



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

**Llechyfedach Community Primary School
Upper Tumble
Llanelli
Carmarthenshire
SA14 6DT**

Date of inspection: October 2012

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

Ysgol Gynradd Llechyfedach is situated in the village of Upper Tumble in the Gwendraeth Valley. Welsh-medium education is provided for pupils between four and 11 years of age. Eighty-five per cent of pupils are admitted from the school's catchment area and the remainder from outside it. The school states that pupils are drawn from an area that includes extensive groups of advantaged and disadvantaged people.

There are 113 pupils on roll. Twenty per cent of pupils receive support for additional learning needs and this is lower than the national figure. One pupil has a statement of additional needs and no permanent or temporary exclusions have been recorded since September. Fifteen per cent receive free school meals, which is lower than the national figure.

Pupils are taught in five classes, four of them mixed age. About 42% come from homes where Welsh is spoken, but only 6% in the reception class. English is the home language of the remainder.

The school was last inspected in November 2006. The headteacher was appointed in September 1988.

The individual school budget per pupil for Ysgol Gynradd Llechyfedach in 2011-2012 is £3,316. The maximum per pupil in primary schools in Carmarthenshire is £18,947 and the minimum is £3,114. Ysgol Gynradd Llechyfedach is in 81st position of the 110 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

This school is good because:

- most pupils make good progress during their time at the school;
- good learning experiences are provided;
- there is a caring ethos that ensures that almost all pupils enjoy learning and feel safe; and
- the provision promotes pupils' awareness of their heritage and their local area effectively.

Prospects for improvement

Prospects for improvement are adequate because:

- all staff share a vision that focuses on improving outcomes for pupils;
- the school pays good attention to local and national priorities;
- a caring, happy ethos has been created;
- there is a good relationship with parents and good use of the community; and
- the school plan includes appropriate priorities.

However:

- assessment information is not always used well enough in order for pupils to know how to improve their work and for teachers to track pupils' progress more effectively;
- leaders and managers do not monitor the school's performance thoroughly enough;
- the self-evaluation process has not been developed effectively;
- monitoring of lessons does not focus sufficiently on raising standards;
- the role of governors as critical friends has not been developed in full; and
- there has not been sufficient progress in some of the issues identified in the last inspection.

Recommendations

- R1 Develop more opportunities for writing in English across the curriculum;
- R2 ensure that planning offers enough of a challenge for the most able pupils;
- R3 strengthen aspects of assessment and assessment for learning;
- R4 improve the quality of leadership and management, especially in the self-evaluation process;
- R5 develop further the role of the governing body as a critical friend; and
- R6 formalise safeguarding arrangements further.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Small numbers of pupils at the end of key stages mean that care is needed when interpreting data. This is especially true when comparing the achievement of pupils who are entitled to free school meals with the remainder, and, for the same reason, boys' achievement with that of girls.

Most pupils concentrate well in lessons and recall their previous learning effectively. They work together well and respond appropriately to tasks. They use their thinking and investigative skills effectively in order to acquire new information. Most pupils develop into confident learners and can work effectively in pairs, in a group or as an individual in order to respond to a task well.

In the Foundation Phase, most pupils make very good progress in their literacy and numeracy skills. By the end of the Foundation Phase, they discuss well in Welsh across a range of subjects, using a wide vocabulary. Most pupils read at a level that is suitable to their age and ability. The written work of many pupils in Welsh is good and there are examples of good work at a higher level.

Pupils' oral skills in key stage 2 are good and they use natural, polished language in formal and informal discussions. Almost all pupils' English oral skills are also developing well and they can discuss and express an opinion clearly.

By the end of key stage 2, nearly all can read and understand meaningfully, using good expression in both languages. Pupils write effectively across the curriculum in Welsh, but evidence that they write in English for a different purpose is scarce.

Most pupils' thinking, numeracy and information and communication technology skills are developing well across the school.

In the Foundation Phase in 2012, pupils' achievement is good in relation to attaining the expected level in Welsh language skills, mathematical and personal development (the Foundation Phase indicator) and better in comparison with achievement nationally, locally and in the family. On the whole, boys performed better than girls in 2012. Pupils' performance at Outcome 6 is lower than the average performance of the family and nationally.

By the end of key stage 2, pupils' performance has varied during the last four years, and in 2012 pupils' achievement in English, Welsh, mathematics and science in combination (the core subject indicator) is lower than family and national averages. In comparison with the averages for similar schools, pupils' performance is consistently lower over a period of time, apart from in 2011. There is no obvious pattern in the performance of boys and girls over time. Pupils who are entitled to free school meals and pupils who have additional learning needs achieve well and make appropriate progress for their age and ability.

Wellbeing: Good

Pupils have a good understanding of how to live and eat healthily and they have plenty of various opportunities to take regular physical exercise. Pupils feel happy and very safe at school and know to whom to turn at any time of anxiety.

Pupils take an interest in their school work and they work conscientiously and harmoniously in lessons. Their behaviour is good at playtime, lunchtime and in lessons, and they show respect towards each other and adults at all times. They have opportunities to contribute ideas enthusiastically and they take pride in this opportunity to develop their school.

The influence of the pupil's voice on school life is apparent in what has been achieved through the School Council. Decisions were taken, such as ensuring a platform outside in order to create a safe corner. Pupils' personal, social, spiritual and cultural development is developing effectively.

By taking part and contributing to social events and activities, pupils have a strong awareness of the area and the local community.

Although the school's attendance percentage was higher than the percentage for the local authority and national schools and the family between 2007-2010, the percentage declined during the last two years to 93.1% in 2011-2012.

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

In general, the school plans a wide range of learning experiences that capture pupils' interest across the school. This includes interesting educational visits and creating stimulating events within the school itself, such as the week to celebrate the Chinese New Year 2012. In the Foundation Phase, rich and stimulating experiences are having a positive effect on pupils' outcomes.

Provision for communication, numeracy and information and communication technology has been planned well in the short term and is embedded firmly in the experience of almost all pupils. Bilingualism has not been planned effectively across the curriculum. On the whole, teachers plan appropriate work for pupils' ability and age, but this practice has not permeated fully across the school.

A prominent place is given to local culture and to the Welsh dimension in the school's plans. This is a strength. Pupils have numerous opportunities to develop their awareness of their local and national heritage.

Education for sustainable development and global citizenship has been developed effectively at the school and the school's Eco Council is active in promoting awareness further. It has won the Green Flag for the third time. The school works together closely with external agencies such as Good Energy to have a better understanding of its use of energy. Pupils show obvious concern for others by raising money regularly for charitable and humanitarian work.

Teaching: Adequate

On the whole, teaching is good throughout the school. Teachers have up-to-date subject knowledge and model language effectively. There is a good working relationship between staff and pupils and behaviour is managed effectively.

Lesson objectives are identified clearly. Teachers question skilfully and intervene at appropriate times, giving effective support to individuals and groups of pupils. Classroom assistants are used very successfully in order to support pupils. In lessons where teaching is less effective, learning tasks do not always match pupils' needs effectively and tasks have not been differentiated to challenge the most able pupils.

Assessment for learning strategies are beginning to have a positive influence on standards. Most teachers mark regularly, but marking is not always detailed enough to ensure that pupils understand how to improve their work and the next steps. Individual targets are set for pupils, but teachers do not ensure that they use them consistently enough. The school has a range of systems for tracking pupils' performance, but these processes have not been rooted sufficiently yet. Reports to parents meet requirements.

Care, support and guidance: Good

Effective arrangements exist to support pupils' health and wellbeing. The care, support and guidance promote pupils' personal development very effectively, including their spiritual, moral, social and cultural development.

The school identifies pupils who have additional learning needs at an early stage through staff discussions. Appropriate support is given to them through the effective working partnership between teachers and teaching assistants. Pupils who have specific needs receive suitable programmes three times a year, which ensure that they work towards their targets in order to make progress to the next steps in their learning. The school has a policy on able and talented pupils, but has not begun to identify these pupils.

Effective use is made of the support of external specialist services, including the services of an educational psychologist and a language therapist.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern. The school has suitable procedures for checking the suitability of staff and others who are in contact with children. However, there is scope for the school to formalise some aspects of its safeguarding arrangements further.

Learning environment: Good

There is a very inclusive ethos at the school. This is a Welsh, welcoming and very homely community, in which everyone is eager to help and support each other. Every child is treated fairly and with respect. School procedures are in place to ensure equal opportunities for all pupils and they promote equality and social diversity. Pupils show a mature understanding of their responsibility towards each other and others.

The school is on a pleasant site and the grounds are used appropriately for play and learning. The external site has been developed very effectively over recent years to stimulate learning. The school has appropriate and sufficient resources in order to deliver all aspects of the curriculum. The whole building is colourful and attractive and very effective displays can be seen across the classrooms and corridors, which stimulate learning. The whole building is in good condition and all areas are clean and tidy.

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

The headteacher, staff and governors are working effectively to foster a supportive whole-school ethos where pupils feel that they are being appreciated. This is reflected in the high standards of pupils' wellbeing.

The school has an appropriate range of managerial and curricular policies, which are implemented effectively. All staff have clear responsibilities and job descriptions that are fulfilled appropriately. Staff's continuous professional development is supported through a suitable performance management system, which sets relevant targets for improving individuals.

The school makes suitable use of performance data in order to identify individuals who need support and to set appropriate targets for them. The system has been updated recently in order to keep a closer watch on pupils' progress over time.

However, the monitoring arrangements, including classroom visits and scrutinising pupils' work, do not focus specifically enough on pupils' standards and achievements.

Governors are supportive of the school's work and are increasingly aware of their responsibilities. Appropriate steps have been taken to strengthen the contribution of the governing body to setting whole-school priorities. They are beginning to use data more effectively, but so far governors do not have a sufficient understanding of how good standards and quality are across the school, especially in terms of data trends and comparisons with similar schools. As a result, they do not operate effectively as critical friends.

The school pays appropriate attention to a number of national and local priorities. The Foundation Phase has been established well at the school and increasing attention is paid to the children's voice and there is a good emphasis on children's wellbeing.

Improving quality: Adequate

The self-evaluation systems have improved recently. Processes now use a range of suitable sources of evidence, which includes examining samples of pupils' written work and talking to pupils. Data is used appropriately to identify pupils who need additional support and to identify areas for improvement in relation to pupils' basic skills. For example, the recent focus on improving literacy standards has had a positive effect on the standard of written work.

Members of staff monitor lessons, but the monitoring does not focus sufficiently on pupils' progress. In addition, formal monitoring processes are not thorough enough. This means that the evidence that is feeding into the self-evaluation report is not always clear and there is no opportunity for staff or governors to have sufficient influence on the content of the report.

Planning for the self-evaluation process is managed appropriately, but not all the aspects of the school's work are examined thoroughly enough. Arrangements for seeking the opinion of an appropriate range of stakeholders have been developed recently but it is too early to judge how effective they are. At present, governors do not receive enough information that arises from the school's self-evaluation systems to enable them to play an active enough role in producing the school development plan and setting a strategic direction for the school.

Staff have been included in a variety of appropriate training and development opportunities. These include working in partnership with schools and other partners, including the wider community, the education service and the local authority.

Appropriate progress has been made in responding to the majority of recommendations from the last inspection, namely concerning progression and continuity in raising standards in Welsh, solving safety issues and ensuring that the school prospectus and the governing body's report to parents meet the requirements of the Welsh Government.

Partnership working: Good

The school works successfully with parents and carers to create effective partnerships. The school makes good use of the community and this contributes effectively to increasing pupils' understanding of their local area and their Welsh heritage.

There are good links with the nearby nursery that feeds the school and this facilitates children's smooth transition. Successful transfer arrangements also exist between the school and the local secondary school, which prepares older pupils well for the next stage in their education.

The school co-operates well with other schools in the cluster for training, sharing good practice and in order to standardise and moderate teachers' assessments.

The school has a good partnership with the local authority, which promotes the process of developing the school further.

Resource management: Good

The school has sufficient qualified staff to teach the curriculum appropriately. Assistants and teachers work together effectively to ensure appropriate support for pupils. Planning, preparation and assessment time is used effectively. During these sessions, the expertise of assistants and teachers is used to teach specific areas of the curriculum. Effective learning teams are used in key stage 2.

Investment in the building has ensured an environment of a high standard for the pupils. The school has sufficient good quality resources that are used effectively. The school meets the statutory requirements concerning teachers' workload.

The headteacher and governors monitor the budget appropriately in order to ensure a good supply of resources that respond to the school's needs.

Considering pupils' outcomes and careful monitoring of the budget, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2012, pupils' achievement was good in relation to attaining the expected level in Welsh language skills, mathematical and personal development (the Foundation Phase indicator) and better in comparison with average achievement levels nationally, locally and in the family. On the whole, boys performed better than girls in 2012. The achievement of pupils who are on outcome 6 is lower than the average performance of the family and nationally.

By the end of key stage 2, pupils' performance has varied during the last four years. Pupils' achievement in English, Welsh, mathematics and science in combination (the core subject indicator) has been lower than the average for the family of schools in four of the last five years.

In Welsh, the percentage of pupils who achieved level 4 or higher has, in general, been lower than the average for the family of schools in three of the last five years. Performance in reading and writing in Welsh has been lower than the average for the family in three of the last four years and there has been a downward trend since 2011. In English, the percentage of pupils who achieved level 4 has been higher than the family average in four of the last five years.

In 2012, the percentage of pupils who achieved level 4 or higher in Welsh or English, mathematics and science in combination placed the school among the lower 50% in comparison with similar schools in terms of entitlement to free school meals. In general, performance in English, Welsh, mathematics and science has varied from the bottom 25% to the top 25% in comparison with outcomes for similar schools during recent years.

In general, the percentage of pupils who achieved level 5 or higher has been uneven and frequently lower than the average for the family of schools and Wales during the last five years. There is no obvious pattern in the performance of boys and girls over time.

Appendix 2

Stakeholder satisfaction report

Pupils' responses

Fifty-six pupils completed the questionnaire. The response is very positive, and all agree with more than half the statements. Nearly all agree that the school deals well with any bullying and nearly all know to whom to speak if they are worried or anxious. Thirty-four per cent of pupils disagree that other children behave well and fourteen per cent disagree that nearly all children behave well at playtime and lunchtime. All agree that the school supports and assists them well, and teaches them how to stay healthy. All pupils say that they feel safe at school, and that they are doing well. In general, the response is more positive than the average across Wales.

Parents' responses

Responses were received from 27 parents. The answers are far more positive than the average across Wales. All agree that their children are safe at school and that their children like school. Nearly all of them are satisfied with the school in general and say that their children like school. Most of them say that the school gives good guidance and strong support to their children, and that staff have high expectations. Most parents believe that the school is well run and that their children are encouraged to be healthy and to take physical exercise. They also understand the school's system for dealing with complaints.

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Eleri Hurley	Team Inspector
Glenda Jones	Lay Inspector
Jano Owen	Peer Inspector
Simon Lewis	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.