

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Llangors V.P. School
Llangors
Brecon
Powys
LD3 7UB**

School Number: 6663050

Date of Inspection: 08 June 2009

by

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Llangors V.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llangors V.P. School took place between 08/06/09 and 10/06/09. An independent team of inspectors, led by Carolyn Jane Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

| | |
|----------------|---------------------------------------------------------|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | many important shortcomings |

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 National Curriculum covers four key stages as follows:

| | |
|-------------|---------------------|
| 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 |

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Context

The nature of the provider

- 1 Llangors School is situated in the Brecon area of Powys. The local authority (LA) is Powys. The school is an English medium primary with a nursery. The school serves an area where the overall socio-economic background is described as neither prosperous nor disadvantaged. Around seven per cent of pupils are eligible for free school meals, which is below the local and national averages. Children's attainment on entry to the school is good and is slightly above the LA average. Oracy skills are well developed.
- 2 The school provides education for pupils aged four to eleven. At the time of the inspection, there were 122 full time equivalent pupils on roll, including 8 nursery children who attend part-time in the nursery. The number on roll is slightly more than during the last inspection. One pupil has a statement of educational needs (SEN), emotional and behavioural difficulties. There are five pupils on school action and three pupils on school action plus. No pupil has a modified National Curriculum included in the statement. No pupil is "looked after" by the LA. No pupil speaks Welsh as a first language and no pupil receives support for English as an additional language. There are no significant changes since the last inspection.
- 3 The present school buildings were built in 1973 and the buildings have been adapted for wheelchair access. There are large grounds, mostly grassed with mature trees and garden areas planted and looked after by the children. Overall the school is very well resourced.
- 4 The school has achieved a number of awards, including the Basic Skills Award, ECO Award and the Healthy Schools Initiative award for the second time.
- 5 The school was last inspected in May 2003 and the head teacher was in post at that time. Since then the school has successfully addressed the key issues noted in the report and improvements are clearly evident in areas that needed developing. Progress since the last inspection has been exceptional.

The school's priorities and targets

6 Mission Statement.

"To be a learning community for the children who will build the communities of the future".

7 School Aims

The school endeavours to create a secure and stimulating environment and to:

Fulfil the potential of every child.

Support the individual needs of pupils.

Extend special gifts and interests.

Make learning as enjoyable as possible.

Expect a high standard of presentation.

Give each child experience both of working individually and of co-operating in groups of different sizes.

Prepare each child for the next stage of education.

Give each child a sense of responsibility to and for others.

Encourage and expect all children to be decent, honest, friendly, reliable and caring.

8 School's priorities for improvement 2008/2009

Mathematics: To have in place clearly structured mental maths activities which meet the children's needs.

English: To target writing for Year 6.

Science: To improve children's ability to ask and answer questions in Science.

Write Dance: To use Write Dance with pupils in the Foundation Phase and Year 1.

To develop a system for assessing and recording children's progress in the Foundation subjects.

To develop the use of Welsh in specific curriculum areas so as to accommodate the changing role of the Athrawes Bro.

To update planning as per time table.

To achieve Phase three of the Healthy School Scheme.

Summary

- 9 Llangors Primary School is a good school with outstanding features. It provides a high quality education for its pupils. The school is a happy place and pupils clearly enjoy their learning experiences. The way the head teacher successfully leads the school is outstanding. Curriculum co-ordinators effectively monitor standards in their subjects and clearly identify areas for improvement.

Table of grades awarded

| Key Question | Inspection grade |
|----------------------------------------------------------------------------------------------------------|------------------|
| 1 How well do learners achieve? | Grade 1 |
| 2 How effective are teaching, training and assessment? | Grade1 |
| 3 How well do the learning experiences meet the needs and interests of learners and the wider community? | Grade 1 |
| 4 How well are learners cared for, guided and supported? | Grade 1 |
| 5 How effective are leadership and strategic management? | Grade 1 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | Grade1 |
| 7 How efficient are leaders and managers in using resources? | Grade 1 |

- 10 Children's attainment on entry to the nursery is slightly above the LA average. Baseline assessment at the end of reception shows that children have good skills in all areas of learning. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
- 11 Pupils make outstanding progress in their learning and achieve very high standards in relation to their prior attainment and underlying ability by the time they leave the school. Achievements in all key stages have outstanding features. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make outstanding progress towards fulfilling their potential. Pupils' key skills are outstanding.
- 12 At both key stages the results of all pupils are included in the school's results. At key stage 1 in the 2008 teacher assessment, 100 per cent of pupils achieved level 2 or above. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper quartile. Compared with schools with similar numbers for free school meals (family group) and in the LA overall, the school was in the upper quartile. The percentage for pupils achieving the higher level 3 was considerably higher than the national averages in all three subjects.
- 13 At key stage 2 in the 2008 teacher assessment, 100 per cent of pupils achieved level 4 or above in the three core subjects. The percentage of pupils

achieving the higher level 5 was above the national averages in all three subjects. Compared with similar schools and the LA, the school was in the upper quartile. There were no significant differences between the achievements of boys and girls in 2008.

- 14 In both key stages there has been a significant improvement in the core subject indicator over the last three years. At both key stages the value added data, baseline to key stage 2, indicates that the pupils achieve consistently above the LA and Wales averages. This is outstanding.
- 15 Pupils' personal, social and learning skills are outstanding. Pupils' excellent behaviour contributes significantly to their very good progress and is a strength of the school. Pupils' spiritual, moral and cultural development is also good with outstanding features. Pupils have a very good understanding of their own culture and diversity.
- 16 The school's average attendance for the last three terms at over 95.1 per cent exceeds the all Wales and Powys figures. There is a clear system to support all pupils and to monitor their needs and development. Absences are caused mainly by illnesses but there is a slight increasing number of family holidays in term time. There have been no exclusions at the school for at least the past 19 years.
- 17 Pupils' independent learning skills are very well developed. Pupils are well prepared to play an active part in the local community. They are also developing a very good understanding of sustainability.

The quality of education and training

Grades for teaching

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 53% | 47% | 0% | 0% | 0% |

- 18 The overall quality of teaching has many outstanding features. These figures are well above the figures published in the HMCI's annual Report 2007-2008 (Primary) where 83 per cent of standards in teaching were Grade 2 and above and 16 per cent of standards in teaching were Grade 1.
- 19 The quality of teaching is good with outstanding features. There are no significant shortcomings. Lessons are stimulating and challenging. Teachers demonstrate very good subject knowledge and an excellent understanding of recent educational initiatives. Support staff are well trained and this enables them to become integrated fully into the staff team, giving high quality support to teachers and pupils. Teachers plan very effectively and have high expectations of their pupils. They use a wide range of strategies and resources to motivate and inspire pupils. Basic and Key skills including bilingual skills, are taught very well overall and relevant links are made in subjects across the curriculum.

- 20 There are some outstanding features in the school's systems for assessing and monitoring the work of pupils in all subjects. Pupils are involved in their own assessment. Currently, pupils are involved in setting individual targets in the core subjects, such as English, and their personal and social development. Reports to parents are exceptional. The school meets all statutory requirements for assessment.
- 21 The curriculum provided is good with outstanding features. All statutory requirements are met. Equal access is provided through a wide range of exciting learning experiences. The school meets learners' aspirations and needs very well. There is a wide range of clear policy documents and long-term schemes with well focused medium term planning, which helps ensure pupils' learn. Plans identify very good opportunities for the development of pupils' key and basic skills.
- 22 The school provides an outstanding wealth of enrichment and extra curricular activities, including a variety of sports. These experiences afford pupils the excellent opportunity to socialise with people of all ages and to develop confidence and a broad range of skills.
- 23 Pupils develop a strong sense of spirituality, not only in collective worship and religious education, but also through the very good opportunities that the school provides for pupils to reflect on the natural environment, art and music. Pupils have a good understanding of the different beliefs of other people because they are taught to respect their differing views. An outstanding feature is the use of singing by all pupils in collective worship.
- 24 The school is extremely proactive in making links with the local community and other organisations. These are exceptionally beneficial to the pupils and are an outstanding feature of its work. There are excellent links with the local High school to which most pupils proceed after they have left Llangors.
- 25 The quality of care, support and guidance provided for pupils is outstanding. Care arrangements are managed very well and there are very effective partnerships with parents and outside agencies. Pupils settle into school quickly because of the outstanding induction procedures. The quality of personal support and guidance is outstanding and there is a good personal and social programme. Punctuality and attendance is monitored very effectively. There are good procedures for child protection and all legal requirements are met.
- 26 Provision for pupils with additional learning needs is good with outstanding features. There are very effective systems for diagnosing individual pupils' needs and these are translated into well-constructed individual education plans. The Special Education Needs Co-ordinator (SENCo) works very well in partnership with the teachers and associate staff. The school provides very good support for pupils whose behaviour might impede their own learning and the learning of others.

- 27 The school's provision for equal opportunities is outstanding. All pupils are supported well, irrespective of their individual background. Staff successfully promote gender equality and good race relations. Effective measures have been taken to tackle bullying and to promote positive behaviour. The school works hard to secure equal treatment of disabled pupils. An appropriate plan to develop accessibility for disabled persons has been compiled and the school is systematically working to address the issues raised. Parents indicate that the school is very effective in promoting diversity. Celebration of diversity is an embedded feature at the school.
- 28 The school's provision for ensuring the healthy development and well being of pupils is good. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored consistently by the head teacher, staff and governors.

Leadership and management

- 29 The leadership and management of the school are good with outstanding features. There is a very strong sense of direction and purpose to the work of Llangors school. An outstanding feature of the school is the head teacher's very effective leadership and her calm, effective and resolute manner. Her vision for the school is reflected in its mission statement, which expresses its commitment to developing the full potential of each individual in a happy, secure environment. She relays this effectively to all those involved in school life. Her commitment, and that of her staff, has been recognised locally. At the same time, she demonstrates great care and concern for both staff and pupils.
- 30 The school's commitment to each pupil is also evident in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills, which are essential for all pupils to achieve well. Parents overwhelmingly indicated their support and appreciation of the values instilled by the school in the pre inspection questionnaires.
- 31 The head teacher works very closely with all staff and, over the years, they have together established a very dynamic approach to school improvement. All members of staff, governors and parents play an important role in ensuring that the school continues to maintain its high standards. There are outstanding working relationships between all stakeholders and there is a genuine sense of teamwork.
- 32 The deputy head teacher is a highly effective practitioner and has a very positive effect on the management of the school. Curriculum leaders provide effective leadership, monitoring standards in their subjects and clearly identify areas for improvement in particular in the core subjects. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards.

- 33 The work of the governing body is good. They have responsibility for subject areas and they are starting to develop this role and carry out their responsibilities effectively. They monitor the quality of provision by making visits to the school and they are well informed about its life and work. They receive and discuss information given by the head teacher and subject co-ordinators about pupils' progress, check data, discuss targets and debate and formulate policies. The chair of the governing body meets frequently with the head teacher and visits the school regularly maintaining close contact.
- 34 Governors are proud of the school and are both committed to, and involved in school improvement. They make an important supportive contribution in the current period of change but do not sufficiently challenge and evaluate the full impact of the changes on raising standards at the school. They contribute to the construction of the School Improvement Plan which is then discussed fully before approval. The governing body discusses targets and approves them. All statutory requirements are met.
- 35 There is an outstanding culture of review and self-evaluation driving the staff and well-informed governors. They all contribute to the process of self-evaluation and are well aware of its findings. The process follows a well-established system and involves all members of staff, pupils, parents and governors. The views of all those who have an interest in the school are central to the evaluation process. The high profile School Council is a good forum that allows all pupils' views to be heard constructively.
- 36 The school's self-evaluation procedures are extremely effective in enabling the school to evaluate its own work accurately and to plan for and monitor improvements. All aspects of school life are thoroughly and systematically reviewed and evaluated to clearly identify both strengths and areas for improvement.
- 37 The school improvement plan is an outstanding document that clearly sets out responsibilities, costing, time and success criteria. It is continuously reviewed and monitored for progress by staff and governors. Consistent and measurable improvements over the last three years are a direct result of previous plans and actions detailed in the school development plan.
- 38 The school has successfully addressed the key issues noted in the last inspection report and improvements are clearly evident in areas that needed developing. Progress since the previous inspection has been exceptional.
- 39 The cleaner in charge is effective in maintaining good standards of cleanliness throughout the school. The present school secretary, besides carrying out clerical tasks efficiently, also provides effective classroom support in the Foundation Phase. Canteen staff and the lunchtime support team including playground supervisors are valued members of the staff and make an important contribution to the efficient running of the school.
- 40 The school is fortunate in having extensive grounds which are used very effectively to benefit pupils. All pupils have regular opportunities to study and

play out of doors using the stimulating range of equipment that includes a wooded area.

- 41 The quantity and quality of learning resources has good features which outweigh shortcomings. All learners have access to the material resources available and make good use of them to enhance the quality of their work. Whilst the school is adequately resourced in most areas, the provision of computers and absence of interactive white boards do not currently support as effectively as they might, the good work pupils achieve in ICT.
- 42 The head teacher and governing body make very efficient and effective use of available money through careful budgeting and proactively seeking extra funding from various sources. The school ensures that spending is efficiently prioritised, whilst ensuring that it has sufficient funds to meet unexpected contingencies.
- 43 The finance committee meet regularly. Priorities for spending are carefully linked to the School Improvement Plan and value for money is continually sought. The school continually works hard to reduce costs. The school offers a very stimulating curriculum and pupils achieve excellent standards; the school provides very good value for money.

Recommendations

- 44 In order to improve further, the school should:
- R1 Maintain the current outstanding standards in all aspects of school life.
 - R2 Provide updated equipment throughout the school, to further support the good standards achieved in ICT.
 - R3 Develop the “critical friend” role of the Governing Body to ensure that members evaluate initiatives brought about through the planned improvement for the school.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 45 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 46 Children's attainment on entry to the nursery is slightly above the LA average. Baseline assessment in reception shows that children have very good skills in all areas of learning. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes. All children are making very good progress towards the statutory areas of learning.
- 47 An outstanding feature of the school is the progress most pupils make and the excellent standards they achieve in their knowledge, skills and understanding by the time they leave the school. All pupils are very good at achieving the challenging learning targets set by the teachers and many exceed initial expectations regardless of their background, their prior attainment and underlying ability.
- 48 Standards in pupils' key skills, including bilingual skills and children under five, are outstanding. Pupils' problem –solving, creative and independent skills are also outstanding.
- 49 Pupils at key stage 1 and key stage 2 discuss their tasks confidently and use appropriate subject related vocabulary in their work. By key stage 2 all pupils are fluent readers and they confidently search for information from different sources such as books and ICT, they use their outstanding reading skills very well to promote their learning.
- 50 Pupils make outstanding progress in their mathematical skills. The under-fives remember a good range of rhymes and games that involve counting and they use their mathematical skills confidently during practical activities. Pupils at key stage 1 and key stage 2 adapt their number skills well in a number of different contexts, and by key stage 2 they are developing appropriate investigating skills, in particular when using ICT software to gather and analyse data.
- 51 Problem solving skills in key stage 2 are outstanding. In science lessons, pupils use a range of methods in attempting to solve practical problems, with the majority able to discuss the ideas of other pupils.
- 52 The bilingual proficiency of all children is outstanding. They have a positive attitude towards learning Welsh and nearly all respond confidently during lessons whilst displaying an increasing command of vocabulary and syntax.

- 53 At both key stages the results of all pupils are included in the results. At key stage 1 in the 2008 teacher assessment, 100 per cent of pupils achieved level 2 or above. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper quartile. Compared with schools with similar numbers for free school meals (family group) and in the LA overall, the school was in the upper quartile. The percentage of pupils achieving the higher level 3 was above the national averages in all three subjects.
- 54 At key stage 2 in the 2008 teacher assessment, 100 per cent of pupils achieved level 4 or above in the three core subjects. The percentage of pupils achieving the higher level 5 was above the national averages in all three subjects. Compared with similar schools and the LA, the school was in the upper quartile. There were no significant differences between the achievements of boys and girls in 2008.
- 55 In both key stages there has been a significant improvement in the core subject indicator over the last three years. At both key stages the value added data, baseline to key stage 2, indicates that the pupils achieve consistently above the LA and Wales averages. This is outstanding.
- 56 Most pupils have a very good understanding of what they are doing and know well what they need to do to improve their performance. Pupils with additional learning needs make very good progress in relation to their prior attainment and their underlying abilities. Although there are variations in the relative performance of boys and girls, there is no significant difference in their performance year-on-year. All pupils are making very good progress towards fulfilling their potential and pupils in Year 6 are very well prepared for the next stage in their education and this is an outstanding feature of the school.
- 57 Pupils are well motivated and eager to learn. Most listen attentively and follow instructions well when undertaking new tasks and investigations. All pupils use their time very effectively and this is a significant strength of the school.
- 58 The pupils' behaviour and attitudes towards learning is exceptional in all settings, including classrooms, corridors, the playground and the canteen. This contributes significantly to the standards they achieve. They listen to instructions very well. All pupils display good manners and are courteous to staff and other adults. Pupils state that they love their school and that there is no bullying. The school is a happy, vibrant and inclusive community where all pupils feel valued and nurtured.
- 59 The school's average attendance for the last three terms at over 95.1 per cent exceeds the all Wales and Powys figures. There is a clear system in being to support all pupils and to monitor their needs and development on their return to school. Absences are caused mainly by illnesses but there is a slight increasing number of family holidays in term time. There have been no exclusions at the school for at least the past 19 years.

- 60 The registration system meets requirements. It is completed on a hard copy each day with the data entered onto the Integris computer system. Punctuality is good for the start of the day, lessons and all activities. An unusual and exceptional feature is the 'Wake & Shake' exercise at the start of the day which encourages pupils to get to school on time or miss out on some fun.
- 61 In lessons, most pupils plan and organise their work very well, confidently using classroom resources, co-operating and collaborating extremely well in pairs or small groups. Almost all pupils work independently within the structure of the class and in the general context of the school and these aspects set a firm foundation for their life-long learning.
- 62 Pupils' progress in their personal, social, moral and wider development is outstanding throughout the school. All pupils are fully involved in the life and the work of the school and through the School Council, participate in the decision making process about important issues in the school. Pupils have a very good understanding of their own culture and all pupils respond positively to the daily acts of collective worship.
- 63 The school is a highly inclusive community and this is an outstanding strength of the school. Pupils know that all individuals, regardless of their gender, colour or background should be treated with equal dignity and respect. Pupils have a very good understanding of other faiths and cultures and they celebrate a variety of key dates, such as the Chinese New Year and Diwali. This is a strength of the school. There are links with a 'Llangors school' in Sri Lanka and the Welsh heritage is celebrated regularly.
- 64 Through well-planned effective and varied programmes of visits into school and out into the community and beyond, including residential visits, pupils develop an effective insight into the world of work. Pupils are also developing a very good understanding of sustainability and how it affects their lives.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

65 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

66 The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 53% | 47% | 0% | 0% | 0% |

67 The overall quality of teaching has many outstanding features. These figures are well above the figures published in the HMCI's Annual Report 2007-2008 (Primary) where 83 per cent of standards in teaching were Grade 2 and 16 per cent of standards in teaching were Grade 1.

68 Where the quality of teaching was judged to be grade 1, the outstanding features include:

- lively and energetic lesson delivery that motivates and enthuses pupils;
- challenging and innovative activities which successfully capture and sustain pupils' interest and promote independent and active learning;
- high expectations and skilful questioning techniques which stimulate pupils and develop their thinking skills;
- excellent identification, assessment and understanding of pupils' needs which supports the setting of work at an appropriate level for pupils of all ages and abilities;
- exceptional subject knowledge enabling teachers to plan lessons and activities competently and thoroughly, particularly for pupils' basic and key skills;
- highly effective plenary sessions which allow pupils to demonstrate and evaluate their learning;
- the use of incidental Welsh which makes a notable contribution towards pupils' bi-lingual competence;
- An outstanding feature of assessment at the school is the quality of folders that celebrate the achievement of individual pupils

69 Other good features evident in lessons are:

- clear objectives shared with pupils;
- use of stimulating resources that capture pupils' interest and attention;
- effective use of ICT to enhance learning;
- the promotion of positive attitudes to learning and support of pupil's efforts, with consistent praise and encouragement.

- 70 Teaching in the Early Years is consistently outstanding, with a wide variety of imaginative activities that motivate and excite children's interests in learning. Such teaching is clearly linked to the Foundation Phase outcomes.
- 71 Throughout the school, teachers' use well thought out strategies in the presentation of their lessons to promote appropriate challenge for pupils. Teachers provide high levels of support for all pupils including the more able and talented and for those who find aspects of learning difficult. Teachers make certain that their lessons are delivered in discrete stages to accommodate the learning needs of all pupils within the class. The quality of inclusiveness is an outstanding feature of the daily transactions between teachers and their pupils. It is instrumental in enabling pupils to develop the high levels of self-esteem demonstrated by them during the inspection.
- 72 The excellent team teaching approach and co-operative planning ensures that the needs of individual pupils are fully met. Relationships between all staff and pupils are an outstanding feature of the work of the school. This inspires pupils to achieve their very best in lessons.
- 73 Teachers are extremely well informed about recent developments in education and they have an outstanding knowledge of the subjects and areas of learning that they teach. All staff are enthusiastic about professional development and actively seek out the best and most up-to-date training. A number of teaching staff have been involved in LA and cluster group projects. This has not only enhanced their own development but has also led to improvements in teaching and learning throughout the school. This is an outstanding feature of the school.
- 74 All adults treat pupils fairly and equally and all pupils benefit from the same opportunities, both in lessons and in the wider life of the school. All staff promote equality of opportunity very well and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They meet the English language needs of all pupils very well and make excellent efforts to use incidental Welsh at all times.
- 75 The quality of assessment is outstanding. Outstanding features include
- Assessment for learning strategies that provide extensive data about how well pupils achieve;
 - the range and quality of tests used to ensure that assessment is rigorous and accurate;
 - the commitment of all teachers to the systems in place that ensures a cohesive approach to assessment. Great emphasis is placed upon ensuring that there is complete agreement amongst the staff about the National curriculum levels achieved by pupils.
- 76 A tracking system is in place, which is particularly effective in recording the progress pupils make in English and mathematics. Teachers use the system very well. They analyse data to determine the action needed to ensure that all pupils including those with additional learning needs make consistent progress and reach their full potential. School records indicate many examples of

measurable levels of improvement in standards achieved by such pupils particularly in English and mathematics.

- 77 Subject portfolios are in place for core and some foundation subjects. Standardised and annotated portfolios in the core subjects aid the process of moderation and provide an accurate guide to the standards being achieved by pupils. Such information is well used in arriving at what pupils are achieving at the end of each of the key stages.
- 78 Assessment in Early Years is outstanding and provides the basis by which the level of progress made by pupils as they move through the school can be determined.
- 79 An outstanding feature of assessment at the school is the quality of folders that celebrate the achievement of individual pupils. Significant pieces of work are chosen as a result of discussion between teachers and the individual pupils concerned. Such work is collected in the Record of Achievement Folder and provides an overview of progress made by each pupil as he or she progresses through the key stages. Each pupil has ownership of their Records of Achievement folder which is presented to them when they come to the end of a key stage.
- 80 The school meets statutory requirements for assessing, recording and reporting pupils' progress. Systems and procedure have very good features and no important shortcomings.
- 81 Pupils gain a good understanding of the process of assessment and are able to self evaluate their own progress. Pupils are familiar with the targets set them by their teachers and the targets for improvement they set for themselves. Pupils have good knowledge of what they are able to do well and can clearly state those aspects of their work which they need to improve. This is an outstanding feature.
- 82 The quality of the annual reports to parents is excellent and they fully meet statutory requirements. Annual reports give a positive, detailed picture of pupils' progress in all subjects, as well as comments regarding social and personal development. Pupils' targets are also shared with parents and this is good practice. Parents are formally invited to discuss their child's progress with teachers at regular intervals. Parents state they are welcome to discuss their child's progress at any convenient time and most feel they are kept informed about their child's achievements. Parents and Carers of pupils with additional learning needs are exceptionally well informed and have full and comprehensive access to all consultations and reviews and this is an outstanding feature.
- 83 In all aspects, the school's provision for pupils' legal and course requirements are fully met.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

- 84 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 85 Curricular provision meets all statutory requirements of the National Curriculum and the agreed syllabus for religious education. The provision for personal and social education, health education and sex education also meets requirements.
- 86 The school is exceptionally successful in meeting the needs and interests of all its pupils, including those with additional learning needs and children under-five. Pupils benefit well from the strongly promoted ethos for learning, the inclusiveness which values and celebrate their individualities and from the broad, balanced and rich curriculum the school provides.
- 87 The school is highly successful in promoting self-confidence and high levels of motivation in all learners and notably in pupils that have additional learning needs. The school ensures that all pupils have a full entitlement to all that it offers. Due regard is given to ascribing sufficient time to core and foundation subjects. Teachers plan for and provide interesting and stimulating learning experiences for pupils during lessons. The quality of teachers' planning for and the effectiveness of their delivery of the curriculum secures a deep and lasting enthusiasm for learning amongst all pupils who attend Llangors Primary School. This is an outstanding feature.
- 88 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Learning experiences provided for the under-fives are broad and rich. The curriculum is very firmly based in the Seven outcomes of learning and very good regard is given to each outcome in daily and weekly planning. Substantial investment has been made in the outdoor curriculum.
- 89 The broad and balanced skills-based curriculum for pupils in key stage 1 and 2 is taught so that pupils can easily transfer and apply these Key and Basic skills across the curriculum. The planned curriculum is outstanding in enabling pupils to learn the basic and key skills before they undertake tasks and activities. This ensures they make the most of their learning opportunities. and is an outstanding feature.
- 90 The school provides an outstanding wealth of enrichment and extra curricular activities for all pupils, including a variety of sports, such as, cricket, athletics, a walking club, rugby, and soccer. In addition there are a cookery and gardening/nature club. These experiences afford pupils the opportunity to socialise with people of all ages and backgrounds and to develop confidence

and broad ranges of skills. Teachers are heavily involved, and are well supported by some parents.

- 91 The overall provision for the development of pupils' personal and social development is outstanding because the school is so active in promoting good values and attitudes in its personal and social education programme and daily life at the school, including collective worship. As a result, pupils have strong moral values and treat one another with consideration and respect. By the time they leave year 6, pupils are extremely self-confident, well mannered and very sociable with both adults and other pupils. This is outstanding.
- 92 Links with parents, community and other providers are very good. Parents are well informed about school events through regular newsletters. Parents appreciate the school's 'open-door' policy, which affords them access to school staff when the need arises. Partnerships with outside agencies are also very good. Local links including the police and fire service, give pupils a good understanding of the need to act sensibly within the community. Links with Sri Lanka enable pupils to understand the responsibilities of belonging to a worldwide community.
- 93 Parents and friends support the school very well and this benefits pupils. The school provides an excellent playgroup once a week for pre-school children and their parents to attend. This makes parents feel welcome in the school and has a beneficial effect on the smooth transition of children into the nursery. It also provides excellent opportunities for children to develop personally and socially.
- 94 In all aspects, the school's provision for pupils' legal and course requirements are fully met.
- 95 Pupils benefit from a good range of work related activities and visits and they are linked wherever possible with the curriculum topics. Children in the Early Years are involved in role-play activities following visits from people who help them.
- 96 The school provides outstanding opportunities for pupils to develop their understanding of Wales as a multi-cultural and multi-racial society because of the way in which pupils greet pupils from other countries and cultures. Pupils develop a very good understanding of the unique culture of Wales through their studies in art, history, geography and music as well as through studying the Welsh language. The school promotes bilingualism to a very high standard. All requirements of the *Cwricwlwm Cymreig* are met.
- 97 This is an inclusive school where all pupils have full and equal access to all aspects of school life and work, including sporting activities. Tackling social disadvantage and combating stereotyping is a high priority at the school. The School's Council and Eco-committee operate regularly and successfully and are outstanding features. A Breakfast Club has been considered but it is deemed unnecessary at this time.

- 98 Pupils' awareness and understanding of sustainable development and global citizenship is an outstanding feature. The school has achieved a Green Flag from the national Eco Schools programme and, at the time of this inspection, was about to be assessed for a further flag. Various items are recycled. Pupils have placed signs all round the school to save on wasted energy and water. The pupils are involved in the "Happy Bins" project to reduce waste/landfill. As a result they have increased their re-cycling and composting and have invested in a new composting barrel.
- 99 Healthy eating is linked to the running of the fruit shop by year 6 pupils, where pupils are provided with the opportunity to select and sell fruit to their peers. This expands their knowledge and experience of fruit options and is innovative. Children are also encouraged to grow their own vegetables.
- 100 Global citizenship is boosted through links with Peru, the School Council and the existence of an Eco-committee. Pupils are made aware of their place in the world through regular assembly topics and the curriculum.
- 101 Throughout the school pupils have good opportunities to develop their entrepreneurial skills. All children are encouraged to market and sell the produce they grow and are developing a mini-enterprise. Through the CAFÉ project the children have been involved in setting up a Farmers Market at the school. They made produce to sell on their own stall, talked to other market stall holders about their work and gave them a questionnaire to fill in on the success of the market. Year 6 pupils collate fruit orders per half term, collect the money from each class and are now responsible for balancing the funds and evaluating the profit and loss over each term.
- 102 The school attends well to national priorities for lifelong learning and community regeneration. Pupils gain credits for their achievements in a variety of areas throughout the school's involvement in the community. Year 6 pupils are involved in developing Personal Pupil Profiles which encourage them to think about how their current education will have an impact on their future. It stimulates interest in the world of work and helps them to evaluate where they would like to be and is an outstanding feature. As a result, pupils are very well prepared for the next stage of their education.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

- 103 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 104 The manner in which the school cares for, guides and supports its pupils is outstanding. The school provides a happy, safe, secure and caring environment for its pupils and works closely in partnership with a range of agencies and support services. There are effective links with many professionals. All staff are aware of the available links with outside agencies.

- 105 The school enjoys close and very effective working partnerships with parents and carers, which contributes significantly to quality support and guidance offered to children. Parents are kept well informed of their child's progress, as well as the many activities that go on at the school. There are two annual parents' evenings and an annual progress report is completed on each child during the summer term. Regular newsletters are circulated and placed on the school's website. Parents are very supportive and speak enthusiastically about the open door policy and state that they feel confident in approaching the school with any concerns in the knowledge that they will be addressed both promptly and sensitively. Parents are encouraged to help at the school and the parent's questionnaires responses showed that most parents were very satisfied with the help and guidance their children received.
- 106 The very active and knowledgeable School Council feels fully involved in the life of the school. It provides pupils with a voice and consequently, their views can be heard, listened to and acted upon when appropriate. The members have brought forward suggestions which have led to improvements at the school.
- 107 The School Prospectus and Governors' annual report to parents meet requirements. All statutory policies and documents are in place.
- 108 The school's induction procedures are very well established and highly effective. All adults offer outstanding support to children when they start school, and children feel secure and settle quickly into their new environment. In addition, children are very well supported as they prepare to leave for secondary school.
- 109 Registers are completed accurately and quickly at the start of the morning and afternoon sessions. The school has effective processes to monitor attendance and punctuality and is keen to ensure that procedures to improve figures are rigorously pursued. A 'First Day Call' system is in operation should a child be absent without explanation.
- 110 A variety of reward systems are applied to support good behaviour, attendance and general attitude. They include the weekly "Cup of Kindness" and star awards in classes. Sanctions include reduced play time or "time out" and is very effective in promoting good behaviour.
- 111 The school's provision for ensuring the healthy development and well being of pupils is very good. The canteen provides a good, healthy balance of food and encourages pupils to try new things. A salad bar and tasters are offered to pupils and a taster session for parents has been held. Healthy lunchboxes are encouraged through a reward scheme initiated by the School Council and is monitored by the members. This is an outstanding feature.
- 112 Arrangements for safeguarding pupils are robust, with current checks for all employees and adult helpers at the school in place. In addition there are five members who are certificated first aiders and all staff have received basic first aid training. All staff are trained in the use of an Epi Pen. The school is kept

secure during the school day and the fencing around the site is in good condition.

- 113 The school has effective measures to deal with appeals and complaints and to promote the protection of children. The SENCO has designated responsibility for child protection issues. All adults in the school are well aware of the correct procedures to be followed and that training for all including governors is updated.
- 114 The quality of the provision for pupils with special education needs is good with outstanding features. The outstanding features include:
- Highly focused and effective procedures followed by all teachers ensuring that pupils with additional learning needs often make outstanding progress. The adaptation of curricular objectives to meet the needs of pupils on the more able and talented registers.
 - The thoroughness with which pupils who potentially have additional learning needs are identified and assessed and the effectiveness of the support which is then provided.
- 115 The special needs co-ordinator works very effectively with class teachers and learning support staff. Together they are a very effective team and provide high quality support for all pupils. As a result pupils with SEN make good and often very good progress in achieving their learning goals.
- 116 In respect of the provision for additional learning needs all statutory requirements are fully met.
- 117 Individual education plans are well focused and have clear targets for improvement. Where appropriate, targets are discussed with the pupils involved and treated as class targets. Parents are kept well informed of what the school does to help their children. Individual education plans are shared with them and the vast majority are active in helping their children at home. The school sends home computer software that contains focused programs helping the pupils meet their specific targets for improvement. This is an outstanding feature.
- 118 Some support is given through withdrawal but this is done in such a way that it does not infringe the pupils' right to a full and rich curriculum. The quality and sensitivity of the support by teachers and support staff enables pupils to be visibly well motivated, confident and eager to improve. Within classes pupils with additional learning needs do not stand out. They work with the same commitment as main stream pupils and make comparable or even better progress than their mainstream counterparts. .
- 119 Very good links exist between the school and outside agencies whose expertise is used to good effect for the benefit of pupils with additional learning needs. The SENCO also attends regular area additional learning needs cluster meetings where problems relating to additional needs are discussed and support is given.

- 120 The school provides outstanding support for pupils whose behaviour may impede their own progress and the progress of other pupils. The school works hard to enable pupils who have personal and social difficulties to build good relationships with others and uses many strategies to achieve this.
- 121 Pupils are particularly well cared for, guided and supported by a dedicated staff. This is a very significant feature of the school. Regardless of ability, race, gender or home background the school provides a very happy, welcoming and friendly environment for pupils to learn and play. Adults know pupils well and, in discussion, pupils confirm they feel safe and able to ask any adult for help. Personal and social education underpins the life of the school and pupils benefit from many rich experiences.
- 122 The school is very active in promoting gender equality and challenging stereotypes. It permeates all processes, procedures and activities. Pupils spoken to during the inspection were confident that teachers are very successful in ensuring no one is discriminated against or barred from any activity because of their gender.
- 123 There is a school incident book for recording instances of oppressive behaviour but this has yet to be used. Pupils confirm that bullying does not occur and state that they would be comfortable in reporting such behaviour. Effective Behavioural Management and anti –bullying policies are consistently applied across the school. Expectations of all pupils' behaviour are high and as a result pupils show respect to one another. There are many outstanding strategies to eliminate oppressive behaviour and the pupils use the "suggestion" box regularly in the knowledge that the suggestions will be acted upon. This is an outstanding feature of the school.
- 124 The school is totally committed to ensuring that all children are treated equally and is highly effective in promoting gender equality and actively addresses the issues of stereotyping. All activities are open to both boys and girls and the school actively encourages non-stereotypical choices of free choice activities or sports.
- 125 Support for permanently or temporarily disabled pupils is good. The school has been adapted for disabled pupils and visitors, with ramps to help access and a disabled toilet. The LA would be consulted should further adjustments be necessary. An Accessibility Plan and Disability Equality scheme are in place and operate very effectively.
- 126 The way the school embraces diversity is an outstanding feature of school life. Pupils have made visits to different religious places and visitors from different churches contribute to the pupils' understanding. There are colourful displays celebrating and promoting diversity and numerous books available in the library embracing difference and celebrating diversity.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 127 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 128 There is a very strong sense of direction and purpose to the work of Llangors School. The leadership and management of the school are good with outstanding features. An outstanding feature of the school is the head teacher's very effective leadership and clear sense of purpose and direction, which she provides. Since her appointment very sound structures have been put in place to ensure quality of provision and standards are maintained at a high level. Her vision for the school is reflected in its mission statement, which expresses its commitment to developing the full potential of each individual. She relays this effectively to all those involved in school life and it is this factor that has developed the school into a place that is recognised locally for the commitment of all staff. At the same time, the head teacher demonstrates great care and concern for both staff and pupils.
- 129 The school's commitment to each pupil is evident in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills, which are essential for all pupils to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires.
- 130 The head teacher works very closely with all staff and over the years together they have established a very dynamic approach to school improvement. All members of staff, governors and parents play an important role in ensuring that the school continues to maintain its high standards. There are outstanding working relationships between all stakeholders and there is a genuine sense of teamwork.
- 131 The deputy head teacher is a highly effective practitioner and has a very positive effect on the management of the school. Core curriculum leaders provide effective leadership, monitoring standards in their subjects and they clearly identify areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead discussions and offer advice for colleagues in areas that are priority in the school improvement plan. Currently the school is extending this process of monitoring teaching and learning in the foundation subjects to raise standards further.
- 132 The head teacher and staff robustly analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by staff and pupils.

- 133 The school shows an outstandingly strong commitment to developing the expertise of both teaching and support staff. The performance management system ensures that all members of staff value the opportunities available to improve their expertise. Training objectives for all staff reflect an excellent balance between the schools priorities and the needs of the individuals.
- 134 The work of the governing body is good. They have responsibility for subject areas and they are starting to develop this role and carry out their responsibilities effectively. They monitor the quality of provision by making visits to the school and they are well informed about its life and work. They receive and discuss information given by the head teacher and subject co-ordinators about pupils' progress, check data, discuss targets and debate and formulate policies. The chair of the governing body meets frequently with the head teacher and visits the school regularly to maintaining close contact.
- 135 Governors are proud of the school and are both committed to, and involved in school improvement. They make an important supportive contribution in the current period of change but do not sufficiently challenge and evaluate the full impact of the changes on raising standards at the school. They contribute to the construction of the school improvement plan, which is then discussed fully before approval. The governing body discusses targets and approves them. All statutory requirements are met.
- 136 Arrangements to allow teachers time for planning, preparation and assessment are thorough and the head teacher supports all teachers' very well. All members of staff are supported and this is effective in helping to ensure that everyone feels valued.
- 137 The school takes very good account of national priorities. The raising of standards in bilingualism is an on-going target and the development of the Foundation Phase is highlighted in the school improvement plan. Sustainable development has a high priority while pupils learn good citizenship through their involvement in the School Council. A further priority is the school's preparation for the next stage of the Healthy Schools initiative.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

- 138 The findings of the inspection team differ from those identified in the school's self-evaluation report. Inspectors found a significant number of outstanding features not identified by the school.
- 139 The head teacher and her staff have ensured that they have a clear and accurate overview of all aspects of the work of the school. They have set in place very good processes by which they can judge the performance of themselves in their teaching roles and the performance of learners. Careful and painstaking monitoring and continuous self-evaluation are well embedded

within the daily life of the school. They are significant in helping the school to maintain its very high standards of teaching and learning and in its drive to achieve excellence. This is an outstanding feature.

- 140 Continuous dialogue and discussions amongst teachers and support staff about the provision they make for pupils including those with additional learning needs and children under five provides a starting point in the self-evaluation process. As a team they are very experienced self evaluators and are able to judge very perceptively the strengths and weaknesses in the schools performance. This is an outstanding feature in the evaluative processes established at the school.
- 141 Self-evaluation procedures draw on first-hand evidence from many sources. Co-ordinators audit their subject areas meticulously. Classroom observation is well established at the school. Teachers monitor standards very closely. Evidence gained is then translated into targets for improvement if there is a need. Targets are actioned through the school development plan, where they are monitored and evaluated to ensure success. Where evaluation reveals an urgent need then targets are fast tracked through to ensure an immediate response and a quick resolution to the deficiency identified. This aspect of the school's self evaluation is also outstanding.
- 142 Views of parents and Carers as well as other adults are actively sought and are well valued by the school. In addition to being fully involved in their own self-evaluation process pupil views about the performance of their school is also sought. The School Council provides excellent and valuable perspectives in this regard. The questionnaires filled in by parents prior to the inspection and the views stated by parents who attended the pre inspection meeting are very complimentary about the school. The inclusive and open nature of the school ensures that parents have first hand evidence of what is happening and this enables them to evaluate, accurately the quality of the education provided.
- 143 The school improvement plan is a very useful working document that clearly sets out the priorities, responsibilities, and costing, time and success criteria. It is continuously reviewed and monitored for progress by staff and governors. The head teacher and governors ensure that all priorities are adequately resourced. They work very hard in seeking grants and funding from a variety of sources to supplement the school's budget.
- 144 The parent teachers association raises substantial amounts of money for the school. The money is well used in providing equipment that the school could not otherwise have afforded. Funding for the development of the outside classroom has enabled the project to be established and has significantly enhanced the learning experiences of pupils and children under five.
- 145 The inspection team disagrees with the judgements made by the school in one of the seven key questions. The inspection team agreed with the school's judgements in all of the remaining key questions.

- 146 Overall, the school has made excellent progress since the last inspection. All of the key issues have been successfully addressed.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

- 147 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 148 The school is staffed by a dedicated team of highly qualified, enthusiastic and eminently skilled teachers. Together they provide a first class education for all pupils including the more able and talented, those who have learning difficulties and children under five. They very successfully provide a continuity of learning opportunities that ensure that pupils and children under five make very good progress in the standards they achieve. The deployment of such practitioners and the contribution they make to the school experiences of learners is outstanding.
- 149 Teachers are very well supported by well-qualified classroom assistants. Teachers and classroom assistants work very closely together. The quality of their teamwork and its impact upon the high standards of education provision is outstanding.
- 150 The Foundation Phase is well resourced with support staff and this ensures that children have the very best start to their school career. Teachers and practitioners work very closely together on a daily basis in their tasks of listening to, and encouraging and supporting children in their learning activities.
- 151 The cleaner in charge is effective in maintaining good standards of cleanliness throughout the school. The present school secretary, besides carrying out clerical tasks efficiently, also provides effective classroom support in the Foundation Phase. Canteen staff and the lunchtime support team including playground supervisors are valued members of the staff and make an important contribution to the efficient running of the school.
- 152 The quantity and quality of learning resources has good features which outweigh shortcomings. All learners have access to the material resources available and make good use of them to enhance the quality of their work. Whilst the school is adequately resourced in most areas, the provision of computers and absence of interactive white boards do not currently support as effectively as they might, the good work pupils achieve in ICT.
- 153 The quality and quantity of resources in the Foundation Phase are very good and support well the needs of all children. Outdoor equipment, including wheeled toys, is in good supply and is well used by children.

- 154 Performance Management is used very effectively by the head teacher and her staff in evaluating the quality of teaching and setting in place opportunities for well-focused training. Such training meets the needs of the school and the professional developmental needs of teachers. This is an outstanding aspect of the management and development of staff.
- 155 Very good use is made of the cascade system to disseminate good practice when teachers have been on courses. The school uses in house training very effectively, for example the SENCO provides training and support for learning support staff when necessary.
- 156 The arrangements for teachers' planning, preparation and assessment time are efficiently organised and carried out. They have a good impact on pupils' learning. Workload initiative funding is well used to provide support for teachers and therefore meets statutory requirements.
- 157 The school building has good sized classrooms and a good hall for general usage. There is sufficient room to deliver the curriculum. There are, however, areas where staff, pupils and visitors have to pass through a classroom or the hall to access other areas and this can distract some learners. Some of the external walls and framework are in need of decoration.
- 158 The school's external accommodation is an exceptional feature. The grounds are extensive, well maintained and provide a variety of sports and sustainability activities for pupils.
- 159 The head teacher and governing body make very efficient and effective use of available money through careful budgeting and proactively seeking extra funding from various sources. The school ensures that spending is efficiently prioritised, whilst ensuring that it has sufficient funds to meet unexpected contingencies.
- 160 The finance committee meet regularly. Priorities for spending are carefully linked to the school improvement plan and value for money is continually sought. The school continually works hard to reduce costs. The school offers a very stimulating curriculum and pupils achieve excellent standards; the school provides very good value for money.

School's response to the inspection

The Head teacher, Staff and Governors of Llangors Church in Wales Primary School would like to thank the inspection team for their comprehensive and rigorous inspection. We are all thrilled with the report and believe that the Grade One's awarded for each of the seven Key Questions accurately reflect the range of outstanding features of our school. We are also pleased that the report acknowledges the skill, talent and dedication of teachers and the quality of support given by non-teaching staff.

We are very proud that the quality of teaching is significantly higher than national figures reported by Her Majesty's Chief Inspector in the last academic year and this gives us the incentive to continue to find new ways of making learning exciting and stimulating.

We are delighted that acknowledgement is given to the teamwork between all stakeholders in the school as we feel this is a unique and major strength which contributes highly to making Llangors Church in Wales Primary School an outstanding school.

The Head teacher, staff and governors will address the inspection recommendations and incorporate them into the School Development Plan.

We would like to express our thanks to the Registered Inspector, Mrs Carolyn Thomas, and the team, for the thorough, effective and professional manner in which the Inspection was carried out. We found them to be friendly, courteous and approachable which made the whole process meaningful and constructive.



Appendix 1

Basic information about the school

| | |
|---------------------|------------------------------|
| Name of school | Llangors V.P. School |
| School type | Primary inc Foundation Phase |
| Age-range of pupils | 4-11 |
| Address of school | Llangors Brecon Powys |
| Postcode | LD3 7UB |
| Telephone number | 01874 658663 |

| | |
|-------------------------------------------|---------------------------------------------------|
| Head teacher | Mrs Lynne Jones |
| Date of appointment | September 2000 |
| Chair of governors/ Appropriate authority | Mr David Phillips |
| Registered inspector | Mrs Carolyn Jane Thomas |
| Dates of inspection | 8 th June – 10 th June 2009 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 8 | 19 | 15 | 14 | 16 | 17 | 16 | 17 | 122 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 6 | 0 | 6 |

| Staffing information | |
|--------------------------------------------------------------------|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 19.8:1 |
| Pupil: adult (fte) ratio in nursery classes | 9:1 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 19.8 |
| Teacher (fte): class ratio | 1.1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--------------------------------------------------------------------|-----|-----|----------------|
| Term | N | R | Rest of school |
| Spring 2009 | 95% | 93% | 94% |
| Autumn 2008 | NA | 90% | 95.2% |
| Summer 2008 | 88% | 95% | 96.2% |

| | |
|----------------------------------------------------------------|----|
| Percentage of pupils entitled to free school meals | 7% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2008 | | | Number of pupils in Y2: | | | | | 15 |
|-------------------------------------------------|--------------------|----------|-------------------------|---|----|----|----|----|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | |
| English: | Teacher assessment | School | 0 | 0 | 0 | 47 | 53 | |
| | | National | 0 | 4 | 14 | 63 | 19 | |
| En: reading | Teacher assessment | School | 0 | 0 | 0 | 47 | 53 | |
| | | National | 0 | 4 | 15 | 55 | 26 | |
| En: writing | Teacher assessment | School | 0 | 0 | 0 | 47 | 53 | |
| | | National | 0 | 5 | 16 | 68 | 11 | |
| En: speaking and listening | Teacher assessment | School | 0 | 0 | 0 | 47 | 53 | |
| | | National | 0 | 2 | 11 | 64 | 23 | |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 53 | 47 | |
| | | National | 0 | 2 | 11 | 65 | 22 | |
| Science | Teacher assessment | School | 0 | 0 | 0 | 40 | 60 | |
| | | National | 0 | 1 | 9 | 66 | 24 | |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------|----------|----|
| In the school | 100% | In Wales | 81 |

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

| National Curriculum Assessment KS2 Results 2008 | | | Number of pupils in Y6 | | | | | | | 14 | |
|-------------------------------------------------|--------------------|----------|------------------------|---|---|---|---|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 71 |
| | | National | 0 | 0 | 0 | 1 | 1 | 3 | 16 | 51 | 29 |
| Welsh | Teacher assessment | School | | | | | | | | | |
| | | National | | | | | | | | | |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 57 |
| | | National | 0 | 0 | 0 | 1 | 1 | 3 | 15 | 51 | 30 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 71 |
| | | National | 0 | 0 | 0 | 1 | 1 | 2 | 11 | 54 | 32 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|-----------------------------------------------------------------------------------------------------------------------|------|---------------|--|
| by teacher assessment | | by test | |
| In the school | 100% | In the school | |
| In Wales | 76 | In Wales | |

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of three inspectors spent a total of six inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Twenty-nine questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- 19 lesson and part lessons observations were undertaken.
- A peer assessor from a school outside the LEA was a member of the team and assisted in the collection of evidence, the sampling of pupils' work and the observations of lessons.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors attended the school council, and observed lunch times and break times.
- Inspectors attended daily acts of worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Mrs Carolyn Jane Thomas Registered Inspector | Context, Summary, Recommendations and Appendices Key Question 1, 2 ,5 and 7 Contributions to Key Question 3,4 and 7 |
| Mr Kerry Knapper Team Inspector | Key Question 3, 6 and 7 Contributions to Key Questions 1,2 and 4 |
| Mr Dylan Jones Lay Inspector | Contributions Key Questions 1,3 4and 7 |
| Mr David Clark Peer Assessor | Contributed to all key Questions. |
| Mrs Lynne Jones Nominee | Liaising between the Inspection team and the school Provision of information |

Contractor:

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Acknowledgement

The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils of Llangors school for the co-operation and assistance both before and during the inspection.