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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llandinam C.P. School
Llandinam
Powys
SY17 5BY**

Date of inspection: May 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

Llandinam County Primary School is in the village of Llandinam, in a rural area between Llanidloes and Newtown in Powys. Most pupils come from the village or the surrounding rural area, although a few live outside the designated catchment area. Pupils cover the full ability range and their background is neither prosperous nor economically disadvantaged.

During the inspection, there were 43 pupils between three and 11 years of age on roll. All pupils come from English-speaking homes. There are no pupils from homes where Welsh is the first language. No pupils are from a minority ethnic background. Currently, 15% of pupils are entitled to free school meals. This is a higher than the local authority average but lower than the national average. The school has identified 29% of pupils as having additional learning needs. This is above average for primary schools in Wales.

The headteacher was appointed in September 2004. In addition to the headteacher there is one other full-time teacher and two part-time teachers. The school was last inspected in May 2007.

The individual school budget for Llandinam Primary School in 2012-2013 means that the budget is £4,255 per pupil. The maximum per pupil in the primary schools in Powys is £8,253 and the minimum is £3,807. Llandinam Primary School is 20th 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;
- pupils across the school behave very well, are courteous and have a good attitude towards learning;
- rich learning experiences and good quality teaching ensure that pupils are motivated and engaged;
- the school is a happy, inclusive community that promotes a feeling of belonging, respect for one another and equality; and
- the good quality of care, support and guidance provided to pupils impacts well on their standards and wellbeing.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision that focuses clearly on improving pupils' wellbeing and standards;
- all members of staff are clear about their roles, support one another, work effectively as a team and are fully involved in school improvement activities;
- the school has a good knowledge of its strengths and weaknesses; and
- positive partnership arrangements contribute well to the standards and wellbeing of pupils.

Recommendations

R1 Further improve pupils' bilingual skills

R2 Provide more opportunities for pupils to take responsibility for their own learning

R3 Ensure consistency in assessment for learning in order to ensure that pupils are more aware of what needs to be done to improve their own work

R4 Improve the level of challenge provided by the governing body in relation to the school's performance

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

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 more able pupils, 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, nearly all pupils speak confidently in a wide range of situations to staff, visitors and each other. They listen very well and respect the views of others. They are able to sustain their concentration for appropriate lengths of time in lessons.

Standards of reading are good. Most pupils in the Foundation Phase handle books well and have a positive attitude to reading. They use a range of strategies to read familiar and unfamiliar words well. They show an interest in the books they read and many read with increasing fluency, accuracy and understanding. They recall their favourite stories. They 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 and can explain why they enjoy reading books by that author. They have a good understanding of characters and storylines. More able pupils are increasingly able to skim a passage to gain its meaning and gather information. Many pupils 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. They write successfully and independently for a range of purposes. The majority write in full sentences with appropriate punctuation. Most pupils in key stage 2 write well in a variety of forms. They use an appropriate range of sentence structures and by Year 6 most write in paragraphs and use a wide range of vocabulary to add interest to pieces of work. More able pupils write extended pieces that are interesting; they adapt their style well to suit the intended audience. Less able pupils make appropriate progress and achieve in line with expectations. Many older key stage 2 pupils consolidate and extend their writing skills well to produce good quality 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. Few pupils use Welsh independently outside these lessons.

Over a period of four years, the percentage of 11-year-old pupils who attained the expected level (level 4) in English, mathematics and science has been uneven. It

has often been lower than averages for schools in the family and Wales. In comparison with schools that have 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 two of the past four years and in the lowest 25% in the other two. The school's performance in mathematics has placed it in the lowest 25% of similar schools for the past three years.

The percentage of pupils who attained a higher level (level 5) in English and mathematics shows a trend of improvement over the past four years and now compares well with averages for schools in the family and Wales. Very few pupils attained the higher level in science during this period.

There has been no significant difference between achievement of boys and girls during recent years.

There is no report on pupil's end of Foundation Phase outcomes. This is because there is only one-year's data and the number of relevant pupils could lead to the identification of individual pupils.

Wellbeing: Good

Nearly all pupils enjoy school and feel safe and well supported by staff. They are confident that staff will treat any concerns seriously and act upon them quickly and fairly. They have positive and constructive attitudes towards adopting healthy lifestyles. Many are keen to take part in the wide range of sporting activities both within and outside the school.

Nearly all pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. They work well under the direction of adults. Increasing involvement in assessing their own progress is helping pupils to gain an understanding of their strengths and weaknesses. However, few have a clear understanding of what they need to do to improve their work.

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. All are polite and courteous to visitors. Older pupils provide very positive role models in the way they interact with the younger pupils.

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

All pupils are involved in decision making through participation in the school council and eco and healthy schools' committee. Younger pupils' involvement in task groups provides them with a good understanding of the importance of their role within the school community. Pupils feel that staff value their opinions and listen to them.

Many pupils contribute well towards 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

Learning experiences: Good

The school provides rich and stimulating learning experiences both within and outside the school that meet the needs of all pupils. The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. Teachers' planning is detailed and thorough. Teachers review their planning regularly and ensure that it builds progressively on pupils' previous learning.

Teachers plan systematically for the development of pupils' literacy, numeracy and information and communication technology (ICT) skills. Recent improvements in medium term planning are ensuring greater consistency in the provision for these skills. In particular, it ensures regular opportunities for pupils to use and extend their reading and writing skills across the curriculum. This has a positive impact on standards.

Provision for the Welsh dimension to promote pupils' understanding of the culture and heritage of Wales is good. Provision for the development of pupils' Welsh language in structured lessons is good. However, it does not successfully promote pupils' independent use of the language.

Provision to develop pupils' awareness of recycling and energy conservation and their understanding of the wider world is successful. Teachers also provide pupils with useful opportunities to develop their understanding of life in other countries and to develop into mature and responsible members of the community.

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 support less able pupils.

In nearly all lessons, teachers' presentations are enthusiastic and engage all pupils fully. They use a range of teaching approaches successfully, which ensures that pupils are motivated and make good progress in their learning. In the very few lessons where teaching is less effective, learning lacks pace and tasks do not always challenge pupils, particularly the more able, enough.

Generally, teachers use assessment for learning strategies effectively. They give pupils positive oral feedback during lessons. Pupils' work is marked regularly. Comments are supportive and in the best examples help pupils to understand what they need to do to improve their work. Pupils' involvement in assessing their own work and in setting targets for improvement is at an early stage of development.

Effective use is made of standardised assessments to measure individual progress. The school has worked successfully with other local schools to strengthen teachers' understanding of levels of attainment. Reports to parents are of a good quality.

Care, support and guidance: Good

The high level of care and good relationships between staff and pupils contribute strongly to pupils' wellbeing. Effective arrangements exist to support pupils' health and wellbeing as well as to encourage their involvement in the school and the wider community. The school offers valuable experiences that promote pupils' personal, spiritual and moral development well. This is particularly evident in the care and support pupils show for one another. Acts of collective worship have a positive impact on the behaviour and attitudes of all pupils. Strong local links with the local churches and with the wider community help pupils to develop a good understanding of living in a community.

The school makes good use of specialist services and this ensures that pupils have access to professional support when necessary.

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

The school identifies pupils with additional learning needs at an early stage and gives well-planned and targeted support. Pupils' individual education plans meet their needs well. Support staff make a significant contribution in delivering effective support programmes for these pupils. Appropriate arrangements are in place to keep parents informed and involved.

Learning environment: Good

The school has an inclusive ethos where every child is valued fully. It is a happy community with a family atmosphere where all pupils have equal access to education. This permeates all aspects of school life and underpins its commitment to promoting equality of opportunity, fairness and respect for all. All staff promote inclusion effectively. Teachers provide frequent opportunities for pupils to develop the skills of active citizenship and to show care and consideration for others in the school and the wider community. The school actively promotes tolerant attitudes, where staff and pupils are free from any form of harassment.

The accommodation is sufficient for the number of pupils although not all areas are accessible to those who have physical disabilities. The level of cleanliness is high. Staff make good use of the space that is available and colourful and stimulating displays create an attractive and stimulating learning environment. The interesting outdoor space is a very valuable learning resource. It is well cared for by members of the school community. Pupils, staff and parents make good use of the outside area for a range of activities, such as gardening, sports and adventurous activities. A varied supply of good quality resources matches pupils' needs appropriately. Good use is made of local facilities such as the village hall to extend opportunities for physical education.

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

The headteacher and all members of staff work successfully together to create a welcoming, inclusive and well-ordered learning environment for all pupils. The

headteacher sets high expectations for herself and others and regular staff meetings focus appropriately on standards of achievement and progress of individual pupils.

All members of staff feel valued and work effectively as a team. They have a good understanding of how they contribute to the aims of the school. There are clearly defined roles within the staff team and all fulfil their roles well in direct relation to the school's strategic plan.

The governing body is supportive and understands well the day-to-day running of the school. Governors monitor the school's progress towards achieving the targets in the school development plan appropriately. Governors are familiar with the data showing standards of achievement of pupils. However, their role in challenging and holding the school accountable for the standards it achieves is limited.

The school meets national priorities such as developing literacy and numeracy skills successfully. The Foundation Phase is well established. The school is in the early stages of developing assessment for learning strategies.

Improving quality: Good

The school has a well-established self-evaluation process that draws effectively on a range of first hand evidence to identify strengths and areas for development. The school seeks and acts on the views of staff, pupils, parents and governors regularly. Data analysis, evaluation of the quality of teaching and provision and reviews by external agencies are used effectively to inform the process.

Priorities in the school development plan arise directly from areas for development identified in the self-evaluation. There is an appropriate focus on raising standards and improving the quality of provision. The development plan is an effective working document that successfully steers the work of the school. The school monitors the progress against the identified targets carefully and all staff understand their role in securing the necessary improvements. Teachers monitor standards of achievement and the quality of teaching and learning effectively. A few governors are developing a good understanding of their role in the monitoring process by participation in lesson observations and learning walks.

The school is developing well as a learning community. Staff share their expertise well and this good practice has improved pupils' standards in mathematics, science and Welsh. Teachers are active participants in two local professional learning communities. This is having a positive impact on standards. A good example of this is the recent improvement in pupils' spelling and problem solving skills.

Partnership working: Good

Partnerships with parents are good. Nearly all parents appreciate the ease with which they can approach the school. They feel well informed about school activities and are confident that the school takes account of their views. Links with local churches, the community and voluntary organisations are effective. These partnerships support pupils' wellbeing and standards of achievement well and enable pupils to contribute in a positive way to their community. Good examples of this are

the articles they write for the local magazine and their active participation in the village show by showing their garden produce and entering art and poetry competitions.

The strong links between the school and the on-site pre-school setting ensure a smooth transfer for pupils to the Foundation Phase. Effective transition plans help pupils move confidently to the high school. There are effective induction arrangements that respond well to the needs of pupils who are new to the school.

The school works well in partnership with the local cluster of schools. Joint activities enable the school to share resources and expertise effectively. The school has established very strong and effective links with the local further education institute. The school benefits from having work experience students supporting pupils during their lessons. The school works well with the local authority and specialist agencies to meet the particular needs of individual pupils. .

Resource management: Good

Leaders manage the school's staffing and financial resources well. They deploy staff effectively to support learning. The school has appropriate arrangements for teachers' planning, preparation and assessment time for all teachers. These arrangements have improved pupils' standards in science.

Leaders implement performance management arrangements thoroughly and have effective arrangements for identifying and meeting staff's professional development needs. These processes have improved the quality of teaching and learning.

Teachers make effective and efficient use of resources in order to support pupils' learning.

Systematic and accurate budgeting arrangements are in place and decisions on expenditure link well with priorities for improving pupils' standards and wellbeing.

Most pupils make good progress and achieve well during their time in school; therefore the school provides good value for money.

Appendix 1

Commentary on performance data

Llandinam is the second most challenged school in its family of schools (schools with similar characteristics in terms of free school meals, socio-economic factors and percentage of pupils with additional learning needs).

The number of pupils in each year group is very small, so performance data needs to be treated cautiously.

There is no data report on pupils in the Foundation Phase or in key stage 2 for 2012. This is because the number of pupils assessed in both key stages was too few to report without identifying individual pupils. As this is the first year of Foundation Phase data, there is no trend data available.

Over a period of four years, the percentage of 11-year-old pupils who attained the expected level (level 4) in English, mathematics and science has been uneven. During this period, the percentage of pupils attaining the expected level (level 4) has often been lower than averages for schools in the family and Wales.

In comparison with that of schools with similar proportions of pupils entitled to free school meals, the school's performance in English and science placed it in the highest 25% of similar schools in two of the past four years. The school's performance placed it in the lowest 25% in the other two. The school's performance in mathematics has placed it in the lowest 25% of similar schools for the past three years.

The percentage of pupils who attained the higher level (level 5), in English and mathematics has improved over the past four years. The percentage of pupils who attained the higher level in English and mathematics now compares well with the averages for schools in the family and Wales. Very few pupils attained a higher than expected level in science during this period.

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

Nineteen parents or carers completed the questionnaire. Their satisfaction levels are above the average for other primary schools in Wales.

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

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

Responses to learner questionnaires

Twenty pupils in key stage 2 completed the questionnaire. Responses to the majority of questions were close to the averages for other primary schools in Wales.

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

Most pupils feel that they are doing well and that teachers and support staff help them to learn and make progress. Most agree that there are enough resources to enable them to learn effectively, however a minority do not agree that homework helps them to improve on their work in school. A minority do not agree that all children behave well in lessons and during lunch and break times.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Rhian Jones	Team Inspector
Justine Barlow	Lay Inspector
Angela Davies	Peer Inspector
Michelle Humphreys	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.