



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gymunedol Maenclochog
Maenclochog
Clunderwen
Pembrokeshire
SA66 7LB**

Date of inspection: June 2012

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

The school is situated in a rural village at the foot of the Preseli in north Pembrokeshire and pupils come from the village and the surrounding area. Maenclochog has been earmarked as a disadvantaged rural area by the Welsh Government.

The school is a traditional Welsh-medium school and 12% of pupils come from homes where Welsh is the main language; the figure has dropped considerably since the last inspection.

There are 103 full-time pupils in the school and four part-time pupils. They represent a full range of ability and their attainments in language and communication are low when they start school.

Nineteen per cent of pupils have additional learning needs, which is close to the national average. No children are in care. A very small percentage of pupils are from an ethnic minority background. Ten per cent receive free school meals, which is lower than the national figure.

The school was last inspected in June 2006 and the present headteacher has been in post since September 2010. There have been considerable changes in school staff during the last two years, including the headteacher and deputy. One teacher was away on maternity leave during the inspection.

The individual school budget per pupil for Ysgol Maenclochog in 2011-2012 is £3,217. The maximum per pupil in primary schools in Pembrokeshire is £5,323 and the minimum is £3,000. Ysgol Maenclochog is in 53rd place out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils are making good progress in relation to their ability and their previous performance;
- the school provides a range of interesting learning experiences which, on the whole, meet the needs of most pupils;
- teachers use an effective variety of teaching strategies and make good use of resources;
- the school ensures a caring, inclusive community in which pupils feel happy and safe; and
- there is a family ethos that is based on implementing policies that respect the rights of all individuals within the school community.

Prospects for improvement

The school's prospects for improvement are good because:

- under the headteacher's leadership, staff have a clear and agreed vision of the school's direction and values;
- all staff have high expectations of one another and they work well as a team;
- strategic plans are having a very positive effect on standards, wellbeing and provision across the school; and
- the school improvement plan links clearly with the self-evaluation process, and identifies appropriate priorities for moving the school forward.

Recommendations

In order to improve, the school needs to:

- R1 raise the standards of extended writing in English across the curriculum in key stage 2;
- R2 strengthen the assessment system, particularly the tracking and assessment for learning process;
- R3 ensure that all more able and talented pupils make appropriate progress;
- R4 develop the governing body's strategic role as critical friends;
- R5 develop the school as a professional learning environment and to become involved with networks of professional practice; and
- R6 improve pupils' awareness of their role as global citizens.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Across the age range, nearly all pupils are making good progress in acquiring literacy and communication skills in the Welsh language. Most pupils in the Foundation Phase listen attentively during mass sessions and express their ideas confidently and accurately. They have an interest in books and most of them use a wide range of strategies to enable them to read unfamiliar words. By Year 2, most are using phrases and sentences effectively in order to communicate their ideas. Many can write at length, using adjectives and punctuating correctly.

Most pupils in key stage 2 listen carefully during lessons and contribute appropriately in group and class discussions. Many enjoy role playing and communicate excitedly. Most are confident readers and, by the end of the key stage, obtain information from different sources, such as books and websites. By Year 6, many pupils write skilfully for a number of purposes and show increasing fluency and accuracy in their work.

Key stage 2 pupils use their extended writing skills in English in other subjects such as science and history, but this aspect has not been developed fully. Pupils of higher ability do not develop their full ability consistently in every subject.

Pupils who have additional learning needs are making good progress. Pupils' skills in using a wide range of information and communication technology across the school are good. Pupils make effective use of numeracy across the curriculum.

The number of pupils who are in the cohort to be assessed at the end of both key stages annually varies, and very often is low. This means that the results of one or two pupils at times can influence the performance of the cohort significantly.

In the Foundation Phase, the proportion of seven-year-old pupils who attained the expected level (level 2) in general has compared unfavourably with the averages of the family of schools across the last two years. This has placed the school amongst the bottom 25% in comparison with similar schools in terms of entitlement to receive school meals in Welsh in 2010 and 2011 and in mathematics in 2011. The percentage of pupils who attained higher levels than expected has varied in comparison with the average for other schools in the family, and with the all-Wales average, over the last three years. In general, in comparison with the national figures, especially in Welsh, girls' achievements have been better than those of boys over the last five years.

In key stage 2, the school's performance in Welsh, English, mathematics and science together (the core subject indicator) in general has been higher than the averages for the schools in the family and in Wales over the last five years. In 2011, the percentage of pupils who achieved level 5 or higher was lower than the average for the family in Welsh and English, but higher in mathematics and science. Compared with the national figures, particularly in Welsh and English, girls perform better than boys over time.

Wellbeing: Good

Pupils are happy and feel safe at school. The behaviour and self-discipline of most pupils in lessons and around the school is good and they show care and concern for each other's wellbeing. They are eager to learn and show an effective level of motivation in class.

Pupils who are leaders of the playgroup look after other pupils appropriately at break time and lunchtime. Pupils have a good understanding of what it means to be fit and healthy and they have good social skills.

Pupils who are members of the school council and the eco council are active in making decisions that affect many aspects of school life. These include recycling, saving energy and organising fundraising events in aid of the school and charities. Through school assemblies and other events, members of the school council and the eco council convey the importance of such responsibilities to other pupils.

The school's attendance levels over a period of time compare very favourably with those of similar schools and the current level, namely 95.7%, is higher than the national figure. The figure for unauthorised absences is lower than that of the family. Pupils' punctuality at the beginning of the day is good.

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

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

Learning experiences are stimulating and there are detailed lesson plans in all classes that ensure that activities offer continuity and progression in pupils' learning. Teachers' planning focuses appropriately on developing pupils' skills across a range of subjects. Provision for communication, numeracy, information and communication technology and thinking skills is effective and ensures that pupils have a varied and imaginative range of experiences.

On the whole, the curriculum meets the needs of specific groups of pupils and individuals, and provides good programmes for pupils who have additional learning needs. However, there are not enough suitable and consistent opportunities for pupils to write at length in English across the school and the needs of the most able pupils are not always met effectively. Planning and provision for developing the Welsh language are comprehensive and enable pupils to make good progress. The Welsh dimension has a central role in the school with a wide range of opportunities provided for developing pupils' knowledge and understanding of the celebrations, history and culture of Wales.

Pupils are encouraged to recycle and save energy regularly and the garden activities are developing well. Provision for global citizenship has not been developed adequately.

Teaching: Good

The quality of teaching is consistently good. Staff have appropriate subject knowledge and they use a range of activities and methods to challenge most pupils effectively. Teachers and pupils co-operate well and teachers have high expectations of pupils in terms of their behaviour and attitudes. Teachers use the resources available effectively, particularly information and communication technology. They share clear learning objectives with pupils at the beginning of lessons, and in many lessons there is a strong focus on ensuring that pupils evaluate their work at the end. The support staff contribute considerably to pupils' learning.

Assessment for learning strategies are developing suitably in the majority of lessons and teachers include pupils in the process of setting targets for improvement, but the practice is not consistent throughout the school. Most teachers mark work regularly, but the marking is not always detailed enough to ensure that pupils understand how to improve their work and the next steps. Appropriate arrangements are in place to standardise and moderate teachers' assessments. Although the school has a new system for tracking pupils' progress, it has not yet taken root in order to ensure that the school has clear information about each pupil's progress over time.

The end of year reports to parents meet statutory requirements.

Care, support and guidance: Good

The school is a warm and welcoming community in which the quality of care for pupils is good. Pupils are encouraged to eat healthily and through physical activities it is ensured that they have a wide range of opportunities to increase their fitness levels and improve their health. Pupils' personal, spiritual, moral, social and cultural development is co-ordinated well and is rooted deeply in the curriculum and in the school's daily activities.

The school promotes good attendance consistently and ensures that pupils and parents are aware of its expectations. Pupils make the fullest use of professional support in the school and also from specialist services and agencies.

The school has procedures and an appropriate policy for safeguarding.

The school identifies pupils who have additional learning needs early and provides appropriate individual education plans for them that give consideration to the pupil's voice. Sensible use is made of specialist services and individuals to support and give pupils guidance. The school arranges regular review meetings and the recommendations are acted upon effectively. Parents and carers are included appropriately in all the processes. The school has started to use an appropriate strategy to identify more able and talented pupils.

Learning environment: Good

There is a homely ethos within the school that promotes the feeling of belonging, respect and equality and is based on implementing policies that respect each individual within the school community. The atmosphere contributes extensively to

attendance levels and standards of behaviour throughout the school. Positive approaches are promoted towards equality and diversity through procedures such as collecting on behalf of charities. One of the special features of the school is the staff's and pupils' pride in their Welshness. This has a significant influence on the development of the Welsh language.

The equal opportunities policy is implemented effectively, and all parts of the building are wholly suitable for disabled pupils.

There is a wide and varied range of appropriate resources. The building and external facilities have been developed effectively and are used to the utmost to promote good outcomes for pupils. There are also extensive displays in classrooms that are a cause of pride for pupils.

The buildings and grounds are well maintained and they provide a stimulating environment for play and learning.

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

In the short period since her appointment, the headteacher has given clear and purposeful leadership that has a positive effect on the school's development. The vision about the direction of the school is shared successfully with members of staff and governors. Other members of staff support the headteacher well and they undertake a range of curricular responsibilities and lead curricular initiatives effectively.

All members of staff are aware of their roles and responsibilities and they co-operate closely with one another to create a homely ethos for pupils. The school has a wide range of appropriate procedures and policies.

The school is aware of local and national educational initiatives and policies and responds enthusiastically to opportunities to develop its provision in line with that, for example, in relation to the Foundation Phase.

The governing body has suitable knowledge about the school and governors receive regular reports from the headteacher. Governors are aware of strengths and areas to be developed. However, they do not challenge the school sufficiently or play a sufficiently prominent part in the school's self-evaluation process as critical friends.

Improving quality: Good

The school has established appropriate procedures to review all elements of its work over a period of time. The self-evaluation system gives appropriate attention to data analyses and outcomes of monitoring procedures. Full consideration is given to continuous evaluations of pupils' wellbeing, and to the opinion of pupils, parents and the local authority's education service. Members of staff have appropriate opportunities to contribute to the self-evaluation process.

The majority of school improvement priorities link clearly with the school development plan. For example, raising standards of literacy and challenging the most able pupils have been identified as two of the current priorities. There are suitable strategies to ensure that improvements are identified and these include determining lead responsibility and success indicators, as well as specific timetabling and the resources that have been earmarked. The school has made good progress in responding to the recommendations of the last inspection.

The school has not been established as part of a professional learning community.

Partnership working: Good

The school works effectively with a wide range of partners that have a beneficial effect on pupils' wellbeing and attainment. There are very strong links with parents that influence the success of the children and the school. These partnerships contribute effectively to enriching provision and improving outcomes for the benefit of pupils.

There are also good partnerships with the local authority.

There are close links with the local community and the chapels, and these have a positive influence on the quality of pupils' experiences and help to form a close community connection.

Co-operation with Ysgol Uwchradd y Preseli is developing effectively and has raised confidence and improved the quality of provision in a number of areas. The partnership with the secondary school and the cluster is developing appropriately to ensure quality and a joint understanding of standards at the end of key stage 2.

Resource management: Good

The school has enough teachers and classroom assistants to offer an appropriate education to its pupils. They are managed effectively in a way that makes the best use of their specialist teaching skills. Teachers make efficient use of their planning, preparation and assessment time to prepare lessons and mark pupils' work. Each teacher has a job description and they take advantage of training that enables them to implement the improvement strategies that are identified in the school development plan.

There are suitable performance management procedures and staff receive appropriate targets to support their professional development and the priorities in the school development plan. Each member of the support staff also has an annual performance management interview.

The local area is used well for learning activities. The school has a good range of suitable learning resources. Teachers and pupils make effective use of computers and other information and communication technology and communication equipment.

Managers ensure that the school's budget is spent wisely in accordance with the school's priorities. The school provides good value for money.

Appendix 1

Commentary on performance data

In the assessments at the end of key stage 1, the percentage of pupils who achieved the expected level (level 2) in Welsh, mathematics and science in combination has been lower than the average figures for Wales and the family of similar schools over the last two years and higher in the two years before that. The percentage of pupils who attained higher levels than expected has varied in comparison with averages for other schools in the family and the whole of Wales over the last three years. In general, in comparison with the national figures, particularly in Welsh, girls' attainment has been better than that of boys over the last five years.

Over the last four years, the school's performance in key stage 1 was in the lower 50% in comparison with that of schools with similar levels of entitlement to receive free school meals, except in mathematics and science, which were in the top 25% in 2010.

In key stage 2, the school's performance in Welsh, English, mathematics and science together (the core subject indicator) in general has been higher than the averages for the schools in the family and in Wales over the last five years.

In Welsh and English, the percentage of pupils who achieved level 4 or higher in general has been higher than the mean for the family of schools in four of the last five years.

In 2011, the percentage of pupils who achieved level 4 in Welsh or English, mathematics and science in combination placed the school among the upper 50% of similar schools in terms of the entitlement to receive free school meals. Performance in English, Welsh, mathematics and science has varied from the bottom 25% to the upper 50% in comparison with results for similar schools over recent years.

In 2011, the percentage of pupils who achieved level 5 or higher was lower than the average for family in Welsh and English, but higher in mathematics and science. In comparison with the national figures, particularly in Welsh and English, girls perform better than boys over time.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

The learner questionnaires were completed by 58 pupils from key stage 2. The responses give a positive picture, which is around or higher than the national averages for primary schools for each aspect. Nearly all pupils feel that they are doing well at school, that the school deals well with any cases of bullying and that it gives additional support as needed. All pupils feel safe and state that teachers and other adults in the school help them to learn and make progress. They all know to whom to turn in the case of anxiety or to ask for advice, and almost all indicate that the school teaches them how to keep healthy

Parent/carer questionnaires

Thirty-six completed questionnaires were received from parents/carers. The responses are positive and are around or higher than the national averages. Nearly all agree that their children are making good progress and that they receive regular information on their progress. All parents indicate that their children feel safe at school and almost all agree that their children are encouraged to keep healthy. Nearly all parents state that standards of behaviour are good, that teaching is good and that staff treat all pupils fairly and with respect. Many parents state that they understand the school's complaints system and that they feel comfortable in raising any matter. Many agree that the school is well run.

Appendix 3

The inspection team

Gareth Evans	Reporting Inspector
Hazel Hughes	Team Inspector
Dylan Jones	Lay Inspector
Delyth Mainwaring	Peer Inspector
Shan Clarke	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

Year groups and key stages

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

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The four key stages cover the following year groups:

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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

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

Core subject indicator in all key stages

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

All-Wales Core Data sets

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