



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: December 2017

by

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

About Ysgol Llanychllwydog

Ysgol Llanychllwydog is situated in Cwm Gwaun, near Fishguard, in the north of Pembrokeshire. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2.

There are 26 pupils between 3 and 11 years old on roll, including 5 part-time nursery age pupils. Pupils are taught in two classes, one for the foundation phase and the other for key stage 2. Approximately 57% of pupils come from Welsh-speaking homes, and there are no pupils from ethnic minority backgrounds at the school. No pupils are eligible for free school meals. The school has identified 25% of its pupils as having additional learning needs, which is slightly higher than the national average of 21%.

The executive headteacher was appointed to the post in September 2017, and the school was last inspected in May 2013.

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 community that encourages pupils to treat others with a high level of respect and tolerance. During their time at the school, many pupils make good progress from their starting points. Nearly all pupils behave exceptionally well and are very keen to learn. Teachers plan interesting learning experiences that engage most pupils' interest successfully. The Welsh language is central to the school's life and work, and staff ensure that pupils have a good awareness of the history and culture of Wales and the local area. Leaders share a purposeful vision for the school successfully. As a result, they have a positive effect on the quality of provision, standards and pupils' wellbeing.

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 Ensure that teachers provide effective opportunities for all pupils to achieve to the best of their ability
- R2 Provide more opportunities for pupils to develop and use their numeracy and extended writing skills more consistently across the curriculum
- R3 Develop further the role of the governing body in setting a strategic direction for the school

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, the basic skills of a majority of pupils are lower than expected for their age. Many pupils recall previous knowledge effectively and make good progress in their learning from their starting points. Pupils with additional learning needs achieve well.

Most pupils' oral skills in the foundation phase develop at an early stage. They respond well to instructions and questions through the medium of Welsh by using simple sentence patterns correctly. By the end of the phase, many talk confidently about their work and express an opinion sensibly. In key stage 2, most listen carefully to the contributions of adults and other pupils. They concentrate well and talk about their work with increasing confidence in both languages by using suitable vocabulary. By the end of the stage, many join in enthusiastically with discussions, for example when discussing scientific experiments. Most achieve a good standard of bilingualism.

In the foundation phase, most pupils make good progress in learning to read. Younger pupils acquire a good understanding of the relationship between letters and sounds, and use them effectively to read unfamiliar words. Many are able to discuss their favourite books confidently. In key stage 2, many read aloud in both languages with accuracy and fluency, and discuss the main events and characters appropriately. They discuss various texts and answer questions effectively about what they are reading. By the end of the stage, many understand the purpose of factual books and use them suitably to gather information, for example in their research on the different organs of the body.

Many pupils make good progress in their writing by the end of the foundation phase. Many vary their sentences, punctuate correctly and use an interesting range of adjectives and similes to enrich their work; for example, they write sensible letters to the community council to complain about litter on the road. The quality of many pupils' handwriting and presentation of work is consistently good. In key stage 2, many write methodically in both languages and present ideas and information logically and effectively. However, at times, the number of worksheets in both stages limits a few pupils' extended writing skills. Most pupils make consistent and effective use of their literacy skills in various areas.

Across the school, many pupils deal with a wide range of number activities effectively. As they move through the foundation phase, many recognise shapes, understand the purpose of money and use time practically. Many use their understanding of mathematical concepts sensibly to analyse and solve problems. In key stage 2, many pupils' standards of mathematics are good and they use an appropriate variety of calculation methods correctly. They have a sound understanding of number and, by the end of the key stage, many pupils' mental mathematics skills are developing successfully. Many use standard units to measure and undertake tasks on capacity, and they use their data handling skills purposefully. Many solve problems relating to surface area successfully, for example when measuring different fields in the area. However, pupils do not always apply their numeracy skills consistently enough across different elements of the curriculum.

Many pupils' information and communication technology (ICT) skills are developing well. By the end of the foundation phase, many find information from different sources on the life of the frog and artists such as Monet. Most are familiar with saving their work confidently. In key stage 2, many use ICT appropriately to present data in the form of different graphs. They present their written work methodically and attractively by using a word processor, for example when creating poems and recording their research on countries around the world that produce coffee. By the end of the stage, many use spreadsheets purposefully to produce tables and graphs; for example, they create effective charts to compare wildlife. Pupils have a sound understanding of the importance of e-safety.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe at school and know what to do if they are worried about anything. They have confidence in the staff to provide support, when necessary. Nearly all pupils behave well during lessons and around the school. When meeting unfamiliar people, they are polite, listen carefully and discuss and express their opinions maturely. Nearly all pupils are very caring towards each other and members of staff.

Pupils' attitudes towards learning are one of the school's strengths. Nearly all pupils concentrate well, are enthusiastic and work diligently for extended periods when completing their activities. They work effectively in pairs or groups and support each other to learn effectively. Most show pride in their work and talk confidently about what they have achieved. They develop to become independent learners who are willing to play a full role in school life.

Most pupils have a sound understanding of their leadership roles. Members of the school council, the eco council and the healthy committee are very enthusiastic and play a prominent role in the school's life; for example, they organise and manage activities for other pupils and donate regularly to different charities. This has a positive effect on their awareness of other people's needs. Most pupils have a strong awareness and great pride in their area and the local community. They contribute extensively to a wide range of events, concerts and social activities. For example, they hold an open day at the school for members of the community, distribute cakes on 'Shwmae' day and sing carols during 'Hen Galan'.

Most pupils understand the basics of eating healthily and the importance of regular exercise. Younger pupils are able to talk about healthy foods, those that are not as healthy and how different foods affect the body. Older pupils explain clearly the effect of exercise on the heart rate, for example. Most pupils like to attend swimming training each week and take part in extra-curricular clubs and sports regularly. All of this has a positive effect on their personal and social skills.

Teaching and learning experiences: Good

The quality of teaching is good. Teachers plan a variety of effective learning experiences for pupils and include them effectively in the process of choosing the next stages in their learning. As a result, pupils have good ownership of their learning.

Teachers use a wide range of teaching strategies skilfully and deliver lively lessons. They have good subject knowledge. They plan rigorously and present specific learning objectives for pupils. They provide suitable activities and resources that suit pupils' interests well. Schemes of work for the curriculum are of a high standard and give appropriate consideration to the requirements of the literacy and numeracy framework. Teachers place a strong emphasis on raising pupils' standards by targeting different activities, such as ensuring good standards of reading. The planning for developing pupils' speaking and listening skills is particularly successful and is implemented consistently across the school.

Staff promote correct Welsh consistently and this enriches the quality of pupils' oral language successfully. They ensure that pupils are given appropriate opportunities to learn about their area and Welsh history and culture. As a result, pupils have good knowledge of famous Welsh people such as Dewi Emrys, T Llew Jones and the local historical character, Jemima Niclas. The school provides a variety of visits and interesting activities in the community and outside the area.

Teachers ensure that pupils are given purposeful opportunities to express an opinion and make lively presentations. Planning for pupils' ICT skills is developing well and enables them to use a variety of resources to support their learning successfully. However, at times, overuse of worksheets limits a few pupils' extended writing skills, and planning does not ensure that pupils apply their numeracy skills consistently across the curriculum.

Teachers question pupils probingly and encourage them to use their literacy skills and thinking skills regularly. Staff and other adults develop an effective working relationship with pupils, which fosters their learning successfully. Learning assistants work successfully with teachers to support individuals and specific groups of pupils. Teachers manage their classrooms effectively, promote good behaviour and encourage pupils to concentrate well on their tasks. They ensure that their lessons have a suitable pace, which leads to high levels of commitment among pupils. On rare occasions, where teaching is not as good, teachers do not provide enough challenge for all pupils to achieve to the best of their ability.

Teachers provide pupils with constructive oral feedback on their efforts in lessons. There are suitable procedures in place for pupils to evaluate their own work and that of their peers.

The principles of the foundation phase have been established firmly. Teachers make good use of the site to enrich pupils' learning experiences. For example, they use the forest and the small garden near the school purposefully to investigate the nature of the area.

Care, support and guidance: Good

The school is a friendly and caring community that promotes the importance of good behaviour successfully. This means that pupils behave politely and respectfully towards each other and others. One of the school's strengths is the clear focus on each pupil's wellbeing. The emphasis on developing values is a strong feature in the school's life, and the robust personal and social education programme promotes aspects such as equality and diversity successfully. The school's arrangements for

safeguarding pupils are appropriate and are not a cause for concern. As a result, pupils feel completely safe at school and there is a very successful working relationship with members of staff.

The school has effective procedures for tracking pupils' progress and achievement. Teachers use information that derives from this purposefully to plan the next steps for pupils and to provide suitable interventions for those who need additional support. All pupils with additional learning needs have a comprehensive individual education that has been produced in consultation with parents. Teachers monitor the progress of pupils who receive interventions conscientiously. However, the school has only recently begun to target more able pupils.

The school promotes pupils' spiritual, moral, social and cultural development effectively through the curriculum, assemblies and events that promote creative skills. For example, local religious leaders visit the school regularly and staff plan valuable opportunities for pupils to perform in Christmas and Easter concerts and to compete in local competitions. Pupils are also given appropriate opportunities to attend the residential centres in Llangrannog and Cardiff. The experiences that they receive both within the school and beyond enrich their understanding of their identity and respect diversity in Wales and the rest of the world.

The school promotes pupils' health and wellbeing successfully and has appropriate arrangements for promoting eating and drinking healthily. For example, a range of effective opportunities is organised to develop pupils' fitness, such as sports clubs. Pupils are also given opportunities to work in the garden and grow plants to sell to parents. Visits from individuals, such as the local police officer, teach pupils about the dangers of using the internet and substance abuse and smoking.

The school has a range of purposeful partnerships that have a positive effect on provision. A good example of this is the close partnership with parents. Through open evenings and individual meetings with teachers, parents are given regular opportunities to discuss their children's progress and targets. The school distributes a good quality weekly timetable to parents to ensure that they have useful up-to-date information about forthcoming activities. The school takes advantage of the expertise of parents and other members of the community to enrich pupils' learning experiences. For example, governors visit the school regularly to help readers in the classes and to conduct school clubs. The use of Hwb, which is an electronic resource for pupils and parents, helps to bridge effectively between the home and the school.

Leadership and management: Good

The headteacher on the site and the executive headteacher provide robust leadership and a clear strategic direction for the school's work. Both are extremely effective in setting and promoting their vision, which focuses clearly on raising pupils' standards and fostering community relations. Together, they succeed in promoting high expectations among staff and pupils. This ensures that all aspects of school life have a clear and very positive influence on pupils' achievement and wellbeing, and ensures a homely ethos and an orderly community. Leaders receive strong support from members of staff.

The school's staffing structure is purposeful and all members of staff have clear and detailed job descriptions. This enables them to take responsibility for specific aspects of the school's work. They work very closely as a team and meet regularly to discuss progress and plan jointly. They are very willing to share their expertise for the benefit of pupils. One of the leadership's strengths is the way in which the headteachers ensure the accountability of all members of staff. Through skilful use of performance management procedures, they succeed in holding staff to account effectively for their performance.

The school responds well to local and national priorities. For example, developing the Welsh language is a strength throughout the school, and this strengthens pupils' language skills well. The school is also preparing purposefully to implement the Digital Competence Framework.

Governors are very supportive of the school, meet regularly and fulfil their duties appropriately. They have a satisfactory understanding of the school's performance and know how this compares with other similar schools. Recently, some of the governors have begun to take part in a wider variety of activities. These include scrutinising pupils' work and conducting learning walks. Currently, their role in setting a strategic direction for the school is limited.

Leaders have a sound understanding of strengths and areas for improvement. The school's arrangements for self-evaluation and planning for improvement are comprehensive and rigorous, and all members of the school community contribute effectively to the process. Leaders use a wide range of first-hand evidence skilfully to identify the school's strengths and areas for improvement. These include detailed data analysis, scrutinising pupils' work, lesson observations and conducting learning walks. The reports that derive from this process identify clearly the quality of provision and pupils' standards. Monitoring activities have a sharp focus in order to lead to improvements in specific aspects of the school's work. There is a clear link between self-evaluation activities and the priorities in the school development plan.

There is a range of suitable training opportunities for the professional development of teachers and assistants. For example, the training that was provided to improve pupils' standards of reading in Welsh has already had a positive effect on their achievement.

The school is staffed appropriately and makes effective use of individuals' skills to enrich teaching and learning. For example, staff expertise is used skilfully to teach subjects such as language and mathematics across the curriculum. The school uses the outdoor area successfully and teachers plan purposeful activities when working in the forest and outdoors in order to improve pupils' skills. Leaders manage the budget carefully and ensure that expenditure links well to the plans for improvement. No pupils have been eligible to receive the pupil development grant during recent years.

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.

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