices with local schools, which provides suitable opportunities for teachers to compare and share their practices with other professionals. As a result, the professional learning opportunities support the school's capacity for continuous improvement beneficially.

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)

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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