



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

**Llanarth Primary School
Llanarth
Ceredigion
SA47 0NP**

Date of inspection: November 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

Llanarth School is situated approximately four miles to the south of Aberaeron in Ceredigion and serves the village and neighbouring rural area. The school admits pupils at the beginning of the September following their fourth birthday. Currently, there are 69 full-time pupils at the school, and 10 part-time pupils in the Community Nursery (Dechrau'n Deg). Pupils are taught by four teachers and five full-time assistants, along with a literacy support teacher for 2.5 days a week.

Welsh is the school's main language medium and the aim is to ensure that pupils are fully bilingual by the time they transfer to the secondary sector. Most pupils will transfer to Aberaeron Comprehensive School at the end of their time at the school. Twenty-eight per cent of pupils come from Welsh-speaking homes. A very small percentage of pupils are from an ethnic background, which is lower than the percentage for the local authority.

Approximately 34% of pupils are entitled to free school meals, which is above the county and national percentage. The school states that the school is located in an area which is now economically disadvantaged, which is different from the time of the school's last inspection. About 37% of pupils receive support for additional educational needs, which is significantly higher than the national figure (21.2%). Very few pupils have a statement of additional needs. No permanent or temporary exclusions were recorded in the year before the inspection.

There have been significant changes to staffing at the school since the last inspection. The headteacher was appointed to her permanent post in September 2010, and two other teachers have been appointed since September 2010.

The individual school budget per pupil for Llanarth Primary School in 2011-2012 is £3,211 per pupil. The maximum per pupil in primary schools in Ceredigion is £8,706 and the minimum is £2,987. Llanarth Primary School is 53rd out of the 60 primary schools in Ceredigion in terms of 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:

- the school's performance compares well to that of similar schools and pupils' previous attainment;
- the performance of 11-year-old pupils in terms of reaching the expected level in Welsh or English or mathematics and science has improved consistently over four years;
- nearly all pupils enjoy school and are enthusiastic and keen to learn;
- rich and stimulating experiences are provided throughout the school in a variety of situations within the classroom and outside; and
- the quality of teaching is consistently good or better.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has succeeded in creating an effective vision which has led to raising standards and improving provision over the last two years;
- a caring, happy and safe ethos exists within the school;
- data is analysed rigorously in order to monitor performance and governors are aware of how the school is performing compared to the family of schools;
- the self-evaluation process is embedded within the life of the school and leaders know their school well; and
- the school has responded well to national priorities.

Recommendations

- R1 Continue with the focus on raising standards of literacy and problem-solving
- R2 Reduce the gap between the older boys and girls
- R3 Ensure consistency in marking across the school
- R4 Be more evaluative when writing the school's self-evaluation reports and differentiate appropriately between issues relating to standards and issues relating to provision
- R5 Develop the strategic role of governors to allow them to operate more robustly as critical friends

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In general, pupils arrive at the school with relatively low social, linguistic and mathematical skills. When pupils leave the Foundation Phase, their achievement is very good compared to the performance of pupils in similar schools in terms of the percentage of pupils entitled to free school meals. The data also shows good progress over the last two years at the end of key stage 2 compared to these schools. The school also performs better than the average of the family of schools to which the school belongs in the Foundation Phase and in key stage 2.

Many pupils make good progress in their learning during the lessons, with almost every pupil making good progress in the Foundation Phase. In every class throughout the school, nearly every pupil focuses well in the lessons and recalls previous learning effectively. They develop their investigative skills appropriately to find new information, but their problem-solving skills have not been developed to the same extent. Many pupils develop to be independent learners and they are able to work effectively in pairs, groups or as individuals to respond well to a task.

In key stage 2, speaking and listening skills are consistently good. Reading and writing skills are being developed appropriately on the whole, with many pupils reading well. Their extended writing skills have not developed to the same extent.

Pupils' Welsh language skills develop well by the end of the Foundation Phase, often from a low starting point. Most pupils understand and respond correctly to a good variety of questions and simple instructions. Many of them read well and prepare accurate pieces of writing according to their age and ability. Most pupils use the spoken language fluently and effectively on all types of formal and informal occasions.

The percentage that will leave school to go to secondary school with a reading age more than six months below their age is better than the percentage (40%) referred to in the current annual report of HMCI.

In general, pupils with additional learning needs make good progress against targets in their individual learning plans. Nearly all pupils who receive support through intervention programmes make better than expected progress.

There is no difference between the performance of boys and girls at the end of the Foundation Phase in 2012 in terms of achieving the expected outcome. This is not the case at the end of key stage 2 for the last four years. Here, the gap between the genders in both Welsh and English is significantly larger than that of the family and Wales.

The percentages of pupils at the end of the Foundation Phase who achieve the higher levels are better than those of the family in terms of mathematical development and significantly so in terms of personal and social development, wellbeing and cultural diversity. The percentages in terms of language, literacy and

communication skills are lower than those of the family. At the end of key stage 2, the percentages were higher than the family and Wales, with the exception of Welsh.

Wellbeing: Good

Pupils have very positive attitudes towards keeping healthy and have a good understanding of the importance of exercise and healthy eating. Many pupils enjoy taking part in after-school activities and are members of the school's successful sports teams.

Nearly all pupils enjoy school and are enthusiastic and keen to learn. All pupils behave well and are respectful and caring towards others. Pupils undertake various responsibilities well in every class throughout the school. Most of them work well as individuals and in pairs, and show perseverance.

The pupil's voice is given appropriate attention within the school council, and pupils make good use of this medium to offer changes to school life. Council members believe that staff and governors listen to their views, and act accordingly.

Over the last five years, the attendance percentage has been consistently good and compares favourably with that of similar schools in terms of free school meals.

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

Provision ensures that pupils have access to a wide and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education. Rich and stimulating experiences are provided for the Foundation Phase in a variety of situations within the classroom and outside. This is built upon successfully in key stage 2.

Teachers' and assistants' short-term planning is robust in order to develop literacy, communication, numeracy and communication and information technology skills and there is good provision throughout the school. As a result, the effort to raise standards in literacy has had a positive result on attainment and achievement. However, older pupils do not have enough opportunities to write at length. Good attention is given to developing creative skills and thinking skills across the curriculum, but provision for developing problem-solving skills has not been developed to the same extent.

A wide range of extra-curricular activities and various visits enriches the learning.

Welsh language provision is developing well and provision in the Foundation Phase sets a solid basis for the further development of pupils' language skills. All of the staff offer very good language models. Provision for developing the Welsh dimension is developed effectively throughout the school.

Through cross-curricular activities, pupils gain experiences which promote their understanding of sustainable living and global citizenship. The school ensures that pupils become familiar with the circumstances and traditions of different countries. The recent partnership with a school in Malawi, and welcoming a visitor from the country to the school, has enriched pupils' learning experiences.

Teaching: Good

The quality of teaching is consistently good or better. A good working relationship exists between teachers and pupils. Teachers have good subject knowledge and plan interesting lessons and activities which encourage pupils' commitment effectively.

Members of staff have a good understanding of their pupils' needs and a range of various approaches is used to respond to different abilities within the classes. Teachers make appropriate use of resources. However, too much use is made of worksheets throughout the school, especially in mathematics and science.

Classroom assistants contribute significantly towards the quality of pupils' learning. They co-operate effectively with teachers in order to assess pupils' progress. This is one of the school's strengths.

The assessment for learning strategies are developing well. Staff ensure that pupils play an active part in the target-setting process and in evaluating their own progress. Effective oral feedback is given during lessons. However, marking comments do not identify the way forward consistently enough.

Assessment records are updated regularly and an effective tracking system is used to monitor progress and inform planning. Good arrangements have been put in place to provide information to parents about pupils' progress and development.

Care, support and guidance: Good

A number of activities within classes and extra-curricular activities are provided to promote pupils' health. Learning experiences promote pupils' personal development, including their spiritual and moral development, well. Pupils are given opportunities to play an important part of the local community, and nurture a caring attitude towards others, through charitable and cultural activities.

The school liaises with a number of external agencies and this contributes significantly towards pupils' wellbeing. The school provides very effective and practical support to promote attendance. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Support for pupils with additional learning needs is a strength within the school. Pupils' learning needs are identified very early by teachers, and purposeful individual learning programmes are put in place. Regular progress reviews are conducted, which include parents and pupils as part of the process. Very effective use is made of assistants and agencies to meet pupils' specific requirements and promote their development.

Learning environment: Good

The school's physical environment offers a very safe and stimulating atmosphere which promotes all pupils' experiences. One of the strengths of the school is the caring and inclusive ethos which promotes equal opportunities and the ability to appreciate diversity. The curriculum is accessible to all pupils, and robust systems ensure very good behaviour throughout the school.

Good use is made of spaces within classrooms, and colourful displays of a high standard are seen on classroom walls and in corridors. Displays give pupils an opportunity to feel proud of their achievements and promote stimulating and rich learning. A variety of outside areas give pupils a very good opportunity to experience different learning environments which enrich experiences. There are sufficient resources within the school, and good use is made of them.

Recent work on the school's physical environment has ensured that the resources are well matched to pupils' needs. However, there are no toilets in the new building, and the school's main building is not accessible to individuals with physical disabilities.

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

The headteacher offers the school effective and purposeful leadership. This, along with a clear vision, provides clear strategic direction to the life and work of the school. A purposeful focus is placed within the strategy on improving standards and provision for learners. A team of staff who co-operate well has been established, and this has a positive influence on pupils' achievement and attainment.

All staff have clear responsibilities and job descriptions and they take their responsibilities seriously. Their continuous professional development is supported through an effective system of performance management, which confirms the focus on raising standards. All staff benefit from internal training arrangements which make good use of expertise within the school.

Members of the governing body have an appropriate understanding of how the school is performing compared to the performance of pupils within the family of schools. They give the school strong support and the role of the body as a critical friend is developing. Governors have also been given subject responsibilities and are beginning to observe lessons. This has deepened their knowledge of the school and their ability to provide challenge. Good use is made of the members' expertise in health and safety and site security, for example.

Local and national priorities are developing appropriately in the school, especially so in the Foundation Phase.

Improving quality: Good

Self-evaluation processes are developing well and are a natural part of school life. Subject leaders prepare reports well by giving consideration to a range of evidence. It is ensured that the views of staff, parents, pupils and governors are given careful consideration. Stakeholders' questionnaires are analysed robustly, and findings are acted upon.

The self-evaluation is of good quality on the whole. It identifies strengths and areas for development accurately and leaders know the school well. However, there is a tendency in the report to be overly descriptive and it does not always differentiate appropriately between issues relating to pupils' standards and those relating to what is provided by the school.

A clear link is seen between the self-evaluation and the development plan. The plan includes the necessary headings, it focuses on raising standards and provides a clear direction for the school.

A culture of good co-operation as a team is being developed well. This is helping the school to grow as an effective learning community. Teachers share good practice with others across the school and cluster. This is developing and supporting staff in specific areas, for example in using wellbeing strategies and literacy strategies.

Partnership working: Good

There is a good partnership between the school and parents. The close links with the community enrich pupils' learning experiences. Members of the community come into the school to show pupils how to knit and this nurtures respect towards adults and develops skills. The relationship with the community is developed further with pupils offering support to adults of every age in using computers in the form of a Cyber Cafe. This promotes the idea of lifelong education well.

The school is involved with a number of professional learning communities which has a positive effect on raising standards. A good example of this is the project with other schools to improve spelling in Years 3 and 4. The school has also co-operated with the local authority to use the school's expertise to hold a number of courses for teachers within the county.

There is a good link with the Cylch Meithrin (Nursery School) which feeds into the school and eases the children's transition. There are also effective arrangements in place for transferring pupils to the local comprehensive school. These arrangements prepare older pupils well for the next stage in their education.

The school takes advantage of an effective partnership with the local authority's education services to develop staff and raise standards.

Resource management: Good

School staffing levels are generous and ensure good standards. There are suitable arrangements for ensuring teachers' planning, preparation and assessment time. Teachers are given additional non-contact time for monitoring subjects.

The school makes very good use of its buildings and resources. The governing body fulfils its duties in relation to health and safety issues thoroughly. The headteacher and the governing body's finance committee monitor the school's budget effectively. There is a good link between expenditure and the priorities identified by the school through its self-evaluation.

As a result of the good standards achieved by pupils and the number of strengths in the quality of provision, the school provides good value for money.

Appendix 1

Commentary on performance data

In general, pupils arrive at the school with social, linguistic and mathematical skills below the county average.

Compared to the performance levels of schools with a similar percentage of pupils who are entitled to free school meals, attainment at the end of the Foundation Phase in relation to the Foundation Phase indicator (the percentage of pupils achieving the expected outcomes in every field of study) is among the highest 25%. One hundred per cent of pupils achieved the expected outcome (outcome 5) in every field of study. As a result, the school's performance was better than of the average performance of the family of schools to which the school belongs. This is also higher than expected based upon the school's level of challenge.

The outcomes of 11-year-old pupils in every subject compares favourably to other schools based on pupils who are entitled to free school meals in 2012. In general, the data shows good progress over the last two years. Over four years, there was an increase in the percentage of pupils who achieved the core subject indicator (the percentage of pupils achieving the expected level in the subjects) from the lowest 25% of schools to the highest 50%.

End of key stage 2 data in 2012 shows that the school's performance is below the family average in terms of achieving the core subject indicator and English. Every other subject is higher than the family average. The school has the greatest level of challenge within the family, and in 2012, all results were higher than expected. Results show clear progress compared with four years ago, with most progress being made during the last two years. The percentage of pupils achieving the expected level in reading, writing and mathematics in combination has increased. The school's performance is now better than that of the family and Wales for the last two years.

The percentage that will leave the school to go to secondary school with a reading age more than six months below their age is better than the percentage (40%) referred to in the current annual report of HMCI. In 2012, the outcomes of pupils receiving free school meals compare very favourably with those of the family and Wales, showing good progress on the previous year. There is no definite pattern over four years.

The percentages of pupils at the end of the Foundation Phase who achieve the higher levels are better than the family in terms of mathematical development, and significantly so in terms of personal and social development, wellbeing and cultural diversity. The percentages in terms of language, literacy and communication skills in Welsh are below those of the family. At the end of key stage 2, the percentages were above the family and Welsh averages in every subject with the exception of Welsh. This pattern has existed for three of the last four years.

There is no difference between the performance of boys and girls at the end of the Foundation Phase in 2012 in terms of achieving the expected outcome. This is not the case at the end of key stage 2. Here in 2012, the gender gap in terms of

achieving the core subject indicator, and level 4 in both Welsh and English, is significantly larger than that of the family and Wales. Girls have performed better than boys consistently over four years in these areas, and the gap between them is increasing. There is no difference between the sexes in terms of achieving the expected level in mathematics and science.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

A total of 25 responses to the questionnaires were received by parents, and they were unanimous:

- that their children like school and are supported to settle well;
- that their children make good progress in school;
- that staff expect children to work hard and do their best;
- that there is a good variety of activities, including trips or visits;
- that they understand the school's procedure for dealing with complaints; and
- that the school is well run.

Almost all of them believe:

- that the teaching is good;
- that the school treats every child fairly and with respect;
- that their children are safe in the school;
- that children are given additional support in relation to any specific individual needs;
- that they receive regular information about their children's progress;
- that their children are encouraged to be healthy and take exercise regularly;
- that the school helps children to become more mature and to take responsibility;
- that their children have been prepared well to move on to the next school; and
- that they are satisfied with the school in general.

Most of them believe:

- that pupils behave well at school;
- that the homework that is set builds well on what is learnt at school; and
- that they feel comfortable about approaching the school to ask questions, make suggestions or identify a problem.

Responses to learner questionnaires

Thirty-five responses were received by key stage 2 pupils, and all of them agree or strongly agree:

- that they feel safe in the school and know with whom to talk if they are worried or upset;

- that they know what to do and with whom to talk if they find the work hard;
- that teachers and other adults in school help them to learn and make progress;
- that homework helps them to understand and improve their work in school;
- that the school teaches them how to stay healthy;
- that there are many opportunities at the school to exercise regularly;
- that the school deals well with any bullying;
- that they have enough books, equipment and computers to do their work;
- that they are doing well at school;
- that other children behave well and they are able to get on with their work; and
- that children behave well during break time and lunchtime.

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Terry Williams	Team Inspector
Ruth Rhydderch	Lay Inspector
Delyth Kirkman	Peer Inspector
Angharad John	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 is seen on our website along with 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. FPYear 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.