



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

A report on

**Ysgol GG Cwmllynfell
Heol y Bryn
Cwmllynfell
Swansea
SA9 2FJ**

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by

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

About Ysgol GG Cwmllynfell

Ysgol Gynradd Gymraeg Cwmllynfell is situated in the village of Cwmllynfell, in Neath Port Talbot local authority. There are 90 pupils between 3 and 11 years old on roll. Welsh is the main medium of the school's life and work. The school has four mixed-age classes and one part-time nursery class.

Over a three-year-period, around 8% of pupils have been eligible for free school meals, which is lower than the national percentage of 18%. Around 60% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified 19% of its pupils as having additional learning needs, which is slightly lower than the national percentage of 21%.

The headteacher was appointed to the post in September 2010 and the school was last inspected in September 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

During their time at the school, most pupils develop effective Welsh communication skills and achieve well orally. When they are given purposeful opportunities to succeed, many pupils make sound progress in their reading and writing, considering their starting points. During challenging sessions in key stage 2, most acquire good English skills as they discuss, read and write.

When they are given stimulating opportunities, many pupils develop purposeful numeracy skills and use them well in daily activities. Their information and communication technology (ICT) skills are sound.

Teachers and assistants care diligently for pupils in a sensible and conscientious way. As a result, pupils feel safe and take pride in their school, and feel that the school is an important part of their community. They are also caring towards each other and, on the whole, respect their peers and adults.

The headteacher's leadership is based on consistent management procedures. She works very closely with the enthusiastic teachers and assistants. Governors are supportive and dedicated, and challenge the school sensibly as critical friends. Overall, leaders target areas for development appropriately through regular self-evaluation procedures and development planning.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure that leaders monitor teaching effectively to provide teachers with constructive feedback to improve their practice further
- R2 Ensure that teachers' teaching, planning and responses to pupils' work across the curriculum challenge all pupils to perform at their best consistently
- R3 Improve provision to support teaching and learning outdoors, particularly 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' communication skills are below the standard expected for their age. During their time at the school, most acquire effective Welsh communication skills to make good progress. Pupils with additional learning needs achieve soundly against their personal targets.

Most pupils achieve successfully when developing their oracy skills. They speak Welsh confidently and explain their work sensibly, such as describing parts of a penguin's body. Most pupils in key stage 2 have mature oral English skills, for example as they reflect on the horrors of the Blitz and the life of an evacuee after fleeing from London.

Many pupils listen attentively to adults and peers, which makes an important contribution to their learning. For example, many in the foundation phase listen sensibly to instructions to discover which objects are attracted by magnets. However, a few pupils across the school do not use their listening skills effectively enough and, as a result, they lose focus during tasks, which hinders their learning.

Many pupils develop sound reading skills and build unfamiliar words correctly by using useful phonic strategies. In the foundation phase, many read various texts in Welsh intelligently. They discuss the content of their books sensibly, such as reading a story about hospital life for patients when role-playing. Many in key stage 2 read meaningfully and pronounce clearly in both languages. They differentiate well between fictional and factual books, and identify the qualities of characters correctly. For example, they explain clearly that a billionaire's son faces difficulties in life like everyone else. As a result, when they are given purposeful opportunities, they practise their higher order reading skills to expand their understanding, from different sources, successfully.

When they are given more effective opportunities, many pupils write purposefully for different purposes in a range of contexts. In the foundation phase, many write interesting pieces, such as Father Christmas' diary and a recipe to make cakes for the princess' feast. In key stage 2, when they are given extensive opportunities, many pupils write successfully in both languages for a wide range of purposes. For example, they debate the virtues of social media and consider the purpose of parts of the body purposefully. However, pupils' extended writing does not reflect their true abilities and they do not achieve to the best of their ability regularly.

Many pupils achieve soundly in numeracy when they are given opportunities to work independently. They apply their previous knowledge successfully to new situations across the curriculum. A good example is the way in which foundation phase pupils use their measuring skills to create a 'cocktail' with different juices for a lighthouse keeper. They also compare the size of their feet, create an effective database of their findings and display their results purposefully in the form of a graph.

Many pupils in key stage 2 have a sound understanding of how to use data with increasing accuracy and present it in various forms. Many older pupils understand the need to use different graphs to convey scientific information effectively. For

example, they create a line graph to show which materials are best at retaining heat in cups. They also use co-ordinates in four quadrants confidently to create a picture of an imaginary character. As a result, when they are given an opportunity to do so, many pupils apply their extended numeracy skills purposefully.

Many pupils in the foundation phase use ICT equipment successfully. They use educational programs to create posters for St David's Day and animate a film about a butterfly in the garden. Many pupils in key stage 2 show robust ICT skills, apply their skills well and select the most suitable methods to present their work. For example, they create useful databases to input information about microbes. They also interrogate and order the information confidently. They discover specific patterns to justify their understanding, such as identifying the salt and fat in crisps. Most use safe passwords purposefully to log in to learning websites to complete their work in the classroom and at home.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe at school, within its homely and familial ethos. Most listen sensibly to the views of others and respond maturely to each other, and express their opinions clearly. They are caring towards each other and sympathise with their peers' concerns intelligently. Nearly all pupils behave consistently well both inside and outside the classroom. They are polite and treat their peers, staff and visitors with respect.

Most pupils work maturely individually, in pairs and in groups. They discuss their work confidently and many, across the school, have positive attitudes to learning. On the whole, they work purposefully, although a few are not ready to start their work promptly enough at the beginning of learning sessions. Many listen attentively to presentations and change from one activity to another without fuss.

Most pupils make a beneficial contribution to their learning by offering ideas to be included in the termly themes. They express valid opinions about what to learn in order to develop their understanding sensibly. For example, they present ideas confidently about what to learn during the themes of 'Under the skin' and 'Food'.

Most pupils are tolerant and sensitive to the needs and aspirations of others who are similar to or different from themselves. As a result, most have a sound awareness of fairness and the importance of equal opportunities. For example, they have a sound understanding of children's rights and implement these values daily in the classroom.

Most pupils have a sound understanding of how to stay healthy by eating a balanced diet and drinking water. Most have good knowledge of the importance of keeping fit. In addition to regular physical education lessons, they take part in a variety of interesting activities in order to improve their fitness. One good example is the walking club that takes place every day.

Nearly all pupils, in line with their age, understand the importance of online safety effectively, and outline the dangers that can arise as a result of unsuitable use of the internet. Pupils who are digital leaders and sessions by the police enrich pupils' understanding purposefully. They also have a sound understanding that substance abuse and smoking are harmful to their bodies.

Nearly all pupils are conscientious and take their responsibilities seriously. For example, members of the school council, the eco committee and the young ambassadors undertake their responsibilities diligently. As a result, they have a sound understanding of their leadership roles within the school. Members of the school council take great pride in their roles, as they have been elected by their peers. They discuss their leadership roles confidently and give purposeful reasons for making decisions on behalf of others within the school community. For example, the school has recently added to the resources on the school playground as a result of suggestions by the school council.

Nearly all pupils develop as moral and conscientious citizens. They have a good understanding of the importance of sustainability and take pleasure in visiting a home for the elderly and the local special education centre. This raises pupils' awareness of social issues and strengthens their understanding of the needs of other people very effectively.

Nearly all pupils are happy to attend school and praise the creative activities that are available to them and the friendly ethos. Nearly all pupils arrive punctually and, although attendance has improved recently, it does not compare well with similar schools over time.

Teaching and learning experiences: Adequate and needs improvement

Teachers and assistants work well together to promote learning and manage pupils' behaviour successfully. The supportive working relationship in all classes nurtures respect and courtesy and creates a productive environment. All adults model polished language and encourage and support pupils to use Welsh of a high and consistent standard, which is natural to their local area. As a result, most pupils make good progress when speaking, and many listen attentively to adults and each other.

Teachers succeed in making their classes stimulating and engaging places. Colourful and attractive displays support teaching and learning well. Teachers are beginning to plan for the new curriculum for Wales, with an appropriate emphasis on the need to build on pupils' skills, experiences and knowledge on their journey through the school.

On the whole, the principles of the foundation phase are in place. Within the classrooms, the school succeeds in providing successfully for the foundation phase. However, outdoor provision has not been developed to support and enrich teaching and learning wholly effectively.

Teachers use positive teaching methods in order to improve many pupils' standards. They question them regularly to develop pupils' responses and ideas further. However, although the content of lessons engages many pupils' interest appropriately, teachers often have a tendency to over-direct pupils. As a result, their practices limit pupils' ability to achieve to the best of their ability, particularly those who are more able.

Across the school, teachers share learning objectives and success criteria regularly with pupils, and provide opportunities for them to assess their own work and that of

their peers. However, at times, too much time in lessons is set aside for recording objectives and success criteria in pupils' work books. As a result, pupils do not start learning promptly enough.

Teachers plan a range of interesting and engaging experiences, such as planning visits to museums to study the Second World War. There are purposeful opportunities for pupils to contribute to their own learning, particularly when discussing their ideas before starting new themes. However, planning is not robust enough to ensure effective continuity and progression in pupils' learning. In addition, not enough attention is given to challenging specific groups of pupils to the best of their ability from their different starting points.

When teachers provide effective opportunities, many pupils achieve good literacy skills. They provide robust opportunities for pupils to apply their numeracy and ICT skills across the curriculum. For example, they use a green screen to create a film on microbes and tasks to manage bank debts.

On the whole, teachers' assessments are valid, accurate and reliable. In the main, teachers' oral and written feedback helps pupils to know how well they are doing. However, daily assessments, across the whole curriculum, do not help pupils usefully and consistently to identify the next steps in their learning.

Teaching and planning raise pupils' awareness of their local area effectively. The school encourages pupils to listen to contemporary Welsh music and organises for visitors to come to the school to enrich their experiences, including a local historian to discuss the village's history and industry. They also compare their local area with Kenya. As a result, pupils develop a sound understanding of the culture and Welshness of their local area, and Wales' status in the world.

Care, support and guidance: Good

The school's arrangements for ensuring care and support for pupils are effective. The school is a happy, familial and caring community, in which there is a firm emphasis on providing purposeful support for all individuals. The school's procedures nurture positive methods of managing behaviour and they are implemented successfully by all members of staff. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. As a result, nearly all pupils feel safe and take great pride in their school.

The school promotes pupils' spiritual, moral and social development successfully. Staff encourage all pupils to contribute wisely to the community, in order to develop as responsible citizens who are willing to help others. Their work in the community contributes effectively to this, such as visiting the elderly and collecting for local and national charities regularly.

A number of active committees promote the pupil's voice intelligently. They encourage them to take responsibility and make sensible decisions for the benefit of their peers and the school. Positive examples of this include the way in which the language officers promote the use of the Welsh language in school life. The young ambassadors also succeed well in supporting the younger pupils by organising and playing games at lunchtime.

The school has robust procedures to promote eating and drinking healthily. As a result, most talk confidently about healthy eating practices and understand the importance of a balanced diet. Staff encourage pupils to keep fit successfully. They provide regular physical education lessons and offer a range of purposeful extra-curricular experiences to promote pupils' fitness effectively. A good example is the opportunity to run a mile a day.

Arrangements for tracking pupils' progress are rigorous. Findings are used effectively to target individuals' additional learning needs purposefully. Provision for these pupils and their additional support is successful and has a positive effect on their progress. All pupils with additional learning needs have an effective individual education plan. These include relevant information and beneficial targets for pupils to progress well in their learning. Plans are reviewed regularly with pupils, teachers and parents. As a result, most make good progress from their starting points.

There is a robust relationship between parents and the school. The open-door policy ensures effective communication between teachers and parents. Social media is used successfully to inform parents about key activities and events. As a result, parents are aware of the school's activities and events. There are beneficial opportunities for parents to visit the school to look at their children's books. This strengthens their understanding of what they learn at school and extends their ability well to support their children at home.

Pupils are given beneficial opportunities to learn about Welsh history and culture. They study the history of the coal industry in the local area, and listen to traditional and contemporary music regularly. There are also successful opportunities for pupils to expand their creative skills by emulating the work of Welsh artists. As a result, activities develop pupils' creative and expressive skills purposefully.

The school works successfully with external agencies, such as social services and the police. This has a positive effect on pupils' ability to stay safe online and understand that they have a duty to reduce any risk in their lives, such as substance abuse. The headteacher and staff work diligently to try to improve pupils' attendance. However, attendance does not compare favourably with that of similar schools over time.

Leadership and management: Good

The headteacher's leadership is based on consistent management procedures. She encourages a familial environment, which is based on robust support and care. Her strategic vision leads to a highly caring, safe and inclusive ethos, which ensures that pupils achieve well. The headteacher leads staff successfully to address important issues, such as promoting the Welsh language and implementing children's rights purposefully. As a result, teachers support her management actions to ensure improvements, such as embedding numeracy practices across the curriculum.

The school has consistent self-evaluation procedures. There is a clear link between the findings of self-evaluation procedures and the priorities in the development plan. Leaders define priorities well and measure progress sensibly to identify aspects that need further attention. There is a detailed timetable for lesson observations, learning walks and scrutinising pupils' work, which leads purposefully to valid monitoring

reports. These show appropriately the areas that are in need of attention. However, leaders do not monitor the subsequent recommendations from scrutiny reports rigorously enough, for example, when trying to improve important aspects of teaching and providing teachers with constructive feedback to improve their practice further.

The school has a clear staffing structure and the expectations of each role are defined clearly against specific responsibilities. Arrangements for staff meetings create a network of effective communication, which places a purposeful focus on improving pupils' outcomes. The headteacher schedules planning, preparation and assessment time wisely in a flexible way that considers the school's weekly events. This procedure allows staff to prepare teaching and learning appropriately for their classes.

Members of the governing body have sound knowledge of the school's performance. They receive practical input from the headteacher about self-evaluation procedures and strategic planning. They work effectively with the headteacher by scrutinising books and conducting learning walks around the school. As a result, they have a thorough understanding of the school's strengths and any inconsistencies in provision. This enables them to hold the headteacher to account and support a clear strategic direction to develop the school as an effective learning community. They ensure that the school has appropriate resources, including the assistants, who are an integral part of the team and contribute successfully towards raising pupils' standards and ensuring their care and wellbeing.

There are purposeful procedures to manage the performance of teachers and assistants. They are linked directly with the school's priorities and address the staff's personal development needs successfully. For example, they are currently striving to target pupils' literacy and numeracy. Leaders also address local and national priorities effectively. For example, the strong focus on implementing the Welsh Language Charter is having a positive effect on pupils' use of the Welsh language.

The headteacher and governors ensure effective use of the building to support pupils' learning and progress successfully. For example, they use the valuable library to support the specific needs of vulnerable pupils. However, there are shortcomings in outdoor provision, particularly in the foundation phase. Resources in the outdoor area do not enrich pupils' experiences successfully enough to develop their skills further.

The headteacher and governors ensure that the budget and additional grants to develop provision and improve standards are used well. Expenditure links purposefully to the priorities in the development plan, and rigorous monitoring of funding ensures a positive effect on pupils' standards. Successful examples of this include funding learning experiences, such as residential visits to educational centres, music lessons and after-school clubs.

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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