



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

**Llangedwyn C.I.W. School
Llangedwyn
Oswestry
Shropshire
SY10 9LD**

Date of inspection: July 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:

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

Llangedwyn Church in Wales Primary School is in the village of Llangedwyn, in the middle of the Tanat valley in Powys. Most pupils come from the village or the surrounding rural area, although a few live in neighbouring Shropshire. Pupils cover the full ability range and their background is neither prosperous nor economically disadvantaged.

During the inspection, there were 33 pupils between four and 11 years of age on roll. All pupils come from English-speaking homes. There are very few pupils from a minority ethnic background. Currently, 21% of pupils are entitled to free school meals. This is well above the average for the local authority but about the average for primary schools in Wales. The school has identified 30% of pupils as having additional learning needs. This is above average for primary schools in Wales.

The headteacher was appointed in September 2011. In addition to the headteacher, there are two part-time teachers. The school was last inspected in June 2007.

The individual school budget for Llangedwyn Church in Wales Primary School in 2012-2013 means that the budget is £4,868 per pupil. The maximum per pupil in the primary schools in Powys is £8,253 and the minimum is £3,807. Llangedwyn Church in Wales Primary School is 14th out of 99 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- most pupils make good progress and achieve well during their time at the school;
- standards of behaviour are high and most pupils are enthusiastic and keen to learn;
- interesting learning experiences and good quality teaching support learning effectively;
- the good quality of care, support and guidance provided to pupils has a positive impact on their standards and wellbeing; and
- there are good working relationships between staff and pupils which ensure a happy, caring and inclusive learning environment for pupils.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the school that focuses well on pupils' wellbeing and on improving standards;
- all members of staff are clear about their roles, support one another and work effectively as a team;
- the school has a good knowledge of its strengths and weaknesses and all staff are involved effectively in school improvement activities; and
- a good range of partnerships makes a positive contribution to pupil outcomes.

Recommendations

- R1 Improve pupils' writing skills across the curriculum
- R2 Ensure that learning experiences provide better opportunities for pupils to apply their writing and numeracy skills across the curriculum
- R3 Provide more opportunities for pupils to use their Welsh language skills outside of formal lessons
- R4 Extend opportunities for teachers to become involved in professional learning communities and to share good practice

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

How good are outcomes?

Good

Standards: Good

Generally, pupils enter the school with skills that are lower than normally expected for pupils of a similar age. During their time in school, most pupils, including those with additional needs and pupils that are more able, make good progress and achieve well.

In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Most show good knowledge and understanding of what they have learnt. Throughout the school, most pupils speak confidently in a wide range of situations to staff, visitors and each other. They listen well and respect the views of others. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Standards of reading are good. Most pupils in the Foundation Phase have a good knowledge of letter sounds. Most use a suitable range of strategies to read familiar and unfamiliar words well. They show an interest in the books they read and most read with increasing fluency, accuracy and understanding. The more able are aware of different types of books including fiction and non-fiction. In key stage 2, most pupils have a positive attitude to reading. Many read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. The more able are increasingly able to skim a passage to gain its meaning and to gather information. They apply their reading skills well in different subjects and can locate and use reference books effectively.

Most pupils in the Foundation Phase make good progress with their early writing skills and, by the end of Year 2, many write successfully in full sentences with correct punctuation. However, few write independently at length. Most pupils in key stage 2 write well in response to specific language tasks. Pupils that are more able write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. The written work of a minority of pupils contains too many spelling errors and their presentation and handwriting skills are limited. Few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing across the curriculum.

Most pupils make good progress in gaining skills in the Welsh language. They achieve well in their structured lessons and respond appropriately to greetings and general instructions in other lessons. Their ability to read simple Welsh books is good. Many older key stage 2 pupils write short pieces well using familiar vocabulary and sentence patterns. However, few pupils use Welsh independently outside these lessons.

The percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) or higher in the Foundation Phase in 2012 was below the average for

the family of similar schools and the average for Wales. The percentage of pupils who achieved higher outcome (outcome 6) or higher compared well with performance levels in similar schools. As this is the first year of Foundation Phase data, there is no data on trends available.

There is no data report on pupils in key stage 2 for 2012. This is because the number of pupils assessed was too few to report without identifying individual pupils. Over the past four years, the percentage of 11-year-old pupils who attained the expected level (level 4) in English and science has improved. For the past three years, it has been consistently higher than the average for schools in the family and Wales. In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance in these subjects placed it in the highest 25% of similar schools in three of the past four years. The percentage of pupils who attained the expected level in mathematics has been uneven during this period and has generally been below the average for similar schools. The percentage of pupils who attained a higher level (level 5) in all three subjects has been higher than the averages for schools in the family and Wales for the past three years.

Wellbeing: Good

Pupils enjoy school and have good attitudes to learning. They feel safe in school and are confident that staff will deal promptly with any worries or incidents of bullying. They have a good understanding of the need to eat healthily and to take regular exercise.

Most pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. Most work well independently and under the direction of adults. Pupils gain a suitable understanding of their strengths and weaknesses through increasing involvement in assessment, agreeing success criteria and setting personal targets.

Nearly all pupils get on well together and standards of behaviour are high. Pupils of all ages play together happily at break time and lunchtime. They are courteous and polite and show respect for each other. Older pupils provide very positive role models in the way they interact with the younger pupils. This contributes successfully to the caring school ethos.

Attendance levels have improved over the past three years and are now above those of similar schools. Nearly all pupils arrive at school punctually.

The school council makes a valued contribution to school life. Members are actively involved in identifying areas for improvement in the day-to-day life of the school. They feel that staff value their opinions and listen to them. They also choose charities to support and then help to raise the necessary funds.

Many pupils contribute well to activities in the community. This has a positive effect on their development as rounded and responsible individuals.

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

Teachers provide a good range of interesting and relevant experiences for pupils, both within and outside the school, that cover the requirements of the Foundation Phase, the National Curriculum and religious education. They provide Foundation Phase pupils with a good range of creative and relevant learning experiences that make good use of the stimulating outdoor learning environment. Learning experiences in key stage 2 build successfully on pupils' previous knowledge and understanding.

Recent improvements in short-term planning is ensuring greater consistency in the development of pupils' communication, numeracy and information and communication technology (ICT) skills. This has a positive impact on standards. However, long-term curriculum planning does not provide enough opportunities for pupils to develop and apply their writing and numeracy skills across all subjects or learning areas.

The school promotes pupils' understanding of the culture and heritage of Wales well. Provision for the development of pupils' Welsh language skills in structured lessons is good. However, it does not promote pupils' independent use of the language successfully enough.

The provision to develop pupils' awareness of recycling and energy conservation is effective. Teachers provide all pupils with valuable opportunities to develop their understanding of the wider world.

Teaching: Good

Staff and other adults have developed positive working relationships with pupils that foster learning effectively. Teachers demonstrate good subject knowledge. Additional adults contribute successfully to pupils' learning.

Teachers plan and prepare activities that meet the needs of most pupils and build well on their previous learning. Teacher presentations are enthusiastic and engage most pupils fully. They use a range of teaching approaches successfully, which ensures that most pupils are motivated and make good progress in their learning. Skilful questioning extends pupils' learning effectively.

The school has appropriate forms of assessment that provide staff with clear evidence of the standards that pupils achieve. Teachers give pupils good oral feedback during lessons. They mark pupils' work thoroughly. Teacher comments are supportive and constructive. This helps pupils to understand what they need to do to improve their work. Pupils in key stage 2 are regularly involved in assessing their own work and identifying targets for improvement.

Records of pupils' progress are clear and teachers use them well to identify the need for additional support. Teachers have worked successfully with staff from other local

schools to strengthen their understanding of levels of attainment. Reports to parents are of good quality.

Care, support and guidance: Good

The high level of care and good working relationships between staff and pupils contribute strongly to pupils' wellbeing. Effective arrangements exist to promote pupils' healthy living and to provide good opportunities for regular exercise. The school provides valuable experiences that promote pupils' spiritual, moral and social development well. Acts of collective worship provide good opportunities for pupils to reflect on their own and other people's lives and beliefs.

The school works successfully with a range of external agencies, including educational psychologists and speech and language therapists, to provide appropriate help, support and guidance to staff and pupils when required. Clearly targeted support for individual pupils has resulted in significant improvements in behaviour, achievement and confidence.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school identifies the additional learning needs of pupils quickly and puts in place appropriate provision through detailed individual education plans. Staff provide a suitable range of structured intervention and support programmes that make a significant contribution to these pupils' achievements and wellbeing. They monitor progress regularly and appropriate arrangements are in place to keep parents informed and involved.

Learning environment: Good

The school has an inclusive ethos that reflects its aims and values successfully. It is a happy community with a family atmosphere where all pupils are valued fully. They all have equal access to the provision. Staff promote a strong sense of care, inclusion and belonging in all aspects of school life. The school encourages all pupils to show respect and care towards others.

The accommodation is sufficient for the number of pupils on roll and provides a stimulating and well-maintained learning environment that supports teaching and learning effectively. Classrooms are well equipped with resources of good quality that match pupils' needs appropriately. The wall displays create a stimulating learning environment for pupils. The outdoor area is a valuable learning resource and promotes pupils' physical activity successfully.

How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision and high expectations. She shares these successfully with staff, parents, pupils and governors. She provides clear and purposeful leadership for the school and manages its work effectively in line with the

vision. All staff work together effectively as a team to create a welcoming, inclusive and well-ordered learning environment for all pupils.

Regular staff meetings, which focus clearly on improvement priorities, ensure that all staff are aware of their responsibilities and their roles in achieving the school's priorities. They fulfil these roles conscientiously and effectively. Annual performance management for teachers and job reviews for teaching assistants are effective.

The governing body is well informed about the school's performance and issues that affect it. Governors are aware of the school's performance in comparison with that of similar schools. The governing body fulfils its statutory obligations fully and contributes well to setting the school's strategic direction through discussing the priorities of the self-evaluation report and the school improvement plan. The headteacher provides them with regular reports that, in addition to their visits to the school, enable them to operate effectively as critical friends.

The school responds well to national and local priorities such as the School Effectiveness Framework. Teachers have implemented the Foundation Phase successfully, and the initiatives put in place to improve literacy are raising pupils' standards effectively.

Improving quality: Good

The headteacher has overseen the establishment of a culture of honest review to which all members of staff contribute well. Staff use a wide range of sources to evaluate the school's performance effectively, including performance data, outcomes of lesson observations and scrutiny of pupils' work. They regularly seek the views of parents and pupils to gauge the school's strengths and areas for development.

The self-evaluation procedures identify areas for development accurately. Leaders use this information well to identify priorities that focus clearly on improving pupil outcomes. The school improvement plan provides a clear direction for the school's development. Discussions on improvement strategies are major items on the agenda of almost every weekly staff meeting. This ensures that all staff are involved in school improvement effectively.

A culture of collaboration and sharing of good practice is developing well within the school. Teachers have established productive networks with other local primary schools that are beginning to have a positive impact on teaching and learning. However, they have very few opportunities to become involved in professional learning communities and to share good practice beyond the local area.

Partnership working: Good

The school works effectively with a suitable range of partners. This has a positive effect on pupils' wellbeing and attainment. The school provides good opportunities for parents to be part of its life and work. Regular newsletters keep parents well informed. The school has developed strong partnership with the community and the local church. These partnerships contribute effectively to pupils' sense of belonging within

their rural community, for example through the pupils' recent involvement with volunteers from the community to improve the school environment.

There are effective arrangements with prospective parents to support pupils new to the school. These ensure that these pupils settle quickly. The transition arrangements from key stage 2 to the local secondary school are effective and prepare pupils well for the next stage of their education. The school works well with a range of outside agencies to meet the particular needs of individuals and groups of pupils.

Teachers are developing productive links within the local cluster of primary schools in order to moderate and standardise pupils' work and to provide joint training opportunities.

Resource management: Good

The school manages its resources well. Teachers are well qualified and have a suitable range of expertise across the curriculum. Arrangements for teachers' planning, preparation and assessment are appropriate.

There are sound arrangements in place for managing teachers' performance. The process identifies and addresses their development needs successfully. Targets are based on whole-school priorities and individuals' needs.

School leaders ensure that priority areas for development receive the funds they need. This ensures that there are plentiful resources that are in good condition and meet the needs of pupils well.

In view of the good standards that most pupils achieve, the school provides good value for money.

Appendix 1

Commentary on performance data

Trends in the school's performance should be considered carefully as the number of pupils at the end of both key stages is very small.

The achievements of seven-year-old pupils who achieved the expected outcome (outcome 5) or higher in the Foundation Phase in 2012 were below the average for the family of similar schools and the average for Wales. In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance at the expected outcome (outcome 5) or higher placed it in the lowest 25%.

The percentage of pupils who achieved higher outcome (outcome 6) or higher compared well with performance levels in similar schools. In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance placed it in the highest 25% for language, literacy and communication skills and for mathematical development. It was in the higher 50% for personal and social development, wellbeing and cultural diversity.

As this is the first year of Foundation Phase data, there is no data on trends available.

Over the past four years, the percentage of 11-year-old pupils who attained the expected level (level 4) in English and science has improved. For the past three years, it has been consistently higher than the average for schools in the family and Wales. The percentage of pupils who attained the expected level in mathematics has been uneven during this period and has generally been below the average for schools in the family.

In comparison with schools with similar levels of entitlement to free school meals, the school's performance in English and science placed it in the highest 25% of similar schools in three of the past four years. The school's performance in mathematics has placed it in the lowest 25% of similar schools in three of the past four years.

The percentage of pupils who achieved level 5 or higher in English, mathematics and science has improved over the past four years. It has been higher than the averages for schools in the family and Wales for the past three years. In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance at this level placed it in the highest 25% of similar schools in two of the past three years.

There are too few pupils entitled to free schools meals at the end of each key stage to comment upon their progress. There is also no comment on the relative performance of boys and girls as cohorts are small and the numbers of boy and girls vary greatly each year.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Eighteen parents or carers completed the questionnaire. Their satisfaction levels are higher than the average for other primary schools in Wales.

All parents say that their child likes school and nearly all are confident that they are safe there. All agree that their child was helped to settle when they joined the school. All who responded say that staff treat all children fairly and with respect. All agree that the school encourages their child to eat healthily and take regular exercise. All say that they would feel comfortable about approaching the school with questions, suggestions or a problem. All who responded understand what to do if they wish to make a complaint. All agree that their child is making good progress and almost all feel that they are kept well informed about their child's progress. All believe that behaviour is good and that the school is well run.

All parents or carers think teaching is good and almost all are happy that teachers expect pupils to do their best. All who responded believe that teachers help their child to become more mature and take on responsibility. They say that children are well prepared for the move to the secondary school. All parents or carers who responded agree that the homework given builds well on what their child learns in school. All who responded are confident that their child receives enough additional support for their additional learning needs. All believe that there is a good range of activities including trips and visits.

Responses to learner questionnaires

Twenty-seven pupils completed the questionnaire. Responses to almost all questions were above the averages for other primary schools in Wales.

All pupils say that they feel safe in school and agree that the school deals well with bullying. Almost all agree that they know whom to talk to if they are worried or upset or are finding their work difficult. Nearly all say that the school helps them to be healthy. All agree that the school provides them with plenty of opportunities to be physically active.

All pupils feel that they are doing well at school. All agree that teachers and support staff help them to learn and make progress. All agree that there are enough resources to enable them to learn effectively and almost all think that homework helps them to improve on their work in school. Most agree that all children behave well in lessons and almost all believe that children behave well during lunch and break time.

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Julie Ann Price	Lay Inspector
James Ridley	Peer Inspector
Sarah Chandler	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.