



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 Llanychllwydog
Pontfaen
Fishguard
Pembrokeshire
SA65 9SE**

Date of inspection: May 2013

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 17/07/2013

Context

Ysgol Llanychlwydog is situated in the Gwaun Valley in north Pembrokeshire. It is a traditionally Welsh school in a rural catchment area which admits pupils from the local agricultural community. The area is described as one that is neither prosperous nor economically disadvantaged.

About 81% of pupils come from homes where Welsh is the main language. Ysgol Llanychlwydog is a Welsh-medium school according to Pembrokeshire's Language Policy. Welsh is the school's functional language and the whole atmosphere is of a Welsh nature.

The school was built in the 1880s and its motto is 'Gwreiddiau'r Gorffennol, Canghennau'r Dyfodol' (The roots of the past are the branches of the future). The school places a strong emphasis on fostering the Welsh traditions and customs that are an integral part of the life of the area.

The school provides for pupils aged between three and 11. At present, there are 23 pupils at the school, including two part-time nursery children. Pupils are taught in two classes, one for the Foundation Phase and one for key stage 2. No-one is entitled to free school meals at present. There are nine pupils on the additional learning needs register. No pupils have a statement of special educational needs. There are no looked after children, or pupils from ethnic minority backgrounds at the school at present.

The school has been managed by the senior management team at Ysgol Bro Ingli in Newport since September 2006, and the Foundation Phase teacher has daily responsibility for managing the school. During the recent period, significant changes have taken place in terms of staff and leadership and, as a result, the two teachers who teach there at present are temporary.

The individual school budget per pupil for Ysgol Llanychlwydog in 2012-2013 is £5,870. The maximum per pupil for primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Ysgol Llanychlwydog is in first place out of the 61 primary schools in Pembrokeshire in terms of the school budget per pupil.

The school was last inspected in April 2007.

Summary

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

Current performance

The school's current performance is good because:

- pupils' standards of work are generally good;
- pupils' literacy skills are good in Welsh throughout the school and in English in key stage 2;
- pupils concentrate very well during learning sessions, and apply themselves positively to their tasks;
- provision for Welsh and the Welsh dimension is a strong feature;
- teachers use a wide range of teaching methods and resources to stimulate interest;
- the school offers a wide range of appropriate learning experiences; and
- the school is a friendly and caring community.

Prospects for improvement

The school's prospects for improvement are good because;

- the headteacher and deputy headteacher have a clear vision which is shared effectively;
- the work of the senior management team has a positive effect on pupils' outcomes;
- the school has an appropriate self-evaluation process, which results in effective planning for improvement;
- the school development plan focuses well on the school's most important priorities and identifies actions effectively; and
- the school has a history of ensuring improvement in standards.

Recommendations

- R1 Develop pupils' ability in both key stages to learn independently and to direct their own learning
- R2 Ensure that consistently good teaching sets high expectations for all pupils, including those of higher ability
- R3 Plan purposefully to ensure progression and progress in pupils' key skills
- R4 Develop governors' ability to question and challenge the school's performance

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

In general, pupils at Ysgol Llanychllwydog make consistent progress in their learning. Pupils' starting points when they begin at the school vary but nearly all develop their learning skills successfully in learning sessions and in their work books. However, on the whole, pupils do not work independently enough or take responsibility for their own learning.

Pupils' literacy skills are good in Welsh throughout the school and in English in key stage 2. Most pupils use wide and varied subject and general vocabulary. They are fluent and confident when discussing their work.

Oral standards in Welsh are especially strong throughout the school. Most pupils possess the area's rich dialect and use it effectively in formal and informal situations. Pupils' strong awareness of the area's history, traditions and heritage is an obvious strength at the school.

Many pupils read effectively across the curriculum. From an early age, they develop good techniques in order to tackle reading texts, and by the time they reach key stage 2 they read accurately and fluently. The majority use intonation well to convey meaning when they read in public.

Pupils can write in a good range of forms in subjects across the curriculum. They produce extended pieces of work and the majority present their work increasingly accurately and neatly, and punctuate and paragraph effectively. The work of a minority of pupils is not accurate enough, nor is it presented neatly enough.

Pupils who have additional learning needs make appropriate progress against their targets. In the majority of learning sessions, they respond well when teachers set suitable tasks for them.

Numbers in the cohorts at the end of both key stages are low every year. As a result, it is not possible to analyse the school's performance data over time meaningfully.

There is no difference in the achievements of boys and girls in their work books or during learning sessions.

Wellbeing: Good

Pupils feel safe at school and are very aware of the importance of staying healthy. They feel free to turn to friends and staff if they feel anxious about any matter. They receive various opportunities to take physical exercise regularly through weekly physical education lessons and as a result of their extra-curricular sports activity. They are proud of their efforts in raising money to ensure that all pupils have free fruit at school.

Pupils' behaviour is consistently good. They concentrate very well during learning sessions and apply themselves positively to their tasks.

The attendance percentage is 94.4%, which is higher than the national average. There has been a consistent increase in the percentage over the last five years but, in comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the school has been in the lower 50% during this period. However, the low numbers mean that one pupil's absence can have a significant effect on the statistics.

All pupils at the school have an opportunity to take responsibility and offer ideas about issues that involve the school through discussions with the class councils and the school council. The school is an important part of the local community and pupils benefit from the consistent relationship with it. They derive great enjoyment from various opportunities to take part in activities with local agencies such as the Menter Iaith (Language Initiative) and the National Park.

Pupils at Llanychllwydog behave very naturally and in a very homely way among both staff and visitors. They realise the importance of working hard to improve their prospects for the future. This, along with the numerous experiences that they have when working closely with the community and local agencies, prepares them well for developing their skills for life and work outside the school.

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

The school offers a wide range of appropriate learning experiences which meet the requirements of the Foundation Phase and the National Curriculum in full. All the school's staff co-operate effectively to plan interesting lessons. However, provision does not always offer enough of a challenge for pupils of higher ability.

Provision for developing basic skills of literacy, numeracy and information and communication technology is appropriate throughout the school. However, planning is not purposeful enough to ensure progression in skills across the range of subjects.

Provision for Welsh and the Welsh dimension is a strong feature. On the whole, staff model polished language effectively. This has a very positive effect on pupils' oral skills and staff present and develop the area's dialect successfully. The school also provides a range of rich experiences for pupils to learn about their heritage and culture, which include activities that arise from effective co-operation with the Urdd and Menter Iaith Sir Benfro. These contribute well to enriching pupils' experiences.

Children's activity on sustainability and global citizenship is developing well at the school. They delight in working on projects that teach them about tropical forests, conservation and recycling and valuable opportunities are provided for them to raise money in aid of the school and various charities such as Children in Need and Comic Relief.

Teaching: Good

The quality of teaching is good in most lessons. In the best lessons, teachers use a wide range of teaching methods and resources in order to gain the interest of almost all pupils. However, tasks do not always meet the needs of pupils of different ability.

There is an effective working relationship between pupils and their teachers, which contributes to beneficial learning. Support staff assist learning effectively, especially when supporting pupils who have additional learning needs in key stage 2. On the whole, teachers have a good knowledge of all learning areas and use a range of strategies effectively to stimulate pupils' learning.

Teachers make effective use of standardised tests to measure progress and to prioritise appropriate support for pupils who underachieve. The school makes good use of a progress-tracking system in order to assess, identify gaps in learning and plan purposefully.

Assessment for learning strategies are being embedded appropriately in the school's procedures. Teachers' oral comments on pupils' work are good and pupils have appropriate opportunities to respond to them. Teachers' written comments are developing well and encourage pupils to assess their work in order to improve their own performance.

Annual reports to parents meet statutory requirements and pay good attention to their children's progress and development.

Care, support and guidance: Good

The school is a friendly and caring community and all staff promote high values. Provision for moral, social, cultural and spiritual development is good. The school's staff have a good relationship with pupils, and pupils show respect for them and trust them.

The school council has opportunities to raise money to buy fruit for pupils, and pupils are encouraged to support various charities such as Breast Cancer and Red Nose Day. Pupils benefit from shouldering responsibility and take it seriously.

There is an effective relationship between the school and specialist agencies and the whole staff are aware of their responsibilities.

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

The process for identifying and supporting pupils' additional needs is good. The school addresses very quickly provision of suitable additional support for those pupils who need support and this has a positive effect on standards. All pupils who are on the additional needs register have a suitable individual education plan, which is reviewed on a termly basis with parents. They ensure that individual needs are met in full.

Learning environment: Good

Ysgol Llanychllwydog is a kind, comfortable and supportive school that maintains a close link with the local community and celebrates this. All pupils are included in the school's everyday life and they are reminded, through the school's new motto, that they are 'Gwreiddiau'r Gorffennol, Canghennau'r Dyfodol'. Everyone has access to all aspects of the life and work of the school. These arrangements are supported by documentation, policies and procedures which ensure equal opportunities for all and promote equality and diversity.

Although the school building is old, it has been adapted and decorated recently to create a very attractive and colourful environment. A varied supply of good quality resources stimulates pupils' learning. Teachers make effective use of the site for play and learning, and the school's garden and the nearby forest add to pupils' experiences.

There are colourful and stimulating displays throughout the building, which show pupils' work and achievements. Facilities are clean and suitable and the site and building are kept safe and clean.

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

The headteacher's and deputy headteacher's vision is clear and has been based firmly on the school's motto, namely 'Gwreiddiau'r gorffennol, canghennau'r dyfodol'. This vision has been shared successfully with pupils, governors and parents, and there is a clear emphasis on the school's place and contribution within the local community.

The management structure allocates responsibilities clearly and the senior management team ensure the smooth running of the school within the federal system. All staff understand their strategic role within the structure, although the roles of subject co-ordinators are unstable at present because of the changes in staffing. The work of the senior team is having a positive effect on pupils' outcomes and on provision across the school.

Governors know the school well as an institution and, on the whole, understand their roles and responsibilities. Although they are supportive of the school, they do not challenge it enough by questioning performance.

The school responds appropriately to national and local priorities. Staff focus suitably on literacy and numeracy skills in lessons. The Foundation Phase is developing appropriately, and assessment for learning is having an increasingly positive effect on the standards of pupils' work.

Improving quality: Good

The school has an effective self-evaluation process. Leaders monitor standards and the quality of provision consistently by observing lessons and scrutinising pupils'

work and teachers' schemes of work. Reports that arise from these activities are analytical and focus appropriately on pupils' outcomes. The school pays attention to parents' opinions, but there is no formal method of collecting pupils' opinions on learning and teaching at present.

The self-evaluation report is a detailed document and the headteacher has shared it appropriately with governors. Leaders and teachers record and analyse data effectively in order to evaluate every pupil's progress and attainment thoroughly.

There is a clear link between the outcomes of self-evaluation and the development plan. The development plan focuses well on the school's most important priorities and identifies actions effectively. The headteacher and deputy headteacher monitor and evaluate progress on priorities well, and report on them regularly to the governing body.

During recent months, the school has been part of a professional network with its partner school in order to develop numeracy. This has had a positive effect on pupils' standards in key stage 2.

Partnership working: Good

There is a strong relationship between the school and parents, who are very supportive of all the pupils' activities.

Co-operation with the partner school is very strong, and the pupils at Ysgol Llanychlwydog benefit greatly from the additional provision that arises from the effective partnership with the other school's teachers and pupils. Links with other local primary schools are also good.

The school is enriched appropriately through visits from a number of visitors and links with various charities and agencies promote pupils' wellbeing well. This contributes extensively to enriching provision and improving pupils' outcomes. Co-operation with the local language initiative on recording dialect and with the Pembrokeshire Coast National Park to develop a learning area in the nearby forest has enriched provision at the school and is having a positive effect on pupils' outcomes.

The school co-operates well with the two local secondary schools to which pupils transfer. Older pupils are prepared appropriately for the next stage in their education. The school works closely with the authority's education service in order to improve the quality of its provision.

Resource management: Good

The headteacher and governors manage their resources well. The governing body and the finance sub-committee meet regularly, and monitor the budget carefully. The management structure that links the two schools in terms of leadership is efficient and ensures good resources for the school.

The school's arrangements for performance management and ensuring support for newly-qualified teachers meet statutory requirements. Teachers and support staff benefit from opportunities to receive suitable training in specific areas.

The school has enough teaching staff and support staff, and is enriched further by the co-operation between it and its partner school.

On this basis, and because pupils achieve good standards, the school provides good value for money.

Appendix 1

Commentary on performance data

The numbers of pupils who are in the cohorts at the end of both key stages are consistently very low – e.g. four in Year 6 in 2012 and one in 2013. As a result, it is not possible to come to a meaningful judgement, based on an analysis of performance data.

In key stage 2, since 2008, 100% of pupils have attained the required level in every subject and in the core subject indicator. The only exception to this is in 2012 when 75% of pupils reached level 4 or higher in Welsh and in the core subject indicator, and 66% in English. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school has been in the top 25% in every subject in every year, except in 2010 when it was in the lowest 25% in the core subject indicator and in the lower 50% in Welsh.

In the Foundation Phase in 2013, all pupils achieved results at the expected level, and attained outcome 5 in all of the learning areas that are assessed.

Results at the higher levels (Level 5+) are consistently lower than the averages for the family and Wales.

Appendix 2

Stakeholder satisfaction report

Fourteen responses were received to questionnaires. Because of the low number, comparison with national trends is not meaningful.

All pupils:

- feel safe at school;
- know to whom to speak if they are worried or anxious;
- believe that teachers and other adults help them to learn and make progress; and
- know what to do and to whom to speak if the work is difficult.

Nearly all pupils believe that:

- the school deals well with any bullying; and
- they are doing well at school.

Many pupils believe that:

- the school teaches them how to stay healthy;
- there are many opportunities to take regular physical exercise;
- there are enough books, equipment and computers for them to do their work; and
- nearly all children behave well at play time and lunch time.

The majority of pupils believe that:

- homework helps them to understand and improve their work at school; and
- other children behave well and that this enables them to do their work.

Parent questionnaires

Ten parent questionnaires were received, which represents a high percentage of all the parents at the school. Because of the low number, it is not meaningful to make a comparison with national trends.

All parents say that:

- their children like school;
- their children received support to settle in well when they started at the school;
- staff expect their children to work hard and to do their best;
- staff treat pupils fairly and with respect;
- children are encouraged to be healthy and to take regular physical exercise;
- their children are safe at school;
- they feel comfortable in asking a question at school;

- they understand the school's system for dealing with complaints;
- there is a good variety of activities; and
- the school is well-run.

Most parents said that:

- they are satisfied with the school in general;
- homework that is given builds well on what children learn at school; and
- the school helps their children to become more mature and to shoulder responsibility.

Many parents said that:

- their children are making good progress at school;
- teaching is good;
- their children receive additional support when they need it;
- their children are prepared well for moving on to the next school; and
- they receive regular information about their children's progress.

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Glenda Jones	Lay Inspector
Tegwen Ellis	Peer Inspector
Enfys Howells	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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