



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

A report on

**Ysgol Gynradd Wirfoddol Myfenydd
Llanrhystud
Aberystwyth
Ceredigion
SY23 5AT**

Date of inspection: January 2018

by

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

About Ysgol Gynradd Wirfoddol Myfenydd

Ysgol Gynradd Myfenydd is situated in the village of Llanrhystud, in Ceredigion local authority. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2.

There are 81 pupils between 4 and 11 years old on roll. Approximately 32% of pupils speak Welsh at home and very few are from ethnic minority backgrounds. Approximately 6% of pupils are eligible for free school meals. This is lower than the national percentage. The school has identified around 26% of its pupils as having additional learning needs.

The headteacher was appointed to the post in 1995 and the school was last inspected in October 2010.

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

The school is a caring and inclusive community that encourages its pupils to develop a high level of respect and tolerance towards others. Pupils behave well and have positive attitudes towards learning. During their time at the school, most pupils make good progress. Teachers provide them with stimulating activities, which develop their skills effectively. One of the school's strengths is the quality of provision for pupils with additional learning needs. The headteacher provides purposeful leadership that provides a clear strategic direction for the school. Staff are dedicated and enthusiastic, and work together closely and supportively as a team in a Welsh environment.

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

Recommendations

- R1 Improve the standards of pupils' extended writing in both languages, where appropriate
- R2 Ensure that teaching provides effective opportunities for all pupils to work independently and achieve to the best of their ability
- R3 Ensure that the school addresses the safeguarding issues with regard to a specific part of the site

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, a majority of pupils' basic skills in language and mathematical development corresponds with what is expected for their age. During their time at the school, most pupils, including those with additional learning needs, make good progress. However, more able pupils do not always achieve to the best of their ability.

In the foundation phase, most pupils make good progress in their ability to communicate orally in Welsh. They use a range of appropriate vocabulary when talking to peers and adults. Most use the Welsh language confidently in their formal activities and at other times during the day. In key stage 2, most listen well during lessons and contribute purposefully in both languages in class and group discussions.

In the foundation phase, most pupils' reading skills are developing well. The youngest pupils recognise letters and sounds correctly and begin to build words effectively. Most have an interest in books and use a wide range of ways to enable them to read unfamiliar words. In key stage 2, many read a wide range of books fluently in both languages. For example, older pupils read authors such as JK Rowling in Welsh and English. They understand the features of books well and are able to identify their favourite books and authors clearly. They are able to gather information about specific subjects from more than one source successfully, such as finding out some of the history of Ireland.

Many pupils in the foundation phase develop their early writing skills continuously in Welsh. They use vocabulary and phrases with increasing accuracy. They vary their sentences and punctuate confidently when writing in various forms. By the end of key stage 2, many pupils present their ideas and information effectively and show a secure grasp of spelling patterns, paragraphing and punctuation in both languages. Many pupils' standards of handwriting and presentation of work across the school are neat. However, overuse of worksheets limits many pupils' ability to write at length and independently across the school, particularly in theme books.

Most pupils make good progress in their numeracy skills. In the foundation phase, most are able to read, understand and write numbers correctly up to 100, and the most able up to 1,000. Many recognise the properties of 3D shapes successfully and develop a good understanding of measurement, money, time and handling data. In key stage 2, nearly all pupils use addition, subtraction, division and multiplication strategies confidently to solve problems. They measure shapes intelligently to calculate area and most measure angles correctly. Across the school, most pupils apply their skills soundly across the curriculum. For example, in the foundation phase, they estimate and measure parts of the body, and create a table to weigh stones in an experiment and show this effectively in a bar graph.

Many pupils across the school use information and communication technology (ICT) confidently for different purposes. In the foundation phase, many are able to use a program successfully to control a toy around a grid and use 'QR' codes intelligently to

find information. In key stage 2, nearly all pupils use Hwb effectively and understand how to reach different programs within their passwords. Older pupils search appropriately on the internet, for example when researching for information about Hedd Wyn. Most create multimedia presentations confidently, for example when working with another school to study life in Botswana. However, only a minority of pupils use spreadsheets effectively. Many pupils apply their ICT skills purposefully in areas across the curriculum.

Wellbeing and attitudes to learning: Good

Pupils take great pride in the range of valuable opportunities they are given to take part in the school community. This is one of the school's strengths. All pupils in key stage 2 are proud to be members of a committee. They have a good understanding of their leadership roles and they take their responsibility to think about others' needs seriously. Members of the school council are enthusiastic and organise regular activities to raise money for a number of charities. This develops their social skills effectively and raises both their awareness, and that of their peers, of people who are less fortunate than themselves. Examples of the effect of the school councils include refreshing the lines on the playground and raising awareness of the United Nations' rights of the child among the school's older pupils.

Pupils are very happy at the school and attest that they receive good care and support. They are confident that staff deal well with any concerns they may have and act on them quickly and fairly. Similarly, pupils are caring towards each other. They care for new pupils when they join the school for the first time. They also use the 'Hafan Hapus', which is a pleasant place on the playground, to ensure that pupils who feel lonely can meet a friend to play. As a result, nearly all pupils feel safe in this caring school.

Nearly all pupils behave very well in lessons and around the school. They are very polite towards each other and reflect positive behaviours that are modelled well to them by the staff. Pupils have high levels of trust in the staff and know that they always do their best for them. This contributes well to pupils' self-confidence and helps them to become confident and successful learners.

Nearly all pupils apply themselves purposefully to their learning and concentrate well in lessons. Nearly all are enthusiastic and keen to learn. They work together effectively in lessons and other activities. They take increasing responsibility in assessment activities, and agree on their success criteria and personal targets regularly. This helps them to gain a better understanding of their strengths and weaknesses. Although a majority of pupils work fairly independently, a minority, at times, are too dependent on the guidance of staff.

Nearly all pupils understand the importance of eating and drinking healthily and the effect of regular exercise on their health. Many join the weekly sports club and break-time sports club. The healthy schools committee monitors the content of other pupils' lunchboxes regularly to see whether the food is healthy and offer advice, when necessary. Bronze ambassadors provide valuable weekly 'fit in five' sessions to other pupils at the school. This again reinforces the emphasis on fitness successfully.

Teaching and learning experiences: Good

Teaching is good at the school. Teachers have good subject knowledge and prepare, organise and structure their lessons effectively. They link their lessons clearly with previous learning and use a range of appropriate strategies skilfully. This ensures that pupils concentrate well and persevere with their tasks. All members of staff develop very positive and supportive working relationships with pupils, which succeed in developing their self-confidence effectively. However, at times, some teachers have a tendency to overdirect pupils, which limits their independent learning. Teachers question skilfully to extend pupils' understanding and develop their thinking skills. By being good language models, they encourage pupils to use the Welsh language regularly during the day and emphasise correctness, fluency and the area's rich dialect. As a result, the Welsh language can be heard naturally among pupils and staff around the school. Support staff make a significant contribution to the quality of pupils' learning.

Teachers plan effectively to develop a curriculum that is based on Wales and Welsh heritage. This contributes successfully to pupils' understanding of their local area, their history and their culture. For example, they visit a local flourmill and the National Library, and are given purposeful opportunities to study the history and books of T Llew Jones. Staff plan stimulating activities to encourage pupils to use their creative skills across all areas of learning. For example, they have created a video of a drama that discusses the life of a child during the Victorian era.

The school responds positively to the requirements of the Literacy and Numeracy Framework. It provides broad learning experiences for pupils to use their literacy, numeracy, thinking and ICT skills across the curriculum. For example, the school learns through themes and ensures that skills are built on coherently from one stage to the next. However, at times, the use of worksheets limits a few pupils' extended writing skills.

Teachers provide pupils with effective feedback. They do so in a constructive way that develops pupils' self-confidence successfully. There are appropriate procedures in place to provide opportunities for pupils to evaluate their own work and that of their peers. For example, older pupils use the interactive board confidently to evaluate other pupils' written work in the classes. This helps them to concentrate on what is important for them to achieve in tasks in order to succeed.

Care, support and guidance: Good

The school promotes the importance of good behaviour, respect and commitment successfully to pupils. As a result, they behave well and apply themselves conscientiously to their activities. As a result, nearly all pupils feel safe at school.

Morning assemblies and visits from religious leaders promote pupils' spiritual and moral development effectively and opportunities for them to visit the community and help in their local area enrich this further. Pupils are given regular opportunities to compete in local eisteddfodau and to perform in concerts during the year. This develops their creative skills effectively and increases their self-confidence successfully. In addition, residential visits are organised to Llangrannog, Pendine and Cardiff to ensure that their personal and social skills are also developed

effectively. The school has successful procedures to teach pupils about Welsh culture and compare it with the culture of people in countries such as Botswana. This helps them to understand religious, moral and cultural issues in Wales and the wider world.

The school has effective procedures to track pupils' progress and monitor their wellbeing. Staff use the information that derives from this effectively to identify the need for support at an early stage, plan the next steps for pupils and provide appropriate support for those who need additional support. The wide range of interventions that are planned for pupils with additional learning needs is one of the school's strengths. Pupils have individual education plans and targets that are produced in discussion with teachers and in consultation with parents. Individual plans are purposeful and pupils' progress is monitored carefully. Learning assistants play a key part in the process of supporting these pupils. As a result, most pupils with additional learning needs make good progress against their targets.

The school promotes habits for keeping healthy successfully. It has appropriate arrangements for eating and drinking healthily, which have a positive effect on pupils' understanding of issues that relate to their health and wellbeing.

Although the school's arrangements for safeguarding pupils meet requirements overall, there are minor concerns about a specific part of the site.

Leadership and management: Good

The headteacher has a clear vision and high expectations for the school. She succeeds in conveying this vision clearly to staff, pupils, parents and governors. Her purposeful leadership ensures that all aspects of school life have a positive influence on pupils' standards and wellbeing. Members of staff understand their roles and responsibilities well and work together effectively as a team. The school is an orderly community and has clear structures and policies. Leaders lead by example and model the behaviour they expect from staff and pupils alike.

The headteacher ensures that staff meetings are held regularly and focus clearly on the school's priorities and improving pupils' achievement. Members of the governing body fulfil their responsibilities rigorously and respond conscientiously to their strategic role. Governors have a good understanding of the school, its strengths and its priorities for improvement. The headteacher keeps governors well informed about pupils' standards, and this enables them to hold the school to account successfully.

A culture of self-evaluation is embedded deeply in the school's life. The self-evaluation report is detailed, and the headteacher and teachers undertake a wide variety of monitoring activities to help them to focus correctly on the school's strengths and areas for improvement. They analyse data rigorously, evaluate pupils' work and observe lessons effectively. The school listens carefully to the views of parents and pupils, and ensures that they have a clear voice in terms of improving provision before responding to their ideas, where appropriate. For example, leaders seek parents' views successfully by distributing questionnaires.

The school uses the findings of the self-evaluation process successfully to identify priorities for the development plan that will have a positive effect on pupils'

achievements. Although rather lengthy, the plan includes purposeful improvement targets and clear priorities. Actions are clear and success criteria are quantitative enough to enable staff to measure success effectively. The headteacher works closely with governors and staff to implement the plan and monitor progress.

The headteacher, staff and governors manage the school's resources effectively to support pupils and ensure improvements. A range of professional learning activities link well with the staff's development needs and the school's priorities. Teachers work together very closely to share ideas and learn from each other, and they learn from good practice in other schools. For example, staff scrutinise pupils' workbooks jointly with staff from three other schools in the area, which enables them to share ideas while ensuring consistency in assessments.

The school is staffed appropriately and makes effective use of individuals' skills to enrich teaching and learning. For example, staff expertise is used well to teach subjects such as science and art. Leaders manage the budget carefully and ensure that expenditure links well with plans for improvement. The school has a suitable plan to use the pupil development grant, which identifies purposeful support for pupils who are eligible for free school meals. The school monitors the effectiveness of provision on pupils' outcomes successfully. As a result, these pupils make good progress from their starting points.

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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