Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

Llangynwyd Primary School
Heol Cadrawd
Llangynwyd
Maesteg
CF34 9TE

School Number: 672/2149

Date of Inspection: 01/02/10

by

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15942

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Introduction

Llangynwyd Primary 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 Llangynwyd Primary School took place between 1st and the 3rd February 2010. An independent team of inspectors, led by Robert Alun Isaac 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.

Estyn’s reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all</td>
<td>with very few exceptions</td>
</tr>
<tr>
<td>Most</td>
<td>90% or more</td>
</tr>
<tr>
<td>Many</td>
<td>70% or more</td>
</tr>
<tr>
<td>A majority</td>
<td>over 60%</td>
</tr>
<tr>
<td>Half/around half</td>
<td>close to 50%</td>
</tr>
<tr>
<td>A minority</td>
<td>below 40%</td>
</tr>
<tr>
<td>Few</td>
<td>below 20%</td>
</tr>
<tr>
<td>Very few</td>
<td>less than 10%</td>
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</table>

The five-point scale used to represent all inspection judgments 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 **standard** 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. Y1 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
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</table>

Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
</tbody>
</table>
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<td>13</td>
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<td>Key Question 4: How well are learners cared for, guided and supported?</td>
<td>15</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>17</td>
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<td>Key Question 5: How effective are leadership and strategic management?</td>
<td>17</td>
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<tr>
<td>Welsh second language</td>
<td>24</td>
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<tr>
<td>Information communications technology</td>
<td>25</td>
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<tr>
<td>Geography</td>
<td>26</td>
</tr>
<tr>
<td>Music</td>
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<td>Religious education</td>
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Context

The nature of the provider

1 Llangynwyd Primary School is situated in the village of Llangynwyd, north of the town of Bridgend and two miles from Maesteg. It serves an area which the school describes as mixed, being in the main neither prosperous nor economically disadvantaged. The local authority (LA) is Bridgend County Borough Council. Currently, the school has a total roll of 96 pupils, aged three to eleven. Numbers have remained stable in recent years. Free school meals are received by 28 per cent of learners, which is above the national average for Wales.

2 The annual intake covers the full ability range. Thirty-two learners (34 per cent) are identified as having some form of additional learning need (ALN), including two who are the subjects of formal statements of special educational need (SEN); this percentage is well above the national average. There are fifteen pupils who are provided for in two SEN unit classes, known as Communication Disorder Resource (CDR) bases, which provide help for those with autism or speech and language disorder and which are organised according to age. Learners with SEN are taught by teachers and support staff, some of whom are learning support officers or special support officers in the CDR bases and others who are teaching assistants in mainstream classes.

3 English is the sole or predominant home language in all cases. No pupil comes from a Welsh speaking home but one per cent has a minority ethnic background. A few pupils receive extra support in learning English as an additional language (EAL) and their first language is Tagalog.

4 No changes have been made to the type or age-range of the school in recent years. The present headteacher has been in post since 1999 and the school was last inspected in 2004.

5 The school is applying for the Eco Schools Bronze Award and the Healthy Schools’ Fourth Phase Award. Its accommodation is aged and in places inadequate for modern teaching and learning. There are five classes, all containing pupils from more than one year group. Pupils are located in one class for Y1 and Y2, one for Y3 and Y4, one for Y5 and Y6 and two for pupils with significant SEN. Five pupils are ‘looked after’ by the Local Authority.
The school has a comprehensive set of aims which seek to promote all aspects of pupils' personal, social, physical, intellectual and cultural development. It has nine specific targets for development:

- to refine the process of self evaluation;
- to evaluate how well learners are cared for, guided and supported;
- to successfully implement the Foundation Phase and prepare for the Foundation Phase in key stage 1;
- to successfully implement the National Curriculum 2008;
- to improve standards in literacy and numeracy throughout the school;
- to evaluate the effectiveness of assessment procedures;
- to provide opportunities for learners to develop their awareness and understanding of sustainable development and global citizenship;
- to continue to improve continuing professional development and performance management procedures; and
- to review and update relevant statutory and non-statutory documentation.
Summary

7 Llangynwyd Primary is a good school with outstanding features at many levels. Standards are generally good, teaching is highly effective and the curriculum has significant and innovative aspects. The leadership and management of the headteacher and his senior colleagues are especially outstanding. The school has improved considerably over the last six years and it gives consistently good value for money. However, it recognises that it needs to raise pupils' awareness of their Welsh cultural heritage, their bilingual skills and their knowledge of modern Wales.

Table of grades awarded

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

8 The inspection team agreed with the school on the grades it awarded itself in its self-evaluation report in five of the seven key questions. Where they differed in Key Questions 1, 2 and 5, the team considered there were enough outstanding features to justify Grade 1 in contrast to the school’s Grade 2.

9 There are outstanding features in learners’ achievements across the curriculum. Overall standards in English, mathematics and science have fluctuated significantly over the last four years in both key stages. The results of boys and girls have also fluctuated considerably with no discernible pattern over time. The number of pupils in Y2 and Y6 has varied between four and fifteen each year and one pupil can represent up to 25 per cent of the school’s assessment results. This reduces the statistical validity of annual assessment figures and the conclusions drawn can only be tentative.

10 The presence of 15 pupils or 16 per cent of the school in the CDR bases means that when their results are included in the overall assessments each year there is an inevitable impact upon the percentages.
The overall grades awarded for standards in the subjects inspected were as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>65%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These percentages are an improvement on those reported in the last inspection. They are also considerably better than the national figures published in Her Majesty’s Chief Inspector’s (HMCI) Annual Report for 2008 - 2009, where standards in primary schools in Wales are 85 per cent Grade 2 or better, of which 12 per cent is Grade 1.

Grades for standards in subjects inspected

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<td>Grade 2</td>
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<tr>
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<td>Grade 2</td>
</tr>
<tr>
<td>Geography</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Music</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Religious education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>

Learners, including those with ALN, those who speak English as an additional language and those in vulnerable circumstances, make outstanding progress in gaining knowledge, understanding and skills in many subjects.

Initial assessments show that when children join the school in nursery or reception their attainments are often broadly average. From that time onward they learn quickly and effectively.

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. They also make outstanding progress in the key skills of speaking, listening, reading and writing and good progress in numeracy and information communications technology (ICT).

In key stages 1 and 2, standards and progress in speaking, listening, reading and writing across the curriculum are good with outstanding features. The writing of older pupils, in particular, displays good features and they use language well to communicate their ideas. Standards are good in numeracy skills and the use of ICT.

Children’s bilingual skills in the Foundation Phase and key stage 1 develop well. They show enthusiasm and confidence in learning Welsh. However, older pupils are less confident in their use of Welsh and have too few daily opportunities to use the language across the curriculum in order to become fluent.

Attendance rates are slightly below local and national averages, averaging 92.3 per cent for the three terms prior to the inspection, but unauthorised absence is significantly higher.
Learners’ personal, moral, social and wider development and their behaviour and attitudes towards learning are good. They have a good understanding of their place in the local community and the world of work.

The quality of education and training

Grades for teaching

In the lessons or part lessons observed the quality of the teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>65%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These figures represent an improvement when compared with those recorded during the last inspection. With 100 per cent at Grade 2 or higher, they are well above the national picture as reported in HMCI’s Annual Report for 2008 - 2009, where the quality of teaching in primary schools in Wales is Grade 2 or better in 85 per cent of lessons, of which 17 per cent is Grade 1.

The overall quality of teaching is good with outstanding features. The consistency of teachers’ planning, teaching and subject knowledge has a positive impact on standards achieved by learners in all year groups. In a significant minority of lessons observed there were outstanding features in a good range of classes.

The good and outstanding features of teaching include very careful planning, matching the objectives of the lesson to learners’ ages and abilities, high expectations, excellent relationships between teachers and learners, use of a wide range of learning strategies and stimulating activities and skilled questioning which draws out and expands learners’ understanding. However, there is scope for further improvement in the nature of plenary sessions; teachers too often tell learners about matters rather than challenging them to explain their own learning and to evaluate their own progress.

Support staff within the mainstream and both CDR bases work very effectively with teachers in delivering the curriculum; they undertake specific initiatives to help individual learners and target those identified with SEN. Their contribution to learning is invariably outstanding.

Assessment, recording and reporting procedures are good and meet statutory requirements. Assessment in the Foundation Phase in particular is very effective and teachers and support staff assess progress on a daily basis. Records are used to monitor progress and effective targets are set for children to aim for. Results of baseline assessments inform teaching and learning.

The school provides a broad, balanced and relevant curriculum that meets statutory requirements and the needs of the range of learners including those within the two CDR bases. It is enhanced by the implementation of the
Foundation Phase and integration of the new skills based curriculum for older pupils linked to overarching themes.

27 Learners benefit from a range of extra-curricular activities and clubs including football, netball, school choir, sport and magazine clubs. Good sporting links for inter school competitions have been developed. Swimming lessons are provided for Y5 and Y6, who also attend a residential weekend in places such as Llangrannog or Manor Park study centre.

28 Learning is enhanced through educational trips to places of interest linked to areas of study. Pupils in the key stage one CDR base have the opportunity to experience horse riding and are actively involved in the ‘Forest Schools’ initiative.

29 The school’s promotion of learners’ spiritual, moral and social development is outstanding. Collective worship meets statutory requirements and spiritual themes ensure learners have a good understanding of spiritual and moral issues. Singing is particularly impressive in assemblies.

30 The quality of care, guidance and support is good with outstanding features. The school plans and manages care arrangements and support services very effectively in conjunction with the LA. It has induction programmes that help pupils settle in quickly, understand their rights and responsibilities and the demands of the curriculum.

31 The provision for pupils with ALN or SEN is outstanding in the CDR bases and in mainstream classes.

32 The eco-council was recently re-established. The school carries out recycling initiatives to help sustainable development and has worked in partnership with external agencies such as the Groundworks Trust. There is scope for the school’s promotion of sustainability to be further enhanced.

33 Links with parents, the community and other educational establishments are good. Parents and carers are very appreciative of the support provided by the school and the way they are kept well informed. The school promotes equality of opportunity outstandingly well. There is a positive ethos of inclusion and all learners have full access to the curriculum and to extra-curricular activities. Pupils from the CDR bases integrate with mainstream classes when appropriate and to very good effect.

Leadership and management

34 The quality of leadership and management of the headteacher, the SEN co-ordinator (SENCO) and subject co-ordinators, for example in English and music, is good with outstanding features and is much improved since the last inspection.

35 The school has a clear sense of its own educational direction and good standards are well promoted. The essence of the school’s effectiveness is in the
outstandingly good team spirit between the headteacher, teachers, pupils, teaching assistants and governors. The school’s ethos is underpinned by strong moral principles.

36 The headteacher is caring, committed and knowledgeable. He has seen the school through a period of curriculum change and improvement and succeeded in reshaping and retaining an effective team.

37 The quality of governance has good features with no important shortcomings. Governors are committed to the school and conscientious in their duties. They are well informed through their regular involvement in meetings with both teaching and support staff. The self-evaluation process is of good quality as is the self-evaluation report. The systems of self-review and strategic planning are rigorous and detailed.

38 The quality of staffing is outstanding. The school has an appropriate number of teachers and adult : learner ratios are very good. Members of staff benefit from the many opportunities for continual professional development, reflecting on their practice and identifying their strengths and areas to be developed.

39 The overall accommodation has more strengths than shortcomings. It is very well kept and classrooms and corridors are spacious and used excellently. The classrooms are well organised and contribute very positively to the warm and welcoming atmosphere of the school. There are exceptionally good wall displays in all areas and some are bilingual. The classrooms and hall are of sufficient size for the number on roll.

40 Despite its age, the main school building is generally in good condition. However, the walls in the corridor leading to the girls’ toilets and the steps and door to the demountable classroom are in very poor condition.

41 The quality and quantity of learning resources, including ICT, are very good overall and are appropriate to the ages and needs of learners. There is access to a well equipped ICT suite and library within the main building and teachers are adept at using interactive whiteboards to enhance learning. Resources are of good quality and purposefully utilised.

42 In the light of the good standards, the high quality of provision, the outstanding care, leadership and resources, the school provides good value for money.
**Recommendations**

The governors, headteacher and staff now need to:

R1 raise standards in Welsh across the curriculum and promote further knowledge and understanding of learners’ Welsh cultural heritage and the features and context of modern Wales;

R2 improve learners’ ability to assess how well they and their peers are doing in everyday lessons against agreed criteria;

R3 continue efforts to improve attendance rates; and

R4 refurbish the steps and entrance area of the demountable classroom and the walls of the girls’ toilet facilities

N.B. Recommendation 2 is already identified in the school’s current development plan.

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**

43 The findings of the inspection team do not match the judgment of the school in its self-evaluation report because the inspection evidence revealed enough outstanding features to justify Grade 1.

44 There are outstanding features in learners’ achievements across the curriculum. Overall standards in English, mathematics and science have fluctuated significantly over the last four years in both key stages. The results of boys and girls have also fluctuated considerably with no discernible pattern over time. The number of pupils in Y2 and Y6 has varied between four and fifteen each year and one pupil can represent up to 25 per cent of the school’s assessment results. This reduces the statistical validity of annual assessment figures and the conclusions drawn can only be tentative.

45 The presence of 15 pupils or 16 per cent of the school in the CDR bases means that when their results are included in the overall assessments each year there is an inevitable, negative impact upon the percentages.
The overall grades awarded for standards in the subjects inspected were as follows:

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These percentages are an improvement on those reported in the last inspection. They are also considerably better than the national figures published in HMCI’s Annual Report for 2008 - 2009, where standards in primary schools in Wales are 85 per cent Grade 2 or better, of which 12 per cent is Grade 1.

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Pupils, including those with ALN, those who speak English as an additional language and those in vulnerable circumstances, make outstanding progress in gaining knowledge, understanding and skills in many subjects.

Initial assessments show that when children join the school in nursery or reception their attainments are often broadly average. From that time onward they learn quickly and effectively.

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. They also make outstanding progress in the key skills of speaking, listening, reading and writing and good progress in numeracy and information communications technology (ICT).

In key stages 1 and 2, standards and progress in speaking, listening, reading and writing across the curriculum are good with outstanding features. The writing of older pupils, in particular, displays good features and they use language well to communicate their ideas. Standards are good in numeracy skills and the use of ICT. In English, for example, older pupils in key stage 2 use computers skilfully for word processing or presenting their stories and poems and they combine suitable images and text well.

Children’s bilingual skills in the Foundation Phase and key stage 1 develop well. They show enthusiasm and confidence in learning Welsh. However, older pupils are less confident in their use of Welsh and have too few daily opportunities to use the language across the curriculum in order to become fluent.

Learners’ organisational and study skills and their capacity to work independently develop well. A particularly good feature is the way in which they
work collaboratively in pairs and small groups, helping and supporting each
other. All ages are well prepared to take on responsibilities and they readily
engage with all the opportunities offered to them within the school community.

54 Learners’ personal, moral, social and wider development and their behaviour
and attitudes towards learning are good and reflect the school’s values of
tolerance and respect for others. They are sociable, polite and welcoming to
visitors. They readily engage in conversation and have a good understanding of
what is expected of them. They listen carefully to their teachers and settle
quickly to the tasks set them. However, they are relatively unaware of their
strengths and weaknesses and of how they might improve their work.

55 Pupils develop their personal values and learn to appreciate the values of others
through the school’s promotion of respect and concern for others. This is
supported by a well planned personal and social education (PSE) programme
and the clear moral and spiritual elements of collective worship.

56 There were two temporary exclusions during the year before the inspection.
Correct procedures were followed in each case and the school made every
effort to avoid such a course of action.

57 Attendance rates are slightly below local and national averages, averaging 92.3
per cent for the three terms prior to the inspection, but unauthorised absence is
significantly higher; much of this is attributed to family holidays during term time.
Learners are punctual and lessons start promptly. The school complies with all
attendance requirements set out in National Assembly for Wales (NAW) Circular
47/06.

58 Learners demonstrate an excellent awareness of equal opportunities issues and
show a genuine respect for faiths and cultures that differ from their own. They
are tolerant, open-minded and accepting of diversity within their school, their
community and the wider world. Events, such as a visit to a Cardiff mosque,
help to heighten this awareness.

59 Learners have a good understanding of their place in the local community and
the world of work.

The quality of education and training

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

Grade 1: Good with outstanding features

60 The findings of the inspection team do not match the Grade 2 judgment made by
the school in its self-evaluation report because there was evidence to show a
number of outstanding features.
In the lessons or part lessons observed the quality of the teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>65%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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These figures represent an improvement when compared with those recorded during the last inspection. With 100 per cent at Grade 2 or higher, they are well above the national picture as reported in HMCI’s Annual Report for 2008 - 2009, where the quality of teaching in primary schools in Wales is Grade 2 or better in 85 per cent of lessons, of which 17 per cent is Grade 1.

The overall quality of teaching is good with outstanding features. The consistency of teachers’ planning, teaching and subject knowledge has a positive impact on standards achieved by learners in all year groups. In a significant minority of lessons observed there were outstanding features in a good range of classes.

The good and outstanding features of teaching include:

- very careful planning so that the objectives of the lesson are clearly matched to the ages and abilities in the classes;
- high expectations of learners which are made clear at the beginning of and throughout each lesson;
- excellent relationships between teachers and learners which encourage and support them;
- use of a wide range of learning strategies and stimulating activities, including primarily drama and role play; and
- skilled questioning which draws out and expands learners’ understanding.

In the best teaching the pace is good. Teachers build successfully on what learners already know and tasks are well matched to their needs and learning styles. Interactive whiteboards are used well to support all areas of the curriculum. However, there is scope for further improvement in the nature of plenary sessions; teachers too often tell learners about matters rather than challenging them to explain their own learning and to evaluate their own progress.

Classroom management is good. Teachers successfully create an ethos of mutual respect, which promotes learning effectively. Classrooms are vibrant and colourful and display and celebrate learners’ successes.

Teachers promote equality of opportunity and ensure that all learners are treated fairly, irrespective of their abilities and backgrounds. The core value of equality for all is reflected well in the school’s mission statement and its inclusive ethos. In the best practice teachers use instructional Welsh well across the curriculum.
Learners who use English as an additional language are supported well and their linguistic skills are developed effectively and with sensitivity to help their induction.

Support staff and volunteers are used very effectively to help individuals and groups of children. The former within the mainstream classes and the CDR bases are involved in planning and understand what they are expected to do. They work very effectively with teachers in delivering the curriculum and specific programmes and they undertake specific initiatives to help individual learners. Their contribution to learning is invariably outstanding.

Assessment, recording and reporting procedures are good and meet statutory requirements. Assessment in the Foundation Phase in particular is very effective and teachers and support staff assess progress on a daily basis. Records are used to monitor progress and effective targets are set for children to aim for. Results of baseline assessments inform teaching and learning.

The staff and the newly appointed assessment co-ordinator have developed a comprehensive assessment model to track learners’ progress across all key stages. This model includes all outcomes of standardised testing and teachers’ assessment. Teachers then draw comparisons between their assessments and the predicted targets for each learner; this works well.

Standardised testing helps teachers monitor learners’ progress especially where support is needed, for example for those with ALN or those who are under attaining in basic skills. Outcomes are shared with all members of staff and inform the strengths and areas for development for each individual.

Formative assessment is well developed and some elements of the assessment for learning (AfL) initiative are applied consistently to ensure learning objectives are understood. Individual targets are set consistently throughout the school and targets are also formally undertaken for the LA in relation to potential levels of attainment. Underachievers and those with SEN are involved in helping to formulate their own targets.

Learners’ work in the core subjects is moderated by staff, who attend various standardisation meetings with cluster schools. Subject leaders have developed excellent portfolios of exemplar work in a wide range of subjects.

The school is developing a useful skills based electronic system to monitor pupils’ progress within and between classes. Peer-to-peer and self-assessment have been identified by the school as having much scope for further development.

Marking procedures are consistent and have a clear correlation with learning outcomes, especially in written work. Oral feedback is provided regularly to learners.

The school meets statutory requirements in reporting to parents or carers. Formal consultation evenings in the spring term and at the end of the year
provide them with excellent opportunities to discuss their children’s progress and enable learners in turn to evaluate their progress. An additional consultation is provided for pupils in the CDR bases in association with external agencies. Annual reports accurately reflect the progress of individual pupils.

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

Grade 2: Good features and no important shortcomings

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

79 The school provides a broad, balanced and relevant curriculum that meets statutory requirements and the needs of the range of learners, including those within the two CDR Bases. The school is making very good progress in implementing the Foundation Phase for younger pupils and the skills-based curriculum for those in key stage 2. Medium and long term planning is based upon a thematic approach with key skills identified as the basis for planning.

80 The school has appropriate policies and strategies to ensure that every learner has equality of access and opportunity in all school activities. Those with a statement of SEN are very well catered for and adjustments are made to support their specific learning needs.

81 Learners benefit from a range of extra-curricular activities and clubs including football, netball, school choir, sport and magazine clubs. Good sporting links for inter school competitions have been developed. Swimming lessons are provided for Y5 and Y6 pupils, who also attend a residential weekend in places such as Llangrannog or Manor Park study centre.

82 Learning is enhanced through educational trips to places of interest linked to areas of study. Pupils in the key stage one CDR base have the opportunity to experience horse riding and are actively involved in the ‘Forest Schools’ initiative.

83 A well structured PSE programme is a good feature of the provision and staff are trained on the Student Assistance Programme (SAP), which enables learners to speak in confidence about their personal and emotional issues. PSE is also integrated into schemes of work as well as specific periods of circle time.

84 The school’s promotion of learners’ spiritual, moral and social development is outstanding. Collective worship meets statutory requirements and spiritual themes ensure learners have a good understanding of spiritual and moral issues. Singing is particularly impressive in assemblies.

85 Moral development is promoted particularly well through collective worship, religious education and PSE. All pupils and adults in the school promote respect
for each other and a sense of self-worth and self-esteem is clearly evident. Pupils also have a real understanding of right and wrong and show their concern for less fortunate children around the world. For example, they support local charities and have worked on specific projects like the collection of Christmas shoeboxes for Romania.

Learners work and play together well and establish very good relationships. Older ones look after those younger or less able than themselves, providing them with care and support.

Cultural development is satisfactory. Learners experience their Welsh heritage through celebrations of St. David’s Day and local and regional eisteddfods. They also study some aspects of Welsh history and geography, as well as local sculptors and artists. They also benefit from the use of local places of worship such as Llangynwyd Church and the village chapel. With reference to the legend of the Maid of Cefn Ydfa, pupils have visited the graves of both Ann Thomas and her beloved, Wil Hopcyn, in Llangynwyd Church. However, the provision for the cwricwlwm Cymreig does not reflect enough the diversity of Wales today.

Learners’ awareness of other cultures, global citizenship and the diversity of faiths, beliefs and lifestyles is raised effectively, for example through religious education in role plays of a Jewish or Christian wedding and a multicultural awareness week when each class adopts a country.

The eco-council was recently re-established. The school carries out recycling initiatives to help sustainable development and has worked in partnership with external agencies such as the Groundworks Trust. Older pupils have visited sections of the river Llynfi which are polluted by fly-tipping. They have produced informative and persuasive brochures about cleaning up the river. Pupils comment that “we can do better than this”. There is scope for the school’s promotion of sustainability to be further enhanced.

Links with parents, the community and other educational establishments are good. Parents and carers are very appreciative of the support provided by the school and the way they are kept well informed. The school engages with them and accounts for their views through parent evenings and regular newsletters. There is an effective open-door policy and the headteacher and teaching staff are always easily accessible and contactable. An informative prospectus and annual report from governors offer key information. The few parents who speak little or no English get information translated for them, which is much appreciated.

Parents are offered language and play training and are given good opportunities to listen to their children read through the home/school reading books; they are encouraged to record their children’s progress in reading. An active Parents and Friends Association (PFA) raises valuable sums of money. The home/school agreement has been signed by approximately 65 per cent of parents and efforts are ongoing to raise this figure.
Strong partnerships exist with the local community which have a positive effect on curriculum activities. Regular advice, guidance and support is provided by the police and fire services, health and eco-schools officers, local businesses and charitable agencies. A number of people come in to speak to classes about their faith and personal experiences, for example during World War Two. Members of the community also help to improve the external environment of the school. All these activities help to ensure the health and wellbeing of learners.

Learners participate in the local community through concerts for the Women’s’ Institute and senior citizens, as well as harvest festivals and fairs, sporting events and community initiatives. Recently the school took part in a major concert with twelve other schools at Maesteg School to celebrate the educational history and achievements of the Llynfi Valley.

There are good links with other schools and the school provides placements for students from Bridgend College and work experience for pupils from the local comprehensive school.

The school is successful in preparing learners for effective participation in the workplace and laying the foundations for lifelong learning and community regeneration. Business links are satisfactory and opportunities for learners to develop entrepreneurial skills are good; for example, they make and sell items at the school fete and manage a healthy tuck shop.

A number of people from the world of work visit the school and provide learners with an awareness of what they do; for example, a sculptor has helped learners with their art and design technology projects. However, there is little staff development via placements in industry or commerce.

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

Grade 1: Good with outstanding features

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

The quality of care, guidance and support is good with outstanding features. The school plans and manages care arrangements and support services very effectively in conjunction with the LA. It has induction programmes that help learners settle in quickly, understand their rights and responsibilities and prepare for the demands of the curriculum. Learners with EAL are integrated quickly and effectively.

The school provides high quality support and guidance for learners, including access to PSE, tutorial programmes and specialist services. The school effectively diagnoses individual learning needs and provides excellent additional support to meet these. This includes the very challenging needs of pupils with SEN.
Induction and support programmes for children in the Foundation Phase are well established and help them settle in quickly. New entrants and their parents are invited to attend the language and play programme and those aged three are given the opportunity to attend sessions within the nursery before they enrol.

Preparation for transfer to secondary school for Y6 pupils is well planned; secondary school teachers take some Y6 lessons and staff meet with colleagues in the local cluster of schools regularly to develop different aspects of transition plan. The present focus is on a common approach to the development of subject portfolios.

The school council includes representatives from Reception to Y6. It has designated officers to chair meetings and take minutes and it is allocated a budget. Ideas are collected from learners and councillors experience the democratic process. They also learn how to be good citizens through their membership.

The school is diligent in assuring the healthy development, safety and wellbeing of learners. Appropriate risk assessments are carried out and members of staff receive first aid training. Health education is promoted very well through the PSE programme, the use of outside resources and the fruit tuck shop. Lunch is cooked on the premises and offers pupils a good selection of healthy meals; most learners opt for school dinners.

Appropriate procedures exist to ensure the protection of children. The headteacher and deputy headteacher have received appropriate training as designated child protection officers and they implement effective procedures for the early identification and subsequent monitoring of learners experiencing difficulties. All staff and members of the governing body (GB) have also received training in child protection. This helps ensure a good understanding of their responsibilities.

Attendance and punctuality are systematically monitored and the headteacher and administrative officer give this a high priority. There are follow-up procedures and the school has regular links with the education welfare service. Registration is conducted efficiently.

Any incidences of poor or anti-social behaviour, including bullying, are recorded and resolved as quickly as possible. Parents confirm that such events are rare, but when they do occur they are dealt with promptly and effectively.

Learners’ achievement in many aspects of school life and their external successes are respected and rewarded. They meet the pledges they make in the home/school agreement.

The provision for pupils with SEN is outstanding in both the CDR bases and in mainstream classes. The school has revised its policies for SEN and inclusion and takes great care in the early identification, assessment and monitoring of those who have learning difficulties. Individual education plans (IEPs) are in place for parents and their children and they have formal review meetings.
regularly. Learners appreciate the opportunity to discuss their needs and realise that their opinions are valued and their parents are highly satisfied with the provision.

109 There are currently no learners with a medical condition but the school has procedures in place to deal with any emergencies. If any individuals with specific conditions are admitted, then the relevant training is sought, health care plans are established and specific external assistance is sought.

110 The SEN co-ordinator (SENO) is highly effective in supporting and monitoring learners with SEN and helping teachers and support staff. The school is up-to-date with current trends and liaises regularly with parents and the governor responsible for SEN.

111 The school works in partnership with a range of relevant support agencies, including the LA, social services, health professionals, the police and the school nurse, as well as a speech therapist and learning support officers, who work both in the bases and mainstream. All provide very good support for both learners and staff.

112 The school promotes equality of opportunity outstandingly well. There is a positive ethos of inclusion and all learners have full access to the curriculum and to extra-curricular activities. Pupils from the CDR bases integrate with mainstream classes when appropriate and to very good effect.

113 The school has an effective equal opportunities policy that ensures all learners are treated equally. Every individual has the same opportunity to take part in all activities regardless of their academic or physical capabilities or their social and racial background. Boys and girls take part in traditionally single gender activities such as football and cookery. Their understanding of racial equality is good and is based on mutual respect.

114 Disabled pupils or visitors have good access to the property and there is a ramp for wheelchairs at the entrance to the premises. An accessibility plan and a disability equality scheme are in place.

**Leadership and management**

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

**Grade 1: Good with outstanding features**

115 The findings of the inspection team do not match the Grade 2 judgment made by the school in its self-evaluation report because there was evidence to show a number of outstanding features.
The quality of leadership and management of the headteacher, the SENCO and subject co-ordinators, for example in English and music, is good with outstanding features and is much improved since the last inspection.

The school has a clear sense of its own educational direction and good standards are well promoted. The essence of the school’s effectiveness is in the outstandingly good team spirit between the headteacher, teachers, pupils, teaching assistants and governors. The school’s ethos is underpinned by strong moral principles.

The headteacher is caring, committed and knowledgeable. He has seen the school through a period of curriculum change and improvement and succeeded in reshaping and retaining an effective team. Teaching and learning responsibility (TLR) posts are allocated appropriately within the confines of the school’s budget.

The school supports newly qualified and student teachers well and induction procedures for staff new to the school or to teaching are effective. Good account is taken of national priorities, local partnerships and cluster arrangements.

The school helps develop the expertise of both teachers and teaching assistants to some degree and the in-service education and training (INSET) programme provides staff with good guidance on new developments in education.

Performance management procedures promote continuing professional development well. There is a good balance between meeting the needs of individual teachers and achieving the school’s educational priorities.

Subject co-ordinators are closely involved in policy making and continue to implement practicable schemes of work. They conscientiously monitor and evaluate the quality of teaching and the standards achieved in their subjects.

The quality of governance has good features with no important shortcomings. Governors are committed to the school and conscientious in their duties. They are well informed through their regular involvement in meetings with both teaching and support staff. They are successful in helping to determine the school’s strategic direction through their work in setting and costing targets for improvement.

Governors have formal links with subject co-ordinators and members of staff with other areas of responsibility. They take a close interest in their particular areas such as ALN and SEN. All statutory requirements are fully met.

The school prospectus and the annual governors’ report to parents give consistent information that meets statutory requirements.


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

<table>
<thead>
<tr>
<th>Grade 2: Good features and no important shortcomings</th>
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<tbody>
<tr>
<td>126 The findings of the inspection team match the judgment made by the school in its self-evaluation report. The inspection team agreed with the school on the grades it awarded itself in its self-evaluation report in five of the seven key questions. Where they differed in Key Questions 1, 2 and 5, the team considered there were enough outstanding features to justify Grade 1 in contrast to the school’s Grade 2.</td>
</tr>
<tr>
<td>127 The self-evaluation process is of good quality as is the self-evaluation report. The systems of self-review and strategic planning are rigorous and detailed. Members of the senior management team (SMT), subject leaders and class teachers are fully involved in deciding upon and addressing the school’s priorities. All interested parties, including governors, staff, parents and learners, are similarly involved in the process of evaluating how goals and priorities are identified and met; collaborative ownership is well established.</td>
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<td>128 The self-evaluation report correctly identifies many strengths and areas for development and cites its evidence base well. The report identifies outstanding features of the school’s work.</td>
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<td>129 The headteacher and SMT have established strategies to improve the quality of teaching and learning and to develop their knowledge of what they need to do to secure further improvement. They regularly monitor teachers’ planning, review the quality of learners’ work and subsequently provide constructive feedback. Specific timetables are drawn up for this work and for subject co-ordinators to monitor their subjects.</td>
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<td>130 Subject co-ordinators follow an annual cycle of monitoring standards of achievement and the quality of teaching. The outcomes are evaluated and reviewed in order to inform school development planning. All subject leaders monitor and evaluate their subjects and submit a report on their subject areas as part of their performance management review. Evidence from both systems feeds the priorities of the SDP.</td>
</tr>
<tr>
<td>131 The school pro-actively seeks the views of learners, staff, parents and other interested parties. School councillors confirm that the school listens to their views on a variety of issues. The opinions of governors and staff help to inform the school’s direction. The PFA and members of the community contribute by providing ideas and guidance on wider issues.</td>
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<tr>
<td>132 Planning for improvement is outstanding. Staff share with governors a strong commitment to continuous improvement. The school development plan (SDP) covers many important areas and comprises a series of appropriate action plans and measurable targets, which give the school direction for its work and development. Success criteria are identified, training needs are suitably satisfied and strategies are reviewed regularly.</td>
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Report by Robert Alun Isaac  
Llangynwyd Primary School, 01/02/10
recorded and resources are allocated effectively. The areas identified closely match the findings of this report.

133 Since the last inspection standards have risen further in many subjects. The quality of teaching has improved and the curriculum has been enhanced significantly. Provision for pupils with SEN has outstanding features as do leadership and management. ICT facilities have been upgraded significantly and the accommodation has been further enhanced. The school’s actions have resulted in measurable improvements. Overall, progress since the last inspection, therefore, has been good.

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

Grade 1: Good with outstanding features

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

135 The quality of staffing is outstanding. The school has an appropriate number of teachers and adult : learner ratios are very good; all are well qualified and suitably experienced to enable the curriculum to be taught effectively and for the school to function efficiently.

136 The deputy headteacher is newly appointed and several staff members have changed year groups or subject responsibility during the last year. All members of staff take subject leadership roles and support a range of extra-curricular activities. They have clear job descriptions and are well aware of their roles and responsibilities. They work effectively to address the curriculum changes within the school.

137 One teacher covers teachers’ planning, preparation and assessment (PPA) time and is effectively mentored by the SENCO.

138 Teaching assistants provide good support for specific groups of pupils within the classroom. They also lead intervention programmes and support learners with specific needs. Additional staff, such as peripatetic music teachers, athrawes Fro and sports staff, enhance learning and the curriculum.

139 Very good support is provided by the LA. This includes weekly ICT teaching support and a speech therapy teacher for three days per week. Learning support officers are also centrally funded. The school returns this support as numerous members of staff are seconded to the LA or are asked to share good practice in INSET sessions. The school is also used as a model of good practice for other schools.

140 The school places a strong emphasis on continuing professional development and all staff participate in cluster and LA training, which has focused recently on transition, subject portfolios, behaviour management, the Foundation Phase and
the skills-based curriculum. Members of staff benefit from these opportunities and reflect on their practice and identify their strengths and areas to be developed.

141 The professional development of staff is appropriately linked to the SDP and ensures all working in the school keep up to date with their areas of responsibility and new initiatives. Support staff, for example, have received training from the Welsh co-ordinator in order to address the development of Welsh within the Foundation phase. All staff and governors have received child protection training and four members of staff have undertaken training on the SAP. Whole school training on the development of AfL has impacted positively on classroom practice.

142 There is an appropriate allocation of administrative staff, who make a positive contribution to the daily running of the school. All are well qualified and suitably experienced to enable the curriculum to be taught effectively and for the school to function efficiently.

143 The overall accommodation has more strengths than shortcomings. The school is situated on one level and all classes have easy access to the hall and playground. The rear playing field is large but is on a steep gradient. The accommodation is very well kept and classrooms and corridors are spacious and well organised and contribute very positively to the warm and welcoming atmosphere of the school. There are exceptionally good wall displays in all areas and some are bilingual. The classrooms and hall are of sufficient size for the number on roll.

144 Learners are provided with a wealth of experiences. The new Foundation Phase with its outdoor play area is segregated from the main yard, securely fenced and well surfaced. During the last year the community developed an external area as a garden with plans to extend this further. Since the last inspection, the school has provided secure fencing around its boundaries.

145 Despite its age, the main school building is generally in good condition. However, the walls in the corridor leading to the girls’ toilets and the steps and door to the demountable classroom are in very poor condition.

146 The quality and quantity of learning resources, including ICT, are very good overall and are appropriate to the ages and needs of learners. There is access to a well equipped ICT suite and library within the main building and teachers are adept at using interactive whiteboards to enhance learning. Resources are of good quality and purposefully utilised.

147 The school minibus provides good value for money as the school shares this facility with the local girl guides. Running costs are lower than the hiring of buses and enables the school to run educational trips free of charge.

148 The budget is monitored carefully by the headteacher and governors. The school is currently working to a small surplus of funds. The budget is balanced
each year and supplemented by funds raised by the PFA. Overall, in light of the good standards, the high quality of provision, the outstanding care, leadership and resources, the school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 1: Good with outstanding features

Outstanding features

149 Many pupils write outstandingly well when contributing to the school newspaper or when writing poetry, which is published in regional literature.

150 The quality of instructional writing by most pupils in books of recipes is high. Also the writing of younger pupils when addressing letters to a visiting ‘pirate’ is imaginative and well composed.

151 Many pupils’ story writing is often developed in great depth and shows much creativity. Most pupils respond with very good poetry, for example about Tattybogle the scarecrow, under the tutelage of a visiting poet.

Good features

152 Although many pupils enter the school with average skills in reading, writing and speaking, they make good progress from year to year.

153 Most pupils in key stage 1 listen carefully to their teachers’ explanations and the contributions of other pupils. They listen carefully to stories and sequence events and retell tales using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.

154 Standards in reading in key stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a big book.

155 Most Y1 pupils recognise full stops and capital letters. By the end of key stage 1, the more able read unfamiliar texts with growing confidence. Others have a positive attitude to reading and use a range of reading strategies to help them understand the text. Many develop a good knowledge of the alphabetical order of letters. They use a good range of vocabulary when discussing or writing poems about the weather. They are confident and articulate when speaking in front of the class.
Most pupils in key stage 1, including those with ALN or SEN, make good progress in learning to write. By the end of Y2, many write creatively using some of the key features of narrative. They suggest good, creative ideas for the endings to stories read aloud to the class. A few more able ones write at length; their writing is well organised and they plan and revise their work well.

Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers in writing and orally in phrases or full sentences. They make good progress in speaking for different purposes and audiences and collaborate to some extent in discussions.

Many pupils in key stage 2, including those with SEN and those in vulnerable circumstances, read aloud with good expression. They recognise and read technical phrases accurately. They predict what might happen next in the story with imagination and confidence. Many make good progress even when they might come from a low starting point. They ask questions about the topics they investigate and suggest and use appropriate sources of information. Most have a good understanding of the basic skills of reading and develop strategies to deal with unfamiliar words. Most can identify types of words, such as nouns or verbs, and obey the conventions of punctuation when reading aloud.

Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand figures of speech and they use them aptly. Pupils with ALN or SEN make rapid progress because of the support they get from teachers and assistants, both in mainstream as well as in the CDR bases and withdrawal groups. They use good strategies well to read unfamiliar words and understand the way to pronounce combinations of letters.

By Y6 most pupils’ skills in reading have many good features. They have a number of favourite writers. They are confident in discussing plot and character and have benefited from visits to the school by poets and actors. The more able read with expression, skim texts for adjectives and use different voices for different characters. Their play reviews are well written, perceptive and carefully considered. Other writing is lively and thoughtful. They answer questions in compound sentences using polysyllabic words.

Most pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Many make good use of the school’s excellent supply of books. Most show a good awareness of different degrees of formality in writing. Their handwriting is usually quite neat and well formed.

Many older pupils in key stage 2 write well. Their work shows a command of the characteristics of creative, persuasive and informational writing. They have a good understanding of how to write for different audiences. Their letters to their parents when they write as child evacuees in World War Two are well
structured, highly communicative and full of empathy. They trust their peers and
their teacher enough to write fluently and emotively about their feelings of
loneliness and love. Many have also studied and written in the style of writers
such as E.E. Cummings and Dylan Thomas. Many understand how to use
punctuation well and develop a sound vocabulary. Their written character
profiles are of high quality.

Shortcomings

163 There are no important shortcomings, but pupils do not use good dictionaries
enough to support their independent research.

Welsh second language

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

164 Many pupils make good overall progress from nursery to Y6. They are
enthusiastic to learn Welsh. Most are confident in their use of Welsh throughout
the day in greetings, registration and obeying instructions.

165 Most pupils in key stage 1 are enthusiastic about their learning and have a good
knowledge and understanding of Welsh. They are able to respond confidently to
conversational Welsh such as ‘Sut wyt ti?’ and ‘Wyt ti eisiau llaeth neu sudd?’
They give answers in Welsh, recognise colours and use the language
incidentally within story telling sessions and group activities.

166 Most pupils in Y1 and Y2 listen and respond confidently to instructions and
record the weather in Welsh. The majority use their Welsh well in addition and
subtraction during mental mathematics sessions and they read big books
confidently. Their writing skills are appropriately developed.

167 The oral and reading skills of pupils within both the key stage 1 and key stage 2
CDR bases are increasingly good.

168 Many older key stage 2 pupils vary questions in order to consolidate the positive
and negative answers to questions, but their conversations sometimes lack
fluency. They compose well structured, extended dialogues in Welsh. Their
spelling is usually good.

169 Many Y3 and Y4 pupils’ reading and writing skills develop well through simple
description of clothes to wear to a party and basic reading books prepared for
younger pupils.

170 Most pupils in key stage 2 write simple sentences about themselves, their likes
and dislikes and feelings. Older ones extend their range of sentence patterns
and use positive and negative answers to create a dialogue on likes and dislikes using conjunctions, such as ‘achos’ or ‘gyda’, to give reasons for their choice.

**Shortcomings**

171 There are no important shortcomings, but pupils’ technical vocabulary in the range of subjects is underdeveloped.

<table>
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<tr>
<td><strong>Key stage 1: Grade 2: Good features and no important shortcomings.</strong></td>
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<tr>
<td><strong>Key stage 2: Grade 2: Good features and no important shortcomings</strong></td>
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**Good features**

172 Many key stage 1 pupils develop a number of basic skills, for example, executing program commands, saving their work, using the mouse and cursor and operating a number of facilities on the tool bar such as the airbrush, the spray, the borders tool, the fill tool and the pen to create digital images.

173 Most pupils in key stage 1 use a digital mouse, icons and the screen pointer competently. They develop skills in word processing. They create and print simple sentences.

174 All pupils with ALN and SEN make good progress with good support from learning support officers and teaching assistants. In Y2 they know that people communicate via the telephone or electronic mail as well as through writing by hand. They are competent when highlighting blocks of text and they change the colour, type and size of font carefully.

175 In key stage 2 many pupils find, open and use appropriate files on a hard disk. They improve their capability in ICT to some degree. In their word processed writing, for example, they use different fonts and styles of text. They use computers to combine text and images of good quality. They manipulate sounds and explore simulations dextrously.

176 The majority of pupils learn to use computers to communicate and handle information, to some degree, in other subjects. They occasionally use a digital camera well to record their work.

177 Many pupils have good skills in using digital presentational software or web design. They have good abilities when using the resources of the internet to enrich their learning or when using a variety of digital communications technologies.

**Shortcomings**

178 There are no important shortcomings.
Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

179 In key stage 1 most pupils show a good knowledge and understanding of geographical skills through the practical use of simple co-ordinates to locate physical features on a map, using a programmable robot and a computer.

180 In key stage 1 most pupils’ understanding of environmental issues develops well through conducting a local traffic survey on a nearby road. They confidently record the weather on a chart using geographic weather symbols. They also have a good understanding and knowledge of different places in their local area through their Forest Schools project.

181 In Y3 and Y4 many pupils develop an appropriate understanding of mapping skills such as scale direction, geographical symbols and the use of a key on a map of the school and local area. They are able to discuss different viewpoints about the need for a crossing on the main road.

182 Most Y5 and Y6 pupils demonstrate good research skills as they gather information about the physical and man-made features and the environmental issues relating to the local river. They are able to download photographs effectively and create posters to start a campaign to raise awareness of pollution in the local river.

183 Many pupils' knowledge and understanding of contrasting places and countries develops well and is enhanced through educational visits. Their awareness of physical and human geography is well developed and promoted further through their studies of different aspects of life of the Masai Warriors, who have visited the school.

184 Across the key stages pupils make use of their geographical skills to enhance their understanding of environmental change, sustainability and global citizenship.

Shortcomings

185 There are no important shortcomings.
Music

**Key Stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

**Outstanding features**

186 Standards in singing across the key stages are very good and most pupils contribute significantly to assemblies. The quality of choral singing of extracts from *Les Misérables* by soloists in Y2 and Y6 and the group harmonies of the school choir are outstanding.

187 Most key stage 2 pupils pronounce words in Welsh well and sing outstandingly well when they sing Welsh songs such as ‘*Cofia bob amser*’.

188 Many pupils have an awareness of the music of composers such as Beethoven, Tchaikovsky, Delibes and Puccini. Many have very good compositional skills.

**Good features**

189 Most pupils in Y1 and Y2 clap a steady beat, accurately copy a repeated pattern and create good group compositions. They enjoy making different sounds and many know about the lengths of a note and identify long and short sounds.

190 In key stage 1 most pupils sing tunefully and enjoy performing percussive compositions.

191 In younger key stage 2 most pupils correctly identify high and low notes and fast and slow movements. They use body and hand movements effectively to exemplify these. Most structure rhythmic patterns based on a spoken phrase.

192 By the end of key stage 2 most pupils show a good understanding of musical elements and use terms such as tempo and dynamics confidently. They know the notes in scale and sing in unison and in rounds.

193 Many pupils in Y5 and Y6 have a good understanding of musical notation. Nearly all understand that there are a number of prescribed beats to a bar and they respond accurately when playing their instruments.

194 Most younger key stage 2 pupils understand musical terms such as crotchet, quaver, semi-breve and minim.

195 Many key stage 2 pupils learn to play a great variety of instruments and this contributes significantly to their standards of performance in music. Throughout the school their knowledge of Welsh music and Welsh composers develops well.
Shortcomings

196 There are no important shortcomings.

Religious education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

197 Most children in the Foundation Phase have a good knowledge of the seven days of the creation story and recognise many creatures which they classify as land or sea creatures.

198 Pupils in Key Stage 1 develop a good understanding of the purpose of prayer within their study of the creation.

199 Most pupils in Key Stage 1 are able to give examples of things for which they would give thanks and are able to write their own prayer independently whilst others use illustration to record their prayer. Their knowledge and understanding of places of worship develops well in their study of places of worship, local and far afield, such as the Taj Mahal.

200 Many pupils in Y3 and Y4 develop a good understanding of the purpose of prayer and its relevance to everyday life in their preparation of a prayer to help, for example, the suffering people of Haiti. Their knowledge of the rituals of prayer are well developed through the use of religious artefacts and important religious figures from the past and present.

201 Y5 and Y6 pupils develop a good understanding of different faiths and knowledge of different celebrations and rituals in their comparison of Christian and Jewish wedding rituals through their organisation of a Jewish wedding. They are able to express their own opinions in writing their own pledges in the form of the Jewish Katuba.

202 Pupils relate their understanding well to their Christian and moral experiences in collective worship.

Shortcomings

203 There are no important shortcomings.
Staff and governing body would like to thank the inspection team for the courteous and professional manner in which the inspection was conducted.

The team approached the inspection process in a positive manner and were keen to celebrate the school’s achievements whilst taking a balanced view on areas for development. We were particularly pleased with the way that the team, sensitively led by the registered inspector, were ready and able to take into account the context of the school’s assessment results. These fluctuate greatly due to the small size of certain cohorts and the inclusion of mainstream SEN children as well as pupils from our Communication Resource Bases.

We are very pleased with the overall findings of the inspection team and are proud of the grades awarded for the seven key questions.

The recommendations included in the report are fair. A post-inspection action plan will be put in place to address the recommendations. This plan will, where relevant, be added on to our current SDP and will be worked upon in the current academic year. Some elements of the plan will be included in our SDP 2010-2013 and targets will continue to be addressed until they are addressed.

A copy of the school’s action plan in response to the inspection recommendations will be sent to all parents. The head teacher will report on progress regarding the action plan to the governing body in his report to the governing body. Parents will be informed of progress towards action plan targets via the governing body’s annual report to parents.
### Appendix 1

#### Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Llangynwyd Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Primary inc Foundation Phase</td>
</tr>
<tr>
<td>Age-range of pupils</td>
<td>3 to 11</td>
</tr>
<tr>
<td>Address of school</td>
<td>Heol Cadrawd, Llangynwyd Maesteg</td>
</tr>
<tr>
<td>Postcode</td>
<td>CF34 9TE</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01656 733166</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Ian Craven</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 1999</td>
</tr>
<tr>
<td>Chair of governors</td>
<td>Mrs Mari Jones</td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Robert Alun Isaac</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>1st to 3rd February 2010</td>
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### Appendix 2

#### School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>N (fte)</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>17</td>
<td>18</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>95 (96?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staffing information</th>
<th>Pupil: teacher (fte) ratio (excluding nursery and special classes)</th>
<th>13.7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupil: adult (fte) ratio in nursery classes</td>
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</tr>
<tr>
<td></td>
<td>Pupil: adult (fte) ratio in special classes</td>
<td>2:1</td>
</tr>
<tr>
<td></td>
<td>Average class size, excluding nursery and special classes</td>
<td>19.5</td>
</tr>
<tr>
<td></td>
<td>Teacher (fte): class ratio</td>
<td>1.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage attendance for three complete terms prior to inspection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>Autumn 2009</td>
</tr>
<tr>
<td>Summer 2009</td>
</tr>
<tr>
<td>Spring 2009</td>
</tr>
</tbody>
</table>

| Percentage of pupils entitled to free school meals | 28 |
|Number of pupils excluded during 12 months prior to inspection | 2 |
This report uses data for 2009 for LEA and Wales comparative information

LLANGYNWYD PRIMARY SCHOOL
Bridgend

School comparative information: National Curriculum Assessments 2009 with benchmarking

Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Welsh</td>
<td>92</td>
<td>98</td>
<td>87</td>
</tr>
<tr>
<td>Maths</td>
<td>30</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Science</td>
<td>70</td>
<td>89</td>
<td>89</td>
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<tr>
<td>CSI</td>
<td>30</td>
<td>76</td>
<td>77</td>
</tr>
</tbody>
</table>

School Performance over time (2005 - 2009)

Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals. School’s results shown in greyed boxes. Column headings refer to...

<table>
<thead>
<tr>
<th>Quartile 1</th>
<th>School is in the top 25 per cent.</th>
<th>Quartile 4</th>
<th>Lower Quartile Boundary</th>
<th>Quartile 3</th>
<th>Median Boundary</th>
<th>Quartile 2</th>
<th>Upper Quartile Boundary</th>
<th>Quartile 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>Quartile 3</td>
<td></td>
<td>Quartile 2</td>
<td>Upper Quartile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welsh</td>
<td></td>
<td>72</td>
<td>80</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td>67</td>
<td>90</td>
<td>100</td>
<td></td>
<td></td>
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<tr>
<td>Science</td>
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<td>89</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td>70</td>
<td>73</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI is Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.
This report uses data for 2009 for LEA and Wales comparative information

**LLANGYNYWD PRIMARY SCHOOL**

**Brigend**

**School comparative information: National Curriculum Assessments 2009 with benchmarking**

**Key Stage 2**

**Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30</td>
<td>77</td>
<td>76</td>
<td>86</td>
<td>66</td>
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<tr>
<td>Welsh</td>
<td>63</td>
<td>83</td>
<td>80</td>
<td>71</td>
<td>86</td>
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<tr>
<td>Maths</td>
<td>40</td>
<td>86</td>
<td>84</td>
<td>86</td>
<td>91</td>
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<tr>
<td>Science</td>
<td>60</td>
<td>74</td>
<td>73</td>
<td>71</td>
<td>84</td>
</tr>
</tbody>
</table>

**School Performance over time (2005 - 2009)**

**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School’s results shown in greyed boxes. Column headings refer to...

**Example: Quartile 1**

- School is in the top 25 per cent.
- School is in the top 50 per cent but not the top 25 per cent.
- School is in the bottom 50 per cent but not the bottom 25 per cent.
- School is in the bottom 25 per cent.

**FSM Group**

More than or equal to 24 per cent and up to 32 per cent eligible for FSM

<table>
<thead>
<tr>
<th></th>
<th>Quartile 4</th>
<th>Lower Quartile Boundary</th>
<th>Quartile 3</th>
<th>Median Boundary</th>
<th>Quartile 2</th>
<th>Upper Quartile Boundary</th>
<th>Quartile 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>62</td>
<td>71</td>
<td>81</td>
<td>87</td>
<td>87</td>
<td>88</td>
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</tr>
<tr>
<td>Welsh</td>
<td>54</td>
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<td>89</td>
<td>89</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Maths</td>
<td>53</td>
<td>75</td>
<td>82</td>
<td>88</td>
<td>88</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>Science</td>
<td>71</td>
<td>73</td>
<td>82</td>
<td>94</td>
<td>94</td>
<td>83</td>
<td>83</td>
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<tr>
<td>CSI</td>
<td>41</td>
<td>67</td>
<td>75</td>
<td>83</td>
<td>83</td>
<td>83</td>
<td>83</td>
</tr>
</tbody>
</table>

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Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection started. The team did not have a peer assessor but did include the school’s nominee.

The inspectors visited:
- twenty-eight lessons or parts of lessons;
- all classes;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:
- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council and the eco council; and
- representatives of organisations associated with the school such as the LA.

The team considered:
- the school’s self-evaluation report;
- responses to a questionnaire from 37 parents, which in general were over 97 per cent in support of the school;
- documentation provided by the school before and during the inspection;
- a wide range of pupils’ past and present work; and
- samples of pupils’ reports.

The inspection team also held post-inspection meetings with the headteacher, staff and governors.
**Appendix 5**

**Composition and responsibilities of the inspection team**

<table>
<thead>
<tr>
<th>Inspector</th>
<th>Type</th>
<th>Aspect and Subject Responsibilities</th>
</tr>
</thead>
</table>
| Mr Rob Isaac                  | Registered inspector | Pre-inspection Commentary  
|                               |               | Context and Aims  
|                               |               | Key Question 1  
|                               |               | Key Question 2 (Teaching)  
|                               |               | Key Question 5  
|                               |               | Key Question 6  
|                               |               | English  
|                               |               | ICT  
|                               |               | Music  
|                               |               | Editing of summary and full reports                                                                  |
| Mr Dylan Jones                | Lay Inspector | Contributing to:  
|                               |               | Key Question 1 (1.10 – 1.16)  
|                               |               | Key Question 3 (3.6,3.8)  
|                               |               | Key Question 4 (Equal Opportunities)  
|                               |               | Key Question 7 (Accommodation)                                                                   |
| Mrs Elisabeth Morgan Jones    | Team Inspector | Key Question 2 (Assessment)  
|                               |               | Key Question 3  
|                               |               | Key Question 4 (inc. Care, guidance & SEN)  
|                               |               | Key Question 7 (Staffing, Resources & Finances)  
|                               |               | Welsh second language  
|                               |               | Geography  
|                               |               | Religious education                                                                          |
| Mr Ian Craven Headteacher     | Nominee       | Pre and post inspection support                                                                     |

**Acknowledgement**

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their courtesy and co-operation before, during and after the inspection.

**Contractor:**

E.L.L.I.S. (Cymru) Ltd  
Jasmine Enterprise Centre  
Unit 1, Treseder Way  
Cardiff  
CF5 5BQ