

## **Re-inspection**

**of**

**Llanelwedd CIW Primary School  
Llanelwedd  
Builth Wells  
Powys  
LD2 3TY**

**March 2009**

Llanelwedd Church in Wales Primary School was inspected in September 2007 and judged to be in need of special measures. As part of the Welsh Assembly Government's requirements for schools in need of special measures, Estyn has undertaken regular monitoring inspections, which have focused on the key issues and recommendations identified in the inspection report of December 2007 and in subsequent monitoring visits.

### **Outcome of the inspection on 18-19 March, 2009**

Llanelwedd Church in Wales Primary School is judged to have made good progress in relation to the recommendations following the Section 28 inspection in September, 2007. As a result of this progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from special measures.

## Progress since the last inspection

- There has been good improvement in all the subjects that were judged to have shortcomings in important areas in the inspection of September 2007. Currently, standards in design and technology, history and geography have good features with no important shortcomings. Standards in art across the school are now good with outstanding features.
- There has been an improvement in the attainment of pupils at the end of the key stage 1 and key stage 2. At the end of key stage 2, teacher assessments of pupils in 2008 indicate that 81.8% of pupils (a cohort of 11 pupils) achieved the expected level in English and mathematics and science. This is significantly better than the all-Wales average. In addition, the number of pupils that achieved the higher level 5 has improved and is now 27% in English, 45% in mathematics and 54% in science. However, no pupils achieved level 5 in writing in 2008.
- There has been good improvement in pupils' standards in key skills. Most pupils speak confidently and express themselves clearly in a wide variety of contexts. Listening skills are less well developed. Standards in writing across the curriculum have continued to improve and now have good features that outweigh shortcomings. In addition, most pupils use their numeracy, problem solving and ICT skills well.
- Most pupils are developing the wider key skills of independent learning and thinking across the curriculum well. There are, however, a few younger pupils who continue to need considerable guidance and support to achieve well. Older pupils stay on-task well and persevere in their learning, achieving appropriate outcomes. Most pupils plan activities, develop their ideas and reflect on their learning well in some subjects. The effective use of talking partners in all classes helps pupils to improve their thinking skills.
- The school has taken a very positive approach to developing bilingualism. As a result all teachers use some incidental Welsh throughout the day. This is beginning to have a positive impact in the school, although most pupils are not yet sufficiently confident to use their Welsh, unless encouraged to do so by an adult.
- There is good progress in relation to lesson planning and assessment. Lesson plans are now generally good and identify learning objectives and key skills. Teachers effectively track the progress of pupils using a range of information. This allows them to identify pupils who are not making satisfactory progress and who require extra support, particularly in English and mathematics. However, the day-to-day assessment of pupils' progress is often not specific enough to help them improve their work.
- The school has developed detailed schemes of work in all subjects but these are not yet in line with the revised national curriculum subject orders for 2008.
- Following the Section 28 inspection in September 2007, the local authority appointed an acting headteacher. The school has gained significantly from the very effective leadership and management provided by the new headteacher and

the school is now well led. The headteacher has a clear vision for the school and has significantly improved standards and quality. Weekly staff meetings and a range of professional development opportunities are helping staff to address important aspects of school development.

- Governors are now actively involved in the school's work with an appropriate programme of governor committee meetings being introduced. The headteacher regularly reports to governors on the progress the school is making. This keeps governors well informed.
- In the inspection of September 2007, self-evaluation was judged to have many important shortcomings. There has been significant progress in self-evaluation and it is now good. The headteacher monitors each teacher on a termly basis with the outcomes used to make judgements about the standards that pupils achieve and the quality of teaching. All teachers have scrutinised pupils' work throughout the school in several subjects. As a result, they have produced reports on pupils' standards of achievement and have suggested areas for further improvement. In addition, a few governors are actively involved in the process of school self-evaluation.
- All staff have been involved in a programme of school and cluster-based curriculum meetings, based on standardisation and moderation, to strengthen teacher assessment. As a result, portfolios of pupils' work have been produced in English, mathematics, art, design and technology, history and geography. These show a range of pupils' work and effectively support the moderation process.
- The school now complies with statutory guidelines and policies.

### **Recommendations for improvement**

In order to maintain and improve on this progress, the school should:

- improve the standards of pupils' writing;
- improve the listening skills of pupils in all year groups but particularly in key stage 1;
- raise standards of bilingualism;
- develop schemes of work for all subjects in line with the revised national curriculum subject orders for 2008;
- continue to develop self-evaluation processes, particularly the direct observations necessary to inform on standards and quality throughout the school; and
- maintain close working arrangements with the local authority.