



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

**Llanwnnen C.P. School
Llanwnnen
Lampeter
Ceredigion
SA48 7LJ**

Date of inspection: February 2012

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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Context

The school is situated in the rural village of Llanwnnen, near Lampeter, Ceredigion, and it serves the village of Llanwnnen, Cribyn and the nearby area. There are 41 pupils between 4 and 11 years of age on roll.

The school admits full-time pupils to the reception class at the beginning of the term following their fourth birthday. There is no nursery provision at the school but nearly all have received education before starting at school. They are taught by two full-time teachers and one part-time teacher.

Pupils represent a full range of ability and their achievements vary considerably when they start school. Nine pupils are recorded by the school as having special educational needs, but none has a statement of special educational needs.

The school states that the area is neither prosperous nor economically disadvantaged. Twelve per cent of pupils are entitled to receive free school meals. This is lower than average figures for the local authority and nationally.

Following a period of reorganisation, a new headteacher was appointed to the school in the summer term 2010 and she has responsibility for two other schools in the area. She is supported by an assistant headteacher who is also a teacher in key stage 2.

The school was last inspected in February 2006.

The individual school budget per pupil for Ysgol Gynradd Llanwnnen in 2011-2012 means that the budget is £4,031 per pupil. The maximum per pupil in primary schools in Ceredigion is £8,706 and the minimum is £2,987. Ysgol Gynradd Llanwnnen is in 24th position of the 60 primary schools in Ceredigion in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils are making consistent progress;
- the school is an inclusive and caring community in which the pupils feel happy and safe;
- teaching is consistently good;
- the school provides a range of interesting learning experiences that, on the whole, meet the needs of most pupils; and
- partnerships with parents are very good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and assistant headteacher have a clear vision and they convey that vision successfully to staff, pupils, governors and parents;
- the school knows its own performance well;
- planning for improvement focuses on raising standards; and
- the staff are prepared to work with the cluster schools as a learning community.

Recommendations

In order to improve, the school should:

R1 ensure that more pupils achieve the higher levels at the end of key stages;

R2 raise standards of extended writing in Welsh and English in key stage 2; and

R3 improve English spelling, presentation of work and pupils' handwriting in key stage 2.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

As there is a comparatively small number of pupils at the school, the data must be treated carefully as one child's result accounts for a high percentage of the cohort in each year.

On the whole, the school's performance in key stage 1 is good in comparison with the national average and the performance of similar schools. The performance of key stage 2 pupils varies but tends to be a little lower than the average for similar schools.

Over the past five years, nearly all pupils in key stage 1 achieved the expected level (level 2) in all core subjects. Over the same period, the numbers who achieve level 3 or higher in key stage 1 has varied. In general, the number compares well with the family of schools average in Welsh and mathematics but is lower in science.

In key stage 2, over the same period, the school's performance in relation to the expected level for 11-year- old pupils (level 4) has generally been lower than the averages for Wales and the family of schools. Although it varies, in general, the school's performance has been in the lower 50% in comparison with that of similar schools in terms of entitlement to free school meals.

The percentage of pupils who achieve level 5 or higher in Welsh, English, mathematics and science at the end of key stage 2 has been higher than the family and all-Wales averages during the last two years. During the previous three years, the number of pupils who achieved the higher levels was small.

In their work books, and in lessons, many pupils in the Foundation Phase and in key stage 2 are making consistent progress. They recall previous learning confidently and knowledgeably. Many develop thinking skills successfully in order to acquire knowledge and understanding and apply them to new situations.

Pupils with special educational needs are making good progress in line with their age and ability. In some aspects of their work, higher ability pupils are not achieving as well as they could. There is no significant pattern in terms of differences in girls' and boys' achievement.

The majority of pupils across the school have good speaking and listening skills. The most able express their ideas very confidently in many areas and are very willing to contribute during lessons. The oral skills of pupils who come from non Welsh-speaking homes develop very quickly and by the end of key stage 2 most use the language fluently and effectively.

Many pupils' early reading skills are developing well and by the end of the Foundation Phase nearly all read for a purpose and show detailed understanding of

the text. They use a range of appropriate strategies successfully in order to tackle new vocabulary.

In key stage 2, many can read in Welsh and English meaningfully and with appropriate intonation. They come increasingly familiar with using various books appropriately to collect information in their studies.

In the Foundation Phase many pupils are making strong progress in their writing skills. They are becoming increasingly confident in writing simple sentences, using suitable, interesting vocabulary.

In key stage 2, most pupils' writing skills in Welsh are good, but they are not as good in English because the spelling skills of many of them are not strong enough. There are only a few examples of extended writing in both languages across the curriculum.

The presentation of work and handwriting of many pupils in key stage 2 does not reflect the good standard of their work.

Wellbeing: Good

Nearly all pupils have good awareness of the need to eat healthy food and to keep fit. They all enjoy the school's life and work and feel safe there.

Many pupils are enthusiastic and eager to learn. They work together effectively and are prepared to contribute in lessons.

The behaviour of most pupils is good in classes and during break-time and lunch time. Pupils show respect and care for one another, and they are courteous towards everyone.

Attendance rates are very good and higher than those of similar schools.

Many pupils are prepared and eager to accept responsibilities within classes and during break and lunch times. They take their responsibilities seriously. The school council takes an active part in decision-making, and pupils' views and ideas are considered carefully.

Pupils' personal and social skills and life skills are developing well and they are being prepared well for the next stage in their education.

Success criteria are only beginning to be set as a regular part of practice in the classes. Especially in key stage 2, pupils are now becoming more confident in the process and understand how beneficial the purpose is. At present, a minority of pupils have the confidence and ability to assess their own work and that of their peers. They are not always certain of what needs to be done to improve their work.

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

The school provides rich learning experiences that respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education. The

lessons are planned well, and offer a range of interesting experiences. However, the activities are not always suitable to the needs of all pupils.

Very good use is made of the outside environment, especially in the Foundation Phase. Many visits outside school and visitors to the school contribute considerably to expanding and enriching learning experiences.

Planning for developing pupils' oral and reading skills across the school is effective. The provision for developing writing skills in the Foundation Phase and key stage 2 is effective and there is a variety of opportunities in several areas. However, the provision is not as successful in ensuring the development of extended writing across the curriculum or in developing spelling skills in Welsh.

The provision for developing the Welsh language is successful, and close attention is paid to the Welsh dimension.

The school promotes sustainable development effectively through practical activities and pupils' written work. The school is part of the Eco-schools scheme and is aiming enthusiastically towards Green Flag accreditation.

Global citizenship is promoted effectively through foreign visitors and work in a number of subjects.

Teaching: Good

The quality of teaching ensures that pupils are motivated and show interest in their learning.

The teachers and support staff have a good understanding of the curriculum. They ensure that the learning outcomes are clear and use a range of teaching styles effectively. Many activities are challenging and interesting and the use of resources is good.

The purposeful lesson plans and support from adults are focussed clearly and contribute well to the quality of experiences that are provided to pupils. Where teaching is less effective, the tasks and questioning are not always challenging enough for higher ability pupils.

Teachers use their assessment skills effectively to plan for improvement. They set appropriate success criteria that help pupils to understand what they need to do to improve their work.

The school has comprehensive and thorough systems for tracking progress and wellbeing and they are effective as a tool for ensuring appropriate intervention.

The use of moderated work portfolios is valuable, and facilitates the process of setting levels successfully.

Reports on pupils' progress for parents are appropriate.

Care, support and guidance: Good

Effective arrangements exist to support pupils' health and wellbeing in addition to encouraging their involvement in their school and in the wider community. The school provides good opportunities for pupils to take responsibility and make decisions.

Pupils' moral and spiritual development is promoted effectively through periods of joint worship and there are beneficial periods of reflection in classes and during circle time. The school provides well for pupils' social and cultural development through links with organisations in the local community.

The school has an appropriate policy and has procedures for safeguarding.

Provision for pupils with additional learning skills is good, and concerns are responded to promptly. Individual education plans are evaluated and updated effectively and regularly and there is a very high level of consultation with parents. The school makes beneficial use of specialist services.

Learning environment: Good

The school is an inclusive and caring community where pupils feel happy and safe. The school's homely, welcoming ethos ensures that pupils get on well together.

Pupils are encouraged to show respect and care towards each other and other people, and they have a good relationship with their peers and with the school staff. All pupils have full access to the curriculum, and boys and girls take part in all activities.

Respect for racial diversity and equality is promoted successfully through class activities, personal and social education programmes and religious education.

The building offers adequate space and good facilities and the school makes effective use of them. The rooms are of adequate size and the range of resources enriches learning and teaching well.

The buildings and grounds are well maintained, and the outdoor area for the Foundation Phase is an especially valuable resource and stimulates learning extremely effectively.

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

The headteacher has a clear vision for the school and she conveys that vision to staff, governors, parents and pupils successfully. She knows the school well and offers a clear strategic direction. The assistant headteacher's lively support is a very important influence on the school's development. In a short time, a wide range of effective procedures were created and are now in place. They have a strong impact on pupils' achievement and wellbeing.

All members of staff are aware of their role and responsibilities and work closely together as a team. High expectations are apparent in the school's everyday life and work. Everyone is included consistently in discussions and decisions. Pupils are given good opportunities to contribute to the school's development.

The governing body provides effective support. Governors have a very good understanding of the way in which the school performs in comparison with similar schools. They are aware of the issues that arise from analysing data and from the school's self-evaluation report. They use the information intelligently to challenge the school in areas that need further improvement.

The school pays close attention to current national priorities. This is seen especially in the areas of wellbeing, raising literacy standards and working with other schools as professional learning communities. Close attention is paid to the child's voice in all elements of school life.

Improving quality: Good

Although the current self-evaluation procedure is comparatively new, it enables the school to know itself well. The procedure has been based successfully on a number of methods including looking at examples of pupils' work, observation of teaching and careful analysis of results of formal assessments. The process is inclusive and the school is active in finding out the opinions of pupils, staff members, parents and governors.

As a result of the findings that arise from the evidence, suitable priorities are produced for the school improvement plan. Clear methods of action are identified under the different priorities and the expected outcomes, as well as monitoring of progress. In addition, responsibilities for implementation are designated and appropriate resources earmarked for supporting developments. The plan is monitored and evaluated carefully by members of staff and governors. The school has made good progress in terms of raising subject standards since the previous inspection.

The school works well as a learning community. There are effective frameworks of professional practice within the school and with other schools and partners. The members of teaching staff at the three schools in the cluster work together effectively in planning and discussing pupils' needs. They have also taken advantage of opportunities to observe good practice in other nearby schools. As a result of working together, a number of strategies have been incorporated into the school improvement plan.

Partnership working: Good

The school works effectively with a range of partners. This has a beneficial effect on pupils' wellbeing and attainment.

There is a very strong partnership with parents. They are very supportive of the school and contribute enthusiastically towards a number of activities, including raising money to improve educational provision. Parents appreciate the regular

information that is shared with them about their children's progress, and especially their targets for improvement. This is very effective and has strengthened the partnership between home and school well and involved parents in the process of maintaining and improving standards.

There are numerous links with the local community and this has a considerable influence on learning experiences. A good partnership with the local authority has ensured valuable support, especially in developing provision in the Foundation Phase.

There is good co-operation with the local cylchmeithrin and the Cylch Ti a Fi, which meets at the school. This prepares the children well for their time at the school.

There is a very effective strategic partnership developing within the cluster of schools of which the headteacher is in charge. Every opportunity is taken to work together and the specialisms of the site staff and the staff of the three schools are used successfully in order to plan and provide the best possible experiences and resources for pupils.

There is also a good partnership with the circle of schools that feed the local secondary school. These arrangements are effective, for example in standardising and moderating teachers' end of key stage assessments and to ensure smooth transition.

Resource management: Good

All staff work together well and share their expertise effectively for the benefit of all pupils. Appropriate arrangements are in place for managing the performance of the whole staff, which leads to appropriate opportunities to develop continuous professional development.

The school has an extensive range of learning resources and they are used effectively.

Expenditure is monitored carefully, and specific sums are earmarked for implementing the priorities of the school improvement plan.

The school offers good value for money.

Appendix 1

Commentary on performance data

Analysis of Llanwnnen's data

As there is a comparatively small number of pupils at the school, the data must be treated carefully as the result for one pupil accounts for a high percentage of the cohort in each year.

Key stage 1

In the assessments at the end of key stage 1, the percentage of pupils who achieve the expected level (level 2) in Welsh, mathematics and science in combination varies. It has been higher than the average figures for Wales in three of the last five years and lower than the average figures for the family in three of them.

During the period, almost all pupils have achieved the expected level in these subjects individually, in addition to oracy, reading and writing in Welsh.

The school's performance in key stage 1 in comparison with that of schools with similar levels in terms of entitlement to free school meals varies. It places the school among the top 25% in two of the last five years and in the lower 50% in the other three years.

The percentage of pupils who achieved level 3 in Welsh and mathematics is higher than the average for the family of similar schools and the average for Wales in three of the last five years. Apart from last year, no pupils have achieved level 3 in science over the last five years.

Key stage 2

In key stage 2, the percentage of pupils who achieve the expected level (level 4) in Welsh, English, mathematics and science in combination, in general, has been lower than the averages for Wales and the family of schools over recent years.

This is also true of these subjects individually, although all pupils achieved level 4 in science in three of these years.

In 2011, the percentage of pupils that achieved level 4 in Welsh, English and science in combination places the school among the bottom 25% in comparison with similar schools in terms of entitlement to free school meals. Although it varies, the school's performance has been in the lower 50% of that for similar schools during recent years.

Achievements at level 5 in Welsh, English, mathematics and science have been higher than family and all-Wales averages in the last two years. During the previous three years, only a small number of pupils achieved the higher levels.

There is no consistent pattern of underachievement of boys in comparison with girls in both key stages.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

All parents state that they are satisfied or very satisfied with the school in general and that their children are safe there. They also all believe that behaviour is good, that their children are respected and treated fairly, and that they are developing to be more mature and to shoulder responsibilities. All parents feel that teaching in the classes is good and that their children are making good progress. All parents also say that their children like school. They all feel that they receive regular information about their children's progress and that they understand the school's arrangements for dealing with complaints. All parents are of the opinion that the school is run very well.

Responses to learner questionnaires

Nearly all key stage 2 pupils completed the questionnaire. All say that they feel safe at school and that the school deals well with bullying. A few are unsure about with whom they can speak if they are worried. Most are of the opinion that teachers and other adults help them to learn and make progress and that they are doing well at school. All feel that homework helps them to understand and improve their work. All feel that they have enough books, equipment and computers to do their work. They all say that children behave well and that they can concentrate on their work. A very few say that children do not behave well at playtime and at lunchtime.

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Goronwy Morris	Team Inspector
Veronica Williams	Lay Inspector
Garem Jackson	Peer Inspector
Heddwen Davies	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.