



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

**A report on**

**Ysgol Gynradd Llanfair Caereinion  
Llanfair Caereinion  
Welshpool  
Powys  
SY21 0SF**

**Date of inspection: January 2018**

**by**

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

## About Ysgol Gynradd Llanfair Caereinion

Ysgol Gynradd Llanfair Caereinion is situated in the rural town of Llanfair Caereinion in the Banwy Valley in Powys. It provides education through the medium of Welsh or English for its pupils in two streams. There are 174 pupils between four and eleven years old on roll. They are divided into seven mixed-age classes. There are three Welsh-medium classes and four English-medium classes.

Approximately 9% of pupils are eligible for free school meals. This is lower than the national percentage of 19%. Around a quarter of all pupils speak Welsh at home. Very few pupils are from ethnic minority backgrounds. The school has identified 20% of its pupils as having additional learning needs, which is close to the national percentage of 21%. There are no pupils with a statement of special educational needs.

The headteacher has appointed to the post in September 2011. The school was last inspected in November 2010.

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

## Summary

A caring and inclusive ethos can be seen in all aspects of the school's work. Staff establish a very good working relationship with pupils, which fosters a supportive and industrious learning environment. Pupils are very well behaved and eager to learn, and treat their peers, staff and visitors with respect.

Teachers plan interesting activities and ensure that pupils in both the Welsh stream and the English stream receive the same opportunities and experiences. As a result, most pupils make sound progress, achieve well and use their skills to a high standard by the end of key stage 2.

The school benefits from sound leadership, which ensures a clear strategic direction for the school. All staff are dedicated and enthusiastic, and work together closely as a team to ensure that pupils develop to their full potential and take pride in their school and their community.

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

## **Recommendations**

- R1 Provide more opportunities for pupils to make choices in relation to their learning and to work more independently
- R2 Ensure more opportunities for pupils in the English stream to use the Welsh language in informal situations

## **What happens next**

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

## Main findings

### Standards: Good

On entry to the school, most pupils' basic skills correspond to what is expected for their age. As they move through the school, most pupils, including those with additional learning needs, make sound progress in their learning and achieve well by Year 6.

Across the school, most pupils listen attentively in lessons and give careful consideration to their peers' views. They develop their oral skills effectively in English in the English stream, and in both languages in the Welsh stream. At the top of the school, most discuss their work intelligently and contribute purposefully to group discussions, and express opinions clearly and maturely, for example when discussing a book. Most pupils who are educated through the medium of Welsh achieve a good standard of bilingualism and switch freely from one language to the other. Most pupils who are educated through the medium of English make good progress in their oral Welsh skills, considering their starting points. By Year 6, most hold a conversation about their favourite interests, their families and their friends confidently, and use appropriate vocabulary and syntax. However, their use of the Welsh language outside the classroom is limited.

Most pupils' reading skills in the foundation phase are developing well. They use a range of strategies to build unfamiliar words successfully. In Year 2, most discuss the main events in a story and express an opinion about what they have read confidently. By the end of key stage 2, most pupils read clearly and expressively. They apply their reading skills well across the curriculum, for example when gathering information about how homes have developed over the centuries. By Year 6, most pupils in the English stream read from familiar Welsh text intelligently.

By the end of the foundation phase, most pupils' written work is organised and clear. They write for different purposes well by using appropriate form and vocabulary, for example when writing instructions on how to bath a baby, or writing a letter to Father Christmas. Across key stage 2, most develop their work interestingly across a wide range of writing forms, for example when preparing articles for the Plu'r Gweunydd newspaper or when creating an information leaflet about St Fagan's National Museum of History. Most pupils in the English stream write well in Welsh for different purposes, for example when writing a holiday diary and a script between two friends.

Most pupils' numeracy skills are sound. In the foundation phase, most pupils make good progress in their mathematical development. They use their skills well across all areas of learning, for example when measuring the capacity of different bottles or gathering information to produce a simple bar graph about the class's favourite fruits. In key stage 2, most have a sound understanding of number strategies. They apply their numeracy skills in a wide range of activities across the curriculum, for example when recording the outcomes of scientific research on how the number of strings affects the loudness of sound in the form of a line graph. At the top of the school, many pupils use a wide range of methods to calculate mentally and on paper confidently, for example when producing a menu for the residents of a local workhouse.

Most pupils make purposeful use of their information and communication technology (ICT) skills to support their work across the curriculum. By the end of the foundation phase, for example, most use word processing programs successfully to present information about animals in Africa. They also use a simple database confidently to record the favourite fruits of members of the class. Most pupils in key stage 2 build well on this firm foundation. They use the internet successfully, for example to search for information to support their work on different religions. At the top of the school, most use a database intelligently, for example when examining information from the 1881 census about the residents of the local workhouse.

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

Nearly all pupils enjoy the school's life and work. Their behaviour in lessons, assemblies, while moving around the school, and during leisure time, is very good. They are polite and welcoming towards visitors and show pride when talking about their school. Most pupils have good social and life skills, and nearly all pupils are caring towards each other during break times and lunchtime.

Most pupils show positive attitudes towards their work. They are active and enthusiastic learners who work together harmoniously and stay on task diligently over extended periods. Most show good levels of motivation, interest and pride in their work. This contributes successfully to the ethos of effective learning within the school and has a positive effect on many pupils' standards. From an early age, most pupils have a sound understanding of what they need to do to improve their work. At the top of the school, most have a mature understanding of their attainment and the next step in their learning. However, pupils do not always work independently, for example when choosing the most suitable strategy to solve problems, and do not make decisions about how and what they learn regularly enough.

Across the school, many pupils are very willing to undertake roles and responsibilities, such as digital wizards, Criw Cymraeg and members of the school council or eco council. These groups have an important influence on the school's life and work. A good example is the contribution of the digital wizards in helping other pupils to stay safe when using the internet. The enthusiastic contribution of the Criw Cymraeg in launching a radio programme provides a valuable opportunity for other pupils to enjoy contemporary Welsh music.

Pupils make an extensive contribution to the community, for example when collecting acorns in co-operation with an environmental agency to ensure that oak trees are planted across the country. Pupils take pride in the opportunity to support activities such as services in chapels and the church, and concerts and the local carnival. They also compete enthusiastically in eisteddfodau. They contribute regularly to various charities. This has a positive effect on their understanding of other people's needs, in addition to developing a sense of pride in their community.

Most pupils understand the importance of eating and drinking healthily, and they have a good awareness of the effect this has on the body. Pupils feel completely safe at the school and are happy to discuss problems with members of staff, and are confident that they listen to them. Most have a sound understanding of how to stay safe when using the internet.

Nearly all pupils are aware of the importance of attending school regularly. As a result, the attendance percentage has placed the school in the top 25% of similar schools over the last four years.

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

The quality of teaching across the school is good. Staff establish a very good working relationship with pupils, which fosters a supportive and industrious learning environment. Across the school, teachers have good subject knowledge and lead effective learning sessions. They link their lessons effectively with previous learning and use a range of methods skilfully. Purposeful co-operation between teachers and assistants provides appropriate support in order for pupils to complete their tasks successfully and benefit from them. Where teaching is at its best, teachers have high expectations, explain new concepts clearly and ensure that sessions have a good pace. In the few examples where teaching is less effective, teachers have a tendency to over-direct, which limits pupils' ability to work independently.

Teachers provide pupils with effective oral and written feedback, and encourage them to persevere and reflect further on how to improve their work. Staff intervene sensitively to support pupils at appropriate times during the lesson, for example to encourage them to check their progress against lesson objectives and success criteria. As a result, by the end of key stage 2, most pupils understand how well they are doing and know how to improve their work.

Learning experiences are based on interesting and imaginative themes that engage pupils' desire to learn. Teachers plan together thoroughly to ensure that pupils in the Welsh stream and the English stream are given the same opportunities and experiences. They ensure that the curriculum meets the needs of pupils of different abilities effectively. The principles of the foundation phase are embedded in full and teachers provide stimulating and practical opportunities for pupils to develop their skills across the areas of learning, for example when discussing and learning about how to take care of a baby. Teachers in key stage 2 plan in detail to ensure continuity and progression in subject skills and literacy, numeracy and ICT skills across the curriculum. Teachers have begun to plan to implement the digital competence framework skilfully. However, teachers do not provide enough opportunities for pupils to influence and make choices about what and how they would like to learn.

Teachers ensure that pupils receive rich and regular experiences in order to develop their understanding of their area and Welsh culture, for example when learning about the influence of the princes of Powys on Welsh history. The school places importance on learning about traditions, such as Plygain singing and folk dancing, and ensure that pupils are given an opportunity to listen to contemporary Welsh music. This contributes to the pupils' sense of pride in their area and its traditions, and promotes their awareness of the heritage successfully. Teachers are skilful language models and support pupils to correct language patterns sensitively. The school places a clear emphasis on promoting regular use of the Welsh language. A good example of this is the recent launch of the radio station, which ensures that pupils hear more Welsh at informal times. However, provision is not completely effective in ensuring that pupils in the English stream use the Welsh language outside the classroom.

Staff enrich the curriculum successfully with a wide range of visits relating to the school's work, and by inviting visitors to the school. Extra-curricular clubs contribute well to pupils' learning experiences and there are various opportunities for them to perform and compete in a good variety of local and national activities.

There are good opportunities for pupils to develop their awareness and knowledge of other parts of the world and different cultures. A good example of this is pupils organising an African Cup football tournament to raise money for children in Lesotho. This ensures that pupils show empathy towards the lives of others.

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

The school is a caring and inclusive community that places a prominent emphasis on pupils' wellbeing. As a result, pupils feel happy and safe at school. The school provides skilfully to develop pupils' spiritual, moral, social and cultural attitudes. Staff organise valuable opportunities for them to reflect in collective worship sessions, which are often based on stories from the Bible. There is a prominent emphasis on promoting agreed values, such as tolerance, fairness and respect towards others. This is shown clearly in the way in which most pupils treat each other. Provision to ensure that pupils take pride in their Welshness and local heritage is effective. The experiences that they receive both inside and outside the classroom enrich their understanding of their identity and belonging to Wales. Provision to develop pupils' artistic and creative skills is effective. Through music lessons, and opportunities to perform and to take part in concerts with local artists, and to compete in eisteddfodau, pupils are given valuable opportunities to become involved in the creative arts. This encourages pupils' self-confidence and co-operation well.

The headteacher and teachers use useful procedures to track and monitor pupils' progress and wellbeing effectively. These procedures enable teachers to identify the needs of individuals and groups of pupils at a very early stage. They use information from this process effectively in order to identify pupils who need additional support in literacy and numeracy and provide for them. The school has purposeful strategies to support pupils' emotional and social needs. Staff work well under the guidance of the co-ordinator to implement a wide range of intervention programmes that enable pupils to make good progress, for example in their reading skills, as they move through the school. Teachers provide appropriate individual education plans for specific individuals, and parents and pupils contribute suitably to the process of producing and reviewing them. As a result, the school ensures that nearly all pupils make good progress against their targets.

The school has established a productive relationship with parents. It has recently developed a social media site in order to provide parents with regular information about what their children are doing at school. Parents appreciate this development and, as a result, they are more aware of what they can do at home to support learning.

The school has appropriate arrangements for promoting eating and drinking healthily. Through a variety of valuable activities to promote health and wellbeing, it provides well to ensure that pupils know about the importance of making correct decisions about a healthy lifestyle. The school organises visitors and rich educational visits that contribute well to pupils' understanding of the importance of fostering sound



social attitudes. An example of this is visits from a police officer to discuss the dangers of drug and substance misuse and a visit to the local recycling centre. This has a positive effect on pupils' ability to discuss, co-operate and respect each other's views. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

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

The headteacher and management team provide clear strategic guidance for the school's work. They have high expectations and a sound vision that is based on ensuring a range of rich learning experiences for pupils in a homely and supportive environment. They share this vision successfully with staff, governors, parents and pupils. The dedicated staff work together skilfully and undertake their responsibilities conscientiously and effectively. Staff meetings focus well on tracking pupils' progress, evaluating provision and setting targets for improvement. This provides a clear focus for the staff's work and contributes well to ensuring continuous improvement, for example in pupils' reading and mathematical reasoning skills. Leaders respond quickly to address areas for improvement. This leads to improving the quality of teaching by ensuring consistency across the school.

The governing body is very supportive and knows the school and its community well. Through purposeful activities, such as learning walks and scrutinising work, governors have a sound understanding of pupils' standards of attainment and the quality of provision. They use this information purposefully to contribute towards setting a clear strategic direction for the school, and to co-operate with staff to set priorities for improvement purposefully, for example promoting the use of the Welsh language. Governors monitor progress thoroughly and fulfil their role as critical friends effectively. For example, they challenge the school to ensure consistency in pupils' achievements in both streams.

The school's self-evaluation processes are effective and are based firmly on broad evidence. This ensures that leaders have rigorous knowledge of the standards of learning and teaching, and evaluate the school's performance in detail. By scrutinising pupils' work, conducting lesson observations, learning walks and talking to pupils, they form a fair and accurate judgement about current standards and identify areas that need to be developed further. The school seeks the views of parents and pupils regularly to ensure that they are given an opportunity to make comments and offer suggestions on how to improve provision and raise standards. Leaders respond well to these comments; for example, the school has organised additional lunchtime activities at the request of pupils. There is a clear link between the findings of the self-evaluation process and the school improvement plan, which ensures that it is a useful and effective tool. Leaders monitor progress carefully in order to ensure continuous improvement. A good example of this is the way in which the school has enriched ICT provision across the school, which has had a positive effect on pupils' standards.

Performance management arrangements contribute effectively towards meeting the school's needs and staff's professional development. Leaders provide good opportunities for staff to improve their practice and raise pupils' standards. A good example of the success of the arrangements is the quality of provision to improve pupils' writing skills. The school is prominent in addressing recent developments, for

example when reviewing provision for pupils with additional learning needs. This is reflected in the quality of intervention programmes for specific pupils. The school works successfully with other schools within and beyond their local area. Co-operation has a positive effect on developing teachers' skills and raising pupils' standards.

Leaders manage resources efficiently. They make effective use of the staff's strengths in order to disseminate good practice and promote pupils' progress and wellbeing. The headteacher and governors monitor expenditure carefully to ensure balanced funding and value for money. The school uses the pupil development grant well to ensure the wellbeing and raise the standards of the very few pupils who are eligible for free school meals.

## Copies of the report

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

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

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

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

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

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Publication date: 26/03/2018