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Her Majesty's Inspectorate
for Education and Training in Wales

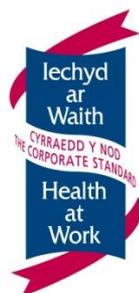
A report on

**Ysgol Gynradd Sirol Wdig
Hill Street
Goodwick
Pembrokeshire
SA64 0ET**

Date of inspection: October 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

Ysgol Gynradd Wdig is situated in the village of Goodwick, which is near the town of Fishguard in Pembrokeshire. It serves the local community and the surrounding area.

At present, 124 pupils attend the school, including 26 nursery children, nine of them being part-time. Thirty per cent of pupils are entitled to free school meals, which is higher than the national figure.

Eighteen per cent of pupils come from homes where Welsh is spoken. In terms of its linguistic nature, the school is a 'transitional school', according to the Welsh Government's linguistic categories. Welsh is the main medium of teaching, and recently the school has introduced the use of Welsh as a medium of teaching for mathematics and science. All pupils follow the Welsh first language study programme.

A very few pupils are from ethnic minority backgrounds, but no pupils are learning English as an additional language.

About 40% of pupils have special educational needs, which is significantly higher than the national figure.

At present, the school is in the charge of a temporary headteacher and deputy headteacher for a year, following the retirement of the previous headteacher in the summer of 2012.

The individual school budget per pupil for Ysgol Wdig in 2012-2013 is £3,641. The maximum per pupil in primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Ysgol Wdig is in 32nd position of the 61 primary schools in Pembrokeshire in terms of school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- there is a positive ethos, in which pupils apply themselves to learning and work conscientiously in many lessons;
- attendance levels over a period of three years compare very favourably with those of similar schools;
- thorough systems for tracking progress are used effectively to plan additional support as needed;
- pupils who receive additional support make clear progress in their work; and
- provision for pupils' wellbeing is a strength at the school.

However:

- pupils do not make enough progress across the school in aspects of literacy;
- there is a lack of detail in planning to ensure that work always provides an appropriate challenge to pupils of different ability in a class, especially pupils of higher ability; and
- individual targets for pupil improvement are too general, and marking does not do enough to show pupils what to do to improve the standard of their work.

Prospects for improvement

Prospects for improvement are adequate because:

- leadership has had a significant effect on the school's ethos as a learning community and achieved considerable improvements to aspects of pupils' wellbeing;
- there is a strong sense of working as a team among staff and a clear commitment to ensuring further improvement;
- there is extensive use of data as a way of measuring the school's performance, which has led to improvements in the achievement of groups of pupils;
- there is a range of appropriate self-evaluation systems in place; and
- improving standards of literacy is one of the priorities of the school development plan.

However:

- the school's leadership over time has not had enough of an effect on raising standards in general and improving the school's performance;

- the school's self-evaluation systems do not pay enough attention to the progress that pupils make in lessons and in their written work; and
- the governing body does not yet challenge the school's performance sufficiently or contribute enough to the process of producing the school development plan and the self-evaluation report.

Recommendations

- R1 Improve progress in standards of pupils' literacy across the school, including oral skills in Welsh in key stage 2.
- R2 Improve boys' achievements.
- R3 Ensure that teaching presents an appropriate challenge to pupils on the basis of the ability range in a class, especially pupils of higher ability.
- R4 Ensure that marking and pupils' personal targets across the school show pupils clearly what to do to improve the content and accuracy of their work.
- R5 Ensure that schemes of work show clearly the progression in literacy, numeracy and information and communication technology skills.
- R6 Strengthen the school's monitoring arrangements by ensuring that probing evaluations of pupils' standards and progress in their lessons and written work lead to improvements.
- R7 Strengthen governors' participation in the strategic planning processes and their role as critical friends.
- R8 Standardise and moderate the assessments at the end of the Foundation Phase in order to ensure valid assessments.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In lessons, on the whole, pupils undertake their tasks and make consistent progress against the aims of the lessons. They show positive attitudes towards learning, and are eager to succeed. In a few lessons, pupils do not make enough progress because of expectations that are too low or tasks that do not provide an appropriate level of challenge,

The school's analyses of the progress of target groups show that these pupils make significant progress in their basic skills. Pupils with special educational needs make clear progress against their personal targets. In the majority of lessons, pupils of higher ability do not achieve as well as they could in some aspects of their work.

Most pupils listen appropriately to their teachers and to each other, and they are ready to offer oral responses. They foster their initial oral skills in Welsh early in the Foundation Phase, and in key stage 2 they become able to explain what they are doing in their lessons with increasing confidence. However, there is not enough progress by the end of key stage 2 in pupils' ability to reply more extensively and use Welsh together in lessons when working in pairs or in small groups.

Pupils' early reading skills are developing effectively. By the end of the Foundation Phase, pupils are making appropriate progress in their ability to read independently. In key stage 2, the majority of pupils can read aloud meaningfully in Welsh and English. However, by the end of key stage 2, too many pupils are underachieving in reading in Welsh, especially boys. Key stage 2 pupils make some use of research skills, but there is not enough development in these skills or in the ability to respond to fiction.

Foundation Phase pupils make strong initial progress in developing their writing skills. They can form a variety of sentences with an increasing grasp of vocabulary, and begin to use basic punctuation in their work. However, a minority of pupils do not make enough progress by the end of the Foundation Phase in their ability to combine a range of sentences coherently to create more extended pieces.

In key stage 2, pupils generally make appropriate progress in their writing skills in Welsh and English. Their work shows an increasing grasp of accuracy and punctuation and they arrange their work effectively into paragraphs. Although progress can be seen in terms of length and quality of work, there are few examples of extended writing for an increasing range of purposes in the work across the curriculum, especially factual pieces. Pupils do not make enough use of their drafting and editing skills in their own work in order to improve the quality of their work.

Apart from in mathematical development, pupils' achievements at the expected outcome (Outcome 5) in assessments at the end of the Foundation Phase in 2012 were much lower than the national figure and the average for the family. This placed

the school among the bottom 25% of similar schools in terms of entitlement to free school meals. Pupils' achievements in the Foundation Phase at Outcome 6 were mostly higher than in similar schools. However, these achievements are not an accurate enough reflection of the standard of pupils' work last year.

There has been a recent improvement in pupils' achievement at the expected level in assessments at the end of key stage 2 in written English and especially in Welsh. However, the school's overall performance continues to be lower than expected in comparison with that of similar schools. In key stage 2, achievements at the higher level over time are lower than the expectations, especially in Welsh.

There is a significant gap between the achievements of boys and girls in several indicators in the Foundation Phase and in key stage 2. Contrary to previous years, the achievements of pupils in key stage 2 who were entitled to free school meals in 2012 compared very favourably with the remainder of the cohort of pupils.

Wellbeing: Good

Nearly all pupils feel safe at school and they have positive attitudes towards keeping fit and eating healthily. They enjoy physical activities, and large numbers take part in the clubs that are offered.

Standards of behaviour are good, and pupils show respect for each other and for adults. In lessons, pupils concentrate and work conscientiously.

The school's attendance rate was among the top 25% over time, compared with that of similar schools in terms of entitlement to free school meals. Pupils arrive at school and at their lessons punctually.

The new school council has received ideas from their fellow pupils about issues to be addressed, and arranged a coffee morning to raise money for a cancer charity. Members of the council were also responsible for organising the enterprise fair and non-school uniform days. Through the questionnaire to collect ideas from their fellow pupils about extra-curricular activities, they are aware of how to seek viewpoints and consider them when making decisions and planning initiatives.

Pupils are beginning to take an active part in the process of planning their learning activities. Through initiatives such as 'ffrindiau ffyddlon' and the 'mainc gyfeillgarwch,' pupils develop a strong sense of responsibility for the wellbeing of others and care for their fellow pupils. Through initiatives such as the organic farm project, pupils develop an awareness of aspects of the community and local business.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school has appropriate schemes of work that are based on contemporary themes that are of interest to children and that are relevant to the local area and the world beyond. The school provides a wide range of learning experiences that meet the needs of the majority of pupils. Visits to the community and by visitors to the school make a positive contribution to enriching pupils' learning experiences.

Teachers plan lessons and activities that, on the whole, ensure that pupils are motivated appropriately in their lessons. They make appropriate use of National Curriculum subject orders to ensure provision that meets subject requirements in a balanced manner. However, there is no whole-school overview in relation to skills to ensure consistency in teachers' expectations and progression in literacy, numeracy and information and communication technology skills across the school.

The school has worked hard to develop Welsh-medium provision during recent years. A sign of this commitment is the recent change to present the use of the Welsh language as a medium of teaching in mathematics and science in order to increase pupils' contact hours with the Welsh language. The Welsh dimension permeates through the learning experiences across the curriculum and expands pupils' knowledge and understanding of aspects of the history and geography of Wales. Similarly, the attention to Welsh folklore and traditions such as celebrating the New Year foster an appropriate awareness of Welsh culture.

There is appropriate provision to enable pupils to learn about sustainability. Specific units of work increase their understanding of global citizenship, with a beneficial link between the school and Dane's Castle School in Ireland.

Teaching: Adequate

Teachers maintain a good relationship with pupils, which leads to a positive learning environment in classes. They deal with cases of misbehaviour or lack of participation firmly but in a supportive way. In most lessons, teachers make appropriate use of teaching assistants to give support to pupils in small groups. This ensures that extensive attention is paid to pupils who have weak skills and those who need additional support.

In many lessons, teachers plan a sequence of activities that ensure that children's motivation and interest are maintained. However, there is not sufficiently detailed planning in the majority of lessons on the basis of the ability range in a class. As a result, at times, there is not enough of a challenge to ensure that pupils of higher ability achieve as well as they could.

In lessons, the continuous interplay with pupils, and asking of questions, provides appropriate opportunities for pupils to contribute orally and develop their understanding. Pupils also have appropriate opportunities to work in small groups. In a few lessons, teachers' expectations are not high enough, and there is a lack of challenge and attention to reinforce pupils' grasp of language.

The system has a comprehensive system for tracking progress and it makes effective use of data to identify the needs of individual pupils or groups and arrange appropriate additional support for them. Appropriate standardisation and moderation procedures are in place for teachers' assessments at the end of key stage 2, but not to ensure the validity of assessments at the end of the Foundation Phase.

Pupils have begun to assess their own work and the work of their peers. They contribute to setting targets for improvement for themselves, although these targets are not specific enough to help them to ensure progress against them. Only in a minority of cases do teachers' comments on pupils' work in their books give specific guidance to help pupils to develop the content and accuracy of their work.

Care, support and guidance: Good

The way in which the school promotes pupils' wellbeing in general is a strength. Innovative initiatives such as the 'grŵp maethiad' and the values education programme made an important contribution to the way in which the school has responded to the effect of social deprivation on pupils' wellbeing.

Appropriate arrangements are in place in relation to promoting pupils' wellbeing and health, with effective co-operation with external agencies to decrease the risk of harm to pupils. As a result of the support that has been targeted clearly for groups of vulnerable pupils, there has been considerable improvement in the educational progress and wellbeing of these pupils.

The school's provision for promoting pupils' spiritual, moral, social and cultural development is appropriate.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

The school has thorough procedures for identifying the additional learning needs of pupils that need additional support. There are appropriate individual education plans for them and effective intervention systems to ensure that these pupils make progress in line with targets, and progress is reviewed regularly.

Learning environment: Good

The school's ethos is supportive, in line with its motto, 'Dyro dy law i ni ac fe awn i ben y mynydd.' Giving equal opportunities to pupils, regardless of their background, is a high priority and is reflected in the way in which the school gives extensive additional support to vulnerable pupils. In addition, provision such as the 'grŵp maethiad' and the reading and homework clubs at lunchtimes contributes considerably to promoting equal opportunities and ensuring a reduction in the effect of deprivation.

The site and building are in a good condition and provide plenty of room, which is used effectively. Pupils' work is displayed in attractive displays and contributes towards creating an interesting learning environment. There are enough learning resources.

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

The school's leadership over time has had a significant effect on improving the school, especially in terms of improving the wellbeing of vulnerable groups and pupils' attitudes towards learning. However, the school's leadership over time has not yet had enough of an effect in terms of raising standards in general and improving the school's performance.

The interim management team has introduced appropriate new systems that contribute appropriately towards setting the school's strategic direction, and raising standards of literacy is a priority. The use of data analyses by the management team has led to significant improvements in aspects of literacy and identifying the need for further improvement.

In general, staff have appropriate responsibilities and clear job descriptions, but there is some uncertainty in relation to the nature of the responsibility for leading the Foundation Phase.

The governing body receives appropriate information about performance data. As a result, it has an accurate understanding of how the school performs, and what needs to be done in terms of improving standards. Initiatives such as the 'learning journeys' by governors also gives them a flavour of the work in classrooms. However, governors' responsibilities in relation to challenging the school's performance and contributing to strategic processes have not yet been developed sufficiently.

The school's initiatives in connection with pupils' wellbeing and addressing the effect of social deprivation provide evidence of the extensive attention given to local and national priorities.

Improving quality: Adequate

The school's quality improvement systems make use of a range of appropriate sources of evidence, including observation visits to classes and examining samples of pupils' work. However, the self-evaluation systems have not, as yet, given sufficient attention to pupils' standards and progress in their lessons and their written work. A suitable monitoring programme has been produced for the next three years. Although the school has made use of a pupil questionnaire this term, in general, collecting pupils' and parents' viewpoints has not received sufficient attention.

The school's self-evaluation report includes a detailed and valid analysis of data, including trends in performance and comparisons with similar schools. It includes a concise list of priorities for improvement at the end of most sections which, on the whole, relate to the intentions in the school development plan. However, there is more variety in the quality of provision and pupils' achievements than the self-evaluation report indicates.

The school development plan is a concise, clear document and focuses on an appropriate number of priorities. It includes a clear focus on raising standards, especially literacy in Welsh and English, and identifies challenging quantitative targets, based on improving performance in comparison with the family of similar schools. However, attention to improving managerial systems is scarce. There is not a prominent enough link between the outcomes of the systems to monitor pupils' work and the self-evaluation and the school development plan.

The school has addressed the majority of the previous inspection's recommendations successfully. However, not enough progress has been made to strengthen monitoring arrangements and improve planning for skills.

Establishing and taking part in professional learning communities internally and jointly with other schools is receiving appropriate attention.

Partnership working: Good

The school has a clear commitment to working with an appropriate range of partners.

The partnership with parents is effective, and parents feel comfortable in asking the school a question, making suggestions or identifying a problem. In order to ensure that parents can provide increasing support for their children, the school holds useful workshops for them on aspects such as basic skills, in addition to a Welsh learners' class.

There is effective co-operation with the Welsh language unit for latecomers in Ysgol Bro Gwaun, which includes follow-up visits by the centre's staff after pupils return to school. Beneficial arrangements are in place with both secondary schools that admit pupils from Ysgol Wdig in order to ensure continuity of pastoral care at the time of transition. In addition, suitable arrangements are in place for standardising and moderating teachers' assessments jointly at the end of key stage 2.

The school has beneficial links with a range of local bodies, organisations and businesses.

Resource management: Adequate

The school has enough staff and it uses them in an appropriate way. The learning team and support staff work together effectively and teachers make appropriate use of their time for planning, preparation and assessment.

There are appropriate performance management arrangements in place, which lead to the provision of suitable opportunities in connection with school priorities. This includes the Welsh Government's sabbatical scheme for improving teaching skills through the medium of Welsh.

The improvement priorities of the school development plan pay appropriate attention to the costs of intentions. The school keeps an appropriate proportion of its budget as a reserve fund.

The school's building and site is maintained to a high standard.

Considering pupils' achievements, the school offers adequate value for money.

Appendix 1

Commentary on performance data

In 2012, the percentage of pupils who achieved the expected outcome (Outcome 5) at the end of the Foundation Phase in all learning areas together was much lower than the national figure and the average for the family of similar schools, and places the school at the bottom of the family by some 20 percentage points. This placed the school in the bottom 25% of similar schools in terms of levels of free school meals. Contrary to in other learning areas, all pupils achieved the expected outcome in mathematical development, and this placed the school at the top of the family of similar schools and among the top 25% of similar schools in terms of free school meals.

The percentage of Foundation Phase pupils in 2012 who achieved the higher outcome in language and mathematics is higher than the national figure and the average for similar schools and close to the 25% in terms of schools with similar levels of free school meals. No pupils achieved the higher outcome in personal and social development.

In key stage 2, there was a pattern of progress in the percentage of pupils who achieve the expected level (level 4) in Welsh or English, mathematics and science in combination, following a consistent pattern of decline during the previous four years. However, the school's performance continues to be lower than in other schools in the family of similar schools in 2012 and close to the bottom 25% in terms of similar schools regarding entitlement to free school meals.

There has been a clear pattern of improvement in writing in English over the last three years and pupils' achievements are now around the family average. In Welsh, there has been a significant improvement over the last three years in the proportion of pupils who achieved the expected level. However, pupils' achievements in Welsh in 2012 continue to be close to the bottom of the family and close to the bottom 25% in terms of schools that have similar levels of entitlement to free school meals. Achievements in reading in Welsh remain low, especially among boys.

In mathematics, the percentage of pupils who achieve the expected level has declined over the last three years, but it remains close to the family average in 2012 and in the top 50% in comparison with schools in the same group for free school meals. There has been a similar pattern of decline in science, but the school's performance in 2012 declined to the bottom 25% of similar schools in terms of free school meals.

In English and in mathematics and science, achievements at the higher levels are, for the most part, lower than the average for the family and among the bottom 25% or 50% during the last two years in comparison with similar schools in terms of entitlement to free school meals. In Welsh, the percentage of key stage 2 pupils that achieved consistently at the higher level was significantly lower than the family average over the last five years.

In the Foundation Phase in 2012, boys' achievements were significantly lower than boys' achievements in language and in personal and social development.

In key stage 2, girls' achievements are significantly higher than those of boys in Welsh and English. There is also a significant gap between boys' and girls' achievements in mathematics and science. Contrary to previous years, achievements of pupils who are entitled to receive free school meals are significantly higher than the achievements of the remainder of the cohort in 2012.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Questionnaires were completed by 58 pupils in key stage 2. The responses for almost all questions compare favourably with the national picture for primary schools.

Nearly all pupils feel safe at school and feel that the school deals well with bullying. All pupils indicate that there are enough opportunities to keep fit and almost all also say that the school teaches them how to keep healthy. All pupils indicate that the school's staff help them to learn and make progress, and most feel that they are doing well at school. Most also say that pupils behave well at break times and lunchtimes. However, a minority of pupils say that behaviour hinders their ability to complete their work in class, which is higher than the national average.

Responses to parent/carer questionnaires

Twelve parents/carers completed the questionnaires. Overall responses compare favourably with the national picture for primary schools.

All parents say that they are satisfied with the school, that their children like school and are making good progress. They also all believe that the school is well-run. All parents say that staff expect their children to do their best, and that staff treat all children fairly and with respect. Most say that teaching is good and that they receive regular information about their children's progress. All parents note that their children feel safe at school and that they feel comfortable in raising a question, making suggestions or identifying a problem.

A minority of parents say that they do not understand the school's complaints procedure and that pupils do not behave well at school.

Appendix 3

The inspection team

Iolo Dafydd	Reporting Inspector
Margaret Davies	Team Inspector
Veronica Williams	Lay Inspector
Angharad Jones	Peer Inspector
Jonathon Jones	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. FYear 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.