



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Arddleen C.P. School  
Arddleen  
Llanymynech  
Powys  
SY22 6RT**

**Date of inspection: April 2018**

**by**

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

## About Arddleen C.P. School

Arddleen Community Primary School is in the village of Arddleen, north east of Welshpool in Powys local authority. Pupils come from the village of Arddleen and other villages nearby. There are 87 pupils between the ages of four and eleven years old on roll. Pupils are taught in three mixed-age and one single-age classes.

Approximately 2% of pupils are eligible for free school meals. This is significantly lower than the average for Wales, which is 19%. The school identifies around 12% of its pupils as having additional learning needs, which is slightly lower than the national average of 21%. Nearly all pupils are of white British ethnicity and all speak English at home.

The school was last inspected in December 2011. The present headteacher has been in post since September 2009.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Arddleen Community Primary School is a caring environment where all pupils feel valued, safe and happy. Parents, pupils, staff and governors contribute to the strong sense of community that exists in and around the school. The school cares very well for its pupils.

Leaders share a purposeful vision for the school and have high expectations of everyone. They use information from self-evaluation processes effectively to identify sensible priorities to ensure continuous improvement. As a result, nearly all pupils develop into confident, articulate individuals who achieve well.

Most pupils start school with skills at the expected level for their age and nearly all make good progress. The overall quality of teaching is good and provision to develop pupils' skills is effective. Most make very strong progress in developing their Welsh language skills, which is a strength of the school.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Provide high quality opportunities for pupils to make choices about their learning and to work independently
- R2 Ensure that all planned tasks focus appropriately on the development of skills, particularly in the foundation phase

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

Most pupils enter the school with skills at the level expected for their age. By the end of Year 6, most pupils speak confidently and articulate their ideas clearly. Most use interesting, mature vocabulary when communicating orally and in writing. Pupils develop their speaking and listening skills well in the foundation phase. By the end of the foundation phase, most express their opinions effectively, for example when debating the pros and cons of keeping animals in zoos.

From reception class, most pupils make very good progress in their reading. Throughout the foundation phase, most pupils apply their phonic knowledge independently to read unfamiliar words and, by the end of Year 6, most pupils read aloud confidently and with good expression. They discuss favourite authors and story characters maturely and use a wide and varied range of vocabulary to justify their opinions. A few pupils read to a very high standard and read complex texts expertly.

Foundation phase pupils develop their writing skills successfully. They form letters accurately and most produce neat, legible handwriting by the end of Year 2. Spelling is generally accurate and age appropriate throughout the school. By the end of Year 6, most pupils write confidently for a wide range of purposes and audiences. Most write effectively in a variety of styles. For example, when studying Harry Potter, pupils produce detailed school reports, a school prospectus and character portraits.

Nearly all pupils achieve well in mathematics and many more able pupils develop a thorough understanding of mathematical processes. By the end of Year 6, nearly all apply their numeracy skills purposefully. For example, when designing a bungalow for a retired couple, they respond intelligently to a complex set of requirements and work to scale accurately. They evaluate their work carefully and give detailed explanations for their design choices. Most Year 2 pupils understand place value and use suitable written strategies for solving addition and subtraction problems using two digit numbers. They recognise halves and quarters, for example, when cutting fruit for snack. They recognise the value of coins to £2 and apply their understanding of the four rules of number to add and subtract values of money. They measure accurately in centimetres and make suitable estimations within a metre. More able pupils round three digit numbers to the nearest 100 and develop a range of written strategies to add and subtract three digit numbers.

Nearly all pupils make very strong progress in developing their Welsh language skills. They show enthusiasm towards the language. The youngest pupils sing Welsh songs and rhymes enthusiastically and learn simple words and phrases. By Year 2, most pupils initiate conversations with each other and adults. They begin to use connectives and simple negatives to extend their answers. Most pupils sustain their progress and, by the end of Year 6, they show genuine pride and pleasure when speaking Welsh. More able pupils participate in extended conversations and respond correctly to a wide range of questions. Most older pupils write at length and are beginning to extend their sentences skilfully. They apply their Welsh language skills successfully across other subjects. For example, they read and answer

questions about Henry VIII in history. Many write without the support of writing frames and apply their understanding of sentence patterns effectively to engage the reader.

Across the school, most pupils develop good skills in information communication technology (ICT). By the end of the foundation phase, most pupils log on to a virtual learning platform confidently and access a range of suitable software. Most pupils create pictures using a paint program, for example in their topic work on animals of the jungle. They use a word processing program to write articles arguing for and against keeping animals in a zoo, and control a movable toy accurately.

Most pupils in key stage 2 write and send emails to pen pals from another school. They understand the benefit of producing accurate graphs and pie charts to record the amount of litter found around the school site. Most pupils use a variety of safe websites to research information and present their findings. By Year 6, most pupils populate and interrogate a simple spreadsheet successfully. For example, as part of a science project undertaken in collaboration with a local school, they analyse spreadsheets accurately to determine whether taller people jump further.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils feel safe in school and recognise that the school helps them make progress in their learning. They feel cared for and valued by the staff and their peers. Nearly all pupils are ambitious, confident learners. They support one another in lessons and during break and lunch times.

The high standard of behaviour throughout the school ensures a calm, purposeful learning environment. Nearly all pupils are very polite, attentive and well behaved. They treat adults with respect and display a high level of pride in their school. They develop attitudes and behaviours that contribute effectively to the community spirit of the school. For example, from Year 2 on, nearly all pupils take turns to serve food to their peers at lunchtime.

Nearly all pupils engage well in their work and most sustain concentration for appropriate lengths of time. They complete their tasks to a high standard and show great pride in their work. Nearly all pupils work well individually, in pairs and in small groups to achieve their learning goals. For example, pupils in the reception class organise themselves into teams when looking for dinosaurs in the woodland area. Nearly all pupils respect the views of others and enjoy sharing their thoughts and ideas with visitors.

Many pupils take on roles of responsibility throughout the school. The school council, digital wizards, eco-council and junior road safety officers have a sound knowledge and understanding of their roles and responsibilities. Their work has a positive impact on aspects of school life. For example, the school council has been instrumental in addressing and improving behaviour at lunchtime and in changing the lunch menus.

Nearly all pupils respond positively and generously to fund-raising events. They organise garden produce sales to raise money for children's charities. Through these activities, pupils develop good entrepreneurial skills.

Many pupils know what to do if they face difficulties in their work. However, a minority of pupils rely too heavily on adult support and this limits their ability to work independently.

Most understand the need to eat and drink healthily. Many pupils are enthusiastic about their physical education lessons and they value the work of the sport ambassadors in organising sporting activities for break times. Many pupils enjoy participating in a wide range of after school sports clubs.

### **Teaching and learning experiences: Good**

The quality of teaching is good. Nearly all teachers know the pupils well and have high expectations of them. Staff work together purposefully and share strategies and resources to support pupils' learning effectively. They treat pupils with respect and manage behaviour positively and calmly.

All teachers and support staff develop strong working relationships with pupils and their interactions reflect the high value they place on nurturing pupils' wellbeing. This approach develops nearly all pupils' confidence successfully.

Teachers take good account of the needs of different groups of learners in their planning. They enrich pupils' learning experiences successfully. For example, they visit a neighbouring farm to watch the cows being milked and go to the nearby nature reserve to explore animal habitats. However, in the foundation phase, planning for activities in which pupils make their own choices does not always focus well enough on the development of pupils' skills.

Teachers share clear learning objectives consistently well and reflect on these at the end of most lessons. They use reflection time and questioning techniques successfully to provide opportunities for pupils to check and consolidate what they have learned. Staff give pupils regular, useful feedback and provide appropriate opportunities for pupils to assess their own performance and that of others. This allows pupils to know what they have done well and to understand what they need to do to improve further. However, in a minority of lessons, opportunities for pupils to develop their independent learning skills are limited.

The school ensures that the curriculum reflects the school's rural context well. For example, during the recent 'pets and vets' topic, a local farmer brought lambs to the outdoor area for the Reception children to meet. The school also has a strong Welsh ethos and provides purposeful opportunities for pupils to learn about Wales and their Welsh heritage.

Teachers plan effectively to develop pupils' literacy and numeracy skills systematically. Opportunities for pupils to apply their literacy and numeracy skills across the curriculum are comprehensive and purposeful. For example, in a Welsh lesson, pupils apply their understanding of the four rules of number to plan and cost a menu in the 'Caffi Cymraeg'.

Teachers provide a wide range of opportunities for the development of Welsh language skills in formal activities and informal situations. For example, the 'Dŵds Cymraeg' actively promote and encourage pupils to play Welsh games such as 'Beth yw'r amser Mr Blaidd?' that are both enjoyed by the pupils and effective in developing their Welsh language skills.

Provision for pupils to develop their ICT skills during specific lessons is effective and pupils make good progress. However, there are limited opportunities for pupils to apply these skills in other areas of the curriculum.

### **Care, support and guidance: Good**

The school is a caring and happy community. Staff provide strong support to pupils and provide a wide range of opportunities that encourage them to take pride in their work and contribute to the various activities that take place.

The rich culture of respect, equality and fairness promotes the school's aims successfully. Through wider curriculum experiences such as engagement with a wide range of charitable activities, the school builds on this ethos further. As a result, nearly all pupils show respect and consideration for others.

Staff know the pupils and their families very well and relationships between the school and the community are strong and built on mutual respect. Staff share information about the school's activities with parents regularly through the website and newsletters. This enables parents to be part of and support their children in their learning.

Friends and parents play a keen and active role in all aspects of school life. They support the school through a wide range of popular fund-raising events. An outdoor classroom recently donated to the school is a very popular feature of the school.

The school has effective arrangements for tracking pupils' progress. Teachers use this information effectively to support individuals and specific groups of pupils. This helps to ensure that nearly all pupils make good progress in their learning.

Provision for pupils with additional learning needs is strong. Teachers and support staff work collaboratively to plan effectively to support these pupils' individual needs. As a result, most make good progress in their literacy and numeracy skills. The school works successfully with various agencies, such as the educational psychologist and specialist sensory and speech and language teachers to provide specialist and purposeful support for identified pupils.

Teachers provide pupils with valuable lessons and activities to promote their spiritual, moral, social and cultural development. The school has an appropriate personal and social education programme that teaches pupils about the core values of tolerance, respect and the importance of equality and diversity. Collective worship provides pupils with worthwhile opportunities to reflect why they make certain choices in life.

The school's arrangements for safeguarding pupils meet requirements and do not give cause for concern.

### **Leadership and management: Good**

The headteacher has a clear vision for the school, based on challenging all pupils to reach high standards and ensuring high levels of wellbeing. This vision underpins the work and life of the school successfully. The headteacher sets high expectations and teachers, support staff and governors understand the lines of accountability clearly. He challenges staff appropriately to secure continuous school improvement.



All teachers understand their roles and undertake their responsibilities diligently and competently. Teamwork is a strength of the school. All members of staff collaborate well to plan and implement strategies for improvement.

The self-evaluation process is central to school development and accurately identifies areas of strengths and weakness. A good range of first hand evidence informs self-evaluation, including careful data analysis, monitoring of provision, and listening to learners and the views of the wider community. The governors play an active role in self-evaluation and have a thorough understanding of the school's strengths and areas for development. The school development plan is robust and success criteria are challenging and measurable. Leaders monitor progress towards targets regularly and this rigour has led to significant improvements in many areas. A notable example is the improvement in pupils' Welsh language skills.

The governing body is highly supportive and knows the school and the community it serves well. The partnership between the governors and school leaders is exemplary and based on mutual respect and a shared goal for ensuring the best possible outcomes for all pupils. Most governors are regular visitors to the school and they work successfully with the headteacher and curriculum leaders to monitor the impact of improvement plans on pupil outcomes and wellbeing. The governing body is an effective critical friend of the school.

The performance management system is robust and objectives link closely to staff professional development needs as well as to school priorities. Nearly all staff benefit from a good range of relevant professional learning opportunities. These have a positive impact on the quality of teaching and on pupil outcomes. The school works effectively with local schools to share resources and good practice. These partnerships benefit pupils throughout the school. For example, teachers in key stage 2 acquire a deeper understanding of scientific concepts that benefit pupils.

The school is an effective learning community. The staff work closely together to improve their own practice and to share expertise. Leaders actively encourage staff to gain further qualifications and make professional progress. Staff coach and mentor their peers through professional courses successfully and share their experiences purposefully with each other. For example, support staff achieve higher qualifications and mentor other colleagues successfully.

Leaders manage resources efficiently and effectively. They monitor expenditure carefully to ensure the cost effectiveness of spending plans. They make good use of the pupil development grant to support eligible pupils and track and monitor their progress carefully. As a result, these pupils make good progress in all aspects of their learning and wellbeing.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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