



*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**  
**Llanfair Caereinion CP School**  
**Pool Road**  
**Llanfair Caereinion**  
**Powys**  
**SY21 0SF**

**School Number: 6662021**

**Date of inspection: November 2010**

**Inspection Number: 1171**

**by**

**Mr Nicholas Jones**

**Reporting Inspector under contract to Estyn**

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

Llanfair Caereinion is a school that has both a Welsh and an English stream for pupils aged between 4 to 11 years. It serves the town and the surrounding rural area in Powys. There are 182 pupils on roll, 86 in four mixed age classes in the Welsh stream and 96 pupils in four mixed age classes in the English stream. Pupil numbers have remained around the current number for many years.

Just over three quarters of pupils come from homes where English is the predominant language. Four pupils are from a minority ethnic background.

The area is recognised as neither socially and economically advantaged nor disadvantaged and 8% of pupils are entitled to free school meals. This is much lower than local and national averages.

Seventeen per cent of pupils are identified as having special educational needs (SEN). This is similar to the national average. Two pupils have a statement of special educational needs.

The individual school budget per pupil for Llanfair Caereinion CP School is £3,472, which compares with a maximum of £11,812 and a minimum of £2,891 for primary schools in Powys. The school has the 60<sup>th</sup> highest budget per pupil out of the 101 primary schools in Powys.

The headteacher has been in post since 1991 and the school was last inspected in 2004.

## Summary

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

### Current performance

The school is good because:

- the achievement and progress in pupils' work is clearly evident over time;
- information and technology skills are good or very good;
- pupils' extended writing is a good aspect of the school;
- the standard of pupils' wellbeing is good and contributes well towards their social and life skills;
- teaching is generally good across the school;
- the care, support and guidance is positive and encourages pupils' involvement in their school and the wider community; and
- leadership and management are secure and the school self-evaluates well.

### Prospects for improvement

The school's prospects for improvement are good because:

- the school uses self-evaluation systems effectively to lead strategic planning;
- strategic planning focuses specifically on raising standards and the level of provision; and
- good use is made of the school environment and resources to benefit pupils' learning experiences.

## Recommendations

In order to improve, the school needs to:

- R1 develop pupils' independent learning skills;
- R2 develop a collaborative short term planning structure across the school that clearly identifies learning objectives and provides for differentiated activities;  
and
- R3 make effective use of assessment in order to identify the next steps in pupils' learning, so as to provide sufficient challenges for all pupils' individual learning needs.

### What happens next?

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

## Main findings

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

Good

#### Standards: Good

On entry to school, the levels of most pupils' basic skills are good.

Since 2007, pupils' attainment in key stage 1 (KS1) and key stage 2 (KS2), as judged by teacher assessments, is generally higher than local, national and the family of schools' results.

Over the last four years, when combining the core subjects of Welsh, English, mathematics and science, pupils' attainment tends to be below those in similar schools based on the free school meals benchmarks. However, Welsh is nearly always in the top quarter of similar schools in both key stages. At KS1, the results over the last four years in English, mathematics and science very often place the school in the third or bottom quarter. In 2010 in KS2, the results placed the school in the second quarter in English and mathematics and the first quarter in Welsh and science.

The levels of attainment shown in pupils' files and books across the school are consistently good in relation to their age and ability and show good progress and achievement over time.

The performance of girls is better than boys over time. There is no significant difference in the standards of the very small number of pupils entitled to free school meals or those from ethnic minorities.

Most pupils make good progress in developing their key and wider skills. Nearly all pupils listen well, speak clearly and read confidently. Most pupils write very well at length across the curriculum for different purposes and nearly all pupils' presentation skills are good. Many pupils' numeracy skills are well established. Most pupils' independent learning skills are not consistently developed across the school. Nearly all pupils' information technology skills are either good or very good.

Nearly all pupils' Welsh language skills are good considering the context and linguistic background of the school's language streams.

#### Wellbeing: Good

All pupils have a good awareness of health issues and attain well in their personal and social development. Nearly all pupils feel safe in school and act responsibly. They know that their needs are dealt with effectively. Nearly all pupils' cultural development is well established.

Nearly all pupils are motivated in lessons; however, in some classes many pupils lack confidence as independent learners. Even though a small minority of pupils

expressed concern, behaviour is good and nearly all pupils are polite and respond well to adults. Attendance, at around 95%, is good.

Pupils who are members of the school and eco councils are active in making decisions that impact positively on many aspects of school life.

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

Staff provide a wide range of learning experiences. Lesson planning is thorough in most classes and ensures that pupils progress well in their knowledge, understanding and overall skills' development. However, there are inconsistencies across the school in aspects of the short term planning and it is not a collaborative process. In these cases, it results in a lack of clear learning objectives and suitably planned differentiated work.

The provision for ensuring that pupils acquire appropriate literacy and numeracy skills is good. The school is very good at developing extended writing skills. The provision for pupils to develop computer and other technology skills across the curriculum is very well developed. The provision for wider learning skills that include problem solving, enquiry and investigative work is not as established and in some classes the opportunities for independent learning are limited. In these classes, tasks are too teacher led. There is therefore a lack of challenge and expectation for the more able pupils, especially in mathematics and science.

The school is good at developing pupils' understanding of the need to care for the environment, the promotion of sustainable development, the awareness of global citizenship and of the diverse world pupils live in. Collective worship is used well to highlight issues of fairness and inequality.

Provision for Welsh language development is good and the promotion of the Welsh dimension is generally evident in the school's every day life. However, it is planned more effectively in some classes. The school uses the expertise that exists well and the provision for Welsh in both formal and incidental situations is effective.

### **Teaching: Good**

Teaching is generally good and supports pupils' learning well. It contributes towards creating a positive learning environment. Praise is used well to encourage pupils who lack confidence and teachers challenge most pupils sufficiently. Where teaching is less effective, there is a lack of opportunity for independent learning and the pace of lessons is too slow.

All teaching staff including support staff use behaviour strategies effectively to keep all pupils on task and all pupils benefit from good relationships with their teachers. Teachers' marking of pupils' work is inconsistent and in some cases does not always show clearly what pupils need to do to improve their work. Target setting is

established and is beginning to guide pupils at developing their own strategies to improve their work.

Pupils' progress in learning is assessed regularly and thoroughly. Where there is good practice, the results of assessments are beginning to inform future planning and planned activities are well matched to pupils' abilities and prior attainment. However, this is not consistent or effective in most classes.

Tracking the progress of individuals and groups of pupils is good with clear evidence and analyses of pupils' performances over time. Assessment for learning strategies are used well and are beginning to help pupils move on to the next step in their learning.

Reports to parents are good and parents and carers expressed satisfaction with the quality of personal comments about their children.

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

Pupils and parents have access to useful information about school life that includes the school prospectus and the annual governors' report. Induction arrangements for new pupils are clear and the transfer arrangements to secondary education are well established.

The provision for wellbeing is effective and the benefits of healthy living are promoted well in the curriculum. The school has policies and procedures for safeguarding in place that meet statutory regulations.

The provision for pupils with additional learning needs is good with systems in place for identifying pupils who need additional support with their work. This support is focused to the pupils' specific needs. There are good links established with specialist external agencies. Individual education plans are regularly evaluated and updated. The school's reporting procedures meet statutory requirements.

The school promotes pupils' spiritual, moral, social and cultural development well.

### **Learning environment: Good**

The school provides equal access to the curriculum and it is an inclusive environment that promotes diversity and respect for each other.

The school uses its accommodation effectively and there are well-maintained school buildings and grounds. The displays of pupils' work and activities are stimulating and reflective of school life. The school makes very good use of the outdoor environment to support pupils' learning.

Resources are good and are suitably matched to pupils' learning needs.



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

The headteacher has a secure understanding of the school. She is well supported by a committed staff. The staff work well as team to develop provision in order to improve standards, although planning is not always consistent enough between classes and year groups.

Pupils and staff feel valued and all have specific responsibilities to develop the school as a working community. This has a good effect on the ethos of the school. The focus of the strategic planning is on improving the school by raising standards further.

The school fulfils national and local initiatives effectively and has plans to develop these further to improve learning opportunities for pupils. The school development plan is focused on developing areas that need improving. This is a well-established process that has achieved a positive effect on standards and provision within the school.

Governors undertake their roles and responsibilities conscientiously and they have a strong interest in the day-to-day life of the school. They attend appropriate training and challenge the school as critical friends.

### **Improving quality: Good**

The school plans well for improvement. This is based on a strong foundation of strategic planning over time. Managers and leaders have a good understanding of the school's strengths and weaknesses and this helps to ensure good standards and provision.

The school is good at identifying aspects that need further development. The development plan, which stems from a detailed self-evaluation, has begun to have a positive effect on extending the school further. The plan is clearly focused on specific areas and purposeful use is being made of data to track pupils' progress and improve standards. All staff feel that they have regular input into self-evaluating the school.

Staff have been involved in a good range of training and development opportunities. These include working in partnership with other schools and partners. Good progress has been made since the last inspection.

### **Partnership working: Good**

Partnerships with parents, the community and others are good. Partnerships with local businesses are developed appropriately. Transfer arrangements between nursery settings and the school are effective. Transfer arrangements agreed by the cluster of schools and the secondary school enable older pupils to prepare appropriately for the next stage in their education.

The school is good at assessing the need and effectiveness of all agencies that influence school life.

Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through international links with countries like Swaziland. The school supports several charities and this promotes pupils' awareness of the needs of others.

**Resource management: Good**

Staffing and financial resources are deployed effectively to support learning and improvements across the school. Teachers have the appropriate knowledge and expertise to deliver the curriculum effectively. Support staff are deployed well and they work purposefully alongside teachers in the classroom, in the office and on duties or tasks throughout the day. Performance management systems are well established.

Spending is clearly linked to priorities in the school development plan and managers monitor and manage spending in order to ensure that it remains within budget. The school provides good value for money in terms of pupils' outcomes, provision and in its use of the budget.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Twenty-six parents or carers completed the questionnaire. All expressed positive opinions about the school, especially with general satisfaction, pupil progress, leadership, that their child likes school and has settled in well. All state that the school is approachable. They all believe that teaching is good; that their child is safe, pupils' behaviour is good, staff expectations are high and that a healthy lifestyle is promoted well. A few do not know if homework builds well on what their child learns in school, that additional support is appropriate to their child's needs, that there is a good range of trips and visits arranged and whether their child is prepared for the next stage in their learning. A very small minority do not know the procedures if they have a complaint.

#### **Responses to learner questionnaires**

Eighty-seven KS2 pupils completed the questionnaire. Nearly all pupils are positive about knowing who to talk to if they have worries, that they are taught how to be healthy, that they do well at school, that adults help them with their work and that the school is well resourced. Many pupils feel safe in school and that the school deals effectively with bullying, that homework improves their work and that there is good behaviour at playtime and lunchtime. Around a third feel that other children do not behave well in class and that this does not allow them to carry on with their work.

## Appendix 2

### The inspection team

Nick Jones	Reporting Inspector
Eifion Morgan	Team Inspector
Dylan Jones	Lay Inspector
Dyfrig Ellis	Peer Inspector
Rona Evans	School Nominee

## Copies of the report

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## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11