



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

A report on

**Llanbister C.P. School
Llanbister
Llandrindod Wells
Powys
LD1 6TN**

Date of inspection: November 2019

by

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

About Llanbister C.P. School

Llanbister Primary School is in the village of Llanbister in Powys local authority. There are 61 pupils between the ages of 4 and 11, organised into two mixed-age classes.

The three-year average for pupils eligible for free school meals is around 2%. This is much lower than the national percentage of 18%. A very few pupils speak English as an additional language or come from an ethnic minority background. No pupils speak Welsh at home.

The school identifies around 7% of its pupils as having additional learning needs, which is well below the national percentage of 21%.

The headteacher took up his post in September 2018 and the school was last inspected by Estyn in January 2015.

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

During their time at the school, most pupils develop effective language, mathematical and information and communication technology (ICT) skills. Pupils with special educational needs achieve well against their personal targets.

Nearly all pupils are enthusiastic learners who apply themselves to new experiences confidently. They demonstrate positive attitudes to learning and enthuse about the benefits and successes of their school. They show care for each other and demonstrate a great deal of respect towards staff and visitors.

The teaching supports pupils' learning well, and the teachers and teaching assistants care diligently and conscientiously for pupils. They provide pupils and their families with valuable guidance and support throughout their involvement with the school. As a result, pupils feel safe at school.

The headteacher and governors have a clear vision to move the school forward. They build sensibly on the school's strengths and improve areas for development wisely, through purposeful quality improvement processes.

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

Recommendations

- R1 Improve the planning of writing and numeracy skills to ensure more effective progression across key stage 2
- R2 Plan challenging activities for pupils to solve problems independently, particularly the more able pupils
- R3 Ensure that the headteacher has enough time to undertake his leadership and management duties in a sustainable way

What happens next

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

Main findings

Standards: Good

During their time at the school, most pupils make good progress and develop effective literacy, numeracy and ICT skills. Pupils with special educational needs achieve well against their personal targets.

Most pupils speak purposefully, and they understand that listening attentively to adults and each other contributes beneficially to their learning. Most pupils talk enthusiastically about their work. For example, foundation phase pupils discuss how to sequence events relating to the Great Fire of London sensibly, and they recall stories about the adventures of superheroes confidently. In key stage 2, most pupils communicate effectively, such as when they analyse Howard Carter's exploits in the tombs of Egypt. Additionally, most pupils use sophisticated language intelligently to explain the upbringing of Romulus and Remus and their role in the foundation of Rome.

Most pupils develop effective reading skills. By the end of the foundation phase, most pupils suitable read a range of texts successfully. They use phonic strategies sensibly to build and pronounce unfamiliar words accurately. Most pupils discuss the content of books purposefully and respond sensitively to the feelings of specific characters, such as animals that live in a zoo. Most pupils in key stage 2 read carefully and articulately. They engage well with fiction and factual books, and use internet research extensively, such as when investigating the Blitz during the Second World War and Egyptian culture. As a result, they practise their higher-order reading skills regularly to discover information from different sources successfully.

Many pupils write for different purposes and in a range of contexts effectively. Many foundation phase pupils write well and in extended forms. Their writing includes instructions on how to make and bake biscuits, and informative pieces on the importance of the skeleton and the body's major organs. In key stage 2, most pupils write perceptively for a wide range of purposes. For example, they recount accurately how they planned a residential visit to Cardiff using public transport and their experiences in the capital city. They also record their predictions and conclusions diligently when investigating the effect of preserving strawberries using different methods, such as salting or freezing them.

Many pupils make appropriate progress in developing their Welsh oracy skills. By Year 2, many use suitable phrases regularly in everyday situations. In key stage 2, many pupils answer with effective responses during discussions with teachers and each other. Many pupils' reading and writing skills in Welsh are developing appropriately.

Most pupils demonstrate a good understanding of how to use their mathematical skills in everyday situations. They follow instructions well to expand their mathematical knowledge effectively during lessons. A good example is how foundation phase pupils record temperatures during morning sessions and compare the daily differences confidently. They also create a symmetrical shield efficiently, using halves, quarters and symbols.

Most pupils in key stage 2 use their numeracy skills successfully. Most pupils use data accurately and present it in various forms purposefully. They use different graphs to convey scientific information effectively. For example, they create purposeful scatter graphs to identify links between the length and weight of tortoises and use line graphs to compare lengths of shadows at varying times of the day. They also use co-ordinates well to plot triangles in four quadrants and they compare the circumference of pupils' heads to their height astutely. However, due to limited opportunities, pupils do not solve problems independently enough, particularly the most able pupils.

Most foundation phase pupils use ICT equipment confidently. For example, they control electronic toys as they travel around city landscapes and create animations to save characters from drowning in water. Most pupils in key stage 2 demonstrate effective ICT skills. They apply their skills and select sensible methods to present their work purposefully, such as using green screens to adapt backgrounds that match their poetry readings. They use spreadsheets and databases to record personal information linked to a topic on measurement effectively and create informative presentations on their holidays and their pets. In addition, most pupils use secure passwords, in school and at home, to access online tasks safely.

Wellbeing and attitudes to learning: Good

Nearly all pupils' wellbeing and their attitudes to learning are strong features of the school. Nearly all feel happy and safe in school and they are confident that they can talk to adults and their friends if they are worried or upset. Most pupils have a sound understanding of how to stay safe at school and when they are online. For example, pupils in both the foundation phase and key stage 2 understand and explain frankly about the potential risks of using the internet and social media carelessly.

Nearly all pupils behave well in classes and outdoors during play times. They move around the school sensibly when experiencing different learning activities, such as music lessons. They settle quickly in class and are ready to learn promptly. Nearly all pupils are very polite and treat visitors, staff and each other with respect. Pupils share a collective message based on 'Treat others how you expect to be treated' and this drives the positive interactions that exist between pupils of all ages. They promote the school's family ethos by showing empathy for others on the schoolyard at the 'buddy stop' and through organising play activities. They are mindful of each other's needs and offer willing support to pupils who demonstrate the need for peer advice.

Most pupils work productively as individuals, in pairs and in groups. They discuss their work confidently and contribute intelligently to the next steps in their learning. Most pupils contribute well to what they learn during the planning of activities and topics, for example when they sell their own produce to raise money for the school in the local farmers' market, following their research on goats in the classroom.

Most pupils understand how to keep healthy and safe. The pupil health group leads effectively on encouraging pupils to make sensible lifestyle choices. Pupils demonstrate a sound knowledge of foods that are good for you and discuss intelligently the importance of eating fruit and vegetables regularly. Nearly all pupils understand the importance of physical activity in looking after their bodies, especially

their hearts. They embrace opportunities to participate in physical activities and to play games at lunchtimes and in beneficial after-school clubs. These include dance and ball skill activities, which help them to improve their health and wellbeing. Additionally, the eco-committee promotes a better understanding of sustainability and recycling. Through their recommendations, nearly all pupils do not fill their water bottles to the top in order to save water.

Nearly all pupils are tolerant and sensitive to the needs and views of other pupils. They know about the characteristics of disadvantaged countries that are suffering due to war, famine or drought. As a result, nearly all have a sound awareness of fairness and the importance of equal opportunities. Most pupils talk eloquently about the importance of looking after the planet carefully. For example, they have a good understanding of the detrimental impact of plastic on sea life. As a result of this, pupils' use of plastic milk bottles in the foundation phase has reduced.

Most pupils take on additional responsibilities conscientiously. They display a sound understanding of the importance and purpose of their roles. As a result, members of the school council, the eco-committee, the digital leaders, the health group and the 'Criw Cymraeg' contribute beneficially to school life. For example, the school council members organise fundraising activities to buy additional resources for the schoolyard. They also contribute to the local newsletter about events in school effectively.

Rates of pupil attendance in recent years compare favourably with those of similar schools and nearly all pupils attend school punctually.

Teaching and learning experiences: Good

Across the school, all staff establish purposeful working relationships with pupils, which have a positive effect on their standards and wellbeing. Teachers manage pupils' behaviour positively and treat all pupils equally and with appropriate respect. The teaching fosters positive attitudes among pupils. It encourages them to perform at their best consistently and to present their work to a high standard. For example, they compete in local handwriting and art competitions successfully.

Teachers and assistants work as an effective team. They have high expectations of every pupil. They challenge pupils' thinking skills effectively through pertinent and challenging questions. This ensures that nearly all pupils apply themselves fully to their tasks, concentrate for extended periods and show a strong degree of motivation, which develops a positive work ethic. The teachers work well with other schools to address the requirements of the new curriculum for Wales. This includes developing creative and outdoor projects with local schools to promote pupils' inventive and physical skills effectively.

Teachers' classes are stimulating environments that allow pupils to learn productively. The school provides a broad, balanced and creative curriculum that engages most pupils' interests effectively. Teachers provide a wide variety of vibrant learning experiences that promote pupils' learning and enrich their understanding of different topics successfully. However, the planning of challenging activities for pupils to solve problems independently, particularly the most able pupils, is not as well developed.

Teachers consider pupils' ideas as part of the planning process thoughtfully. They use pupils' suggestions sensibly to create interesting topics and imaginative learning experiences. This stimulates the pupils' interest and strengthens their commitment to their work successfully. For example, older pupils design and make a catapult to shoot eggs as a model of how soldiers attacked castles during Prince Llywelyn's reign.

In the foundation phase, staff allow continuous access for pupils to the developing outdoor resources. This provides beneficial opportunities for pupils to investigate, build and practise their literacy, numeracy and ICT skills through well-planned activities. The effective organisation of tasks reflects the staff's secure understanding of the foundation phase principles. For example, they use the pupils' rural knowledge to enhance their skills and understanding through practical learning experiences associated with farming. This nurtures a positive attitude to learning and encourages pupils to persevere for extended periods. An effective example is when younger pupils practise their numeracy and literacy skills during innovative play activities, when they make jigsaws to create their own names.

In key stage 2, teachers encourage pupils to apply their literacy, numeracy and ICT skills in their learning, but teachers do not always plan the development of the next steps in pupils' writing and numeracy skills across the curriculum well enough. The planning for the development of pupils' creative and ICT skills is a strength. This includes successful art activities outdoors and the effective creation and interrogation of databases and spreadsheets.

Teachers provide pupils with detailed and useful feedback to improve their work. They give pupils valuable opportunities to respond to comments and discussions and encourage mature personal evaluations during reflection sessions. Teachers intervene sensitively to support pupils at appropriate times during lessons. They provide purposeful opportunities for pupils to assess their own work and the work of other pupils. As a result, most pupils take effective responsibility for their work and progress and they discuss this confidently with others.

The school teaches pupils successfully about the advantages of learning Welsh and becoming bilingual. The school plans interesting learning activities that reflect the cultural, linguistic and ethnic diversity of Wales. This includes studying coal mining and its risks to miners' lives.

Care, support and guidance: Good

The school is a happy and caring community, which provides a welcoming environment for pupils. Staff provide high levels of care and support, and they target pupils' individual needs well. The school creates a nurturing environment within which pupils can flourish. All staff co-operate effectively for the benefit of every pupils' wellbeing. They promote effective behaviour strategies, which encourage pupils to make sensible moral decisions in their daily lives.

Teachers use rigorous systems to track pupils' educational progress. They update these regularly and they use the information to target relevant support effectively. They intervene early to provide thorough support strategies for individuals and groups that require additional help. The school collaborates closely with a variety of

external agencies to give pupils valuable specialist support when needed. This helps targeted pupils to make good progress from their individual start points and to develop their literacy, numeracy and social skills effectively.

Teachers provide plentiful opportunities for pupils, through numerous committees, to adopt social responsibilities. The school implements recommendations from the school council and eco committee to enrich pupils' learning within the school environment well. For example, after hatching eggs in incubators and nurturing the chicks, pupils now care for the hens on the school grounds. School and class assemblies allow pupils to think spiritually and to reflect on important social issues, such as the atrocities of war.

Teachers develop very effective relationships with parents that benefit pupils' progress and wellbeing positively. The school communicates effectively with parents and operates a purposeful open-door policy. The careful use of social media, regular parent and teacher meetings, and the informative website ensure that parents are well informed about school life and their children's progress. There are useful training sessions for parents when their children start school. These ensure that pupils settle quickly, and they help parents to support their children with early reading and social experiences.

Teachers plan valuable opportunities for pupils to contribute to the school's life and work, the local community and the wider world. A positive sense of community exists within the school and the locality. This encourages pupils to develop the values of loyalty and responsibility to their village and surrounding area well. For example, they take part regularly in celebration services, eisteddfodau, sports competitions and charitable activities enthusiastically.

The school promotes Wales' culture and heritage effectively. Educational visits to local castles and residential visits raise pupils' awareness of their local area purposefully. The school invites visitors to the school to conduct workshops and projects to promote Welsh music and plays, which contributes well to the wider curriculum. As a result, teachers provide pupils with valuable opportunities to perform plays, to learn about their heritage and Wales' rich history.

The school promotes healthy eating and drinking effectively. There are numerous opportunities for pupils to become active during the school day and in many after-school clubs. Foundation phase pupils have opportunities to develop their physical skills effectively in the new grassed area during their 'Mucky Monday' and 'Foraging Friday' sessions. This promotes active and healthy lifestyles successfully.

The school promotes equal opportunities effectively to develop pupils' physical and creative skills. The provision to ensure that pupils make sensible choices about their own safety is good. These include lessons about the dangers of substance misuse and online safety. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher places pupils' wellbeing and a creative curriculum at the heart of the school's vision and philosophy. He sets appropriately high expectations which

helps to ensure that most pupils maintain good standards and that they develop positive and enthusiastic attitudes to learning. Staff work well as a team in support of the headteacher's vision for the school. Staff focus particularly well on ensuring that pupils make good progress from their individual starting points. They carry out their responsibilities enthusiastically to support pupils' learning and wellbeing, which includes running beneficial after-school clubs for the pupils. The school links well with the village and the wider local community to promote stimulating and supportive learning experiences for pupils.

Regular staff meetings have a clear focus on the school's priorities for improvement. All staff have a good understanding of the school's strengths and its areas for improvement. The school addresses national priorities effectively, which includes beginning to develop the new curriculum for Wales. The school has beneficial links with the local consortium and other schools, for example to improve assessment practices, target-setting and developing a creative curriculum.

The school's processes to evaluate its effectiveness are purposeful and based on a wide range of first-hand evidence. The systems to gather information on the quality of the school's provision include listening to pupils and parents, lesson observations, learning walks and a thorough analysis of assessment data. As a result, leaders have a clear picture of the school's strengths and areas for improvement. They use this information well to plan improvements, such as the successful development of an outdoor grassed area. They make sure that all staff work together to focus on areas that the school has identified as a priority and to evaluate purposefully the progress of planned improvements.

Procedures to manage the performance of staff are robust. Leaders develop staff's knowledge and skills effectively. They manage resources successfully to support pupils and to promote regular improvements across the school. Leaders ensure that all staff have access to relevant opportunities to support their professional development, such as Welsh sabbatical courses, and they link this closely to school improvement priorities.

The governing body is knowledgeable and supports the school well. Governors are supportive of the headteacher and hold him to account rigorously as critical friends. Senior leaders inform the governors effectively about the standards that pupils achieve. They arrange for them to participate in activities to gain direct understanding of the work of the school, which benefits school improvement. For example, governors undertake learning walks and look at the quality of pupils' work alongside teachers in order to develop a valuable understanding of the school's current practices. They ensure that the accommodation provides a learning environment of good quality for pupils. However, resources in the outdoor area do not enrich pupils' experiences and develop their skills as well as they could.

The governing body ensures that the school has an appropriate number of suitably qualified staff, including teaching assistants, to support pupils' learning. The headteacher is effective in his role, but he currently has too little time to undertake the full range of leadership and management duties in a sustainable way. Governors have a good understanding of the school's context within its locality and support the school well in addressing community initiatives. The headteacher, with the support of the governing body, monitors spending plans rigorously. The school allocates grant funding sensibly, which includes the pupil development grant, to benefit pupils' standards and wellbeing positively.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

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