



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

A report on

**Ysgol Llechryd
Llechryd
Cardigan
SA43 2NL**

Date of inspection: May 2018

by

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

About Ysgol Llechryd

Ysgol Gynradd Gymunedol Llechryd is situated in the village of Llechryd, which is approximately three miles from the town of Cardigan. There are 62 pupils between 4 and 11 years old on roll, who are taught in three mixed-age classes.

Around 10% of pupils come from Welsh-speaking homes. Around 20% of pupils are eligible for free schools, which is close to the national average. Around 42% of pupils have additional learning needs, which is higher than the national average. Nearly all pupils are from white British backgrounds.

The school was last inspected in September 2013.

The current headteacher was appointed in January 2011.

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

Ysgol Llechryd is a happy and caring school with a strong ethos of inclusivity that permeates throughout. All pupils are included fully in all aspects of school life. Most pupils make good progress from their starting points.

The headteacher provides highly effective leadership. She shares her vision successfully for a happy and inclusive school in which all pupils are encouraged to develop to the best of their ability.

All of the school's staff work together to provide a broad and stimulating curriculum, and exciting experiences and challenges for pupils that engage the interest of most of them successfully.

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 Raise the standard of spoken language of pupils in the foundation phase
- R2 Provide more opportunities for pupils to apply their numeracy skills across the curriculum in the foundation phase

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, many pupils have the skills that are expected for their age. Most make good progress in their learning from their starting points, including pupils with additional learning needs. Most pupils develop their thinking skills effectively.

Nearly all pupils develop their listening skills effectively. From an early age, most listen attentively to adults and each other. Although most pupils acquire appropriate vocabulary and syntax, a majority do not use them confidently when responding to adults or when talking to their peers. In key stage 2, most develop their oracy skills soundly in English and Welsh. Most contribute well to discussions and express their opinion clearly and maturely. They use suitable and correct subject-specific vocabulary effectively, for example when discussing insects and plants in the school garden.

Most pupils develop their phonological awareness effectively and use this knowledge to identify new words successfully. They use their early reading skills soundly when gathering information from text and record it by drawing. The strongest readers read fluently and identify the purpose of punctuation well. In key stage 2, many pupils read appropriately for their age and ability. They explain characters' feelings and decisions within the story well, and many are able to guess the reasons for characters' decisions or thoughts sensibly. They discuss the content of their books maturely in both languages. They use their skills effectively across the curriculum, for example when searching for information on the internet in English to create a Welsh pamphlet about keeping fit.

In the foundation phase, many pupils' writing skills are developing well. They write an increasing range of simple sentences independently. They write for different purposes and in a series of exciting sentences with increasing accuracy, for example when writing a portrayal. In key stage 2, most pupils build well on their writing skills in both languages. They have a sound awareness of the features of a number of writing forms, and use their knowledge to write across the curriculum. Older pupils choose interesting vocabulary and show an increasing awareness of audience, for example when writing a factual report about a visit to St David's or when creating a modern myth based on Culhwch and Olwen or the Twrch Trwyth.

Most pupils make sound progress in their number skills. Throughout the foundation phase, they develop a good understanding of measurement, money, time and handling data. They do so both inside and outside the classroom; for example, they learn how to estimate the volume of objects by experimenting with different containers in the water tub. Most pupils build on their previous learning successfully. For example, in key stage 2, they use their understanding of co-ordinates to solve challenging tasks, such as reflecting symmetry in the four quadrants. Most older pupils understand that they need to use different graphs to convey information in various subjects across the curriculum.

By the end of key stage 2, most pupils apply their skills very successfully when completing scientific projects, for example when investigating the flexibility of feet following different activities.

In the foundation phase, most pupils' ICT skills are developing soundly. They use drawing packages confidently when emulating artists. By Year 2, most are able to input simple data into a spreadsheet in order to create a graph with the information. They program a computerised toy to move to a specific point on a map independently. Most pupils continue to make good progress across key stage 2. They use word-processing packages successfully to present their information, and presentation programs to convey information to the class and the whole school. They create databases successfully and interpret data correctly, for example when using a database to record how much sleep members of the class had over the weekend.

Wellbeing and attitudes to learning: Good

Standards of pupils' wellbeing across the school are good, and most have a positive attitude towards work and the school's day-to-day life.

The work that is undertaken by members of the school's committees and councils ensures that staff and pupils work together towards ensuring a safe and inclusive environment. Nearly all pupils in key stage 2 belong to one of the school's various committees. Members of the 'Technotastic' committee are very effective in promoting other pupils' ICT skills and reminding and teaching others about the importance of e-safety. For example, they create useful posters to remind pupils about the dangers of social media websites and revealing their passwords. Most pupils have a very good awareness of how to stay safe online. They are able to discuss how to respond when a stranger tries to contact them, and are very aware of the dangers of revealing personal information. The Welsh Language Charter ambassadors, namely the 'Lleisiau Llechryd' group, undertake their roles well. Through the characters 'Seren and Sbarc', they ensure that pupils promote the Welsh language during break times, in addition to promoting Welsh in the local community and other countries around the world. As a result, members of 'Lleisiau Llechryd' respond successfully to the requirements of the Welsh Language Charter and strive to encourage their peers to speak Welsh more often during lessons and incidentally.

Nearly all pupils are aware of the importance of making healthy choices. They are very aware of the importance of eating fruit, drinking water and that the contents of their packed lunches are healthy. They understand the benefits of regular exercise and are able to discuss intelligently the reasons why it is important to run a mile a day. As a result, nearly all pupils develop a positive attitude towards keeping fit and realise the value of eating healthily.

Most pupils' behave well in lessons and on the playground. They are polite and caring, and they treat each other and adults with respect.

Teaching and learning experiences: Good

The standard of teaching is good. In many classes, teachers set a high and consistent challenge for pupils, which keeps them on task for extended periods. In many classes, teachers have high expectations of their pupils and tailor work successfully for pupils of all abilities. In many classes, teachers make effective use of a variety of successful teaching methods, which ensure that most pupils achieve well and apply themselves fully to their learning.

Teachers and assistants take advantage of regular opportunities to challenge pupils by questioning them skilfully and encouraging them to think. There is an effective working relationship between teachers, assistants and pupils in all classes. This encourages most pupils' respect and courtesy, and adds to the ethos of inclusivity throughout the school. Where teaching is less effective, adults do not always set an adequate challenge for individuals. Overall, staff are effective language models and use rich and correct language with pupils. However, they do not always challenge the accuracy of pupils' spoken language regularly enough. This leads to a lower than expected standard in oracy in the foundation phase.

Teachers provide pupils with appropriate feedback, both orally and in writing. The written response to pupils' work is simple and effective. It provides pupils with clear guidance on their successes and what needs to be improved. Teachers provide opportunities for pupils to assess their own work and that of their peers. Teachers ensure valuable opportunities for pupils to improve their skills and the content of their work when re-drafting specific aspects. As a result, most pupils discuss how they have improved their work confidently and show the progress they have made as a result of the feedback.

Teachers provide a broad and balanced curriculum. They provide exciting experiences and challenges for their pupils, which usually engage their interest and enthusiasm towards learning. Valuable use is made of visitors and educational visits in order to enrich the curriculum and develop pupils' skills within particular projects. For example, during the creative project in key stage 2, they use their literacy, numeracy, ICT skills and creativity to create modern myths that emulate the qualities of the traditional stories from the Mabinogi. At the top of key stage 2, they also provide a series of themes and stimulating scientific experiments. Experiments are planned highly effectively to develop pupils' skills, which builds very successfully on their previous learning. They make the best of the nature area outside the classroom, for example to collect and take pictures of plants and insects in order to study them in the classroom.

Staff have a sound understanding of the principles and ethos of the foundation phase. They make suitable use of the areas both inside the classroom and outdoors to develop pupils' skills. Teachers plan effectively to develop pupils' communication and ICT skills through interesting themes and learning experiences. However, opportunities for pupils to apply their numeracy skills across the curriculum in the foundation phase are limited.

The school provides rich opportunities for pupils to learn about the Welsh language and culture. Effective development of the Welsh Language Charter has begun to raise pupils' awareness and pride in their language and country. This is supported successfully as teachers plan valuable opportunities for pupils to learn about the history and culture of their local area.

Teachers and assistants plan effectively for pupils with additional learning needs. As a result, nearly all make good progress against their targets.

Care, support and guidance: Good

The school identifies pupils who need additional support at an early stage and ensure that they are provided with comprehensive support. The school succeeds in ensuring that all pupils receive the support that is planned for them.

The school provides intervention that supports pupils with emotional and social needs effectively. As a result, the confidence of vulnerable pupils, and their understanding of social behaviour, have improved significantly. This enables them to be full members of school life and pupils who are willing to express their opinions in discussions and work together successfully in meetings and committees. The school includes pupils with additional learning needs, profound needs and those who are eligible for free school meals in its committees. This is a strength and adds to the sense of inclusion throughout the school.

The school makes good use of the support it receives from external agencies that attend the school regularly in order to support pupils' progress and wellbeing successfully. They work together effectively in order to meet individuals' needs so that all pupils experience success and are ready for the next stage in their development.

The school holds beneficial parents' evenings in order to improve parents' understanding of reading strategies and foster confidence to support their children with numeracy homework.

The school provides appropriate opportunities for pupils to make decisions about what they learn. For example, it includes pupils in initial discussions by creating mind maps when presenting new themes, and teachers include pupils' ideas when planning work for the term.

The school provides valuable experiences to develop pupils' thinking skills. Teachers question effectively in order to encourage pupils to think creatively. The school has recently received a grant to develop pupils' creativity in key stage 2. The school uses the grant successfully to provide exciting opportunities for pupils to create modern myths about waste, rubbish and plastic. As part of this work, a well-known artist and poet came to work with pupils to develop their creative skills further.

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

Leadership and management: Good

The headteacher provides highly conscientious and effective leadership. She has a clear and robust vision for a happy and inclusive school where pupils are encouraged to develop to the best of their ability. Teachers and staff support and realise this vision successfully by encouraging the school's fundamental values, which are incorporated in the motto 'o'r fesen fach i'r gangen uchaf, anelwn am ragoriaeth' (from the small acorn to the highest branch, we aim for excellence). However, the headteacher's regular time within school time to fulfil her management and leadership duties is limited.

The governing body makes a valuable contribution to the school's development. It has rigorous and up-to-date knowledge of performance data over time, pupils' progress and the school's development needs. Members take advantage of regular opportunities to visit lessons by taking part in learning walks and scrutinising pupils' work. They discuss with staff and receive rigorous information from the headteacher in full meetings and sub-committee meetings. As a result of their rigorous knowledge, their role as a 'critical friend' of the school has been developed robustly.

The school's self-evaluation processes are rigorous and based on first-hand evidence. Leaders have detailed knowledge of pupils' standards and progress across the range of age and ability. Through lesson observations, scrutinising plans and scrutinising pupils' work, leaders form a balanced judgement about the necessary priorities for improvement. The headteacher observes lessons regularly and ensures an agreed focus. She prepares an appropriate evaluation as a result of the visit, which identifies strengths and areas for development. However, these reports are not always incisive enough in responding to pupils' standards and progress, or teachers' development needs.

The school development plan is of a good standard. It outlines the specific actions that are to be taken to address the different priorities effectively. Priorities are shared into smaller actions, and leaders evaluate progress regularly, and grade their judgement during the year in line with the effectiveness of actions. An example of the positive effect on the improvement plans is the successful work to develop various tasks that meet the needs of pupils of different abilities effectively across key stage 2.

Leaders manage the school budget carefully and effectively. Decisions on expenditure are linked closely to the school's strategic priorities. Grants are used successfully to ensure appropriate support for specific pupils, for example by providing specialist interventions. The school has an effective range of resources, which are used creatively to promote learning experiences and have a positive influence on nearly all pupils' progress. The school's indoor and outdoor areas are used skilfully to promote pupils' learning experiences.

The school's performance management processes are sound and focus on current priorities, in addition to staff's development needs.

Transition arrangements from the foundation phase to key stage 2 are managed effectively and have a positive effect on pupils' confidence and progress, and use the strengths of teachers and staff successfully.

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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