



A report on

**Llangewydd Junior School
Llangewydd Road
Bridgend
CF31 4JT**

Date of inspection: July 2013

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 11/09/2013

Context

Llangewydd Junior School is about a mile from the town of Bridgend, at the heart of a large residential area. It serves a mixed catchment area, with a range of privately owned and rented homes. There are currently 280 pupils on roll. Nearly all the pupils receive their early education at the nearby infant school. Pupils transfer to the junior school in the September following their seventh birthday.

Around 25% of the pupils receive free school meals which is similar to the average for the local authority and Wales. Nearly all pupils come from homes where English is the main language. Very few come from ethnic minority groups.

At present 32% of the pupils are on the school's additional learning needs register. This proportion is similar to the average for primary schools in the local authority area. There are no pupils with a statement of special educational needs.

The headteacher was appointed in 1997. The school was last inspected in April 2007.

The individual school budget per pupil for Llangewydd Junior School in 2012-2013 is £3,133. The maximum per pupil in primary schools in Bridgend is £5,467 and the minimum is £2,823. Llangewydd Junior School is 35th out of the 50 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- its performance is consistently higher than that in similar schools;
- a high percentage of the pupils attain beyond the expected level;
- all pupils achieve and make good progress in their lessons and over time and a minority make very good progress;
- most pupils throughout the school develop well as independent learners; they build upon prior knowledge effectively and readily adapt their understanding and skills to new situations;
- the quality of teaching across the school is consistently good or better and has a positive impact on standards, especially on improving pupils' literacy, numeracy, information and communication technology skills (ICT) and other wider skills;
- there is a caring, inclusive and happy ethos, which ensures that the child's voice has a prominent place in all of the schools work and life; and
- it provides a wide range of challenging and interesting learning experiences for pupils of all abilities.

Prospects for improvement

The school's prospects for improvement are excellent because:

- it has a very clear vision and an established culture that strives for improvement;
- the strong and very effective leadership of the headteacher, senior management team and governors provides outstanding opportunities for each individual to develop and flourish;
- the school reflects carefully on its practices, is receptive to new ideas and consistently seeks new and innovative ways to improve its provision;
- the school's self-evaluation arrangements are exemplary and cover all aspects of the school's work; and
- information from self-evaluation is used very effectively to develop and prioritise improvement plans with a clear focus on improving pupil outcomes.

Recommendations

- R1 Ensure that more pupils achieve the higher levels in the end of key stage 2 assessments
- R2 Close the gap between the performance of boys and girls
- R3 Improve standards of writing in Welsh

What happens next?

Excellent Practice

'The school will draw up an action plan which shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.'

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All pupils make good progress during their time in the school and a minority make very good progress. Most are very confident and knowledgeable when recalling and discussing their previous work. They use their key skills and thinking skills very imaginatively and creatively across several subjects, for example in design technology.

Nearly all pupils have good speaking and listening skills. They develop a good range of vocabulary, which they use effectively to communicate their ideas and opinions. They show high levels of confidence in using these skills.

Most pupils read with fluency and clear expression. They enjoy reading fiction and factual books appropriate to their age and ability. They use their literacy skills purposefully and effectively in their work across the curriculum. More able pupils are developing good higher-order reading skills. They can skim and scan texts quickly to extract relevant information.

Most pupils write for a wide range of purposes and audiences. Many have a good grasp of punctuation and spelling patterns appropriate to their age of development. They use their writing skills well when writing stories or when recording factual information from a variety of sources. There are good examples of extended writing by many pupils in a range of subjects. Presentation and handwriting are often of a high standard.

Standards in ICT are outstanding across the school and are an obvious strength. Pupils apply their skills to a very high standard across a range of subjects. Their technical understanding of the hardware used for school broadcasts and animation work are good examples of pupils' knowledge, understanding and skills in the subject.

Pupils with additional learning needs achieve very well against personal targets and make very good progress relative to their ability. Nearly all pupils who follow additional reading and spelling programmes make good progress within a short space of time.

The continuity and progress of most pupils in Welsh are good. As they move through the school, many are developing confidence to use their oral skills in everyday situations. Many can read simple Welsh text with appropriate pronunciation and understand what they read. Many write simple sentences accurately with appropriate use of grammar and punctuation. More able pupils write extended pieces of writing to a good standard. However, standards in writing do not match the standards in reading and oracy.

In key stage 2 in 2012, the percentage of pupils who achieved the expected level (level 4) or better in English, mathematics and science in combination (the core subject indicator) and as separate subjects was above average for the family of similar schools and for primary schools in Wales. Performance in the core subject indicator and in English has improved consistently over the last four years but performance in mathematics and science has been more variable.

Overall, performance at the higher level (level 5) has been consistently better than the averages for the family of similar schools and primary schools in Wales. Girls generally perform better than boys in all areas.

In 2012, in comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance at the expected level 4 or better placed it in the top 50% of similar schools in terms of the core subject indicator, English and mathematics. However, it is in the lower 50% of schools in science.

Wellbeing: Excellent

Pupils feel proud to be members of Llangewydd School and thrive during their time there. The significant development of their wellbeing is a real strength of the school. Nearly all pupils feel safe and happy in school and are very confident to approach any member of staff if they have any worries or concerns. All pupils play a full and active part in school life. This helps to develop a strong sense of inclusion and belonging that is very evident in the school.

Nearly all pupils have a clear understanding of the importance of healthy eating and the need to take regular physical exercise.

Behaviour by all pupils is very good at all times and they are always keen to get on with their work. They develop very positive attitudes to learning and show great respect and care for each other. This is an outstanding feature at the school. They are very well motivated, enjoy school and co-operate very well. Attendance at 97% is well above the family of similar schools average and has placed the school in the top 25% of similar schools for the past three years.

Older pupils take on a variety of extra responsibilities such as head boy, head girl, house captain and trained playground leaders. They carry out their duties conscientiously and with maturity. Members of the school council are enthusiastic and have a clear understanding of their role. By having a budget to manage they understand the responsibility put on them and are aware of the need to manage it wisely. Other pupil groups such as the eco council, values committee and the ICT ambassadors have been responsible for many developments. They consult well with fellow pupils and play a very proactive part in school life.

As pupils progress through the key stage, they reflect wisely on their own learning and most have a very good awareness of how well they are doing and what they need to do to improve. Most have developed these skills to a high standard and willingly contribute to planning their own learning.

Key Question 2: How good is provision?	Excellent
---	------------------

Learning experiences: Excellent

The school's curriculum is broad and balanced, and meets every pupil's needs very effectively. All teachers work together well to ensure that the curriculum builds systematically on existing knowledge, understanding and skills. The school provides an exceptionally wide range of learning experiences which are very successful in motivating all pupils to learn. There are good arrangements in place to involve pupils in the planning of their own learning.

Arrangements for developing pupils' key skills are a strength of the school. Planning to develop pupils' information and communication technology skills is an outstanding feature. The school has been awarded the prestigious British Educational Communications and Technology Agency ICT mark for the second time in recognition of its high standards.

A range of extra-curricular activities linked to specific themes enhance many activities very effectively. They offer a wealth of enrichment opportunities that provide valuable experiences for pupils. Over 70% of the pupils are involved in these activities which include aspects of literacy, sports, science, art and music. The school choir has represented Wales in the 'Schoolvision', an online singing competition for school choirs across Europe.

The scheme of work for Welsh is very detailed to ensure continuity and progression in pupils' skills. There are regular opportunities throughout the school day for pupils to develop their Welsh language skills; this contributes well to the frequent use of incidental Welsh by pupils. There are a good range of opportunities for pupils to develop their knowledge and understanding of the culture, history and traditions of Wales.

Provision for pupils' education for sustainable development and global citizenship is very good and permeates many areas of the curriculum.

Teaching: Excellent

The quality of teaching is consistently good or better in all classes. This is an outstanding feature. Teachers and learning support assistants have very good subject knowledge and have high expectations of all pupils. All adults have strong relationships with pupils, are very supportive and foster learning well.

Lessons are well planned and imaginative, and clearly identify learning objectives. These are shared effectively with the pupils so that they have a very good understanding of what is expected of them. All teachers prepare work that is adapted well to the individual needs and ability of all pupils.

Nearly all lessons build upon previous learning experiences successfully. The balance of teaching approaches is good in all classes. All teachers use questioning well to extend pupils' understanding and develop thinking and communication skills.

In most classes, staff use a consistent and effective approach to develop pupils' bilingual skills.

The school's tracking system is exemplary. A number of assessment tools are used very effectively to track and predict pupil outcomes in great detail and across all subjects. All members of staff use the information sensitively and extensively to provide appropriate support for every child.

All teachers offer effective oral and written feedback, which is often very detailed. This enables pupils to know how well they are doing and how to improve. They are provided with good opportunities to respond to teachers' comments and contribute to individual targets.

The school's reports to parents are detailed and informative and set out clear targets for improvement. They fully comply with statutory requirements.

Care, support and guidance: Excellent

Very effective arrangements exist to support pupils' health and wellbeing and to encourage their involvement in their school and wider community. The school ensures that nearly all pupils have purposeful opportunities to take on responsibilities and to influence directly the life of the school and the wider community.

The provision for healthy living and pupils' spiritual, moral, social and cultural development are a high priority. The school promotes values and principles very well and this is reflected in the respect pupils have for each other and adults. An outstanding feature is the range of programmes that have been introduced to help pupils manage their feelings and develop self-awareness and self-respect.

The school has very strong and supportive links with a number of specialist services and outside agencies. These links ensure high quality support and guidance to pupils and parents. Good attendance and punctuality are promoted effectively.

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

Provision for pupils with additional learning needs, including the more able, is of a very high quality and impacts very positively on pupil outcomes. This helps all pupils to make good progress in their learning. Pupils' individual education plans contain clear, realistic targets and they support pupil progress effectively. All teachers review and evaluate the plans regularly with pupils and parents.

Learning environment: Good

The school is an inclusive community where pupils have equal access to all areas of learning and provision. The school's ethos creates an extremely welcoming and happy environment and there is a positive working atmosphere across the school.

Members of staff manage behaviour well and there are clear strategies if required to deal with any instances of discrimination and oppressive behaviour.

In acts of collective worship and through the curriculum, particularly religious education, pupils are provided with good opportunities to reflect on their own beliefs and values as well as those of others.

The learning environment is of a high quality. Throughout the school, there are interesting and stimulating displays to acknowledge and celebrate pupils' successes.

There are sufficient good quality resources to support teaching and learning. These are used well to support pupils' learning.

Accommodation is sufficient for the number of pupils attending. Toilets are well maintained as are the main school building and grounds. The outdoor learning areas are very useful additions and are well used for a range of stimulating and interesting activities.

Key Question 3: How good are leadership and management?	Excellent
--	------------------

Leadership: Excellent

Leadership and management are very good. The headteacher leads by example and has a very clear vision which has been shared effectively with all pupils, staff and governors. The headteacher is very successful in developing a school where everyone is valued highly and where all staff are encouraged to use their skills to the utmost. This has an increasing impact on pupil outcomes and provision and is an excellent feature of leadership.

The senior management team is highly effective and the impact of teamwork and distributed leadership is outstanding. Co-ordinators work very effectively to enhance pupils' learning experiences. Leaders and other staff communicate very high expectations for securing improvement and challenge each other robustly. Staff morale is very high.

Governors undertake their responsibilities very effectively. By using systems such as the electronic drop box file sharing system they develop a very clear understanding of the school's work and pupil outcomes. They use this information effectively to develop the strategic direction of the school and ensure that it continues to focus on improving pupils' outcomes. Governors support the school's drive to ensure that each pupil does his or her best, and actively involve themselves in the pupils' voice group meetings.

The school uses national and local priorities effectively to make improvements in pupils' outcomes, for example in developing literacy, numeracy and assessment for learning.

Improving quality: Excellent

The school's arrangements for self-evaluation, monitoring and planning for further improvements are of a very high standard. The detailed monitoring programme is continuous and timetabled carefully across the year. This ensures that all aspects of pupils' learning and wellbeing are part of a strategic evaluation process. This

involves excellent teamwork in evaluating all areas of learning by staff and is outstanding practice.

The school is highly effective in evaluating learning and teaching. For example, analysis of data from a survey of boys' reading is used effectively to show the very good progress between reading ages and chronological ages.

The views of pupils are an integral part of the evaluation and planning process. A survey of learners by pupil representatives shows how pupils enjoy lessons, the relevance of life skills to them and how well they think they are progressing. This, alongside the views of parents and others, informs the evaluation process very effectively. This enables the school to come to a very accurate understanding of how pupils are progressing. The outcomes from the school's self-evaluation is used in an exemplary way to help move the school forward in a high quality improvement plan that focuses very clearly on improving standards for all pupils.

There are very effective networks of professional practice with other schools and partners, for example to improve pupil wellbeing.

Partnership working: Excellent

Partnership activities make an exceptionally strong contribution to widening the range of choices for pupils. The links with local businesses, for example to support the school's work with the national racing car computer aided design and engineering project, produce highly creative pupil outcomes.

Links with parents and carers are exemplary. Highly effective partnerships with parents include the Reading Café, Family Learning and Forest School initiatives. These activities provide useful opportunities for pupils and parents to work together alongside staff and visitors and have a considerable impact on pupils' reading, spelling and wellbeing.

The school takes a leading role in collaborating with external agencies to ensure effective joint working practices. Staff work very well with partners on joint planning and resourcing such as the strategy to improve literacy and numeracy skills for pupils in Year 6.

The school gives outstanding attention to building capacity for continuous improvement, for example with the Family Engagement Officer and Wellbeing Co-ordinator, funded in partnership with other local schools. This improves the achievement of all pupils, as well as contributing to the very good outcomes in pupils' wellbeing, such as attendance.

Resource management: Good

There are very good levels of staffing and resources and these are managed effectively and efficiently to support improvement. The school uses the knowledge, expertise and skills of staff well to cover all aspects of the curriculum. It deploys teaching and support staff successfully to support learning programmes.

Learning support assistants contribute significantly to the pupils' learning experiences. All staff take part in effective performance management procedures, with training and spending decisions linking well to the improvement priorities.

The prudent financial management by the finance officer and other staff, along with excellent partnership work with other schools and partners, leads to considerable savings and contributes to good standards and excellent pupil wellbeing.

The site supervisor is very effective and efficient in the management of resources. Overall, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 2 in 2012, the percentage of pupils who achieved the expected level (level 4) or better in English, mathematics and science in combination (the core subject indicator) and as separate subjects was above the averages for the family of similar schools and for primary schools in Wales. In 2012, girls performed better than boys at the expected level (level 4) in all subjects but boys performed better than the girls at the higher level (level 5) in mathematics and science.

Overall, results for the past four years at the expected level have fluctuated from being above the family and Welsh average performance in all subjects in 2011 and 2012 to being generally below these averages in the two previous years. Overall, performance at the higher level (level 5) has been consistently better than the averages for the family of similar schools and for primary schools in Wales over this time.

In 2012, in comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance at the expected level 4 or better placed it in the top 50% of similar schools in terms of the core subject indicator, English and mathematics but in the lower 50% of schools in science.

Over the previous three years, the school's performance has fluctuated. In 2009 and 2010, the school was in the lowest 25% of schools in English, mathematics and science. In 2011 the school was in the top 50% of schools in English and mathematics but in the lower 50% in science and the core subject indicator. However, results in 2011 and 2012 show an overall improvement in comparison to those of previous years, particularly in English and mathematics with the school placed in the top 50%. Science results remain the lower 50%.

With the exception of English in 2012, performance at the higher levels (level 5 or above) over the past four years has been consistently above the averages for the family and for primary schools in Wales.

Appendix 2

Stakeholder satisfaction report

Responses to parents/carers questionnaires

One hundred and three parents/carers completed questionnaires. The level of satisfaction overall is above the average for primary schools across Wales.

All parents/carers state that they agree or strongly agree that their child likes school and was helped to settle in well when he or she started. They all say that they are satisfied with the school and that their child is making good progress. They all say that the school is well run, that teaching is good and that staff expect their child to work hard.

Nearly all say that their child is safe and that pupils behave well. They also say that their child receives appropriate additional support in relation to any specific individual needs. Nearly all agree that the school encourages their child to be healthy and to take regular exercise and that the school helps children to mature and to shoulder responsibilities. They also say that homework builds well on what children have learnt in school and that there is a good variety of activities, including trips and visits. Nearly all say that their child is well prepared for moving on to the next stage in their education.

Nearly all say they feel comfortable about raising any issues. They feel that pupils are respected and treated fairly. Nearly all say that they receive regular information about their children's progress and that they understand the school's arrangements for dealing with complaints.

Responses to learner questionnaires

Learner questionnaires were completed by 103 pupils in key stage 2.

The level of satisfaction overall is above the average for primary schools across Wales in 11 out of 12 questions and only slightly below in the other.

All pupils say that teachers and other adults in the school help them to learn and make progress.

Nearly all pupils say they feel safe at school and that they know to whom to turn if they are worried or upset. They say that the school deals with bullying well. Nearly all believe that they are doing well at school and that they know what to do and whom to ask if they find work hard. They agree that there are enough opportunities to take regular physical exercise. Nearly all say that homework helps them to understand and improve their work at school.

Most pupils say that the school teaches them about how to keep healthy. Most say that they have enough books, equipment, and computers to do their work.

Only a few pupils say that other children do not behave well so that they can get on with their work and do not behave well at playtime and lunchtime.

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Michael Thomas	Team Inspector
Edward Tipper	Lay Inspector
Peter Hodgkins	Peer Inspector
Susan Davies	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.