



*Rhagoriaeth i bawb – Excellence for all*

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Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Archdeacon Griffiths C.I.W. Primary School  
Llyswen  
Brecon  
Powys  
LD3 0YB**

**Date of inspection: March 2013**

**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:

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

Archdeacon Griffiths Church-in-Wales Voluntary Aided Primary School is in the village of Llyswen in the Wye valley, about half way between Brecon and Builth Wells. It serves the village and a wide surrounding rural area. As a result, a large number of pupils travel to the school by bus or private transport. The school was built in 1972 and has a hall with an attached kitchen and four classrooms. Two extensions have recently been added. Outside there is a large grassed area, a hard surface playground, an adventure playground and a seated area.

The school currently caters for 106 pupils from nursery age to Year 6. The number on roll has increased by about 10% over the last year as a number of pupils have joined the school following the closure of neighbouring schools. Pupils are taught in five classes and three of these have mixed age groups including one class that includes pupils in both the Foundation Phase and key stage 2.

About 4% of pupils are entitled to free school meals. No pupils speak Welsh as a first language and none comes from an ethnic background or speaks English as an additional language.

The school has identified about 20% of pupils as having additional learning needs but none has a statement of special educational needs.

The school was last inspected in March 2007.

The headteacher has been in post since 2006. There have been considerable changes in staffing over the last few years and the school currently has an acting deputy headteacher, two full-time temporary teachers and a further three part-time teachers.

The school budget per pupil for Archdeacon Griffiths Church-in-Wales Primary School in 2012-2013 is £3,492 per pupil. The maximum per pupils in the primary schools in Powys is £8,253 and the minimum is £3,087. Archdeacon Griffiths C.I.W Primary School is 65th out of the 99 primary schools in Powys in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- nearly all pupils of all ages and abilities make good progress in most aspects of their work;
- the proportion of pupils gaining the expected outcome at the end of the Foundation Phase and key stage 2 is close to that in similar schools;
- nearly all pupils read well for a range of purposes;
- more than half the pupils currently in Year 6 have reading ages significantly above their chronological ages;
- most teaching is lively and teachers plan interesting and varied activities; and
- all pupils behave very well and demonstrate a strong sense of community spirit.

However:

- the percentage of pupils gaining higher than the expected levels at the end of the Foundation Phase and key stage 2 is generally below that in similar schools; and
- too many pupils in key stage 2 make many errors in spelling, punctuation and grammar in their written work and present their work untidily.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has led the school well through a period of uncertainty;
- the governors know the school well and challenge the leadership team;
- the headteacher's monitoring records are detailed and evaluative;
- the self-evaluation report acknowledges the areas in which the school needs to make improvements; and
- the school has responded well to most of the recommendations in the previous inspection report.

However:

- the targets for improvement in the school's development plan are not always clear and measurable; and
- the school's monitoring arrangements are not fully effective in bringing about improvements in standards, especially in pupils' writing.

## **Recommendations**

- R1 Improve the standards of written work, including spelling, punctuation, grammar and presentation, particularly in upper key stage 2
- R2 Make sure that all teachers mark pupils' work consistently so that pupils know what they have to do to improve
- R3 Challenge all pupils to achieve to the highest standards of which they are capable
- R4 Strengthen the school's monitoring arrangements to provide teachers with support and challenge to raise standards
- R5 Set clear, appropriate and measurable targets for development that are focussed on raising standards

### **What happens next?**

The school will draw up an action plan showing how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Overall, pupils have good oral skills. They listen attentively and express their ideas clearly. In the Foundation Phase many pupils are confident talkers and inquisitive about what they are learning. As they progress through the school, pupils' confidence increases and they become articulate speakers who are able to discuss their ideas with assurance and give extended answers to questions.

Pupils throughout the school read with appropriate expression and use a wide range of reading strategies to decode words and respond to punctuation. Nearly all read with fluency and read for pleasure as well as for researching information. They are able to skim and scan texts to find out information as well as to decide if they are likely to enjoy a particular book. Most pupils are able to talk about the authors they like or dislike and the reasons for their choice of books. Many pupils in key stage 2 have a reading age significantly above their chronological age.

In the Foundation Phase, pupils' writing skills develop well and by the end of Year 2 most pupils write independently and at increasing length. The work that many pupils do independently is frequently imaginative and original. Pupils in key stage 2 write for a wide range of purposes across the curriculum and most of them use a good range of vocabulary. However, in key stage 2, there is too much variation in the standard of presentation of pupils' work, and many pupils including the more able often make errors in spelling common words, use the wrong case, and lay out their work untidily.

Pupils across the school have recently begun to make good progress in improving the standards of presentation of their work and have improved their spelling. They have been helped to do this through the recent introduction of targets for improvement that relate to their identified areas of weaknesses in the presentation of their work.

Pupils in all classes have good numeracy skills and they apply these skills well, especially in investigative work. However, pupils' use of their information and communication technology (ICT) skills is limited to a few common applications and they generally do not make good use of the computer resources available in the school.

Pupils with additional learning needs generally make good progress against the targets in their individual educational plans. They are helped to do this by well-planned intervention support, particularly in reading.

Pupils' spoken Welsh is developing well in the Foundation Phase and they use it well in role play, to respond to a range of questions and to write simple sentences with a good degree of accuracy. A few pupils in key stage 2 read Welsh books for pleasure and make good use of computer-based translation tools to help them with their vocabulary.

By the end of the Foundation Phase in 2012, pupils' results at the expected level in the Foundation Phase indicator were very good with all pupils achieving this for all individual areas of learning. The school was one of the three in its family which achieved this. However, pupils' attainment of the higher than expected level (outcome 6) in comparison with that of other schools with a similar proportion of pupils entitled to free school meals placed the school in the lower 50%.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science is close to the average of other schools in its family, and better than the average for the local authority and Wales. Pupils' outcomes at the higher levels were close to the family average in mathematics but below average in English and science. Over the last three years, the school's performance at the higher levels in relation to schools with a similar proportion of pupils entitled to free school meals was either in the lower 50% or the lowest 25%. There are wide fluctuations in the data on pupils' performance from year to year. These fluctuations reflect the small and variable numbers of pupils in each year cohort. There are no statistically significant variations in the performance of boys and girls.

### **Wellbeing: Good**

Pupils have a very good understanding of the importance of maintaining a healthy lifestyle though good eating habits and regular exercise. They feel very safe within the school and very few raise any concerns either to teachers or through the confidential worry box that the school council has put in place.

Pupils behave exceptionally well in the classroom, around the school and in the outside areas. They relate well to each other and treat adults with courtesy and respect. The attitudes they express towards their work are very positive and they maintain their enthusiasm and focus throughout most lessons. They use the outdoor equipment enthusiastically.

The school council contributes well to many aspects of school life. It has helped to develop the school in a number of ways, creating codes of conduct for behaviour in the classrooms and on the playground and by organising structured play activities at lunchtimes including 'Balloons gone Bonkers' and 'Wacky Wednesdays'. Many pupils take part in these activities and help to foster a strong sense of community in the school.

Last year's attendance rate of 95.1% was slightly below that of similar schools and it has been at similar levels in the previous three years. Too many pupils take holidays during the school term and this has a significant negative impact on overall attendance. Nearly all pupils arrive punctually at the start of the school day.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides an appropriate range of learning experiences, through a broad and balanced curriculum that meets statutory requirements. Learning experiences in the Foundation Phase encourage pupils to make choices and to become

independent learners. In most classes, where planning and organisation is most effective, activities engage and motivate most pupils. Pupils benefit from a wide range of visits and cultural activities. The school makes good use of the outdoor environment.

Planning for skills in the Foundation Phase is sound, and there are stimulating and relevant activities to develop pupils' literacy and numeracy. Planning in key stage 2 makes good reference to the development of skills. Teachers generally work together well to plan the curriculum. However, they have not yet done enough to develop pupils' ICT skills across the curriculum.

Pupils have good opportunities to develop their Welsh language skills, particularly in the Foundation Phase where teachers use Welsh regularly and encourage pupils to respond in Welsh. The school works well to develop pupils' knowledge and understanding of Wales and its culture.

The school works closely with its pupils to instil an appreciation of the importance of environmental sustainability and how to achieve it. This includes a range of schemes, including one to address pollution of the water-course by waste oils. The members of the eco committee demonstrate a good understanding of the principles involved. They gain a good knowledge of sustainability through different subjects throughout their time in school. The pupils gain knowledge of other countries through topic work.

### **Teaching: Adequate**

Most teachers plan lessons well to ensure that all pupils make good progress in their learning. They do this by making sure that each learner has stimulating things to do that match their level of ability and skill. However, in a few cases, teachers do not do this well enough to meet the needs of pupils of all levels of ability.

The recent introduction of sessions on letters and sounds, where pupils work in ability groups across the school, is beginning to have a positive impact on pupils' skills in presentation and spelling.

In most lessons, teachers challenge pupils to work productively throughout the session by varying the activities that they do and by making sure that pupils know how long they have to complete a task as well as knowing what they are expected to do. All teachers encourage pupils to do their best and use praise and rewards well when they are successful.

All teachers mark pupils work regularly and provide pupils with written guidance on how to improve the standard of their work. In most cases this written feedback gives pupils clear support on how to improve the standard of their work. However, in a minority of classes, the feedback is too general and the targets for improvement do not relate closely enough to the needs of the individual pupils.

The school monitors pupils' progress well through the use of an electronic tracking system. This provides teachers with very useful information, particularly where individual pupils are not making the expected progress. They use it well to plan



when pupils could benefit from intervention. However, they do not always use it well enough to identify what more able pupils need to do to achieve the standards of which they are capable.

The school provides parents with detailed and useful reports on pupils' progress and achievement.

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

The school has an inclusive and caring ethos and promotes pupils' health and wellbeing very well. It is particularly effective at maintaining pupils' high standards of behaviour and dealing well with any tensions between individual pupils. These strengths are recognised by pupils and appreciated by parents. The learning experiences and the daily collective worship help to support pupils' moral, spiritual, and cultural development well.

The school grounds and buildings provide a safe learning environment. There are good arrangements for ensuring the security of the school. The school's arrangements for safeguarding meet requirements and give no cause for concern.

There is well planned provision for pupils with additional learning needs. Teachers intervene early to identify any pupil's individual needs and to provide effective support. They use appropriate systems to monitor the progress of these pupils and to meet their developing needs. Teachers make sure that parents and pupils are involved in the review of pupils' individual education plans. These reviews identify the progress that pupils make clearly and what needs to happen next.

The school works well with a range of external agencies, such as speech and language services and the educational psychologist, to access specialist support for pupils when required.

### **Learning environment: Good**

The school has a positive ethos where all pupils are encouraged to treat each other fairly and equally. All pupils have equal access to the learning experiences and other opportunities that the school offers.

The well-maintained buildings and grounds meet the needs of pupils well with the outside areas particularly well resourced. There is a good range of play furniture and areas such as the garden, wildlife area and new outdoor classroom greatly enhance the learning experience. The toilets are in an acceptable condition but few cubicles are lockable and this denies pupils the right of privacy. There are some attractive, informative wall displays in the public areas but those in classrooms tend to be variable in the way they show pupils' work and act as learning aids. Overall, there is a good range of learning resources. However, while there are enough computers there are few modern electronic devices such as tablet computers.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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**Leadership: Adequate**

The headteacher has led the school successfully through a period of change and uncertainty over the past three years. During this time there have been many changes in the composition of the leadership team. This situation has resulted in an imbalance in the leadership roles, with the headteacher taking responsibility for nearly all of the leadership tasks in the school.

The headteacher has a clear vision for the school and has high expectations of those she manages. She is committed to raising standards and has a secure understanding of the issues which need to be addressed.

Leadership team meetings pay suitable attention to standards and key priorities for improvement. However, there is no formal record of agreed actions. As a result, it is difficult to ensure that staff take full responsibility for improvements and for managers to track progress systematically.

The headteacher has introduced a process of monitoring which includes tracking pupils' performance, observation of teachers and work scrutiny. The information gathered from first-hand observation of teaching and learning is detailed and accurate and results in clear and precise targets for the improvement of teachers' practice. However, monitoring arrangements do not ensure suitable accountability and have not been effective in addressing shortcomings in a few areas.

The governing body is committed and supportive of the school. Governors have a sound understanding of many of the strengths and areas for improvement in the school. The headteacher informs the governing body appropriately about the school performance. Governors have a good understanding of the use of data and challenge the headteacher appropriately on matters of pupil performance. They carry out their role effectively as a critical friend.

The school pays suitable attention to developing national and local priorities. The improvement of pupils' literacy skill is a key priority. The Foundation Phase is well established and forms a sound platform for the development of pupils' learning.

**Improving quality: Adequate**

The school has a sound system for self-evaluation and gathers evidence from a wide range of sources to make pertinent, valid and reliable judgements about provision and outcomes. Senior leaders have a sound understanding of the school's strengths and areas for improvement. The school's self-evaluation report is an honest and accurate account of the school.

The school development plan links well to the outcomes of the school's self-evaluation processes. It focuses appropriately on key areas such as improving literacy and planning for skills development. While the plan provides a useful basis for improvement, it is not always clear how intended actions will have an impact on standards. Too many actions lack specific and measurable success criteria, and in many instances targets are not precise enough.

Teachers have worked together successfully both within the school and with staff from other schools to share ideas, develop their knowledge and improve standards. These working groups have had a positive impact on aspects of pupils' reading and writing, particularly in the Foundation Phase.

The school has made adequate progress in addressing the recommendations from the last inspection report. However, the recommendation relating to matching work more closely to the needs of pupils has not been fully met.

### **Partnership working: Good**

The school works well with a range of partners to develop pupils' wellbeing and to support achievement.

Parents are very supportive of the school. Many have a positive impact on the school's life and work, for example through listening to readers and by developing the outdoor learning areas. The school's weekly newsletter is an effective communication tool which has helped to forge good relationships with parents.

The school has well-established links with the local community. Links to the local church promote pupils' spiritual development well. There are useful partnerships with Welsh Water and the community police that contribute effectively to pupils' learning experiences.

The school works effectively with its partner secondary school to prepare pupils effectively for the transition to key stage 3.

### **Resource management: Adequate**

The school manages its resources well. All staff are appropriately qualified. Support staff are deployed effectively to make a valuable contribution to the life of the school.

The school has managed its budget well through a period of instability and changes in pupil and staff numbers. There are clear links between the budget and the school's development plan. Spending priorities are focused appropriately on areas for improvement.

Taking into account the adequate standards achieved by pupils, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

By the end of the Foundation Phase in 2012, pupils' results at the expected level (outcome 5) in the Foundation Phase indicator were very good with all pupils achieving outcome 5 for all individual areas. The school was one of the three in its family which achieved this. Pupils' attainment of the higher than expected level (outcome 6 or higher) was not as good as the averages for other schools in the family, the local authority and across Wales. These outcomes place the school in lower half for language, literacy and communication and mathematical development and in the lowest quarter for personal and social development, wellbeing and cultural diversity when compared with schools with similar percentages of pupils entitled to free school meals. The outcomes of the All Wales reading tests have improved over the last three years and in the last two years were above the Powys average.

At key stage 2, pupils' performance over time at the expected level (level 4) in the core subject indicator (the expected level in English, mathematics and science) is close to the average of other schools in the family, and better than the averages in the local authority and Wales. In 2012, 10% of pupils achieved above the expected level (level 5) in English and science and 40% achieved level 5 in mathematics. Pupils' performance was close to the family average in mathematics but below in English and science. All of the pupils who achieved level 5 in 2012 were boys. Overall, in comparison with schools with similar percentages of pupils who are entitled to free school meals, the school has generally been in the lower half or the lowest quarter in performance at level 5 over the last three years. Pupils' performance in at the expected level (level 4), in comparison with that of similar schools, placed the school in the lower half in mathematics and English in 2012 and lowest quarter in science. In the previous year, pupils performance at the expected level generally placed the school in the top quarter for all subjects. Pupils' performance in previous years was equally varied with no clear trends.

There are wide fluctuations in the data on pupils' performance from year to year. These reflect the small and variable numbers of pupils in each year cohort and the impact on the data of a few pupils who have special educational needs.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Forty-five pupils responded to the questionnaire. In general, their responses are very positive, and often more positive than the average across Wales.

All pupils agree that:

- they feel safe in school;
- the school deals well with any bullying;
- they know whom to talk to if they are worried or upset;
- the school teaches them how to keep healthy;
- teachers and other adults in the school help them to learn and make progress; and
- they know what to do and whom to ask if they find their work hard

Nearly all pupils agree that:

- there are lots of chances at school for them to get regular exercise;
- they are doing well at school;
- other children behave well and they can get their work done; and
- nearly all other children behave well at playtime and lunchtime.

Most pupils agree that:

- they have enough books, equipment and computers to do their work; and
- homework helps them to understand and improve their work in school.

A significantly higher proportion of pupils than in other schools in Wales consider that they do not have enough books, equipment and computers to do their work.

#### Responses to parent questionnaires

Fifteen parents responded to the questionnaires. The responses are generally very positive and are in line with responses from parents in other schools in Wales.

Nearly all parents agree that:

- pupils behave well in school;
- their children like the school and feel safe;
- their children make good progress;
- teaching is good and staff treat children fairly and with respect;
- the school is well run and overall, parents are satisfied with it;
- staff expect pupils to work hard and do their best;
- they are kept well informed about their children's progress; and
- the homework that children are given helps to build on what pupils do at school.

Most parents agree that:

- children are helped to settle in quickly when they started at school;
- their children are encouraged to be healthy and take regular exercise;
- they feel comfortable about approaching the school with questions, suggestions or problems;
- children are prepared well to move on to secondary school; and
- there is a good range of trips and visits.

The views of parents are typical of those in most schools in Wales.

### **Appendix 3**

#### **The inspection team**

Eleanor Davies	Reporting Inspector
Sarah Lewis	Team Inspector
Edward Tipper	Lay Inspector
Michael O'Grady	Peer Inspector
Louise Simms	School Nominee

## Copies of the report

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

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.