



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llanilar Primary School
Llanilar
Aberystwyth
Ceredigion
SY23 4PA**

Date of inspection: December 2010

by

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



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Llanilar Primary School serves the village of Llanilar and the surrounding agricultural area. Currently, the school has 89 pupils aged 4-11 years on its register. There has been a substantial increase in numbers since the previous inspection.

Although only 33% of pupils come from homes in which the first language is Welsh, Welsh is the main language of the school. The school's pupils come from a background that is neither prosperous nor economically disadvantaged and reflects the full range of ability. Less than 5% of pupils are entitled to free school meals. This figure is less than the county and national averages. Twenty-six per cent of pupils are identified as having special educational needs (SEN) including two who have a statement of SEN.

The pupils are taught in four classes by four full-time teachers and one part-time teacher, together with five classroom assistants.

The school was last inspected during the autumn term of 2004. The headteacher was appointed to the post in April 2002, and since then three new teachers and three new assistants have been appointed to the school.

In 2009-2010, the individual school budget for Llanilar Primary School is £3,047 per pupil, which compares with a maximum of £24,095 and a minimum of £2,741 for primary schools in Ceredigion. The school has the 58th highest budget per pupil of the 63 primary schools in Ceredigion.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

This school is good because:

- of good standards and achievement by pupils throughout the school;
- a high percentage of pupils attain a level that is above the expected level;
- of the happy, caring and supportive ethos with high expectations in terms of children's behaviour;
- of a good standard of teaching in all classes and effective support provided by the learning assistants; and
- the success of the school in developing the Welsh language and in introducing Welsh culture.

Prospects for improvement

Prospects for improvement are good because:

- a committed headteacher, deputy headteacher and staff share the same vision and work together to realise their aspirations;
- all of the stakeholders contribute to the thorough self-evaluation process which is a firm foundation for the school improvement plans;
- effective quality assurance systems are in place that monitor every aspect of the work of the school and which are a foundation for the school's development plans; and
- there is an enthusiastic and supportive Governing Body that fulfils its duties conscientiously.

Recommendations

In order to improve, the school needs to:

- R1 improve the independent learning skills of key stage two pupils;
- R2 develop further assessment for learning and the role of pupils in the process;
- R3 ensure more challenging activities for the most able pupils; and
- R4 develop the strategic role of the deputy headteacher more effectively.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The results of the initial assessments of children, on entry to the school, show that there is not much of a range in the ability of the vast majority of children in terms of basic skills. Almost all of them achieve the outcomes expected for their age by the end of the Foundation Phase.

In key stage 1, over the past three years all pupils attained at level 2 or above in Welsh, until this year when there was a reduction to 86%. Over the last two years, all pupils have attained level 2 or above in mathematics and science. Although the results in Welsh are lower, the percentage that attains above the expected level for written Welsh is above that for the family of schools and the county.

The results at the end of key stage 2 across all areas have been better than those for the family of schools, the authority and Wales for the past three years, except for 2009, when there was a slight reduction in the percentage that attained the expected level. The proportion that attained above the expected level this year in both languages was significantly higher than that for the family of schools, the authority and Wales.

The comparatively small cohorts of pupils and the results of pupils with special educational needs influence the position of the school in some years.

The pupils that are entitled to free school meals and that have special educational needs are making noticeable progress. These pupils respond well to the tasks that are set for them and they complete work according to their ability, making clear progress within the lesson time.

There is no significant trend in terms of any differences between girls' and boys' results over a four year period.

During classroom observations, it is apparent that the best pupils work at appropriate levels and produce extended written work but, at times, they do not undertake sufficiently challenging tasks.

The data within the tracking system shows noticeable progress when compared with the results of the initial assessment on entry to the school. There is obvious progress also in the work of pupils who have received support with reading and who have been targeted for support in other skills areas.

Almost all pupils throughout the school listen intently and respond well orally to any questions. The quality of the oral language is generally good and the vast majority of pupils are very confident in their use of both languages.

The vast majority of pupils read aloud confidently. They read work from the white board and their own work at the end of sessions confidently. They read a range of materials in order to acquire knowledge effectively.

Pupils throughout the school write effectively and within their ability across the curriculum. Pupils' written work in Welsh throughout the school is good with examples of effective extended written work in both languages in key stage 2, such as the work on portraying.

The standard of Welsh is good throughout the school. The attainment in Welsh of pupils from non Welsh-speaking homes is developing to be good within a short time of being in the school. Bilingual skills are effective throughout the school and the Cwricwlwm Cymreig is core to the work and ethos of the school.

Wellbeing: Excellent

Almost every child has a good awareness of the need to keep fit and to eat healthily.

The attendance level of 95% for 2009-2010 was better than the county and national percentage. The vast majority of pupils state that they are happy in the school and feel safe and are not aware that any bullying takes place. The behaviour of almost all of the pupils is excellent and they show respect to each other and to adults within the school.

In the Foundation Phase, pupils are responsible for making decisions for their learning through a system of choosing activities and, in key stage 2, they contribute to planning themes and specific activities at the beginning of each term. Pupils influence appropriately on aspects of what they learn and how they learn. This leads to an element of excellence in the development of their personal and social skills, including a significant influence on their life skills, for example the role of the pupils in organising a 999 day and the effect of this on developing the life-saving skills of a substantial cohort of the school's pupils.

Most of the pupils enjoy their work and, in general, the Foundation Phase pupils develop well to become independent learners. However, this has not developed to the same extent in key stage 2. Pupils throughout the school show a good level of motivation and perseverance whilst working.

The School Council and the Eco Committee meet regularly and decide on matters that contribute substantially to the life of the school. They have an active input into the self-evaluation process, planning activities, associated developments and the Eco School, Healthy School and Fair Trade projects. The prominent role of the School Council in the development of the school's health education and in its collaboration with external agencies is very effective. The manner in which pupils deal with these areas is very mature and they have a role in the process of sharing experiences with other organisations.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The schemes of work are comprehensive and teachers plan lessons and activities that are appropriate to the age and ability of the pupils. However, on occasion, the work is not always sufficiently challenging for the most able pupils. Particular opportunities are provided for pupils to play an active role in the process of planning the provision, by choosing theme trails and organising events. For example, a unique 999 day is held on the school site in which a range of appropriate services demonstrate the nature of their services. The police, who presented lessons on road safety, the fire service, the air ambulance, coastguards and first aid by nurses from Bronlais hospital, were all represented. Since 2007, this has led to 60 pupils having six weeks training in 'Heartstart' in how to respond to an emergency.

A wide provision of learning experiences reinforces the needs of the majority of pupils well. Through specific planning across all areas, teachers succeed in developing communication, numeracy and information and communications technology (ICT) skills consistently well throughout the school.

Purposeful and effective planning is undertaken to develop Welsh from an early age to ensure that all of the school's pupils are bilingual. A prominent place is given to local culture and to the Cwricwlwm Cymreig which reflects positively on the ethos of the school.

The school has gained the EcoSchools Platinum Flag and has shared the good practice with schools in the county. Pupils are encouraged to act in a sustainable manner by sharing responsibilities for recycling, reducing waste and saving energy.

The school's Fair Trade committee shares information with pupils about citizenship and farming in African countries. The school has also created contacts with a school in Spain. As a result, the pupils are developing an appreciation and awareness of different living conditions and circumstances.

Teaching: Good

The quality of teaching is good. The teachers have a thorough knowledge of the areas of learning and the subjects that they teach. Detailed and purposeful plans have been provided and are implemented throughout the school.

The teachers use a wide range of teaching strategies and present lively lessons. They involve everyone in discussions and support pupils effectively when they are working. Their questioning is purposeful and penetrating in order to move the learning forward and, in general, suitable differentiated work is provided. The intervention of learning support staff is effective and ensures full support for specific pupils.

Suitable opportunities are provided for developing pupils' key skills across the curriculum. Teachers set clear success criteria for pupils but attention is not always given to sufficiently challenging provision for the most able pupils.

Pupils' attainment is assessed regularly and the results are analysed effectively to track progress. Standardised tests are used, as well as teachers' own assessments, to set targets for improvement.

The assessment for learning strategies and independent learning skills are implemented and pupils have their personal targets but, to date, the system has not penetrated sufficiently throughout the school.

Pupils receive appropriate verbal and written feedback from the teachers and assistants. Parents receive information about their children's achievement and progress in the form of an annual report and in two meetings each year. Parents state that these reports are clear and informative and include targets for improvement.

Care, support and guidance: Good

The school acts as a caring community and pupils' responses show that they are very happy in the school and feel safe there. The school successfully promotes pupils' health and wellbeing.

The provider has appropriate policies and procedures for safety and child protection including annual training for all of the school's staff. Every pupil has an equal opportunity to develop within all the school's activities.

The learning experiences and the 'circle time' provided promote pupils' spiritual, moral, social and cultural development effectively. Very effective use is made of the links with other agencies, particularly through the '999' project. This has led to Dyfed Powys police aiming to replicate the day for clusters of other schools. The school encourages good attendance and behaviour very successfully.

The school's policy and procedures for supporting pupils with additional learning needs are clear and helpful, and comply with the Code of Practice. They are used in planning and have an influence on the children's standards. The school identifies pupils' needs at an early stage by regular observation, discussion with parents and by conducting formal and informal assessments. Differentiated work is provided in accordance with the needs of these pupils.

Parents and carers are given good information, with reviews held each term that measure success and ensure effectiveness.

Learning environment: Good

The school has a homely and friendly ethos that creates a wholly inclusive community. Policies and procedures are in place that ensure equality of opportunity and entitlement for every pupil in every aspect of the school's provision. The curriculum is wholly flexible, irrespective of pupils' race, gender or religion.

Effective advantage is taken of the school's large and flat site to create varied and purposeful opportunities that provide stimulating learning areas both within and outside the school building. The classrooms are colourful and comfortable and

effective use is made of the good quality resources to support the learning and teaching.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The school has clear aims and objectives that are promoted successfully by all members of the school's staff. The headteacher includes the comments of pupils, parents and staff when developing the school's aims and vision. In general, the headteacher provides a purposeful, strategic direction to the life and work of the school. There is an appropriate emphasis within the strategy on improving standards and the provision for pupils. However, the strategic role of the deputy headteacher in this process has not been developed sufficiently. Under the effective leadership of the headteacher, the teachers work together well to develop activities and new ways of learning and teaching that have a positive influence on pupils' achievements.

All members of staff have clear responsibilities and job descriptions. Their continuous professional development is supported through an effective system of performance management that further promotes school improvement.

The governing body has an appropriate awareness of how the school is performing and, in general, it supports the school appropriately as a critical friend. The governors are developing their expertise further by observing lessons and accepting responsibilities for subjects, and through using data effectively when comparing the performance of pupils within the family of schools.

A number of local and national initiatives are developing appropriately. The school develops pupils' bilingual skills very well. The school has won the Eco Schools platinum award. It is a fair trade school and has adopted new learning arrangements this year in order to facilitate effective transition from the Foundation Phase for all key stage 1 pupils.

Improving quality: Good

The self-evaluation report is of good quality and clearly and accurately identifies the vast majority of strengths and the areas for development within the school. The outcomes influence the priorities in the school improvement plan appropriately.

The headteacher regularly interprets a range of relevant data and observations from learning and teaching within classes, as well as outcomes from the performance management system, in order to identify strengths and areas for improvement. The school has a good history of undertaking improvement in standards and provision.

The teachers are included in networks of professional practice at a number of appropriate levels. Internally, the school discusses matters that are related to improving pupils' outcomes and the quality of their experiences. A partnership with a member of the family of schools has led to improvement in provision for pupils' skills in communicating in English. In the schools within the catchment area, partnerships have a positive influence in terms of sharing good practice in the Foundation Phase.

Partnership working: Good

The school has an appropriate and effective range of strategic partners. These partnerships, which include the local authority's school improvement officers, support the school to ensure good outcomes for pupils' learning and wellbeing. The partnership with the emergency services and first aid agencies has a very effective influence on pupils' life skills and is an excellent feature.

A variety of other visitors from the local community make a good contribution to enrich the pupils' learning experiences. The school's parents, friends and teachers association makes an effective contribution to supporting a number of aspects of the life and work of the school.

The transition arrangements for pupils that are transferring from the nursery group to the primary school are effective, as are those for pupils who are about to transfer to the secondary school. The arrangements provide appropriate support for pupils to settle quickly into their new environment.

Resource management: Good

Staffing and financial resources are managed and used effectively to support improvements in learning. A good range of resources is available for learning and teaching. There are sufficient experienced and support staff to deal with every aspect of the school's curriculum. The teachers and the support staff work effectively together to ensure appropriate support for learners and encourage their progress and understanding well. The standard of the building is good and, together with the surrounding grounds, it provides a stimulating learning environment.

The teachers make effective use of their time for planning, preparation and assessment.

When considering pupils' good progress and outcomes, and the appropriate use of the budget, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty-two questionnaires were returned and, in all of them, the parents state that their children enjoy the school, that they are happy and that they feel safe there. They also believe that the behaviour of pupils is good, and that pupils are respected, treated fairly and developing into becoming independent learners and shouldering responsibilities.

They are all of the opinion that the teachers work hard, and they are happy with their children's progress and the variety of the activities that are provided for them. They feel that the school is well run.

Almost all of the parents are happy with the information that they receive about pupils' progress and feel comfortable about coming to the school to seek information.

Responses to learner questionnaires

The questionnaire was completed by 39 pupils in key stage 2 and members of the team spoke to pupils during the inspection. All of the learners are of the opinion that they are treated with respect and state that they feel safe in the school. They are of the opinion that teachers give them good support and help them to know how well they are succeeding. They state that the teachers teach them effectively about the importance of knowing how to be healthy and the importance of doing regular physical exercise.

The vast majority state that they know whom to talk to if they have concerns. The vast majority believe that behaviour is good within the school and misbehaviour does not affect their ability to work.

Appendix 2

The inspection team

Glyn Roberts	Reporting Inspector
Jeff Jones	Team Inspector
Veronica Williams	Lay Inspector
Helen Rowe	Peer Inspector
Michael Carruthers	School Nominee

Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11