



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llansadwrn Primary School
Llansadwrn
Llanwrda
Carmarthenshire
SA19 8LG**

Date of inspection: February 2011

by

**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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Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

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Context

The three to 11-year-old pupils that attend this small school come from the village of Llansadwrn which is situated in the rural area between Llandeilo and Llandovery.

The school is attended by 14 pupils of compulsory school age and five pupils aged 3-4 years. They are taught in two classes by one full-time teacher and two part-time teachers. The percentage of pupils entitled to free school meals is 23%.

Welsh is the main language of the home for 28% of pupils, a higher percentage than was noted in the previous inspection in 2004. The school states that 78% of children are able to speak Welsh and 50% of them are able to do so fluently. All of the pupils are from a 'White British' ethnic background.

The current headteacher has been in post since 1999.

In 2010-2011, the individual school budget for Llansadwrn Primary School is £6,463 per pupil, which compares with a maximum of £17,415 and a minimum of £3,014 for primary schools in Carmarthenshire. The school has the 12th highest budget per pupil of the 114 primary schools in Carmarthenshire.

Summary

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

Current performance

The school's current performance is good because:

- learners' levels of attainment and achievement are consistently good;
- all learners have high levels of courtesy, behaviour and co-operation;
- a wide range of valuable learning experiences is provided; and
- there is close and effective co-operation between the school, parents and the local community.

Prospects for improvement

The school's prospects for improvement are good because:

- the leadership promotes and shares a vision that ensures very effective commitment and co-operation that leads to education of the highest possible standard for every pupil;
- partnerships have developed very effectively;
- there is a strong and effective response to national priorities; and
- good progress has been made since the previous inspection.

Recommendations

In order to ensure further improvement, there is a need:

- R1 for leaders and managers to formalise the system for recording the outcomes of staff meetings and performance management; and
- R2 to ensure that self-evaluation reports are evaluative and recognise the aspects that need to be developed.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Because of the number of pupils, great care has to be taken in interpreting the attainment data. The results of one pupil can have a very significant effect on the school's general performance. However, over the past three years, every pupil has achieved at least level 2 (the national expected level) at the end of key stage 1 and at least level 4 (the national expected level) at the end of key stage 2. In addition, on almost every occasion, they reach the expected level in every core subject. This is significantly higher than the average for schools in the local authority, the family of schools and schools throughout Wales and it places the school in the highest 25% of schools that have a similar percentage of pupils who are entitled to free school meals.

Pupils make good progress throughout the Foundation Phase in all areas. This is particularly true of their language, literacy and communication skills in Welsh when considering that every pupil comes from a non Welsh-speaking home. Good progress across the curriculum continues throughout key stage 2.

Almost all the learners in key stage 1 are skilled when using their listening and oracy skills. They make good progress in reading and writing skills. In key stage 2, pupils are able to discuss confidently in pairs or in groups and with their teachers. They read clearly and intelligently. There are many good examples of written work in both Welsh and English across the curriculum. Pupils plan and produce their written work thoughtfully and make effective use of subject vocabulary.

Over a period, learners of all ages develop numeracy skills well. They come to show a strong understanding of number, shape and space. They achieve good standards in skills such as measuring, estimating and problem-solving. They develop their numeracy skills well across the curriculum, for example through work with graphs, charts and diagrams.

The standards of information and communication technology are good.

Wellbeing: Good

All pupils have a positive attitude towards healthy living and eating healthily. The pupils feel happy and safe in the school and are confident that they are being prepared for life and work outside the school.

One of the strengths of the school is the very high standard of courtesy and behaviour of all pupils. The personal, social and cultural development of every child is good and this has a positive effect on their participation in lessons. They show an obvious interest in their work, and concentrate and work together well when undertaking their tasks. They show respect and care towards others. The pupils'

attendance rates are consistently higher than those of similar schools and the national averages, and punctuality is good.

The children's voice has a prominent role in the school's decisions. The school council has had a positive influence on the work of the school and has led to improvements. The council has made a significant contribution to the charitable work of the school.

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

The school provides a very interesting range of learning experiences that stimulates pupils' enthusiasm and enables them to learn. By including pupils in planning, teachers ensure interesting and effective learning experiences. Extensive use is made of varied educational visits to enrich the pupils' experiences. Very detailed and structured planning ensures good progression and development in communication, numeracy and information and communication technology skills throughout the curriculum. At the same time, this gives appropriate attention to providing a broad and balanced curriculum.

There is a very strong focus on the Cwricwlwm Cymreig and the provision is varied and rich. Opportunities are provided for learners to learn about important events in the history of Wales, and about the nature, environment and geography of Wales. Good attention is given to Welsh culture through art, literature and music. The provision promotes pupils' recognition and understanding of their local area and of Wales as a country and a nation.

The school develops the children's skills in Welsh effectively. All members of staff provide good language models that promote the development of literacy very effectively.

The provision is very good in terms of sustainable development education which is based on a very thoughtful policy. The school also ensures that learners receive good opportunities to develop recognition of global citizenship through a variety of projects, for example with Africa and Patagonia, and an enterprising focus on international developments.

Teaching: Good

The quality of teaching is consistently good throughout the school. There is a very beneficial relationship between staff and pupils that fosters learning and ensures that teachers' high expectations of the children are achieved. Teachers have a good understanding of the curriculum and they reinforce this with clear and detailed planning. Teachers make good use of questioning and they explain new concepts clearly. They also make imaginative use of good resources and lively teaching methods are a consistent feature of lessons. Teachers plan enterprisingly and effectively for differentiated work, primarily on the basis of age but occasionally on the basis of ability.

The school implements a clear, detailed and well thought-out policy for assessing pupils' progress. Pupils' work is marked regularly. Teachers provide constructive comments for pupils both orally and in writing which include clear advice on how to improve. An appropriate range of assessments is used and teachers use the findings in order to set challenging and realistic targets. The reports to parents are detailed and helpful.

The assessment for learning strategies are developing well. Because the teachers know the pupils so well, they understand their needs well and succeed in moving them forward to the next stage of their learning. Portfolios of work to show pupils' standards at different levels are part of a good arrangement of standardising pupils' work with a group of other schools in the catchment area.

Care, support and guidance: Good

The quality of care, support and guidance is good. The school's inclusive and caring ethos creates a family atmosphere that promotes pupils' health and wellbeing very successfully. There is a full range of operational policies and procedures for promoting healthy lifestyles and wellbeing amongst pupils. The provider has appropriate policy and procedures on safeguarding. The children state that they are very happy in the school and feel safe there. This is strongly endorsed by parents' comments.

The learning experiences that are provided promote pupils' spiritual, moral, social and cultural development very effectively. The joint worship sessions develop learners morally and spiritually and promote respect and sensitivity towards others.

The provision for pupils with additional learning needs is good. Good use is made of specialist advice as required. The staff plan in accordance with the code of practice guidelines for the school's period of implementation. It is ensured that parents take an active role in the process of creating and reviewing individual education plans.

Good use is made of the links with other agencies when dealing with matters such as safety and drug abuse. The school promotes attendance and good behaviour very successfully.

Learning environment: Good

The school ethos is particularly good; it is very inclusive and has a welcoming and warm atmosphere. It is a very close and caring community that places a clear emphasis on acknowledging and respecting people from different backgrounds. There was a positive response from 100% of pupils and parents that the school helps pupils to learn and to make good progress, and the parents confirmed that every child is treated fairly and with respect.

Policies, plans and procedures are in place that ensure equal opportunities for every pupil.

The school makes the best possible use of the old building. The displays in all rooms are stimulating, colourful and varied. Although the school playground has a tarmac

surface, it is possible to use the community field and play area to add to the educational experiences. The main classroom is used for physical education during inclement weather.

The toilets are located outside the main building. This is unsatisfactory. The site and the building are kept clean and tidy.

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

Managers and leaders convey their vision and values successfully. The headteacher and the governors set a purposeful strategic direction for the life and work of the school and place a particular emphasis on providing experiences and conditions for improving pupils' achievement.

The headteacher, governors and staff work together diligently in order to ensure an effective learning environment. All members of staff have clear responsibilities and job descriptions that are fulfilled effectively. Their continuous professional development is supported by providing regular opportunities for appropriate training, holding staff meetings and annual performance management. To date, the school's system for recording these outcomes is not sufficiently formalised.

The governing body receives the headteacher's written report each term. The report is discussed and amended as necessary. The governing body provides successful support for the school in its efforts to provide valuable experiences for the pupils. It has a role in the self-evaluation process and in prioritising for the school improvement plan. However, to date, its role as a critical friend has not been fully developed.

The school has given due attention to a wide range of national and local priorities. The Foundation Phase is implemented effectively. Constructive and regular links are developed with other local schools and good practice is shared, particularly within the Foundation Phase. The school made effective attempts to implement the Healthy Schools scheme by reaching stage 4 and has received the Eco-schools scheme bronze award.

Improving quality: Good

The school has purposeful processes for self-evaluating specific aspects of its work. A monitoring timetable over a three-year period was provided. The system includes an audit of the school's current position through lesson observation, examining pupils' work in their books, talking to them and analysing end of key stage data.

The staff discuss pupils' achievement and needs almost on a daily basis. Individual targets and achievements are recorded on progress tracking sheets. Contributions are also received from parents, governors and pupils. The evidence is used provide a comprehensive self-evaluation report but the report is not sufficiently evaluative nor does it recognise sufficiently the aspects that need to be developed.

The School Improvement Plan is useful in the process of recording priorities for developing the school, which emerge through the self-evaluation processes. The plan also includes further details such as the implementation targets and implementation timetable, as well as the success criteria.

There was an effective response to the recommendations of the previous inspection, in particular the standards of Welsh.

The school's system of observing teaching from class to class ensures valuable opportunities to experiment with the latest methods of delivering lessons and this has a positive effect on pupils' achievements. The school has very close links with the nearby schools. It is part of a professional learning community that enables teachers to meet and discuss planning and to share good practice. The school also collaborates with two other schools to share curricular expertise, through exchanging teachers and bringing pupils together on a weekly basis.

These partnerships have a positive influence on planning and on developing the latest teaching practices effectively.

Partnership working: Good

There is a strong partnership between parents and the school. A number of them come to the school to work with pupils on various aspects of the curriculum including art work, planting flowers and pottery. The school has a strong Friends Association that is very supportive and which holds regular fundraising activities.

The school has good links with the local community. Pupils participate in local events and members of the community are occasionally invited to the school. This contributes positively to enriching pupils' experiences.

Support and advice is received from the local authority's specialist agencies such as the educational psychology service and the education officers.

The school has very effective transition arrangements for pupils that transfer to the secondary school. The various links and opportunities to visit are an appropriate support to enable pupils to settle in quickly in their new environment.

The school makes good use of the budget that is available to it by pooling funds with other schools in the cluster to provide in-service training and to share curricular responsibilities. This is one of the prominent strengths of this school and one that enriches pupils' experiences very effectively.

Structured arrangements exist for standardising and moderating pupils' work on a secondary school catchment level basis.

Resource management: Good

The school's staffing and financial resources are well managed and used effectively to support improvements in pupils' achievements. There are sufficient members of the teaching staff and experienced support staff to deal with the school's work. They

work together effectively to ensure appropriate support for the learners and to create a happy, secure and stimulating atmosphere for them.

Teachers make efficient use of their time, including periods for planning, preparation and assessment, which have a positive effect on planning standards. Staff specialisms are used to support in areas within the school itself and across the cluster of schools.

There are sufficient resources of an acceptable standard to meet pupils' needs. Although the school building presents obvious obstacles, full advantage is taken of what is available in order to provide stimulating experiences for the pupils.

Full use is made of the funding that is available to try to respond to the priorities in the school development plan. When considering the pupils' good progress and outcomes, together with the effective sharing of resources with other nearby schools, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The vast majority of parents completed the questionnaire. They are extremely positive about the school. Every one of them is satisfied with the school and state that their children are happy there. In addition, everyone feels comfortable that their children are secure in the school and believe that their children are making good progress and that the teaching is good. Everyone believes that the school is well run and they are of the opinion that members of staff are easy to approach if they have any questions or concerns. Everyone is clear about the school's complaints procedures. All of the respondents felt that they are given good information about their children's progress and they think that the pupils are well behaved.

Responses to learner questionnaires

All the learners in key stage 2 completed the questionnaire and they were very happy with their school. All of them felt that the teaching was good, that they were well supported in the school and that they were doing well. The pupils believe that there are sufficient resources to enable them to learn well. All those who responded feel secure and that the school deals well with any cases of bullying. All of them are of the opinion that they are encouraged to undertake responsibilities. They wholly agree that the school assists pupils to live healthily and all of them think that the behaviour is good.

Appendix 2

The inspection team

Alun Morgan	Reporting Inspector
Glyn Roberts	Team Inspector
Glenda Jones	Lay Inspector
Goronwy Morris	Peer Inspector
Elin Watkins	School Nominee

Copies of the report

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If available, the data report can be found on our website alongside this report.

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