



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

**A report on**

**Ysgol y Frenni  
Crymych  
Pembrokeshire  
SA41 3QH**

**Date of inspection: October 2018**

**by**

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

## About Ysgol y Frenni

Ysgol y Frenni is situated in the village of Crymych, in Pembrokeshire local authority. Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2.

There are 166 pupils between 4 and 11 years old on roll. Around 52% of pupils come from Welsh-speaking homes. Very few pupils are from ethnic minority backgrounds. Over a three-year-period, around 8% of pupils have been eligible for free school meals. This is lower than the national percentage (18%). The school has identified around 19% of its pupils as having additional learning needs, which is close to the national average (21%).

The headteacher was appointed to the post in September 2008 and the school was last inspected in March 2012.

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 robust vision of the headteacher and leaders sets a clear strategic direction for developing the school. They have purposeful expectations for the school. The quality of teaching is usually good and derives from a successful working relationship between pupils, teachers and learning assistants. As a result, many pupils make good progress from their starting points. The pupil voice and pupils' rights are at the heart of school life, and standards of wellbeing are very sound. Most pupils behave well and are very eager to learn. One of the school's strengths is the pupils' courtesy and respect towards their peers and adults. There is a very caring and happy environment at the school. Parents, pupils, staff and governors contribute to the strong sense of community that exists within the school.

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

## **Recommendations**

- R1 Ensure that the self-evaluation process enables leaders to identify better the next steps that are needed to promote improvements
- R2 Increase the use of the Welsh language by key stage 2 pupils in informal situations
- R3 Develop opportunities for pupils to apply their numeracy skills more consistently in other areas of the curriculum in key stage 2
- R4 Ensure that teaching in all classes challenges pupils of all abilities regularly, particularly those who are more able

## **What happens next**

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

## Main findings

### Standards: Good

Over time, a majority of pupils' language skills on entry to the school have been lower than expected for their age. Many make good progress as they move through the school and achieve well by Year 6. Pupils with additional learning needs make good progress from their starting points. However, more able pupils do not always achieve well enough.

In the foundation phase, most pupils make strong progress in developing their speaking and listening skills. By Year 2, most share their ideas enthusiastically and enjoy discussing their work. Many use their knowledge of letter sounds to identify new words effectively. They read clearly and fluently. Many develop their writing skills well in a range of genres. For example, they present successful pieces about their families and pets.

In key stage 2, many pupils speak clearly and confidently in both languages. For example, Year 6 pupils prepare effective arguments in Welsh on the topic of school uniform. However, a few pupils do not use the Welsh language voluntarily in informal situations. Many pupils use their reading skills well in both languages to select relevant information by skimming and scanning, for example when researching the history of the Tudors and the Second World War. As they move through key stage 2, many show a sound understanding of writing styles and give good consideration to different audiences. By Year 6, most use a capital letter, question mark and full stop well, and punctuate by using apostrophes and quotation marks correctly. The quality of pupils' handwriting and presentation of work is neat in both Welsh and English.

Most pupils in the foundation phase achieve well in their mathematical development, in line with their age and ability. By Year 2, most have a good understanding of number, fractions and money, and they talk confidently about their work. Most measure correctly by using standard units and use data that has been collected to create a simple block graph, for example to show their favourite toys. Most use co-ordinates effectively, for example to locate different features on a map of Crymych. They apply their skills successfully when working across the curriculum, and use their number skills to answer questions about the village of Crymych. For example, they calculate how far local lorries travel in a week and how many animals go to the veterinary surgery in a week.

In key stage 2, most pupils build successfully on their previous learning and make good progress in their mathematics skills. They discuss their number work confidently by using relevant mathematical terminology. By Year 6, most show an effective understanding of strategies that enable them to add, subtract, multiply and divide numbers confidently, for example when discovering the best bargains in the local supermarkets. In their science work in Year 4, they apply their measuring skills to discover the absorbency of a collection of rocks. However, on the whole, pupils do not apply their numeracy skills regularly enough in other areas of the curriculum.

Many pupils develop their information and communication technology (ICT) skills well. In the foundation phase, most use apps successfully to support their understanding of literacy and numeracy. Most at the top of the phase give a

programmable toy a series of instructions effectively. In key stage 2, most pupils continue to make good progress. They use word processing packages successfully to present their work, and presentation programs to convey information. Many pupils create graphs effectively and a majority add to database entries and amend them. A few more able pupils create databases effectively to analyse data and follow specific lines of enquiry, for example when researching different aspects of rugby.

### **Wellbeing and attitudes to learning: Good**

The working relationship between pupils and staff is a strong feature of the school and a firm foundation for the caring and familial ethos. Nearly all pupils are polite and thoughtful, and treat their peers and visitors with respect and care. Most pupils feel safe at school and know whom to approach if they have any concerns. They are confident that the school responds promptly to any concerns they may have.

Most pupils understand the importance of eating and drinking healthily and take part in regular exercise. Nearly all pupils respond positively to the wide range of physical activities that the school provides, for example yoga sessions, and the running and netball clubs. Most pupils have a good awareness of the importance of staying safe on the internet.

The influence of the pupil's voice is one of the school's strengths, and most pupils undertake their responsibilities very enthusiastically.

Through the range of different councils and groups, pupils have a positive effect on school life and the wellbeing of their peers. For example, the 'cyfaill cwl chwarae' (play buddies) promote playing together on the playground and try to ensure that no child feels lonely. The eco council is active in raising pupils' awareness of the importance of sustainable living by recycling and saving water. The school council promotes and celebrates physical and mental wellbeing successfully.

Pupils take pride in opportunities to support various charities. This has a positive effect on their awareness of the needs of others in the community and the wider world.

Nearly all pupils show a positive attitude to learning and enjoy undertaking tasks in their lessons. Most pupils have a sound understanding of classroom organisation and move around the various areas confidently. Most cope well with new challenges and persevere when facing difficulties. In the best practice, pupils develop well by making independent decisions and working confidently in the classrooms and outdoor areas. Many pupils discuss topics effectively in pairs and groups. They work well with their peers and support each other when necessary. As a result, many pupils develop as confident learners.

### **Teaching and learning experiences: Good**

Across the school, staff establish a very good working relationship with pupils, which fosters a hard-working learning environment. Teachers have good subject knowledge and lead effective learning sessions. They link their lessons successfully with previous learning and use strategies skilfully. There is good co-operation between teachers, and they provide purposeful support programmes for pupils to strengthen their literacy and numeracy skills. Classroom assistants provide very

effective support for teaching and learning across the school. Where teaching is at its best, teachers have high expectations and ensure that sessions have a good pace. In the few examples where teaching is less effective, teachers over-direct learning and do not always challenge pupils effectively enough. As a result, pupils do not always work to the best of their ability, particularly those who are more able.

Teachers provide constructive praise at appropriate times and, as a result, they create classrooms in which pupils feel confident that they are valued. Assessment for learning strategies are developing suitably in most classes. Pupils are beginning to assess their own work and that of their peers. Most teachers provide pupils with useful oral feedback.

Schemes of work for the curriculum give appropriate consideration to the requirements of the literacy and numeracy framework. The school is planning purposefully to address the new curriculum. In the foundation phase, teachers plan skilfully in order to develop pupils' skills, and include pupils' ideas in plans. In key stage 2, teachers prepare suitable activities that are based on the four purposes of the Curriculum for Wales. They plan interesting projects, for example on the Second World War, and provide beneficial opportunities for pupils to develop their literacy skills. However, there are no regular opportunities for pupils to develop their numeracy skills across the curriculum.

The principles of the foundation phase have been established particularly well in the school. The school plans valuable opportunities to use the spectacular outdoor areas to extend learning successfully. Teachers provide very interesting focus tasks and continuous activities, which include suitable opportunities for pupils to role-play and practise their physical and creative skills.

The school plans successfully to develop the Welsh dimension, and this reinforces pupils' sense of pride in the local area and Welsh culture. Pupils are given a number of opportunities to compete in local and national eisteddfodau. They study authors such as T. Llew Jones and Mererid Hopwood, and work with local artists to create attractive murals. This promotes pupils' awareness of their heritage effectively.

### **Care, support and guidance: Good**

The school is a friendly and familial community which promotes the importance of good behaviour, courtesy and commitment effectively. There is a strong emphasis on providing equal opportunities for all pupils and promoting diversity, anti-racism and fairness. The school provides beneficial opportunities for pupils to shoulder responsibility for aspects of school life and join different clubs. Good examples of this are older pupils looking after and playing with younger pupils during break time, and digital leaders supporting other pupils in the ICT club.

The school has effective arrangements for promoting healthy eating and drinking. This has a positive effect on pupils' understanding of issues relating to their health and wellbeing. For example, pupils are given good opportunities to promote sustainable development effectively through the work of the eco council. Provision to develop pupils' understanding of the needs of other countries around the world is also successful. For example, the school invites visitors to talk to pupils about the needs and traditions of Lesotho.

Leaders develop purposeful systems to track pupils' progress. They use information about pupils' performance effectively to provide valuable support and purposeful intervention programmes for any pupils who are in danger of underachieving.

The quality of provision for pupils with additional learning needs is good. Teachers use a variety of appropriate methods to identify pupils' needs at an early stage. Teachers provide appropriate individual education plans for individuals, and parents and pupils are included suitably in the process of producing and reviewing them. As a result, pupils make strong progress in their learning.

There are valuable opportunities for pupils to reflect on their learning and wellbeing, and question the world around them. For example, during school assemblies, adults and pupils discuss the importance of heart-warming words and those that are hurtful. The school provides many valuable opportunities for pupils to develop their cultural awareness during musical activities, including taking part in concerts and services in the school and the local area.

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

### **Leadership and management: Good**

The headteacher has a clear vision that is based on providing a high standard of education in an inclusive Welsh ethos. She succeeds in sharing this vision effectively with staff, pupils, governors and the wider community successfully.

Teachers and assistants work together closely to provide valuable learning experiences for pupils. The headteacher has high expectations of them and, under her guidance, members of staff have a clear understanding of their roles and responsibilities to ensure continuous improvement. The headteacher uses performance management procedures well to stimulate improvement, and links targets with whole-school improvement plans effectively.

Leading teachers are beginning to undertake their new roles successfully. They take responsibility for leading strategies across the school. For example, they lead a scheme to develop independent and confident pupils. However, this has not yet been embedded fully across the school.

The school has a strong culture and ethos of supporting staff's professional learning. Staff receive beneficial support and training from colleagues, and staff expertise is used successfully within the school. A good example of this is the way in which teachers are beginning to plan activities that respond to the new proposed curriculum by using best practice within the foundation phase.

Governors are very supportive of the school's work. Through effective co-operation with the headteacher, talking to pupils and scrutinising their workbooks, they have a good understanding of the school's strengths. They use information sensibly to make decisions when setting a strategic direction for the school's work. As a result, they succeed in supporting and challenging the school on its performance successfully.

Self-evaluation arrangements have been embedded firmly in the school's life and work, and have a positive effect on provision and standards. Through data analysis, scrutiny of pupils' work and lesson observations, the headteacher and staff form a fair and accurate judgement about the school's current standards. Leaders make good use of the findings of the self-evaluation process to make decisions and set a strategic and purposeful direction for the school's work. A good example of this is the way in which the school has raised pupils' standards in science and narrowed the gap between the performance of boys and girls in the foundation phase. However, monitoring reports are not always analytical enough to enable leaders to measure progress against the school's priorities and identify the next steps that need to be taken to promote improvements.

The headteacher and governors manage the budget effectively and monitor the effect of expenditure thoroughly. They respond successfully to financial challenges and plan skilfully to avoid any possible future risks. The school makes good use of the pupil development grant, for example to improve the skills of the few pupils who are eligible for free school meals.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	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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Publication date: 03/12/2018