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Her Majesty's Inspectorate
for Education and Training in Wales

A report on
Llangunnor Primary School
Penymorfa Road
Llangunnor
Carmarthen
SA31 2NN

Date of inspection: 7 - 9 June 2011

by

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for

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Llangunnor Primary School is situated in a rural area near the town of Carmarthen. The vast majority of pupils come from a catchment area described by the school as neither advantaged nor disadvantaged. The school has pupils representing the whole ability range.

Currently there are 260 pupils between the ages of 3 and 11 on the school register and they are accepted on a part-time basis at the beginning of the term following their third birthday, and on a full-time basis the following year provided that there is room for them. The school has two language streams and over the years there has been a noticeable increase in the number of pupils who receive their education through the medium of Welsh. These come from Welsh and English-speaking homes, with the majority from non-Welsh speaking homes. Overall, the total number of pupils has remained fairly constant over the years.

Approximately eight per cent of the pupils are entitled to receive free school meals, a figure which is lower than the county and national averages. Fifty-five pupils, or 20.5%, including two with an educational statement, have been identified as having special educational needs (SEN), and this figure is close to comparative averages.

The school was last inspected during the summer term 2005. Since then approximately half the teaching staff are new to their posts. The head teacher was appointed in 1993.

The 2010-2011 individual school budget per pupil for Llangunnor school is £3328 which compares with a maximum of £17,415 and a minimum of £3014 for primary schools in Carmarthenshire. The school's budget per pupil is the 88th out of the 114 primary schools in the county when they are listed according to size starting with the highest.

Summary

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

Current performance

The current performance of the school is good because:

- the provision and the enriching practical experiences given to pupils to motivate them to learn in the Foundation Stage are good;
- of the good standards and achievement of most pupils of all ages across the school;
- of the happy, caring and supportive ethos, with high expectations regarding pupils' behaviour;
- the effective attention given to the wellbeing of pupils and to the additional learning needs of most pupils;
- the school succeeds in developing first language Welsh and in promoting the Welsh culture; and
- the teaching motivates pupils to participate in their learning and to benefit from an interesting and varied curriculum.

Prospects for improvement

Prospects for improvement are good because;

- the head teacher, senior management team and dedicated staff share the same vision;
- all the staff work together effectively to improve the provision for pupils;
- self-evaluation processes are thorough and based upon sound evidence; and
- the school has identified specific aspects to develop that have already been implemented.

Recommendations

In order to improve the school needs to:

- R1 raise pupils' standards in Welsh second language;
- R2 increase the percentage of pupils that attain levels 3 and 5 in the teacher assessment results;
- R3 raise the standards of more able and talented pupils by providing more challenging and extended work for them;
- R4 further develop the role of the Governing Body in the self-evaluation process and in setting priorities; and
- R5 respond to health and safety issues identified in the feedback meeting at the end of the inspection.

What happens next?

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

Main findings

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

When starting at the school, children have variable levels of attainment on entry. Nevertheless, most of them achieve the outcomes expected by the end of the Foundation Stage.

Overall, pupils' Welsh first language skills are good. By the end of the Foundation Stage and Year 2 most pupils understand and respond correctly to a good variety of simple questions and instructions. By the end of key stage 2 most listen effectively and speak correctly. Pupils' reading skills are developing well in the school and most read confidently. Pupils writing skills progress fluently and they benefit from the experiences presented to them about the local environment, history and local folk literature. Most pupils' English skills are good and they speak confidently and read a range of materials meaningfully. Most write in an extended manner in a range of media across the curriculum. However, pupils' progress in Welsh second language skills is adequate.

Key stage one results for 2010 are higher than the local authority, the family of schools and national averages in Welsh, mathematics and science, but lower than

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the family and national results in English. This places the school in the highest quartile of similar schools, based on the number of pupils entitled to receive free school meals, for Welsh, but in the third quartile for mathematics and the lowest quartile for English and science. The core subject indicator, which is the expected level in English or Welsh first language, mathematics and science combined, has been better overall than the Welsh, local authority and family of similar schools' averages since 2007.

The percentage of pupils attaining level 3 in Welsh, mathematics and science is higher than the averages in 2010, but lower in English. The performance at level 3, as in the other core subjects, has been irregular since 2006 and boys have failed to attain level 3 in English since 2007.

The percentage of key stage 2 pupils attaining the core subject indicator has fallen over the last few years, with the exception of 2010 when it was above local, family and national averages. In 2010 the results in English, mathematics and science were higher than comparative averages, but in Welsh the results were lower than these. When comparing the school's results with other similar schools since 2006 pupil attainment in key stage 2 has been fairly irregular and the school has been consistently in the lowest 50 or 25 per cent of schools for the core subject indicator, English and mathematics over four years. In 2010, the percentage of pupils that attained level 5 in English, Welsh and mathematics is higher than the comparative averages, whilst in science the percentage is lower than the family average.

The results overall have been affected by the number of pupils with SEN in the Year 6 group. In 2007 approximately a third of Year 6 pupils had SEN and 50% of them had an educational statement. In the following years many pupils also had severe learning difficulties. However, pupils with SEN make good progress. This year's results, as yet unconfirmed, are continuing to show a marked improvement.

In key stage 1, girls' performance was better than boys' in all subjects apart from Welsh, while in key stage 2 girls' performance was better than boys' results in Welsh, English and mathematics.

Pupils who are entitled to receive free school meals make the expected progress according to their age and ability. Nevertheless, more able and talented pupils are not achieving as well as they should, according to the evidence seen of pupils' work, analysis of school data and lesson observations.

Wellbeing: Good

Most pupils display good attitudes towards learning. They work productively with others and they strive well to complete tasks to the best of their ability. They constantly show respect for each other, for others around the school and within classes. Pupils are happy in school and they feel safe. Their ability to work together and to learn independently is developing extremely well.

Nearly all pupils have a strong awareness of the need to keep fit and to live a healthy lifestyle. They keep a watchful eye on the content of their lunch boxes and the school's encouragement ensures that they understand the importance of healthy eating.

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Members of the School Council play an active part in the decision-making process. Older pupils' understanding of enterprise activities is very good. This, in addition to their contribution to the community and communal activities, ensures that they are prepared well for the next stage in their learning.

Pupils' attendance rate is higher than the averages for Wales and the local authority for the last three years and compares favourably with similar schools. Overall pupils' punctuality is good.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school plans and provides a wide range of interesting learning experiences, which satisfies pupils' needs well and meets the requirements of the curriculum successfully. The development of pupils' literacy, communication, numeracy and information and communication technology skills has a prominent place in schemes of work across the school. Learning activities include specific tasks which are planned in order to close the gap between boys' and girls' performance. Teachers prepare differentiated activities for pupils in the majority of lessons and, at its best, this is effective, but it does not always meet the needs of the more able pupils.

The provision for developing the Welsh language and the Welsh dimension underpins all the school's activities and is one of its strengths. Interesting tasks are provided for pupils to write in an extended manner in both languages. Teachers provide interesting opportunities in order to reinforce pupils' knowledge and understanding of the history, geography, music and culture of Wales.

There is good provision to develop global citizenship, which has been fully incorporated within the life of the school and the curriculum and in the activities of the school and eco councils.

Teaching: Good

Teaching across the school is good and teachers have a thorough knowledge of the areas and subjects they teach. Detailed, appropriate plans are prepared and implemented throughout the school.

Teachers use a wide range of teaching strategies and deliver lessons in a lively and enthusiastic manner. Objectives and success criteria are shared with pupils well. Effective and appropriate use is made of teaching resources. Teachers question purposefully and perceptively in order to move learning on. Overall, teachers deliver appropriate differentiated work, but the provision is not always sufficiently challenging for the more able pupils. Classroom assistants are extremely effective in providing support to pupils across the school.

Good assessment for learning strategies are integrated in lessons and developing as part of the ethos of the school. Teachers provide clear and supportive oral feedback. Pupils' written work is regularly marked and includes constructive comments. All

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pupils have personal targets to work towards. Parents receive good information about individual targets and their children's achievements and development.

Care, support and guidance: Good

The school is a safe and happy community and the provision for pastoral care is strong. The school has appropriate arrangements for healthy living and wellbeing and it is involved in the Carmarthenshire Healthy Schools initiative. The emotional and physical wellbeing of pupils has a prominent place in the life of the school. There is effective provision to promote pupils' spiritual, moral, social and cultural development and pupils have regular opportunities to reflect and consider other faiths. Clear rules and procedures are consistently implemented across the school.

Members of staff have detailed knowledge of pupils' individual and social problems and the school is ready to listen and help. Provision for personal and social education is planned effectively.

Provision for pupils with SEN is effective. Pupils' learning needs are identified early by teachers and there are good links with specialist agencies in order to support and encourage these pupils. Individual education plans are of a good standard. Progress reviews are held regularly and these include opportunities for pupils to measure their own progress in relation to their targets.

The school has an appropriate policy and procedures for safeguarding children. There are clear procedures to deal with bullying, any racial incidents and matters relating to disability.

Learning environment: Good

The school is a very caring and inclusive community. Pupils have equal access to the curriculum and sufficient opportunities to display tolerant attitudes. Every pupil, without exception, is accepted and included in all the school's curricular and extra-curricular activities. The school ensures that no pupil with a disability suffers in any way. The school offers a safe and welcoming environment for pupils.

Good opportunities are provided to enable pupils to appreciate other people's diverse backgrounds. The school involves itself diligently in raising money for good causes locally, nationally and internationally. This increases pupils' awareness of equality and diversity.

The school provides an effective learning environment which enriches pupils' experiences. It has adequate resources and space for the number of pupils on roll and the internal teaching areas and outside spaces are maintained very well.

All the teaching areas are easily accessible. Pupils and teachers make good use of the space and resources available and teaching areas and corridors are purposefully and attractively decorated.

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

The school operates as an orderly community that provides a supportive environment to promote pupils' wellbeing and progress. The head teacher's management of day-to-day issues is effective. He has a strong commitment to the school and the local community and he ensures a rich provision of learning experiences for pupils.

Leaders and managers convey their vision for the school effectively. Through hard work and commitment, they help to create and maintain an effective learning environment with a focus on improving standards.

Members of staff work closely together to create a positive ethos. Job descriptions outline staff roles and responsibilities well. Teachers and support staff have clear roles that are undertaken well. There is a strong feeling of team work across the school and teachers, support staff and the secretary work together effectively.

Staff expertise is used successfully to ensure good provision and support for pupils. The school gives good attention to performance management and the outcomes of the process are linked well to the priorities in the school development plan. National and local priorities, such as developing the Foundation Stage and inclusion, are given good attention.

The governing body has an appropriate awareness of the school's performance. Governors offer appropriate support and they undertake their responsibilities conscientiously. Although they are aware of the strengths and areas to develop, they acknowledge that they need to undertake a more active role in the school's self-evaluation process and in setting priorities.

A health and safety audit is regularly undertaken. However, governors' were informed of some health and safety issues that require immediate attention.

Improving quality: Good

The school has robust self-evaluation processes that identify effectively those aspects of the life of the school that require developing. The self-evaluation report gives a clear picture of the school's current position, but tends to be descriptive at times.

Effective use is made of data, tracking information and direct evidence to plan for improvement. There is a clear link between the self-evaluation process and the priorities outlined in the school development plan.

There are specific opportunities for staff to influence self-evaluation. Although governors' and pupils' views are considered, this aspect is in its early stages of development.

Staff are given extensive opportunities for professional development and there is a close link between the training, staff responsibilities and school priorities. Recently, the school has developed internal networking and this has succeeded in creating a

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very effective team. There are good links with the local cluster of schools, and the relationship with the family of schools is developing well.

Partnership working: Good

There are effective partnerships with parents, guardians and the local community. There are good links and appropriate transition arrangements with both secondary schools and many effective activities are arranged. Appropriate standardisation and moderation of teacher assessment work is undertaken in the core subjects.

Visits to local places occur frequently and members of the community visit the school to share experiences with pupils on a regular basis. Pupils take part in a number of local events, such as eisteddfodau, shows, services and concerts. This close relationship enriches pupils' experiences very effectively.

The school works productively with the local authority's support services. Staff and pupils benefit from the strong links with local colleges and many students receive training in the school.

Resource management: Good

The school manages its resources effectively and spending is regularly monitored. There is a good range of resources for learning and teaching and extensive use is made of them.

There is an enthusiastic team of teachers in the school and they work closely with support staff who undertake their roles well. Teachers make effective use of planning, preparation and assessment time, which is well managed and has a positive effect on standards.

Governors monitor the budget well. They spend according to the school development plan priorities and ensure now that there is no surplus.

Considering the good achievement of most pupils and the frugal use of the budget, the school gives good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

106 parents or guardians completed the questionnaire. Nearly all of them express positive views about the school, and state that their children like the school, have settled in well and feel safe there. Nearly all say that teaching is good and that the school is well run. Nearly all say that the school prepares their children for moving on to the next school and feel that they can freely discuss issues that cause concern with the school. Nearly all say that pupils in the school behave well and that staff deal with each child fairly and respectfully. Nearly all feel that they receive good information about the progress made by their children.

Responses to learner questionnaires

100 key stage 2 pupils responded to the questionnaire. Nearly all feel safe in the school and believe that teachers and other staff help them to learn and to make progress. They believe that they are doing well in school, know to whom they can talk if they need help and believe that the school helps them to learn how to keep healthy. Nearly all also feel that the school deals well with any incidents of bullying and that there are sufficient books, equipment and computers available to enable them to do their work. Nearly all feel that there are sufficient opportunities to undertake physical activities in the school and that the homework helps them improve their work. Most believe that other pupils behave well during lessons and at other times, but a few state that other children hinder their ability to do their work.

Appendix 2

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Eleri Hurley	Team Inspector
Mr Gwilym Davies	Lay Inspector
Miss Emma Rofe	Peer Inspector
Mr E Lyn Davies	School Nominee

Copies of the report

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Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

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