

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Llanfair County Primary School  
The Herberts  
St Mary Church  
Cowbridge  
Vale of Glamorgan  
CF71 7LT**

**School Number: 6732127**

**Date of Inspection: 07 July 2008**

**by**

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Llanfair C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llanfair C.P. School took place between 07/07/08 and 08/07/08. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection.

## 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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

- 1 Llanfair Primary School provides education for pupils between 3 - 11 years of age. It serves the village of Llanfair and the surrounding area. It is administered by the Vale of Glamorgan Unitary Authority (UA). The accommodation consists of the main school building of relatively modern design with three separate demountable class areas and a dining hall. The school describes the overall nature of the intake as advantaged with a very few disadvantaged. Currently there are 102 full-time pupils on roll from reception onwards with 21 nursery children attending on a part-time basis, making 112.5 full-time equivalent (fte) pupils. English is the predominant home language of nearly all pupils apart from two percent whose predominant language is Welsh. No pupils receive support for English as an additional language (EAL). None of the pupils in the school speaks Welsh as a first language.
- 2 The annual intake covers the full ability range and many children enter the school with established skills. Around two per cent of pupils receive free school meals, which is well below the all-Wales national average of 19.7%. There are 15 pupils (12.5%) with some form of special educational need (SEN), including 10 on school action and five on school action plus. There are two pupils with a formal statement for SEN, with one requiring modification of the national curriculum (NC). There are no 'looked after' children within the school at present. No pupils have been excluded in the 12 months prior to inspection
- 3 There are six classes and seven full-time teachers, including the headteacher and no part-time teachers. There are three full-time and five part-time learning support assistants (LSAs), and two school administrative assistants, one full-time and one part time. The headteacher has been in post since the beginning of October 2006 following one year as acting headteacher and the deputy headteacher since the summer term 2007.
- 4 Improvements to the accommodation have been made since the previous inspection, in the summer 2002, including extending the school hall and establishment of a new dining hall for pupils. The school was awarded the Basic Skills Quality Mark for literacy and numeracy for the second time in 2007.

### **The school's priorities and targets**

- 5 The school's main aim is to provide all pupils with an education that develops their personality and talents to the full in preparation for further learning and adult life.
- 6 The school improvement plan (SIP) targets for 2007-2008 include developing: whole-school self-evaluation; pupil self-assessment; the role of subject leaders; communications technology (ICT) provision; English writing; handwriting; the Foundation Phase; under-fives' assessment and tracking; 'Healthy Schools', school council and 'Eco Schools'; pupils' thinking and questioning skills; investigative approach to learning; policy documents; maintain high standard of provision pupils' with SEN; provision for more able and talented pupils; and guided reading across the school.

## Summary

- 7 Llanfair Primary School is a very well led, friendly and inclusive community with high aspirations for its pupils. It has many good and outstanding features.
- 8 The inspection team agreed with five out of the seven judgements awarded by the school in its self-evaluation report. Where there are differences, the school had underestimated many outstanding features and the inspection team allocated a higher grade.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 10 Pupils, including those with SEN, achieve very good standards in knowledge, understanding and skills. They have positive attitudes to learning, succeed well regardless of their social, ethnic or linguistic backgrounds and reach agreed challenging targets set by the school. Overall, these attributes have an outstanding influence on the quality of pupils' learning.
- 11 When the 2007 core subject indicator (CSI) for key stage (KS) 1 (pupils attaining at least level two in mathematics, science and English) is compared with unitary authority (UA) and Welsh national figures it is well above. When compared with similar schools over the past three years, namely those with a free school meal entitlement of less than 8%, it is usually in the upper 25%.
- 12 When the 2007 CSI for KS2 (pupils attaining at least level four in all of mathematics, science and English) is compared with UA and national benchmarks, it is above the county and all-Wales figures. When compared with similar schools over the last three years is consistently in the upper 25%.
- 13 The performance of girls has been better than boys during the previous four years, but both boys and girls achieve above the national norm.

- 14 Standards in key skills are good with outstanding features. Pupils of all ages make good or better progress in the key skills of language and communication, numeracy and information and communications technology (ICT). There is outstanding progress in speaking and reading skills throughout the school and in the use of ICT in KS1 and KS2. Bilingual skills are good with both Welsh as a second language and English being used consistently during the school day. Pupils' creative skills are outstanding, particularly in art, design technology and dance in both KS1 and KS2.
- 15 Pupils, in relation to their varying abilities, including those with SEN, achieve very well, and make outstanding overall progress towards fulfilling their potential and moving on to the next stage of their learning. They have a very good understanding of the work they are doing and agree and reflect on individual targets with their teachers to improve their performance.
- 16 Pupils make outstanding progress in the development of their personal, social, and moral learning skills and wider development. The relationships and the respect shown by pupils towards adults and each other are very good on the whole. They are generally polite, courteous and considerate, have good attitudes to learning and behave very well.
- 17 They show very good respect for diversity and cultural traditions and are very aware of equal opportunities issues.
- 18 At 95%, the average rate of attendance for the three terms prior to the inspection is similar to that of the unitary authority (UA) and the national average. The school adheres properly to the appropriate Welsh Assembly Government (WAG) recommendations. Most pupils attend school regularly and arrive on time at the start of the school day, but holidays taken in term time adversely affect the overall attendance rate.

### **The quality of education and training**

- 19 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
45%	55%	0%	0%	0%

- 20 The percentage of lessons awarded grade 2 and above is an improvement on that in the previous inspection and is well above the WAG 2010 target outlined in 'Vision into Action' where 80% of teaching should be grade 2 or better in classes.
- 21 Overall, pupils are taught very well and equal opportunities are promoted consistently. Work is planned flexibly for the age and varied abilities of learners.
- 22 The best lessons observed include the following outstanding features:
- very effective planning and preparation, building on previous learning, providing a clear structure to lessons; and
  - teachers and support staff working as an effective team to provide very good quality assistance and help for pupils.
- 23 Good features of teaching include:
- secure subject knowledge delivered skilfully to pupils; and

- clear exposition of learning objectives and key skills to be used given at the beginning of lessons.
- 24 An occasional shortcoming is that very able and talented pupils are challenged insufficiently.
  - 25 Teachers throughout the school collaborate informally to share ideas and to improve aspects of their teaching, but there are limited formal arrangements to ensure that all teachers are aware of and learn from the outstanding practice which exists.
  - 26 Assessment procedures are outstanding and meet statutory requirements. Very effective systems to assess standards strengthen the accuracy of teacher's assessment very well across the key stages and contribute significantly to the good practice in transferring information to secondary schools.
  - 27 Pupils' awareness of their progress is very secure. They are well informed through careful marking of their work and discussion of targets set for them. Comprehensive records are kept of the progress of all pupils, including those with SEN. Reports to parents are good and presented in a positive way and indicate where pupils need to improve through the setting of individual targets.
  - 28 Overall, the school provides a flexible, relevant, broad and balanced curriculum that meets the needs and abilities of all pupils in outstanding ways. Very effective curricular planning makes good use of time and provides a clear structure and progression for pupils. The school caters in some measure for the needs of the more able and talented pupils through extension work, but the provision overall lacks sufficient challenge to expand their thinking and questioning skills even further.
  - 29 Basic and key skills are integrated adequately into the planning process in the schemes of work and weekly plans. Pupils' learning experiences are enriched by providing an outstanding range of after-school activities as well as lunchtime clubs. Homework is appropriate and for the most part well targeted.
  - 30 The provision to promote spiritual, personal, social and moral development is outstanding being underpinned by the caring, supportive ethos of the school. Collective worship contributes very well to pupils' spiritual and moral development through allowing time for listening, thinking, responding and reflecting on a range of spiritual and moral themes. There is very good provision for the *Cwricwlwm Cymreig* in the school which promotes bilingualism well.
  - 31 The personal and social education (PSE) is very well structured and contributes significantly to pupils' levels of emotional and general well-being.
  - 32 There are appropriate communications with parents including daily informal contact and written communication. There are good learning experiences which respond to the needs of employers and the wider community.
  - 33 There are outstanding procedures to monitor and support the progress, development and welfare of pupils including clear, well implemented and documented procedures for assuring pupils' health, safety and well-being. Good race relations are encouraged successfully through the overall supportive and caring nature of the school and through the school's effective policies for equal opportunities and racial equality. The school monitors attendance and punctuality very closely and takes positive action if there are concerns.

- 34 The quality of provision for pupils with SEN is good with outstanding features. Support procedures and programmes are managed very well.

### **Leadership and management**

- 35 The school's aims and shared values ensure an outstanding foundation for improvement and promotion of equality for all.
- 36 The headteacher gives outstanding leadership, has a clear strategy for improvement and motivates staff effectively to maintain very good standards and build on its many achievements. The school management team and curriculum co-ordinators carry out a wide range of leadership and management responsibilities in outstanding ways. The administration of daily routines and finances are efficient.
- 37 Outstanding procedures, linked to realistic and challenging targets set out in the current SIP, identify relevant individual and whole-school training and development needs of staff, improve standards steadily and the quality of provision very effectively. Targets are met and subject leaders track the standards being achieved in their subjects effectively by the thorough monitoring of pupils' work.
- 38 The governing body meets its responsibilities particularly well and helps set the school's strategic direction effectively through holding its leadership to account, as a critical friend, for the standards and quality it achieves.
- 39 There is a clear emphasis by the school in maintaining and improving standards. The school's first self-evaluation report provides a comprehensive review of the school's strengths and areas where improvements need to be made and informs the pending SIP to provide a focussed strategic direction with clear targets. It is effective as a tool to inform the pending SIP to ensure an increasingly coherent approach to school improvement, but this is at an early stage.
- 40 The views of many of those directly involved in providing education, such as subject co-ordinators, are taken into account thoroughly in the self-evaluation process. However, there are no formal arrangements to seek the views of parents, pupils and the community to inform the self-evaluation process.
- 41 Actions taken since the previous inspection have been very effective. All the key issues in the previous report have been addressed in outstanding ways and have resulted in measurable improvements.
- 42 The sufficiency of well qualified, experienced teachers and support staff committed to meet the needs of all pupils is outstanding and promotes high standards. They are deployed, managed and developed effectively.
- 43 Much work has been done in improving the internal and external accommodation in recent years and it is adequate to meet the needs of the curriculum. However, learners in the three demountables have to cross the yard to attend assemblies or activities in the main school hall and the under-five classes do not have covered areas to enable children to work and play outside during wet days. Pupils also have restricted access to the school library as it is placed in an occupied classroom in the main building.
- 44 The range and quality of learning resources to enhance teaching and learning are outstanding and economic, efficient and effective use is made of them. Overall, the school ensures very good value for money.

## Recommendations

In order to raise standards even further the school needs to:

- R1 \*provide more challenging work for able and talented pupils;
- R2 \*continue to develop and refine the self-evaluation process taking into consideration the views of parents, pupils and the community.
- R3 seek ways to share the outstanding teaching practice that exists in the school;  
and
- R4 work with the LA to improve the accommodation by providing better library access for learners and covered areas for under-five outdoor activities.

\*Aspects of these recommendations are included in this year's SIP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

- 45 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 46 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 47 Pupils, including those with SEN, achieve very good standards in knowledge, understanding and skills. They have positive attitudes to learning, succeed well regardless of their social, ethnic or linguistic backgrounds and reach agreed challenging targets set by the school. Overall, these attributes have an outstanding influence on the quality of pupils' learning.
- 48 When the 2007 CSI (pupils attaining at least level two in mathematics, science and English) for KS1 is compared with LEA and Welsh national figures it is well above. When compared with similar schools over the past three years, namely those with a free school meal entitlement of less than 8%, it is usually in the upper 25%.
- 49 When the 2007 CSI (pupils attaining at least level four in all of mathematics, science and English) for KS2 is compared with LEA and national benchmarks, it

is above the county and all Wales figures. When compared with similar schools over the last three years, is consistently in the upper 25%.

- 50 The performance of girls has been better than boys by around 11% in KS1 and 13% in KS2 during the previous four years, but both boys and girls achieve above the national norm. Various strategies have been employed to close the gap, but it remains closely in line with the national trend.
- 51 The upward trend of continuous improvement since the previous inspection and the manner in which most pupils, including the very few who enter at a low baseline, achieve well and acquire new knowledge and skills is outstanding.
- 52 Children under-five make outstanding progress in the key skills of speaking and listening. They speak readily and eagerly about their activities and listen intently to stories and to instructions. Their reading, writing, number and ICT skills develop well in all the areas of learning and personal and social skills are outstanding. Their bilingual skills are good overall with speaking and listening skills outstanding; many use incidental Welsh naturally and confidently beside English in areas such as mathematical development. Creative skills are good.
- 53 Standards in key skills in KS1 and KS2 are good with outstanding features. They are good in listening, writing and numeracy skills. In the key skills of speaking and reading across the curriculum they are outstanding with many pupils communicating proficiently with clear intonation and using higher order reading skills well. Skills in ICT are used very effectively by most pupils in outstanding ways, such as, when they research, present and share information. Bilingual skills are good with both Welsh as a second language and English being used consistently during the school day. Pupils' creative skills are outstanding, particularly in art, design technology and dance in both KS1 and KS2.
- 54 Pupils acquire new knowledge and skills in outstanding ways through using ICT and reference books effectively to research their work. Through investigation and discussion they develop ideas and increase their understanding very well.
- 55 Nearly all pupils in relation to their varying abilities, including those with SEN, achieve very well, and make good overall progress towards fulfilling their potential and moving on to the next stage of their learning. They have a good understanding of the work they are doing and agree and reflect on individual targets with their teachers to improve their performance.
- 56 Pupils make outstanding progress in the development of their personal, social and moral learning skills and wider development and relationships and the respect shown by pupils towards adults and each other are very good on the whole. They are generally friendly, polite, courteous and considerate, have good attitudes to learning and behave very well.
- 57 All pupils are very highly motivated, interested and enthusiastic about their work and want to share experiences. Nearly all sustain very good levels of concentration, make very good use of their time and persevere well with tasks. The foundations for good behaviour are laid very effectively in the under-fives. As a result, even the very youngest children know what is expected of them.
- 58 Pupils move sensibly in and around the school, work and play together very well and relationships with each other are very good. Older pupils are sensitive to the needs of their peers and the younger ones.

- 59 In discussion, pupils say they generally get on very well with each other. Bullying is rarely a problem and they are very aware of what to do should it occur. Pupils have a strong sense of right and wrong. They show very good respect for diversity of beliefs and cultural traditions and are very aware of equal opportunities issues.
- 60 At 95%, the average rate of attendance for the three terms prior to the inspection is similar to that of the LA and the national average. The school adheres properly to the appropriate WAG recommendations. Most pupils attend school regularly and arrive on time at the start of the school day, but holidays taken in term time adversely affect the overall attendance rate.
- 61 Overall, pupils, including children under five and those with SEN, develop outstanding independent, problem-solving and decision-making skills. Pupils share ideas and corroborate very well in pairs and groups when given assignments in lessons.
- 62 Pupils have a good understanding of the world of work and their place in the community through participation in a good range of projects and events as well as visits to appropriate places and working with visitors from the community.
- 63 Pupils throughout the school take their responsibilities very seriously and show great commitment to their roles, which prepares them well for active participation in the workplace and community.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 1: Good with outstanding features

64 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. A higher grade was awarded as all lessons were at least good with a significant number having outstanding features compared with the national picture.

65 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%

66 These figures compare very favourably with the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be grade 2 or above in 80% of lessons. The percentage of lessons awarded grade 1 is well above the 14% nationally. The percentage of lessons awarded grade 2 and above is above that in the previous inspection and is well above the WAG 2010 target for 80% of teaching to be grade 2 or better.

67 Overall, pupils are taught very well and equal opportunities are promoted consistently. Many pupils and their parents say that as a consequence of the often outstanding range of stimulating activities provided by teachers, pupils enjoy coming to school. Work is planned flexibly for the age and varied abilities of learners.

- 68 The best lessons observed include the following outstanding features:
- very secure subject knowledge delivered skilfully to pupils;
  - very effective planning and preparation, building on previous learning which provide a clear structure to lessons;
  - a wide and purposeful range of teaching and learning strategies which meet pupils' individual needs and maintain their interest;
  - interesting delivery and good pace with clear expectations to motivate pupils to do their best; and
  - Very effective monitoring and assessment of pupils' understanding and progress.
- 69 Good features of teaching include:
- teachers and support staff working as an effective team to provide very good quality assistance and help for pupils;
  - conducive relationships which enthuse pupils to generate a range of ideas and be involved actively in their learning;
  - clear exposition of learning objectives and key skills to be used given at the beginning of lessons;
  - consistent use of positive praise;
  - challenging work set appropriately across the ability range with opportunities for pupils to work independently and co-operatively; and
  - use of a range of resources that motivate and engage pupils.
- 70 Occasional shortcomings include:
- inconsistencies in strategies to ensure that all pupils listen carefully; and
  - very able and talented pupils challenged insufficiently.
- 71 Staff in the under-fives have a very secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan experiences of good quality within them, including the use of the outdoor environment. Adult interaction is extremely effective in developing children's language skills and promoting their confidence to take part in a range of activities.
- 72 Teachers throughout the school provide a stimulating environment for learning and in the majority of lessons their very good use of questioning in oral work ensures that pupils understand learning tasks well and maintain standards.
- 73 Teachers collaborate informally to share ideas and to improve aspects of their teaching, but there are limited formal arrangements to ensure that all teachers are aware of and learn from the outstanding practice which exists.
- 74 Arrangements for teaching and organising pupils with SEN are highly effective and inclusive to ensure they follow the requirements of the NC fully. Teachers provide exceptional support and make sure pupils play a full part in their learning. Very good support and challenge is given by LSAs to all pupils, including those with SEN, which has a clear and positive effect upon their progress and the standards they achieve.

- 75 Bilingualism is promoted well to meet pupils' needs throughout the school and Welsh is used incidentally in all classes in registration and when greeting visitors and praising good work. A good start is made to introduce the language to children in the under-fives where good practice is evident in oral incidental Welsh and in reading.
- 76 Assessment procedures are outstanding, being very well managed and rigorous to meet statutory requirements. There is a well established system for assessing pupils' achievements and progress from the time they enter school. Nursery and reception baseline assessments are supplemented by other assessments across areas of learning and daily written observations. There is a very effective transfer of information system between classes and key stages.
- 77 Secure assessment procedures inform curricular planning and analyse the performance of boys and girls, different teaching groups, year-on-year trends and performance in subjects clearly. The school uses a range of very effective systems to assess standards in English, mathematics and science and there are adequate arrangements for the foundation subjects and religious education. In order to support consistency in assessment, teachers refer to very accessible portfolios with examples of pupils' work, which indicate accurately the levels they can achieve in each year group. The thoroughness of this moderation of work is outstanding and staff have been involved with other schools in its cluster to ensure overall reliability. These arrangements, based on standardisation and moderation, strengthen the accuracy of teacher's assessment very well at KS2 and KS3 and contribute significantly to the good practice in transferring information to subsequent secondary schools.
- 78 The assessment co-ordinators liaise effectively with subject co-ordinators and all staff. Short-term planning encourages staff to be self-evaluative and tasks are analysed effectively to influence future planning and changes made where necessary. The effective school tracking system determines clearly where pupils are in their learning, sets targets to raise their individual achievements and measures any value added.
- 79 Pupils' awareness of how well they are doing is very secure. Clear targets are set for children in the nursery and reception. KS1 and KS2 pupils are involved consistently and effectively in planning and setting their own targets. Learners are very well informed of their progress through careful marking of their work and discussion of targets that have been set for them. This raises their awareness of where to improve very effectively and be critical in a constructive manner about their own work, especially in KS2.
- 80 Useful records of pupils' progress containing evidence of attainment and achievement in all areas of the curriculum are maintained in individual files. The detailed records of children in the nursery and reception are an outstanding feature of good practice.
- 81 Comprehensive records are kept of the progress of pupils with SEN and targets clearly noted in individual education plans (IEPs). These pupils strive hard to reach targets within a specified time. Their records contain useful information about their progress, which are used very effectively to plan further progress.

- 82 Reports to parents are good and presented in a positive way and indicate where pupils need to improve through the setting of individual targets. The school monitors the effectiveness of reports via questionnaires to parents.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 1: Good with outstanding features**

- 83 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 84 Overall, the school provides a flexible, relevant, broad and balanced curriculum that meets the needs and abilities of all pupils in a number of outstanding ways. It is full of creative experiences that motivate and interest them to achieve to a very high standard and is accessible equally to all, including pupils with SEN. The school caters adequately, in some measure, for the needs of the more able and talented pupils through extension work, but the provision overall lacks sufficient challenge to expand their thinking and questioning skills even further.
- 85 Very effective curricular planning makes good use of time and provides a clear structure and progression for pupils which builds systematically on their existing knowledge, understanding and skills. Particularly good attention is paid to stimulating their aspirations by providing a wide range of experiences, activities and visits. The curricular policies and schemes of work are reviewed over a two-year cycle to cater effectively for mixed-age classes.
- 86 Basic and key skills are integrated adequately into the planning process in the schemes of work and weekly plans, showing which are being developed. A good feature is where pupils are encouraged to identify which key skills they will apply in lessons and evaluate during the plenary how effectively they have done so.
- 87 The PSE curriculum meets recommended national requirements very well and contributes significantly to the quality of support and guidance offered to pupils, including sex education. Its positive effect on pupils' learning and attitudes is outstanding. A wide range of activities contributes substantially to improving their levels of achievement. The School Council is a very effective forum for the development of pupils' personal and social skills and provides an outstanding opportunity for pupils to work together. It is exceptionally well chaired and councillors take their responsibilities seriously and feel they have and can make a real difference to their school. They have a clear agenda for future developments and believe the headteacher listens carefully to them and is prepared to act upon their recommendations.
- 88 Pupils' learning experiences are enriched by the provision of an outstanding range of after-school activities as well as lunchtime clubs. In addition to the school curriculum, Year (Y) 5 and Y6 pupils receive a good foundation in French in preparation for the comprehensive school. Extensive use is made of the local environment, educational visits and visitors to the school to provide rich and exciting learning experiences to support learning very effectively. Homework is appropriate and for the most part well targeted.

- 89 The provision to promote spiritual, personal, social, moral and cultural development is outstanding being underpinned by the caring, supportive ethos of the school. Collective worship meets statutory requirements. It contributes very well to pupils' spiritual and moral development through allowing time for listening, thinking, responding and reflecting on a range of spiritual and moral themes, such as education in a school in an African village. Pupils are very mindful of the needs of others less fortunate than themselves and often raise money to support various charities. Pupils experience and value the beliefs and lifestyles of other cultures very effectively through aspects of the curriculum, but also through, for example, valuable links with the international school at Atlantic College and visits to a mosque and synagogue.
- 90 There are appropriate communications with parents and a home-school agreement is now in place. The annual report to parents by the governing body meets statutory requirements. Daily informal contact and written communication with parents are good. Newsletters every half-term provide useful information about the life and work of the school. There are good learning experiences which respond to the needs of employers and the wider community. Strong links with people in the local community provide additional curricular support for music and local history.
- 91 The school provides good work-related education for pupils. Teachers address the vocational aspect of the PSE programme and use the locality well to support this area of the curriculum. For example, visits to a range of relevant commercial and retail sites, such as a farm and a supermarket enhance pupils' understanding of the world of work successfully and give them an insight into the range of jobs and professions open to them. Useful links with the business community has provided information technology equipment and sports shirts for the school.
- 92 There is good provision for the *Cwricwlwm Cymreig* which permeates many aspects of the school's life and work. Pupils learn about Welsh traditions and develop their awareness of Welsh identity and culture effectively through subjects such as geography, art and religious education. This includes studying books written by Welsh authors in English, listening to music by Welsh composers, visiting a wide range of places depicting Welsh life and learning Welsh folk dances. The school promotes bilingualism well and pupils use incidental Welsh independently during lessons and playtimes with their peers and with visitors to the school.
- 93 The school's equal opportunities statement, present in all policies, tackles social disadvantage and challenges stereotyping very effectively. Its evident implementation in all aspects of the school life and work is outstanding and ensures equality of access and achievement by all. A notable feature is the successful and inclusive manner in which the school receives pupils who have been referred from difficult situations elsewhere into its community.
- 94 Pupils are increasing their understanding and appreciation of sustainable development well and the recently formed Eco-Committee is working towards the Bronze award. The school is involved with paper recycling and pupils are encouraged to adopt healthy lifestyles. They are well aware of the problems associated with waste and landfill through close links with the local council's

waste management service. The school is creating its own well thought out sensory and vegetable gardens.

- 95 There is a wide variety of experiences which develop pupils' entrepreneurial skills effectively. For example, pupils help to organise fund-raising events such as 'Jump Rope for Heart', 'Children in Need', 'Comic Relief' and support the PTA events by running their own stalls. The School Council is effective in making decisions on behalf of its peers and has begun to manage its own budget, run a healthy tuck shop and purchase equipment for 'Wet Play' for the school. The design technology club has its own budget, and pupils make, price and sell items such as badges, bookmarks, pencil tops and friendship bracelets. They collect and count takings and make decisions about what materials they will buy with their funds in preparation for making new items.
- 96 Elements of lifelong learning for pupils, staff, parents and governors are promoted very successfully, including promoting healthy eating and lifestyle. Through developments in the use of strategies for assessment for learning, pupils are involved regularly in improving their own learning and setting targets for improvement for themselves. Elections for the School Council, house captains and Eco-Committee are held each year and School Council members canvass opinions regularly amongst their peer groups to take back to meetings before decisions are made. The school is making outstanding efforts to develop Education for Sustainable Development and Global Citizenship (ESDGC) through forging effective links with a school in the Central African Republic. This has resulted in an increasing focus on using and selling fair-trade products and the pupils are very well aware of the issues involved.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 1: Good with outstanding features</b>
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- 97 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 98 The headteacher and staff place a very high priority on the pastoral care and guidance of all learners. They have developed outstanding procedures to monitor and support their progress, development and welfare which are very effective. Discussions with pupils indicate they feel valued and respected. The school liaises with outside agencies effectively and draws on external support when required.
- 99 Staff on the whole have good relationships with parents. The quality of information given to them about ongoing activities, pupils' achievements and the curriculum is good. Relationships are strengthened through a range of activities organised by the parent teacher association (PTA) and in the school which are well supported. The interest shown by parents in their children's progress, including ensuring they complete any homework given has a positive effect on their overall achievements.
- 100 Parents are involved very appropriately in the induction process which has good with outstanding features to help new pupils settle in quickly when they enter school, move to a new class or transfer to the secondary school. Children

attending the nursery and reception classes, together with their parents and carers have good opportunities to get to know staff and procedures before they start school. Pupils who join the school at other times settle very quickly, make friends easily and soon become part of the school community. Disruption is kept to a minimum and pupils feel safe and secure.

- 101 The quality of personal support and guidance provided by the headteacher and staff is outstanding. A very well-structured and effective PSE programme, including health education, promotes positively levels of emotional and general well-being. The programme takes very good account of the PSE framework and makes effective use of specialist services. Pupils work and play in a happy, supportive environment where they are secure and valued. They readily turn to adults for help and support and are listened to and treated with respect and kindness.
- 102 The school monitors attendance and punctuality closely and takes positive action if there are concerns. Attendance figures are good. The school complies with the attendance requirements of the WAG Circular 3/99, 'Pupil Support and Social Inclusion'.
- 103 A notable feature is the clear, well-documented procedures for assuring pupils' health, safety and well-being, which are implemented carefully by staff and the governing body. Awareness of health and safety is promoted very effectively.
- 104 The school has a particularly effective policy and very clear procedures in place for child protection. It works in very good partnership with other responsible agencies to secure pupils' welfare. All staff receive appropriate training and know who has designated responsibility.
- 105 The quality of provision for pupils with SEN is good with outstanding features. This includes the very effective early system to identify pupils who need support which is thorough, on-going and constantly reviewed. Support procedures and programmes are managed very well and the recently updated policy conforms fully to the requirements of the Code of Practice.
- 106 All pupils with special educational needs have well-focused, IEPs that include clear details of targets and strategies to be followed. The arrangements for their regular and annual review are managed systematically and very thoroughly and parents or carers are invited to contribute and be involved actively in supporting their children.
- 107 The SENCo works very closely and efficiently with teachers in order to provide an effective and inclusive learning structure for pupils. The contribution of teaching assistants is significant in promoting the progress of pupils with SEN and helping to ensure that they gain full access to the curriculum and are effectively integrated into the life of the school.
- 108 The careful way in which the needs of pupils with SEN are addressed with minimum distraction from their daily lessons and the effective provision made for carefully chosen withdrawal groups to target basic literacy skills effectively is outstanding.
- 109 The outstanding support for the very few learners whose behaviour impedes their progress and others is both sensitive and very effective, with minimum disruption to lessons. Many staff have received behaviour management training.

- 110 An outstanding feature which is proving very effective is the use of a provision mapping system which is a clear on-going record of the progress of pupils with SEN and facilitates a graduated response to their educational needs.
- 111 The provision for equal opportunities for pupils is outstanding and ensures all have equal access to the curriculum. Social inclusion permeates the life and work of the school taking account appropriately of pupils' social, educational, ethnic or linguistic background.
- 112 The headteacher, teaching and support staff recognise, respect and celebrate the diversity of pupils' backgrounds particularly well and ensure that all pupils are valued equally and as individuals. The school has a range of artefacts and resources to promote an appreciation of different cultures and plans to create links with a school with a rich multi-cultural element.
- 113 Stereotypical views are challenged and gender equality promoted in outstanding ways and make sure boys and girls participate equally in all aspects of the curriculum and other facilities in the school.
- 114 Good race relations are encouraged successfully through the overall supportive and caring nature of the school, through aspects of the PSE programme and through the school's very effective policies for equal opportunities and racial equality.
- 115 The school takes all reasonable steps to ensure the equal treatment of disabled pupils and the governing body has produced a Disability Equality Scheme and accessibility action plan to show clearly how the school plans to make improvements to physical access, for example, to one of the demountable classrooms
- 116 The measures taken to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment, are highly effective and in discussion pupils confirm that such incidents are virtually unknown at the school. Pupils recognise and respect diversity clearly and the school functions well as a harmonious and happy community where they are all valued equally.

## **Leadership and management**

### **Key Question 5: How effective are leadership and strategic management?**

#### **Grade 1: Good with outstanding features**

- 117 The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report. The inspection team awarded Grade 1 as they judged the outstanding leadership to be a key factor in ensuring the high overall standards achieved by pupils.
- 118 The school's aims and shared values ensure an outstanding foundation for improvement and promotion of equality for all which are reflected very well in its life and work.
- 119 The headteacher gives outstanding leadership, has a clear strategy for improvement and motivates staff effectively to maintain very good standards and build on its many achievements. The newly appointed deputy headteacher is developing her role well in several ways including responsibility for assessment,

improving provision and standards in information technology and promoting the Healthy and Eco-Schools' initiatives. The administration of daily routines and finances are efficient.

- 120 The school management team and curriculum co-ordinators carry out a wide range of leadership and management responsibilities in outstanding ways. The clear and methodical manner in which they organise and present their policies, schemes of work and in particular moderate standards of pupils' work in their subject areas, are a major contribution to maintaining and improving standards effectively. They ensure all pupils, regardless of background, are included fully in all aspects of the school's life and work.
- 121 There are outstanding arrangements that take account of WAG priorities and local partnerships and consortia agreements thoroughly. For example, areas such as health education, basic key skills, transitions priorities, sustainable development, global citizenship initiatives and appropriate involvement with the local school cluster are developing very well.
- 122 The leadership has taking appropriate action to prepare and resource the forthcoming Foundation Phase for nursery children, but present financial constraints limit providing a suitable covered area for outside activities.
- 123 Outstanding procedures, linked to realistic and challenging targets set out in the current SIP, identify relevant individual and whole-school training and development needs of staff, improve standards steadily and the quality of provision very effectively. Targets are met consistently and subject leaders track the standards being achieved in their subjects effectively by monitoring pupils' work meticulously.
- 124 The governing body is involved closely in the life of the school and meets its responsibilities particularly well. It helps set the school's strategic direction effectively through holding its leadership to account, as a critical friend, for the standards and quality it achieves.
- 125 Governors are astute, knowledgeable of school affairs, and take effective decisions. They evaluate the quality of the school's work through overseeing effective performance management arrangements.
- 126 Governors have ensured statutory requirements are met. Their prudent monitoring of the quality of provision to match the needs of the school is a notable feature and has been effective in gradually reducing a deficit in the school budget.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 2: Good features and no important shortcomings</b>
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- 127 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 128 There is a clear emphasis by the school in maintaining and improving standards. Leaders have a secure knowledge of the school and are well informed about the areas for which they are responsible. This is evident in the school's first self-

evaluation report which provides a comprehensive review, based on first hand evidence, of the school's strengths and areas where improvements need to be made. It ensures every possible aspect is considered, but is on occasions overly descriptive. It is effective as a tool to inform the pending SIP to ensure an increasingly coherent approach to school improvement, but this is at an early stage.

- 129 The views of many of those directly involved in providing education are taken into account thoroughly in the self-evaluation process. However, there are no formal arrangements to seek the views of parents, pupils and the community to inform the self-evaluation process. Although overall parents expressed satisfaction with the school in the pre-inspection parents' questionnaires, a very few wrote to the inspection team about a range of individual concerns. The school is aware of the issues raised and is following correct procedures.
- 130 Subject co-ordinators have high expectations and a good feature is that they are all involved systematically in the process of school review based on first-hand evidence, including their subject areas and the development and monitoring of whole-school priorities. Thorough analysis is made of a range of data, including baseline assessments in nursery and reception classes and assessments to track pupils' progress through the key stages. This continues to develop well and enables the school to identify more accurately those areas in the curriculum in which learners need to improve.
- 131 This year's comprehensive SIP contains details of the priorities and targets for this school year and beyond, together with appropriately time-related and measurable criteria. It provides focussed strategic direction with clear targets prioritised.
- 132 The governors oversee self-evaluation appropriately through regular meetings with the headteacher and staff and through every-day involvement with the school. They work together effectively to ensure priorities in the SIP are supported through adequate allocation of resources.
- 133 Actions taken since the previous inspection have been very effective and resulted in measurable improvements. All the key issues in the previous report have been addressed in outstanding ways, including the quality and organisation of the curriculum with particular reference to the *Cwricwlwm Cymreig*, developing the role of the curriculum leaders, adopting a more integrated approach to development planning, meeting statutory requirements, re-evaluating lunchtime arrangements and extending the school hall.
- 134 The inspection team agreed with five of the judgements made by the school in its self-evaluation report. Where it disagreed in Key Questions 2 and 5 it was due to the school underestimating its effectiveness. The teaching had outstanding features in almost half of lessons seen and leadership and management were found to have many outstanding features particularly in the consistent effectiveness of all those with leadership responsibilities. This confirms that the school's own self-evaluation is based on secure evidence and in many respects, sound judgement.

## Key Question 7: How efficient are leaders and managers in using resources?

<b>Grade 1: Good with outstanding features</b>
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- 135 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 136 The favourable pupil to adult ratio and the sufficiency of well qualified experienced teachers and support staff committed to meet the needs of all pupils are outstanding and promote the high standards achieved effectively. Clerical support for the headteacher and governors is efficient. There is good supervision at meal times, the school caretaker takes pride in his work and the school is well maintained and clean. A wide range of training opportunities and visits ensure that individual teachers' needs and school priorities are met fully.
- 137 Teachers review their professional development and set future targets effectively through the school's performance management programme. They update their teaching skills and knowledge regularly by attending external in-service training courses and sharing expertise both formally and informally within the school. Training is appropriately linked to the school's SDP. Induction of new staff is provided appropriately by an experienced member of staff. The school has an initial teacher training partnership with the local university which has mutual benefits for both teachers and students through the mutual sharing of new ideas and good practice.
- 138 Much work has been done in improving the internal and external accommodation in recent years and it is adequate to meet the needs of the curriculum. Internally, the school has extended the main school hall to accommodate pupils as well as the community. Very effective use of space in the nursery and reception areas creates an environment which allows children to develop their learning to the full. However, learners in the three demountables have to cross the yard to attend assemblies or activities in the main school hall and the under-five classes do not have covered areas to enable children to work and play outside during wet days. Pupils also have restricted access to the school library as it is placed in an occupied classroom in the main building.
- 139 Imaginative use is made of the classrooms, hall and work areas. Stimulating displays of pupils' work celebrate their achievements and create an effective learning environment. Play areas, in particular those designated for the under fives, are vibrant, creative and conducive to promoting good practices.
- 140 The range and quality of learning resources match the demands of pupils' learning experiences and are linked very well to school priorities. The efficient and effective use is made of them to enhance teaching and learning is often outstanding. Particularly good use is made of ICT equipment and the surrounding environment. Co-ordinators monitor and audit resources annually in their areas of responsibilities to ensure that they continue to be appropriate and are in sufficient quantity to meet the needs of all learners. Children in the nursery and reception benefit well from their use of large play equipment.
- 141 Teaching, training and support staff are deployed, managed and developed effectively on the whole. Arrangements for providing teachers with statutory planning preparation and assessment (PPA) time are effective and there are

flexible arrangements to deploy staff according to need and expediency.  
Governors have instigated a suitable framework for workforce remodelling.

142 Overall, taking into consideration the often outstanding education and curricular opportunities provided for pupils, including those with SEN, the school ensures very good value for money.

### **School's response to the inspection**

The headteacher, staff and governors of Llanfair County Primary School welcome the report's findings following the inspection in July 2008 and are delighted that the inspection team acknowledges the many strengths and outstanding features of our school.

It is pleasing to note that actions taken since the last inspection have been very effective, that all key issues have been addressed in outstanding ways and resulted in measurable improvements and that there is an upward trend of continuous improvement.

The report celebrates the fact that learning experiences are good with outstanding features. The curriculum is inclusive, meeting the needs and abilities of individual pupils and is full of creative experiences that interest and motivate pupils to achieve very high standards. It also recognises that the standards of achievement at each key stage are consistently well above both the UA and national averages.

We are particularly pleased that the inspection report highlights the very high priority we place on the pastoral care and guidance of our learners, the very effective procedures in place for monitoring and supporting their progress, development and welfare and that our pupils feel valued and respected. Pupils work and play together very well and relationships with each other are very good.

We are delighted that the standard of teaching was good in every observation with outstanding features in many lessons. Assessment procedures have also been recognised as outstanding, with effective systems tracking pupil progress from nursery used to target progress for individuals and groups throughout school.

It is gratifying that the inspection team applauds the headteacher's leadership and vision for the school and the outstanding contributions made by senior managers and curriculum leaders.

The governing body is applauded for its close and effective involvement in the daily life of the school and for its part in the strategic decision-making process. Astute, knowledgeable governors hold the leadership to account and ensure that important statutory requirements are met.

In order to build upon and develop the good practice which already exists at Llanfair, the school will produce an action plan to address the recommendations in the report. A copy of this will be issued to all parents and progress made will be published in the governors' Annual Report to Parents.

Finally, we are keen to acknowledge the professional, courteous, supportive and thorough manner of the work undertaken by the inspection team during the whole process of this inspection. Their findings have echoed our own understanding of Llanfair School and will support our continued efforts to build on its many achievements.

## Appendix 1

### Basic information about the school

Name of school	Llanfair C.P. School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Llanfair County Primary School The Herberts St Mary Church Cowbridge The Vale Of Glamorgan
Postcode	CF71 7LT
Telephone number	01446 772245

Headteacher	Mrs Diane Normansell
Date of appointment	October 2006
Chair of governors/ Appropriate authority	Mr James Teague
Registered inspector	Mr Phillip Edwards
Dates of inspection	7 – 8 July 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10.5	17	17	7	14	17	14	16	112.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20.4
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	94.3	93.5	95.7
Autumn 2007	100	91	96
Spring 2008	92.7	94.3	94.7

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	1

### Appendix 3

#### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		12		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	67	33
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	0	75	25
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	8	67	25
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	8	42	50
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	67	33
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	42	58
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.1%

#### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6:		15					
Percentage of pupils at each level										
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	47	47
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	27	73
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	33	67
		National	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93.33%	In Wales	74.1%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

- A team of three inspectors, who were present at the school for 5 inspector days, carried out the inspection. They were accompanied by a peer assessor for two days.
- Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.
- Parents completed 55 questionnaires. These were analysed carefully and 87% of the responses were positive.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Inspectors observed 20 lessons or sessions in total.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading, across the age range.
- Discussions were held with pupils, including the School Council, about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the headteacher, staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, summary, recommendations and appendices Key Questions 1, 2, 4, 5 and 6
Mr Enir Morgan Team Inspector	Key Question 7 Contributions to Key Questions 2, 3 and 4
Mrs Elizabeth Halls Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Diane Normansell Headteacher/ Nominee	Contribution to team meetings Preparation of the school's response to the report
Sarah Rudall Peer Assessor	Contribution to team meetings

### **Acknowledgement**

***The inspection team would like to thank the governors, headteacher, staff, pupils and parents of Llanfair County Primary School for their co-operation, hospitality and courtesy throughout the inspection.***

### **Contractor**

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