



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

A report on

Llandinam C.P. School

**Llandinam
Powys
SY17 5BY**

Date of inspection: May 2022

by

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

About Llandinam C.P. School

Name of provider	LLANDINAM C P SCHOOL
Local authority	Powys
Language of the provider	English Medium
Type of school	Primary
Religious character	
Number of pupils on roll	31
Pupils of statutory school age	31
Number in nursery classes (if applicable)	0
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.3%)</i>	11.2%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 20.6%)</i>	29.2%
Percentage of statutory school age pupils who speak Welsh at home	*
Percentage of statutory school age pupils with English as an additional language	*
Date of headteacher appointment	September 2004
Date of previous Estyn inspection (if applicable)	08/05/2013
Start date of inspection	3 May 2022
Additional information	At the time of the inspection the headteacher was away from the school and an acting headteacher was leading the school.

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

Llandinam Primary School is a friendly and caring learning community. Pupils thrive at the school, developing confidence and a strong understanding of their place in their locality. Adults at the school know the pupils and their families very well and work diligently to ensure that they meet their needs in many ways, for example in developing effective digital skills. However, in other areas they don't develop as strongly, such as in improving their reading and mathematical skills when in the younger class.

The school takes good advantage of the local area to provide pupils with interesting learning opportunities. Teachers draw upon features, such as the nearby river, and weave these into the pupils' learning experiences cleverly. This gives pupils a strong understanding of areas, such as the local wildlife and geography. While this engages pupils well, not all teachers challenge pupils consistently or develop their independence well enough.

Leaders work tirelessly to ensure that all pupils receive high levels of care. They encourage and support all adults at the school to do the same and this creates a highly supportive school community. However, the school's teaching and leadership structure means that the acting headteacher is not able to monitor the quality of teaching and learning effectively or focus on taking forward improvement priorities as well as she would like. This includes making sure that all staff have a strong enough understanding of their role in safeguarding procedures.

Recommendations

R1 Ensure that all staff have a strong understanding of their role in safeguarding processes

R2 Put in place appropriate strategic leadership to take forward improvement priorities, and to lead and manage staff effectively

R3 Improve approaches to teaching, and pupils' reading and mathematical skills, in the younger class

R4 Ensure that the curriculum, and the structure of the school day, supports the systematic development of pupils' knowledge, skills and understanding

What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will work with the local authority to review the school's progress.

Main evaluation

Learning

In general, pupils join the school with skills and understanding that are around those expected for their stage of development. By the end of Year 6, many pupils make successful progress in many areas of learning. However, up to the end of Year 2 their reading and mathematical skills do not develop as strongly as they could. Pupils with additional learning needs make effective progress towards their individual learning goals.

In the lower-age class, most pupils speak confidently and clearly for their stage of development. They speak happily about the things that they have done in school. They expand on their ideas thoughtfully, such as when describing how tadpoles hatch from frogspawn. Older pupils answer questions in good detail. However, a majority of pupils do not listen to others well and often try to speak over each other and adults. In the class of older pupils, most speak well. They explain information and ideas carefully, for example when talking about different methods for solving puzzles. By Year 6, pupils discuss issues thoughtfully and explain ideas carefully, for example when discussing the effects of water pollution on a river's food chain.

When they begin school many pupils start to understand the link between letters and sounds quickly and use these skills to read short words. Towards the end of Year 2, pupils recall well the main points from simple stories and discuss and predict what may happen next using pictures in their books. However, many still read simple texts with little fluency or expression. Few recognise or respond to punctuation in texts, such as speech and exclamation marks. Through the older class, pupils make better progress developing their reading skills. Many read scientific and historical information texts accurately, selecting specific information to help with their written work. Many read longer and more complex texts well for sustained periods.

In the lower-age class, younger pupils convey ideas using pictures and simple words and phrases suitably. They copy out words successfully and are beginning to use correct initial sounds when forming simple words. By Year 2, many pupils write suitably for different purposes. Most follow and build upon forms of writing modelled by adults appropriately, for example to create a set of rules. As they move through the upper class, most pupils develop their writing skills successfully. When writing non-fiction, most expand upon ideas with reasons, information and examples.

For instance, they include a good range of detail when writing about inspirational people, such as Mahatma Ghandi. Many use a well-developed vocabulary, including adjectives and adverbs to enliven their writing and make it interesting. However, towards the end of the school a few pupils' story writing skills are not well developed.

Many pupils' Welsh language skills develop positively lower down the school. They respond to the teacher's basic questions in Welsh well, for example to describe the weather or how they are feeling. Most pupils respond to questions about themselves accurately, such as giving their age, saying what they like and where they live. Older pupils do not build well enough on this positive start and their responses to similar

questions are not much further developed. A few still confuse simple questions, such as who they are and how they are.

In the lower-age class, many younger pupils develop confidence with basic number skills, such as reading and writing numbers to 20. They understand concepts, such as measuring and weighing. Most recognise simple shapes in the environment around them. Many pupils are beginning to count appropriately in sets of two, five and ten and to develop an understanding of concepts such as a half. However, overall pupils do not apply their mathematical skills in their play, classroom activities or real-life situations confidently/well enough. As they progress through the older class, many pupils develop their number and measuring skills well. For example, younger pupils measure water in litres accurately and use their number skills to calculate out how much is used in different activities, such as washing dishes. Older pupils then calculate the costs per litre. However, pupils' mathematics activities are mostly concentrated into one day a week, and they have limited opportunities to use their numeracy skills in other areas of their work. As a result, pupils do not apply their mathematical reasoning strongly across the curriculum.

Many pupils develop digital skills suitably as they progress through the lower-age class. With support they use the internet to search for information, for example when finding out about animals for their topic work. Older pupils use a few simple programmes independently, for example to draw a picture and add text. In Key Stage 2, many pupils use their digital skills confidently and well to support their learning, for example to research food chains and life cycles in their science work. Pupils use word processing software to create tables to record and present information, for instance about plants they have found in the locality, their size and shapes. They import photographs they have taken to develop this information file further. Many use multi-media apps, such as stop-go animation effectively. However, pupils' knowledge and understanding of databases is more limited.

Well-being and attitudes to learning

Kindness and care between pupils and staff is a strong and defining feature of the school. Nearly all pupils feel safe and happy in school and take great pride in their behaviour and their support of each other. This is shown particularly well by older pupils supporting younger ones during playtimes and lunchtimes, for example helping them wash their hands. Pupils understand about being fair and ensuring that everyone has a turn in games. They know who to talk to if they are upset and are confident that staff will help them when they need it. Nearly all pupils are polite and respectful to staff and visitors alike.

Nearly all pupils know how to keep themselves healthy and safe, and most are developing well as healthy, confident learners. They understand well the importance of a balanced diet and how to keep both their bodies and minds fit and healthy. They participate in physical activities with enthusiasm. Most pupils know how to keep themselves safe online. Older pupils talk knowledgeably about the dangers of smoking and how to make safe, informed choices and resist peer pressure.

Pupils take their roles and responsibilities in the school seriously. As a result, their active participation in the many pupil voice groups is beginning to have a positive effect. For example, the Sports Ambassadors' encouragement means that pupils to

undertake the daily mile challenge happily and the Eco-Team helps to remind everyone about the importance of saving energy and water by turning the lights and taps off. The role of the School Council is developing but is yet to have such a strong influence in the school.

Most pupils are enthusiastic and keen to learn and are developing well as ambitious learners. In the lower-age, pupils understand the purpose and importance of the feedback they are given and are beginning to use it to make improvements to their work independently. They work well collaboratively on tasks and on solving problems. Most pupils respond well to the range of learning experiences on offer and make appropriate contributions during lessons and activities. For example, older pupils suggest that they would like to find out about flooding in the local river and in the lower-age class pupils identify that they want to find out what frogs need to stay healthy. Pupils develop their perseverance well across the curriculum. For example, pupils adapt and improve their models when their initial attempts are not successful.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic year 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Teaching and learning experiences

All teachers have strong working relationships with pupils and engage with them considerately. This supports pupils to take part in new experiences confidently and to ask questions in lessons. Teachers plan learning activities that engage pupils well, for example by challenging them consider different perspectives on flooding the valley and village of Trewern to create a reservoir. All teachers use the skills of support staff effectively, and these adults make a beneficial contribution to pupils' learning.

In the older class teachers have high expectations of what pupils can achieve and of their independent learning skills. As a result, these pupils work diligently to complete tasks. However, in the lower-age class, expectations of pupils are not always high enough and adults tend to provide too much direction and support. This limits pupils' opportunities to try things out for themselves and learn through their experience.

In lessons, teachers' verbal feedback to pupils is useful in helping them to understand new learning and in supporting pupils when they are unsure of what to do. Teachers' written feedback for pupils is consistent and detailed. In the main, it helps pupils to understand what they have done well and in a minority of cases offers older pupils useful guidance on how they can improve. Where feedback gives helpful guidance, pupils take note of teachers' comments thoughtfully and diligently, and in many cases make useful improvements as a result.

Teachers are beginning to provide pupils with more beneficial opportunities to think about what make their work successful and to provide older pupils with worthwhile opportunities to evaluate their own progress and that of their peers. This work is at an earlier stage of development for younger pupils.

The school's curriculum provides pupils with a worthwhile range of engaging learning experiences. The way in which the school considers its locality and develops

interesting learning experiences using its rural surroundings is a particular strength. For example, teachers used a rabbit burrow in a nearby bank began a range of real-life learning about areas, such as animal habitats. Teachers are beginning to consider what the different areas of learning in the Curriculum for Wales could look like for the school and have engaged pupils appropriately in the process. However, the school is still at a relatively early stage of developing its interpretation of the Curriculum for Wales.

The school has a wide range of long and medium-term plans in all curriculum areas on which teachers can draw to plan their curriculum. This gives them a broad range of ideas for learning activities. However, there is no clear guidance or pathway to ensure that the taught curriculum builds systematically and coherently on pupils' knowledge, skills and understanding as they move through the school. In a few cases, the timetabling of learning also hampers stronger learning, such as the teaching of mathematics for one whole day in the older class. Teachers plan a range of outdoor activities that interest pupils well. For example, they use the school's pond to look at wildlife in its habitat. However, in the lower-age activities do not encourage children's independence well enough or offer sufficient challenge, both indoors and out.

In the short term, teachers plan well for the development of pupils' literacy and digital skills across the curriculum. This provides pupils with beneficial opportunities to apply their skills in other subjects. For example, pupils use their digital skills successfully to create graphs that help them analyse the numbers of different birds they observed in and around the school. Planned opportunities for pupils to develop their numeracy skills are hampered by the organisation of the school week and so are less well developed.

The school has clear plans in place to structure pupils' Welsh language learning. Teachers use these well in Welsh sessions, but do not often use the language more widely than this. As a result, pupils' Welsh language skills do not progress strongly enough in the older class. Teachers plan a suitable range of activities to help pupils understand about Welsh geography, heritage and culture appropriately. For example, they research Welsh places of interest in Wales and use green screen technology to create a promotional video to advertise Wales as a destination to visit.

Care, support and guidance

Staff and governors work together diligently to ensure that the school is a nurturing and welcoming environment where pupils feel safe and happy. The school provides a comprehensive range of experiences, lessons and activities that focus on pupils' health and welfare. This has a highly positive impact on the pupils' emotional well-being, their behaviour and their understanding of others. As a result, pupils develop well as happy, confident members of the school community.

Through a wide range of tasks and activities, pupils develop their understanding of spiritual, moral and cultural issues well. They have beneficial opportunities to learn about the features of different cultures and religions, including Judaism, Hinduism and Islam. For example, pupils researched how Muslims pray and then made comparisons with the practices of other religions. Collective worship supports pupils'

understanding of Christianity well and enables them to reflect on stories from the bible thoughtfully.

Teaching experiences encourage pupils to develop their understanding of fairness and equality effectively. For example, during black history month pupils found out about the life pioneers, such as Betty Campbell, the first black Welsh headteacher. Theme weeks and special days further contribute to pupils' understanding of important issues, such as Safer Internet Day and Anti-bullying week.

Throughout the curriculum, staff ensure that pupils develop a clear sense of their locality, their identity and culture. They encourage pupils to reflect on the beauty of their local area and appreciate the abundance of animals and birds that share the school grounds and its surroundings. Through their topic work, pupils learn about Welsh places and cultural events, including studying the River Severn, which flows near to the school, and researching Santes Dwynwen and St David.

Staff know their pupils well. They identify pupils with additional learning, social, emotional or health needs early. They ensure that they receive effective support, and track and review their progress carefully. Where needed, staff link well with outside agencies to gain specialist advice and help. Although the school currently has no additional learning needs co-ordinator, it received highly effective support from a member of staff at the local high school. She is helping to develop professional knowledge and practice, for example through the joint development of a comprehensive staff handbook. However, staff do not currently have a strong understanding of additional learning needs reform.

The school monitors attendance well and works with outside agencies to address instances of poor attendance. As a result, the number of attendance concerns has reduced recently. The school ensures that the site is safe and secure. However, overall, staff do not have a clear enough understanding of their role in safeguarding processes. The culture of safeguarding at the school is not robust enough

Leadership and management

The acting headteacher is a highly dedicated member of staff who works tirelessly to ensure the best for all pupils, and for the school in general. Since September 2021, she has acted as headteacher while retaining a full teaching commitment. In the early part of the academic year, she was able to have a small amount of time away from her class to try to meet her leadership and managerial responsibilities. However, in recent months this has not been the case. As a result, while she works passionately to try to fulfil all her leadership responsibilities this is not always possible. She leads an engaged and dedicated staff and considers their wellbeing thoughtfully.

The governing body is highly supportive of the school. Governors undertake many of their roles diligently, such as monitoring the school's finances. They know the staff, pupils and parents well, and maintain open and productive communication with all, such as through their informative report to parents. After an enforced break caused by pandemic regulations, governors have yet to restart their independent scrutiny of the work of the school, such as learning walks. As a result, they remain reliant on the information provided by leaders to evaluate the work of the school. While they have the best interests of the school at heart, they have not taken sufficient steps to

ensure that the acting headteacher has the necessary time and training to be able to fulfil her role effectively. This has had a direct impact on the quality of teaching and learning at the school.

In recent years, the school has had beneficial processes in place for evaluating its provision and pupils' learning. These have included strategies, such as the scrutiny of pupils' books and observations of lessons. This work provided leaders with a useful insight into the school's strengths and opportunities for improvement. However, the acting headteacher has not had sufficient time to undertake most of these processes this academic year. As a result, school leaders have not been able to push forward with improvement priorities as well as they would like and are not aware of important areas that need improvement, such as the quality of provision in the lower-age class and staff's understanding of their role in safeguarding processes.

Recent professional learning has covered a broad, general range of areas, to provide staff with the knowledge and understand to support learning in areas such as digital learning, relationships and sexual education and physical literacy. In a few cases, this has had a good impact on classroom practice and pupils' skills, for example on pupils' use of digital technology across the curriculum. Generally, performance management processes are suitable and link appropriately with the school's strategic priorities. However, the acting headteacher has not had sufficient professional learning to undertake all of her roles, nor the time to attend important training, such as that on curriculum reform. Training undertaken by other staff has not always been shared widely. As a result, all staff do not have a strong understanding of important priorities, such as additional learning needs, and curriculum reform.

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

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