



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**St Illtyd Primary School
Station Road
Llantwit Major
CF61 1ST**

Date of inspection: February 2019

by

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

About St Illtyd Primary School

St Illtyd Primary School is in Llantwit Major, in the Vale of Glamorgan. There are 395 pupils on roll in 14 single-age classes. This includes 41 part-time pupils in the school's nursery class.

The three year average for pupils eligible for free school meals is around 13%. This figure is below the Welsh average of 18%. Nearly all pupils come from homes where English is the first language.

The school has identified approximately 17% of pupils with additional educational needs. This is below the Welsh national average of 21%.

Estyn last inspected the school in September 2011. The headteacher took up post in September 2014.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Nearly all pupils at St Illtyd Primary School enjoy school and have positive attitudes to learning. They are tolerant and respectful of others, particularly those who face additional challenges to learn. Pupils with additional learning needs make good progress from their starting points and achieve well. However, in general, across the school pupils do not always make the progress they could, especially in reading, writing and mathematics.

The school is a caring and inclusive community. It offers an exciting curriculum that engages pupils' interests well. Provision to develop pupils' information and communication technology (ICT) skills is effective and supports pupils to make good progress in this aspect of their work. However, provision to develop pupils' literacy and numeracy skills does not ensure that enough pupils make the progress of which they are capable.

School leaders promote teamwork and collaboration successfully. They ensure high levels of wellbeing amongst pupils and that pupils receive an engaging curriculum. However, leaders have not established effective arrangements to evaluate or improve important aspects of the school's work.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Improve provision to develop pupils' literacy and numeracy skills
- R2 Ensure that the quality of teaching is consistently good or better in all classes
- R3 Improve self-evaluation and improvement processes
- R4 Improve the effectiveness of staff in leadership roles

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

Most pupils start school with skills at or above the level expected for their age. As they move through the school, most pupils make appropriate progress from their starting points. Pupils with additional learning needs make good progress during their time at school.

In the foundation phase and key stage 2, most pupils listen well to adults and to each other. Pupils in the foundation phase speak confidently. For example, Year 2 pupils create their own dialogue using figures when creating a story in the small world area. In key stage 2, most pupils' speaking skills are good. They make effective contributions to discussions and provide clear explanations, for instance, when describing how the digestive system works.

Many pupils in the foundation phase make good progress in reading. By Year 2, most pupils know the sounds that letters make and use these effectively to help them read new words. They read clearly and show good understanding of what they have read by explaining what has happened and by predicting what might happen next. In key stage 2, many pupils use their reading skills appropriately to help them to find information, for example by using the contents page. Many pupils in lower key stage 2 read fluently and have an appropriate range of reading strategies for their age. In Years 5 and 6, pupils use research skills appropriately to find news stories that interest them from children's newspapers and news websites. Pupils that are more able make inferences from the text when reading fiction. For example, they explain how a character is feeling 'when the hairs on the back of his head stood up'. However, as pupils move through key stage 2 their progress in developing reading skills and strategies slows and they do not always make the progress in their reading of which they are capable.

Younger pupils in the foundation phase write simple words and short phrases with increasing accuracy. In Years 1 and 2, most pupils order events accurately and use basic sentence punctuation correctly when recounting familiar stories. Pupils that are more able adapt their versions of these stories to add variety, for example by changing the characters or settings. They use a wider range of punctuation including speech marks to show when a character speaks. In key stage 2, many pupils write appropriately in a suitable range of styles. For example, they write diaries about the life of Harriet Tubman and letters to Doctor Barnardo to describe life in a Victorian workhouse. Pupils that are more able choose words and phrases carefully for effect. For example, when writing a story about a crab without a shell, they use humour to engage the reader, for instance by writing 'Clear off you shell-less crab! This is my shell'. They vary their sentence structures successfully for interest, for example by starting sentences with adjectives such as 'sad and dejected'. However, across the key stage, too many pupils make errors with basic sentence punctuation and do not spell common words accurately. Overall, pupils do not write, independently and at length, to the standard of which they are capable often enough.

Throughout the school, pupils use appropriate Welsh skills in lessons. In the foundation phase, most pupils understand and use simple phrases and Welsh words.

For example, they follow instructions in registration and recall familiar language patterns. In key stage two, pupils ask and answer questions appropriately, for example about which day of the week they go swimming. In Year 6, pupils use a suitable range of words about the weather to plan and present weather forecasts using the present and past tenses. Pupils that are more able are beginning to use the future tense successfully.

Most pupils in the foundation phase develop suitable number skills. Younger pupils count objects accurately and apply a suitable range of mathematical skills in their work. For example, in the foundation phase they measure a giant's tie carefully using lollipop sticks and centimetre rulers. Pupils' numeracy skills develop appropriately in their mathematics lessons as they move through key stage 2. For example, pupils in Year 5 plan a party within a given budget. They use their thinking skills effectively to compare prices from different supermarkets. However, pupils often repeat work at a similar level as they move through the school, for example when handling and interpreting data. As a result, they do not always make the progress of which they are capable.

Pupils have good ICT skills. In the foundation phase, pupils use multimedia books successfully to combine text graphics and sounds. For example, they present information about Mary Anning and useful e-safety guidance. In key stage 2, pupils use software to develop a model of an airport and plan instructions to move a digital aeroplane along a runway. They create databases, for example about Welsh saints then sort and group the records by characteristics such as nationality.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe, well cared for and valued at school. They know whom to go to if they need help with their work or are worried. Nearly all pupils are polite, have good manners and are eager to interact with visitors. Most pupils behave well in lessons and around school and nearly all are sensitive to the needs of others. Most pupils are eager to learn. They discuss their work enthusiastically, for example, Year 2 pupils explain in detail their instructions of how to trap a Tyrannosaurus Rex, whilst Year 6 pupils convey empathy when they explain how they felt when they dressed as evacuees and travelled by train to the Barry War Museum as part of their topic work.

Most pupils have a good understanding of the need to have a healthy body and mind. They appreciate the need to eat and drink healthily and take regular exercise. Many pupils take part in a range of PE lessons and clubs to develop their physical skills. For example, reception pupils dance like giants, whilst Year 6 pupils complete circuit-training sessions to develop their fitness levels. Many engage in physical activities at playtimes and participate enthusiastically in a range of extra-curricular activities, such as netball and cross country clubs.

Many pupils are keen to take on responsibilities and play an active part in the life of the school. For example, digital leaders support their peers well in developing their ICT skills and raising their awareness of online safety. Through promoting healthy lifestyles and improving the outdoor environment, the school and eco councils have a positive effect on pupils' wellbeing.

Many pupils are develop their awareness of fairness, equality, tolerance and sustainability. Many have a good understanding of what is happening locally and further afield through a range of topic related work and enrichment group activities. For example, older pupils discuss the impact of inspirational women sensitively and relate it to how they would address their concerns for today's homelessness and racism in sport in if they were in a position to do so.

Many pupils maintain concentration and stay on task for appropriate lengths of time. Nearly all have a good understanding of their targets for improvement and most refer to them regularly during lessons. Most foundation phase pupils work well together in pairs and in small groups within the classroom and outside. For example, Year 1 pupils collaborate to investigate floating and sinking whilst Year 3 pupils use a combination of books and tablets to research facts about ancient Egyptian buildings independently. They are beginning to have an input in choosing how and what they learn.

Teaching and learning experiences: Adequate and needs improvement

Nearly all adults have positive working relationships with pupils. They manage pupils' behaviour well, including a few instances when behaviour is challenging. These relationships and effective behaviour management underpin a positive working atmosphere in classrooms and communal areas.

Recently, teachers have improved provision for pupils in the foundation phase. They provide beneficial opportunities for pupils to learn outside. This enables pupils to learn and apply skills in exciting contexts, for example when making a chair for a giant using large building equipment. These opportunities enable pupils to collaborate, take risks and learn through practical experiences. Staff have a secure understanding of the principles and pedagogy of the foundation phase. They provide a suitable balance of adult led activities and challenge activities within the areas of continuous provision. However, opportunities for pupils to influence how and what they learn are at an early stage of development.

The school provides pupils with an exciting curriculum that engages their interests well. Most teachers provide lessons that encourage pupils to enjoy learning. They enrich the curriculum effectively with a variety of educational visits and visitors to the school. For example, pupils in Year 2 benefit from a visit to the school by palaeontologists as a stimulating introduction to their topic on dinosaurs. Teachers' planning takes good account of the requirements of key national priorities such as the digital competence framework and the national literacy and numeracy framework. However, the school's strategy for ensuring progression in pupils' skills development is not effective enough. Too often, this leads to repetition of work across year groups. Teachers do not always have high enough expectations of what their pupils can achieve or adapt the level of challenge well enough to meet their individual needs. As a result, teachers do not always ensure that pupils make the progress of which they are capable.

In the best lessons, teachers challenge pupils to recall previous learning experiences to identify what they need to do to be successful in a new task. They adapt learning cleverly to respond to questions from pupils or to bring learning to life, for instance by taking the learning outside to give pupils an understanding of how big a dinosaur might have been. However, this quality of teaching is not consistent across the school.

The quality of marking and feedback to pupils is variable. In the best practice, teachers' marking and feedback supports pupils to improve pieces of work or to think again about how they could respond to a question. However, this practice is not common across the school. The school is in the process of developing assessment for learning strategies. For example, teachers share learning objectives and success criteria with pupils at the beginning of lessons. This enables pupils to understand the purpose of the learning. Nearly all teachers allow pupils time and opportunities to assess the quality of their work and that of their peers. However, this work is in the relatively early stages of development and has a limited effect on improving the quality of pupils' work.

Teaching assistants work conscientiously within the classrooms and many lead a range of effective programmes to support pupils' learning.

Provision to develop pupils' ICT skills is effective. Teachers provide pupils with regular and valuable opportunities to use their skills to enhance their learning. For example, pupils in key stage 2 produce animation films based on Ernest Shackleton's expedition to the South Pole. They upload their productions to the school website to share their work with others. Teachers ensure that pupils understand the importance of protecting their passwords and verifying that information they have found on the internet is accurate. Staff provide pupils with valuable opportunities to collaborate online on shared word processing projects. Year 6 pupils use online word processing software to create a document on dragons that combined text and images.

The school's provision for Welsh supports most pupils to make suitable progress in acquiring the language. Staff provide pupils with worthwhile opportunities to learn about the culture and heritage of Wales through a range of visits and events such as the school's annual St David's Day Eisteddfod. The role of 'Helpwr Heddiw' enables pupils to support each other in developing their speaking skills. However, adults do not use the Welsh language routinely during learning experiences or in informal situations outside of Welsh lessons.

Care, support and guidance: Good

The care, support and guidance of pupils is consistently good. Staff and pupils show a high level of care and respect for each other, creating an inclusive learning community.

The school has suitable systems in place to track and monitor pupil progress, wellbeing and attendance. School leaders and teachers use this information appropriately to identify pupils that need academic or social support and to provide a good range of appropriate intervention programmes, for example. Provision for pupils with additional learning needs is a strength of the school. Careful monitoring and regular updates to detailed individual education plans in combination with effective teaching ensure that pupils achieve their targets successfully. Individual plans take good account of the views of pupils and parents when identifying future targets. As a result, nearly all targeted pupils make good progress over time. Where appropriate, the school liaises well with external specialist agencies to support pupils and their families.

Transition arrangements for pupils are effective across the phases. For example, pre-school pupils visit before they join the nursery class and pupils with more complex needs are prepared well before moving classes. The school has positive relationships with parents who appreciate the opportunities to visit classrooms and share their child's work during celebrations events.

The school provides a range of opportunities for pupils to participate in fitness related activities and promotes the benefits of healthy eating and drinking very well. There are suitable opportunities for pupils to develop decision-making and leadership skills. For example, the school and eco council successfully promote pupils' wellbeing appropriately.

Topic work, visits and daily collective worship provide valuable opportunities to enhance pupils' spiritual, cultural and social development. For example, useful acts of collective worship provide pupils with opportunities for reflection whilst the school eisteddfod promotes pupils' understanding of the Welsh culture. There are valuable opportunities for pupils to explore and contribute to their locality. For example, pupils created a digital history of Llantwit Major, which plays continuously in the local church. Pupils have regular opportunities to support a range of charities. This contributes well to developing their understanding of differences in society, for example by developing pupils' understanding that some people are more fortunate than others.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Adequate and needs improvement

The school's leadership supports pupils to achieve good standards of wellbeing within an inclusive school community. It ensures that pupils with additional learning needs make good progress from their individual starting points. However, the school's leadership does not always ensure that pupils of average or higher ability consistently make the progress they are capable of in developing or applying their literacy and numeracy skills.

The headteacher has established a culture of teamwork and collaboration amongst staff. He supports staff to provide engaging learning experiences and enrichment activities that match pupils' interests well. This culture of collaboration is beginning to make a positive difference to aspects of pupils' learning experiences. For example, recent work to improve outdoor learning opportunities and continuous provision for pupils in the foundation phase are beneficial.

There are appropriate arrangements to distribute leadership roles and responsibilities. This work is beginning to have a positive effect on a few aspects of the school's work. For example, recent work to develop staff skills and confidence have resulted in improvements to the range and quality of pupils' ICT work.

Arrangements to evaluate the school's strengths and shortcomings lack rigour. Leaders undertake a suitable range of activities to evaluate the school's work. These include data analysis, listening to learners and consideration of the work in pupils' books. However, in too many instances within these activities, leaders only check to

see if staff are complying with agreed practices, for example to see whether pupils have completed a specific number of pieces of written work in Welsh lessons. They do not focus sufficiently on evaluating the quality of pupils' work or the progress they have made in key areas of learning such as reading, writing and mathematics. They do not identify frequent occasions when provision for these skills does not match the needs or abilities of pupils well enough. Too often, this leads to the repetition of tasks at a similar level as pupils move through school and to the completion of low-level tasks, such as filling in worksheets. As a result, the school's evaluative work does not ensure that leaders have an accurate view of the effect that provision has on pupils' progress. This limits the capacity of leaders to improve the quality of teaching and learning, particularly in relation to the development of pupils' skills. In addition, leaders do not have high enough expectations of pupils' progress or standards in these important areas of their work.

School leaders monitor finances carefully. They allocate funding appropriately to support work in relation to identified priorities and use grant funding effectively. For example, leaders use the pupil development grant well to provide a range of intervention strategies to support pupils to improve their wellbeing and their literacy and numeracy skills.

Staff receive useful professional learning opportunities to support them to improve aspects of their work. For example, training to support staff to deliver intervention programmes and behaviour management techniques enables staff to support pupils with additional learning needs successfully. However, arrangements to support the professional learning of staff in leadership positions are generally underdeveloped.

The governing body is supportive of the school. Many governors visit the school regularly, for example to support enrichment activities. They are keen to develop their own skills and all governors have undergone training to help them understand the needs of pupils in their school. For example, governors have learnt about autistic spectrum disorder and associated implications for pupils and staff. Governors are aware of the school's improvement priorities. The school has introduced challenge meetings so that governors can hold the school to account for progress against these priorities. However, their role in challenging the school is at an early stage of development.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses 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:

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