



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

**A report on**

**Ysgol Gynradd Brynconin  
Llandissilio  
Clynderwen  
Pembrokeshire  
SA66 7TF**

**Date of inspection: June 2019**

**by**

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

## About Ysgol Gynradd Brynconin

Ysgol Gynradd Brynconin is situated in the village of Llandissilio in Pembrokeshire Local Authority. There are 79 pupils in the school, including seven part-time nursery age pupils.

Over a three-year period, approximately 8% of pupils are eligible for free school meals. This is lower than the national percentage of 18%. Approximately 22% of pupils speak Welsh at home and very few are from ethnic backgrounds. The school has identified approximately 25% of its pupils as having additional learning needs, which is slightly higher than the national percentage of 21%.

The school was last inspected in October 2011. The acting headteacher was appointed to the post in September 2016, and leads the school as well as another school.

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 headteacher works effectively with the staff and governing body. This promotes beneficial teamwork and has a positive effect on the school's learning environment. Most pupils make sound progress from their starting points. They develop their literacy, numeracy and information and communication technology (ICT) skills skilfully in an interesting range of activities across the curriculum and they know what they need to do to improve their work.

The familial and inclusive environment contributes effectively to pupils' sense of pride in their work and sense of belonging to the school. The working relationship that exists between pupils and staff is effective and based firmly on respect. Teachers provide valuable opportunities for most pupils to learn increasingly independently. The school has effective systems for tracking pupils' progress and teachers and assistants provide them with successful support.

<b>Inspection area</b>	<b>Judgement</b>
<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**

- A1 Ensure that the pace of activities maintains all pupils' interest
- A2 Ensure that activities set an appropriate challenge to enable all pupils to achieve to the best of their ability

## **What happens next**

Ysgol Gynradd Brynconin will produce an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

Most pupils, including those with additional learning needs, make sound progress and achieve well during their time at the school.

Across the school, most pupils listen attentively to the views of others and share information successfully with each other, for example about the importance of recycling crisp packets. They are eager to offer answers and comments and express opinions skilfully when talking about their work. Most pupils display pride in the Welsh language, and the majority are enthusiastic about using the language in lessons and when socialising at playtime. At the top of the school, most pupils attain a good standard of bilingualism and change easily from one language to the other, for example when discussing the impact of tourists in Pembrokeshire.

In the foundation phase, most pupils make purposeful progress in learning to read. By Year 2, most show an interest in a good variety of books and enjoy reading aloud, and do so with increasing confidence. They recognise the characteristics of books effectively and discuss texts skilfully, for example about pirates. In key stage 2, most read fluently and accurately in both Welsh and English. They discuss the content of books confidently and discuss their liking for various authors, explaining why they appeal to them. At the top of the school, nearly all pupils recall and organise information from various sources effectively, for example when researching the Sea Empress disaster.

Most pupils' early writing skills develop purposefully in the foundation phase. They form simple letters and words confidently through an effective variety of activities. By Year 2, most write independently for various purposes, for example when writing a story about Sali and Sami Sgrap and a portrayal of Betsi Cadwaladr. In key stage 2, most pupils present their ideas effectively and display a secure grasp of spelling, paragraphing and punctuation patterns in both languages in line with their age and ability. At the top of the school, many write creatively in a range of interesting forms, for example the diary of Ernest Shackleton. Most pupils apply their skills skilfully, for example when evaluating the distance a parachute travels from various heights.

In the foundation phase, most pupils' mathematical development is developing effectively. They work confidently with number bonds and handle money successfully when buying goods in the shop by using specific coins. Most pupils use non-standard units confidently and the majority read standard scales successfully, for example when measuring leaves in the garden. In key stage 2, nearly all pupils build on previous knowledge effectively. They develop their number strategies soundly and solve mathematical problems successfully, for example when discussing the relationship between percentages, decimals and fractions. On the whole, they apply their numeracy skills suitably in appropriate activities across the curriculum, for example when key stage 2 pupils scrutinise train timetables from London to various cities.

Most pupils develop their ICT skills successfully across the school. In the foundation phase, most can programme small robots effectively in order to set direction and distance. They are confident in using electronic tablets to develop their literacy and numeracy skills purposefully. In key stage 2, most pupils develop their skills with

increasing confidence when using a useful range of equipment and software. For example, they use database packages confidently to interpret information about sea creatures. At the top of the school, most pupils are confident in making choices about the most effective way of presenting their work. A good example of this is the way in which they present information skilfully about planets by using text and images.

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

Most pupils are very courteous towards each other, staff and visitors. They are caring towards each other and sensitive to the needs of others, with many of the older pupils taking care of younger pupils in a kind and supportive manner. All of this contributes successfully to the school's familial nature and caring atmosphere. Pupils feel safe and use the worry box to share concerns when necessary. This reinforces their reassurance that adults respond in a timely manner to their concerns.

Most pupils work maturely individually, in pairs and in groups. They concentrate well on their work and persevere effectively for extended periods. Most discuss their work confidently and show an obvious interest in their activities. They are ready to learn at the beginning of lessons and engage enthusiastically in their tasks. In the foundation phase, most pupils develop their thinking skills effectively in response to challenging activities. For example, they use waste material to create a model of an ideal seafront. In key stage 2, nearly all pupils contribute creative ideas and questions for activities related to the class theme. Most understand how to improve their work and this contributes well to their success in tasks.

The various committees are effective forums for giving pupils a prominent voice and they have a positive effect on school life and wellbeing in general. Most pupils are conscientious and take their duties seriously on the committees. Members of the school council and the eco council make decisions clearly and logically on behalf of others in morning assemblies. For example, members of the eco council raise their peers' awareness of the importance of caring for the environment effectively when planting flowers to attract butterflies. They monitor classes on a weekly basis to check whether lights and water taps are turned off and the contents of litter bins. In addition, older pupils in the school grow and sell plants and vegetables in their allotment, developing entrepreneurial skills and promoting healthy eating successfully.

Members of the school council choose a charity to support each term and organise various fundraising activities. For example, they have raised money to buy school uniforms for children in a school in Kenya. This has a positive effect on most pupils' awareness of the needs of others, both within the community and in the wider world.

Most pupils understand how to stay healthy and they express this clearly when discussing their eating and drinking habits. The daily fruit shop supports pupils in making sensible choices about their diet. Nearly all pupils keep fit by taking part in regular exercise activities. They also use their physical skills successfully in extra-curricular activities such as football, dance and gymnastics. As a result, they have a sound understanding of the importance of maintaining consistent levels of fitness.

Most pupils have a sound awareness of the importance of keeping safe on the internet. Digital leaders share information successfully with their peers about this by talking to them and creating and distributing a useful information leaflet.

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

All staff have a positive working relationship with pupils. They are sensitive to their needs, safeguard their welfare and encourage them to develop their confidence successfully. Staff are effective in supporting learning and, as a result, most pupils make good progress in lessons.

Teachers set clear learning objectives for pupils and use a range of relevant resources to engage their interest. They set interesting tasks which enable them to use their previous knowledge effectively in seeking to solve problems, for example when older pupils plan and calculate the cost of a trip to Ireland. Teachers use purposeful questioning techniques to support pupils' understanding of new concepts and to develop their knowledge and skills effectively. Support staff help pupils skilfully and encourage them to strive to complete tasks successfully. In the best practice, teachers ensure that lessons have an effective pace where most pupils persevere for relevant periods. However, in a few lessons, the pace of activities does not sustain a few pupils' interest effectively enough.

Staff provide regular opportunities for pupils to assess and reflect on their own performance and that of their peers. This enables pupils to know what they have done well and to understand what they need to do to improve their work further. Teachers' feedback focuses well on how pupils can improve their work. As a result, many pupils show effective perseverance in improving specific aspects of their work independently.

The principles of the foundation phase are developing effectively with pupils choosing challenges for independent achievement, for example creating a ship from various resources for a pirate. Teachers plan continuous provision appropriately in order to offer various activities that encourage independence and co-operation among pupils from an early age. Staff provide suitable opportunities for pupils in the outdoor area to enable them to develop their physical and creative skills effectively, for example role-playing in the Parti Barti area. In key stage 2, most pupils perform independent activities successfully and make sound progress in their skills. For example, they develop their creativity effectively by creating percussion instruments in order to produce sounds with different pitches.

Teachers provide a wide and interesting range of learning experiences to develop pupils' literacy, numeracy and ICT skills successfully. Skills for development are organised effectively over specific periods. Although, on the whole, the school makes appropriate provision to address the specific needs of pupils across the school, a few activities fail to challenge a minority to achieve to the best of their ability.

Staff have begun to plan appropriately in line with the requirements of the new curriculum for Wales, and are beginning to give pupils opportunities to choose what they want to learn and the various ways in which they want to present information. There are a number of effective opportunities for them to use their literacy skills

across other areas of the curriculum. For example, pupils learn about planets and write creatively about Venus News in a newspaper report.

Teachers provide valuable and exciting opportunities for pupils to learn about the history and traditions of Wales. In the foundation phase, pupils learn the story of Barti Ddu and write a message in a bottle, while fellow pupils in key stage 2 write poetry about Cantre'r Gwaelod. Specific Welsh dates are celebrated throughout the year in order to encourage all pupils to be proud that they speak Welsh and are from Wales, for example by celebrating a day dedicated to the poet Waldo Williams.

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

The school is a friendly and inclusive community that promotes the importance of pupils' good behaviour, courtesy and commitment. There is a strong emphasis on providing equal opportunities for all pupils and on promoting diversity, anti-racism and fairness. Effective emphasis is placed on ensuring care and support for each individual. As a result, pupils are proud of their school and feel safe there.

Procedures for tracking progress have been refined effectively and have a positive effect on the development of pupils' skills. Teachers make effective use of the information to identify the needs of individuals and groups of learners. Provision for pupils needing additional support is purposeful and has a sound effect on their progress.

All pupils with additional learning needs have purposeful individual plans and a comprehensive one-page profile. Teachers review these plans thoroughly and effectively in co-operation with pupils and their parents. They include relevant information and appropriate targets to move pupils forward skilfully in their learning. The school works successfully with external agencies such as a speech therapist, educational psychologist, behaviour support team and the police, and these provide appropriate support and guidance for staff. As a result, pupils make good progress from their starting points.

A purposeful relationship exists between the school and parents. There is an opportunity for parents to play a relevant role in the life of the school and to support their children's education effectively. The school encourages a strong sense of belonging to a caring community among pupils and their parents, which derives from the willingness of staff to operate an open door policy at all times. For example, the school welcomes parents into the school to provide support for pupils during reading and gardening activities.

The school has robust arrangements for promoting healthy eating and drinking and encouraging pupils to keep fit. For example, the school council encourages pupils to bring a healthy snack for the morning break. The school provides weekly sports lessons covering activities such as athletics, netball and swimming for pupils, which have a beneficial effect on their understanding of how to maintain healthy lives. Pupils receive appropriate equal opportunities to develop their educational, physical and creative skills. For example, physical education ambassadors receive training from a sports officer in order to promote fitness activities at playtime. Teachers provide useful activities to develop pupils' understanding of personal education effectively, for example on the dangers of substance abuse, and staying safe online.



Services and acts of collective worship promote pupils' spiritual and moral development successfully. Teachers plan purposefully in order to provide sound opportunities for pupils to consider the school's values, in addition to beneficial opportunities for reflection on contemporary themes such as caring for the environment.

Provision for pupils' social development is effective, with staff joining pupils and members of the community to raise substantial sums of money for local and national charities. The school provides a wide range of rich opportunities for pupils to learn about their heritage, for example when participating successfully in local and national competitions, such as Cwis Dim Clem which focuses on contemporary knowledge of Wales.

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 and sound vision based on developing pupils' wellbeing and maintaining and raising standards of achievement. The whole school community promotes this vision effectively and contributes successfully to developing the school as a happy and caring community.

The headteacher scrutinises information about pupils' progress and gives clear guidance on aspects in need of further development. The lead teacher undertakes her responsibilities conscientiously and offers valuable guidance to colleagues. Teachers have a good understanding of the school's current performance, which has led to the successful development of provision in order to have a positive influence on pupils' progress.

The headteacher promotes the principle of sharing good practice and staff expertise effectively with other local schools. This has succeeded in developing staff members' specific skills, which in turn has had a positive effect on pupils' skills. For example, they have worked co-operatively to develop elements of science such as conducting investigations systematically. As a result, pupils now have a better understanding of the importance of a fair test.

Members of the governing body are very committed to the school. They co-operate very effectively with the headteacher to ensure that the school operates successfully. Together, they have developed effective procedures that have enabled them to develop genuinely thorough knowledge of the school. They scrutinise performance data in order to assess patterns in terms of progress over time. They also take part in learning walks, scrutinising pupils' work and discussions with staff in order to identify progress in specific areas. As a result, the role of members of the governing body as critical friends of the school is developing soundly.

The school's self-evaluation procedures have been established purposefully based on direct evidence. An effective cycle of scrutinising performance and evaluating provision enables leaders to identify an appropriate number of priorities for improvement. Aspects requiring further development are organised into a detailed development plan. This plan is divided into purposeful activities which outline steps

to be taken in order to make good progress against targets. Progress is evaluated regularly and in detail in line with the specific criteria. The plan focuses clearly on raising standards of achievement and promoting pupils' wellbeing and their attitudes to learning. Funding is targeted appropriately at different priorities as required. Various members of staff are responsible for the scheme's progress, and this builds the school's capacity to continue to develop its provision. As a result, the school has a sound understanding of the school's progress on its priorities.

The headteacher focuses effectively on developing staff's professional learning skills. They promote co-operation and sharing expertise, both internally and with other schools within the catchment area. This has a positive effect on teachers' confidence in specific areas of the curriculum in addition to helping them respond appropriately to the needs of the new curriculum for Wales.

The school has an appropriate level of staff, and an effective range of resources. The building is of a good standard and is used creatively by teachers and support staff to promote pupils' learning successfully. The school's finances are managed purposefully by the headteacher, leaders and members of the governing body. Governors work closely with local authority finance officers to determine expenditure needs and in identifying financial challenges. Grant funding such as the education improvement grant and the pupil development grant are allocated purposefully to support specific pupils.

## 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.

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