

A report on

**Llanedi Primary School
Ebeneser Road
Llanedi
Pontarddulais
SA4 1YT**

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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

Llanedi Primary is a rural, community school situated in the village of Llanedi, approximately five miles south of Ammanford and three miles north of Pontarddulais, in a predominantly Welsh-speaking area. It is a small two-teacher school and caters for pupils aged 4-11. Currently, there are 28 pupils on the register, and the number on roll has fallen since the last inspection. In the Foundation Phase there are 10 pupils and in key stage 2 (KS2) there are 18. There is no nursery at the school and children start school in the term in which they are four years old.

A minority who attend the school are from the school's catchment area, but many pupils come from outside the catchment area. Nearly all the pupils are from English-speaking homes and Welsh is taught as a second language in the school.

At present there are five pupils with special educational needs (SEN), including one with a statement. This represents 17.8 per cent of the school's population, a figure which is below the national and local averages. Around 8.9 per cent of pupils are entitled to free school meals, which is well below national and local averages.

There are two teachers in the school, one of whom has served as the acting head teacher since January 2009.

The school was last inspected in January, 2005.

The 2010-2011 individual school budget per pupil for Ysgol Gynradd Llanedi is £4495 which compares with a maximum of £17415 and a minimum of £3014 for primary schools in Carmarthenshire. The school has the 23th highest budget per pupil out of the 114 primary schools in Carmarthenshire.

Summary

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

Current performance

The school is good because:

- many pupils achieve good standards;
- teaching is good overall across the school;
- all pupils feel safe and secure in a caring and supportive environment;
- most pupils behave well; and
- there are strong links with the local community, which gives pupils a sense of belonging.

Prospects for improvement

The overall prospects for improvement are adequate because:

- there is uncertainty regarding the acting head teacher's position and the self-evaluation process is not fully embedded;
- the links between self-evaluation and school improvement are not consistently clear;
- subject co-ordination is not fully effective;
- the school development plan (SDP) does not focus sufficiently on improving learning outcomes for pupils; and
- more able and talented pupils are not consistently challenged in lessons.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in Welsh second language in KS2;
- R2 challenge more able and talented pupils to achieve higher standards;
- R3 improve the quality of pupils' writing and presentational skills throughout the school;
- R4 further improve the use of assessment to direct pupils' learning; and
- R5 refine school improvement planning so that it links more clearly to self-evaluation and focuses more closely on outcomes for pupils.

What happens next?

Llanedi Primary School will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by Estyn.

Main findings

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

Many children enter school with skills below those normally expected for their age. Throughout the school, many pupils make good progress in their learning and achieve well in work across the curriculum.

Due to the very small number of pupils at the end of both key stages, the results of teacher assessments have to be treated with great care because one pupil's results can have a significant effect on the school's overall performance.

Over the last four years, pupils' performance at seven years of age in end of key stage 1 (KS1) teacher assessments in English, mathematics, science and the core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in the three core subjects combined, has fluctuated markedly in relation to national and local averages. In 2010 in KS1, when compared to national, local and similar schools, results in English and mathematics were in the lowest 25 per cent of schools, while those in science were in the top 25 per cent. This indicates a downward trend since 2008/9. Boys have outperformed girls in the three core subjects and the CSI in two of the last four years. There were no level 3s in English

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and science in 2008 and 2009, but the percentage of pupils attaining level 3 in the three core subjects in 2010 was above similar averages.

During the period 2007-2010, KS2 pupils' attainment in English, mathematics, science and the CSI has been consistently high and above national, local and similar averages. There have been no significant differences between the performance of boys and girls over the last few years. From 2008 the percentage of pupils attaining the higher level 5 increased in English and was above national and similar averages in 2010; in mathematics it fell from 2008 and increased in 2010; while in science it fell sharply in 2009 and was below the averages in 2010.

Many pupils, including those with SEN, make good progress in relation to their starting points, abilities and interests. They communicate clearly and listen attentively. They read fluently in different contexts and with understanding. However, pupils' extended writing skills are not as well developed and a minority present their work untidily.

Very few children enter school with Welsh language skills, but the majority make sound progress as they move through the school. Most pupils' use of numeracy skills across the curriculum is good and many are developing their problem-solving and decision-making skills effectively. Most make increasingly good use of a variety of information and communications technology (ICT) skills.

Wellbeing: Good

All pupils feel safe in school and feel fully involved in school activities. They have positive attitudes to keeping safe and healthy and understand the need to take exercise and to eat healthily.

Most pupils have positive attitudes to school and are motivated and display a keen interest in learning. A minority know how well they are doing and what steps they must take to improve their work.

Most pupils behave well in and around the school and show respect for others. They are polite and courteous and relate well to each other and to adults. Most express pride in their school.

Pupils' attendance rates at 92 per cent for the last few years is adequate when compared to national and local schools and procedures are in place to improve this rate. Most pupils are punctual at the start of the school day and in lessons.

Members of the school and eco councils have clear responsibilities and make a valuable contribution to school life. Members have a good understanding of their role. They are involved in decision making and have made a worthwhile contribution to improving the school environment.

Pupils' involvement in the community is a strength of the school. Many have been actively engaged in a number of local community projects and have raised funds for worthy causes.

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

Pupils have regular opportunities to engage in a varied and appropriate range of work. The work is generally well organised to match the age, needs and abilities of the pupils, including programmes for pupils with SEN.

Pupils' existing knowledge, understanding and skills are built on progressively as they move through the school. Curricular plans provide good opportunities for developing pupils' communication, numeracy and ICT skills. Skills cards on display are a useful tool in raising the profile of skills in each classroom. Programmes for developing thinking skills and values are helping pupils to question, consider alternatives and to construct solutions for themselves. These programmes also have a positive impact on pupils' behaviour and attitudes to learning.

The school makes appropriate provision for Welsh language development and the Welsh dimension. Most adults use Welsh effectively around the school and this enhances the progress that pupils make. Staff provide appropriate opportunities for pupils to learn about their locality and the history and culture of Wales.

Through topics and school projects, the school effectively promotes pupils' understanding of sustainable development and global citizenship. The school demonstrates care and concern for people in other parts of the world and the sponsoring of a child in the Philippines is a very good example of this.

Teaching: Good

Teachers use a range of teaching methods and a variety of resources in order to engage pupils in learning. They deliver sessions in a lively and clear style and organise appropriate activities for groups. They reinforce language consistently and effectively and ask thoughtful and challenging questions. They use a range of techniques to ensure that pupils understand and make progress. They give particular attention to less able pupils when they undertake tasks, but work is not consistently matched to the learning needs of more able and talented pupils. Support staff receive good guidance and work effectively alongside teachers in the classroom.

Overall, the school's assessment arrangements are adequate. Pupils' progress is monitored regularly and tracked by teachers. As a result, teachers identify the ability and progress of the majority of groups of pupils appropriately. However, they do not always make effective use of assessment to plan and target additional support for specific groups of pupils and, in particular, for more able pupils.

Teachers set targets for every pupil and review them on a termly basis. However, many pupils do not know in which areas they need to develop. Although there are examples of assessment for learning strategies, these have not had time to develop fully. In general, the marking of work is positive and encourages pupils to improve. Peer and self-assessment strategies are at an early stage of development. Although

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there are useful portfolios of work in mathematics and science, there is no portfolio of assessed work in English and many other subjects.

Annual reports to parents and carers provide good information about their children's achievements and wellbeing. Reports include appropriate targets for pupils' improvement.

Care, support and guidance: Good

The school is a caring community where staff place a high priority on pupils' wellbeing. There are positive arrangements in place to support the health and wellbeing of pupils and to encourage their involvement in all school activities.

Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Relationships between staff and pupils are good and parents report that they are very happy with the care, support and guidance provided to their children.

There are effective anti-bullying procedures and the school promotes good behaviour well through its policies and procedures. There is effective provision for personal and specialist support. Induction arrangements for new pupils are good and children settle quickly and happily in the school.

Provision for pupils with SEN is good. The well-targeted support for pupils impacts positively on their progress. Pupils' individual education plans are appropriate, regularly evaluated and updated in consultation with parents.

The school has appropriate policies and arrangements for safeguarding.

Learning environment: Good

The school has a positive ethos which encourages all pupils to treat others fairly and with respect. All pupils have equal access to areas of the school's provision and pupils state that they are treated equally. The school successfully celebrates the diversity of the whole school community.

Attractive displays in classrooms and school communal areas celebrate pupils' achievements. An appropriate range of resources supports pupils' learning needs well. The school building is maintained to a good standard and the extensive outdoor areas are utilised well by the school.

Key Question 3: How good are leadership and management?

Adequate

Leadership: Adequate

Since her appointment the acting head teacher has provided a clear sense of direction to the life and work of the school. She has successfully generated a shared sense of purpose and motivation among staff and forged strong links with pupils and their families.

The acting head teacher is well supported by staff, who play an active part in the decision-making process. A strong ethos of working closely as a team is perceived correctly as one of the school's strengths. Lines of communication are good and these allow daily work to proceed smoothly.

Members of staff feel valued and all have specific responsibilities for developing various initiatives. These are beginning to have a positive impact on the school as a learning community. However, rigorous self-evaluation processes and subject co-ordination are of fairly recent origin and have yet to impact fully on standards and provision.

The school takes good account of national and local priorities. These are reflected in preparations for the Foundation Phase and on-going support for the development of pupils' literacy and bilingual skills.

The governing body fulfils its statutory obligations. Under the leadership of an experienced chairperson, governors share the acting head teacher's sense of direction for the school. They support the school conscientiously and generally know about the performance of pupils. They also know about the initiatives the school is developing and they are becoming more involved in the school's self-evaluation process.

Improving quality: Adequate

Although the acting head teacher has introduced a number of promising new initiatives, these have not had time to embed in the school and an effective culture of self-evaluation is at an early stage of development.

The acting head teacher actively encourages governors, staff, pupils and parents to contribute to the life of the school. This has created good working relationships and a commitment to raise standards.

The evaluation process is beginning to form a regular part of the school's work and, together with the outcomes of performance management, to provide a range of information in many areas. However, it does not take into account enough first-hand evidence, such as observations of learning and teaching. The school has identified many areas for improvement, but these are not always well prioritised.

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There is not a systematic, rigorous plan which focuses clearly on improving standards and the outcomes of self-evaluation do not effectively inform appropriate priorities for the SDP.

Teachers are involved in a number of networks of professional practice, including meetings between groups of local head teachers.

Partnership working: Good

The school has close relationships with parents and works well with the community through such bodies as the Friends of the School. Parents and visitors from the community make a positive contribution to enriching pupils' experiences. Teachers work well with other schools within the local family.

Transition plans enable older pupils to prepare appropriately for the next stage of their education. This partnership encourages successful curricular and pastoral links. The cluster of schools is developing appropriate procedures for accurately moderating and standardising pupils' work in the National Curriculum core subjects.

The school collaborates well with partners to plan and pool resources, particularly with its cluster of schools. The school also benefits from well-established links with initial teacher training institutions.

Resource management: Good

The school manages its budget appropriately. There is a wide and appropriate range of learning resources and a sufficient number of qualified teachers and support staff. The school deploys its support staff efficiently. One teacher provides cover for other teachers to engage in the statutory allocation of planning, preparation and assessment (PPA) time and this is having a positive impact on the quality of planning. The school identifies and meets the needs of staff through regular appraisal and performance management procedures.

The school identifies and allocates resources appropriately in order to reflect its goals and targets Resources allocated to the school are managed well and the school makes good use of the funding it receives.

In view of the outcomes achieved by many pupils, the quality of teaching, the standard of care, support and guidance provided and the appropriate management of the budget, the school overall provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Many parents completed the questionnaire and 15 attended the parents' meeting. Overall, parents express very positive views about the school. They believe that their children are happy and settled and make good progress. They state that their children feel safe in school and that staff are approachable if they have concerns or questions. Parents feel well informed about their children's achievements through regular meetings with teachers and end-of-year reports. Most know how to make a complaint and they feel that their children receive enough additional support with their individual learning needs.

Responses to learner questionnaires

Pupils say that they feel safe in school and they know who to turn to if they need help. They think that teachers give them good support and provide plenty of opportunities to develop healthy lifestyles. A few pupils do not believe that the school deals well with bullying and a few do not believe that other children behave well at playtimes and during lunchtime. A minority feel that the behaviour of a minority hinders their ability to do their work.

Appendix 2

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Jan Marsden	Team Inspector
Mrs Deris Williams	Lay Inspector
Mr Ceri Emanuel	Peer Inspector
Mrs Vanessa Roberts	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