



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

A report on
Ysgol Crud Y Werin

Aberdaron
Pwllheli
Gwynedd
LL53 8BP

Date of inspection: January 2023

by

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

This report is also available in Welsh

About Ysgol Crud Y Werin

Name of provider	Ysgol Crud Y Werin
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	65
Pupils of statutory school age	52
Number in nursery classes (if applicable)	6
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.0%)</i>	4.2%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 16.1%)</i>	11.5%
Percentage of statutory school age pupils who speak Welsh at home	84.6%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	September 2013
Date of previous Estyn inspection (if applicable)	01/07/2014
Start date of inspection	24/01/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

The headteacher and staff place a particular emphasis on pupils' well-being as they aim to achieve the school's motto of supporting pupils '*O'r crud i'r byd*' ('From the cradle to the world'). As a result, Ysgol Crud y Werin is a caring learning environment. Pupils behave well and treat adults and each other with respect.

Nearly all pupils make sound progress during their time at the school. They become confident communicators and speak confidently to visitors from a young age. Most develop good reading skills and apply their skills well to find information. Pupils in the school's lower years develop sound writing skills. They build on their early progress in terms of identifying letters and sounds and write connected sentences and short paragraphs by the end of Year 2. However, although pupils in the school's upper years continue to write confidently, they do not always refine their work adequately to master different writing genres. On the whole, many pupils develop their numeracy skills appropriately, although a minority of older pupils do not use their numeracy skills confidently in their work across the curriculum.

In the school's lower years, staff plan and deliver stimulating activities that support pupils to develop and apply their skills appropriately. Pupils develop as independent learners from an early age by selecting their own activities and choosing the equipment that they need. Across the school, staff provide valuable opportunities for pupils and their families to contribute ideas about what they would like to learn. Teachers use real-life or imaginary events suitably so that pupils feel that there is an actual purpose to their tasks. On the whole, activities that are provided for pupils in the school's older years vary in terms of their appropriateness. In the strongest cases, they provide valuable opportunities for pupils to develop new skills at an appropriate level and apply them to different contexts. However, activities are not always planned with enough purpose to provide clear progression for pupils as they develop their skills, and teachers do not always have high enough expectations of what pupils can achieve during lessons.

Leaders succeed in creating and maintaining an ethos of teamwork where everyone's contributions are valued. This includes forging valuable links with parents and the wider community. The governing body supports the school's work purposefully. Together, leaders use a wide range of strategies to evaluate the school's work and its effect on pupils appropriately. They succeed in identifying many of the areas for development, although these do not always lead to improvements quickly enough.

Recommendations

- R1 Improve the writing and numeracy skills of pupils in the school's upper years
- R2 Ensure that all staff have high expectations for pupils' achievement in lessons in the school's upper years
- R3 Provide activities that enable pupils to develop their skills purposefully over time
- R4 Ensure that leaders address areas for improvement promptly and effectively

What happens next

The school will draw up an action plan to show how it will address the recommendations. Estyn will review the school's progress.

Main findings

Learning

Most pupils, including those with additional learning needs (ALN), make suitable progress during their time at the school and achieve appropriately.

Nearly all pupils develop listening and speaking skills successfully. They speak naturally with visitors about their work and experiences at the school. They communicate for different purposes successfully. For example, the youngest pupils contribute successfully to a video to explain how to grow fruit and vegetables and the oldest pupils present information about the school through a podcast. They choose vocabulary increasingly purposefully, for example when using persuasive language.

Most pupils develop their reading skills well. They get to know the sounds that different letters make from a young age and become increasingly confident readers by the end of Year 2. In the school's upper years, most pupils use their reading skills effectively for different purposes, for example to find information on the internet.

Pupils in the school's lower years develop their writing skills suitably. They form sentences with increasing accuracy and, by the end of Year 2, begin to write in different genres. For example, they write a newspaper article about the cow that laid an egg and begin to use idioms knowledgeably. They begin to apply their writing skills with increasing independence while playing in the learning areas, for example by writing a diary while role-playing living in an igloo.

Pupils in the school's upper years develop their vocabulary appropriately and begin to think about the reader when writing. Many write with a suitable level of accuracy, for example by punctuating appropriately. However, they are not given enough opportunities to refine and improve their work regularly enough to master different genres of writing. They apply their writing skills suitably in work across the curriculum by writing short paragraphs, for example by creating a factsheet describing Welsh castles. However, they do not persevere to create extended texts regularly enough, particularly when responding to independent activities.

The youngest pupils develop an understanding of mathematical concepts suitably and apply their numeracy skills to activities in the classroom areas. For example, they record which material is the best insulator by measuring how many millimetres of water are produced as ice melts. In the school's upper years, pupils practise their numeracy skills in a limited range of contexts in their work across the curriculum. As a result, a minority do not use their numeracy skills confidently enough.

Nearly all pupils develop their physical skills suitably. The youngest pupils develop fine motor skills soundly, for example by making letters out of clay. Nearly all of the oldest pupils take advantage of opportunities to run a mile on the school grounds every day.

Across the school, pupils' creative skills are developing appropriately. In the school's lower years, pupils mix paint to create a piece of artwork that shows the northern lights. They emulate the work of a local artist skilfully and use clay to create maps that show Wales in the past and present.

Most pupils develop appropriate digital skills. The youngest pupils develop confidence suitably to send a programmable toy to a specific destination to pair rhyming words. They use an animation package to share news about animals in the zoo. Pupils in the school's upper years create simple video clips, for example to share information about staying safe online. They convey information by creating pamphlets to promote tourism in Wales and add text and pictures.

Well-being and attitudes to learning

Nearly all pupils take great pride in their school and feel happy within its relaxed and familial environment. They treat everyone within this caring community with a high level of care and respect and support each other robustly.

Nearly all pupils are very well behaved and treat their peers and visitors with courtesy and respect. They appreciate the care that they receive within the inclusive learning environment. A good example of this is the way in which the school's oldest pupils support the youngest pupils during break time. Nearly all pupils feel safe at school and are confident that staff respond immediately to any concerns they may have. Nearly all pupils develop a sound understanding of the importance of being moral citizens when discussing their feelings with others and show empathy towards their peers.

Nearly all pupils develop positive attitudes to learning from their first period at the school and show an interest in their learning. They apply themselves enthusiastically to new experiences and work effectively with others, showing respect, care and support towards their peers. They appreciate and respect the contributions of others effectively, for example when contributing to writing a poem about Wales.

The youngest pupils develop independent learning skills with increasing confidence and use and apply a good range of skills and previous learning successfully, for example by gathering paint and equipment to make a picture of the northern lights by mixing paint to make different colours. Overall, the oldest pupils build appropriately on their independent learning skills, for example by using resources appropriately to support their work, including referring to their target books during sessions. However, they do not always apply themselves fully to tasks and learning experiences to the best of their ability. As a result, they do not build on their skills effectively enough over time.

Most pupils respond well to questioning and oral feedback from teachers during lessons. When they are given an opportunity to do so, they adapt their work appropriately following feedback, for example by refining their punctuation. Across the school, a majority of pupils take pride in the presentation of their work, although the oldest pupils do not always ensure that their presentation is neat enough.

Most pupils understand the importance of making choices that affect their health and fitness. They understand the need for a balanced diet and to keep fit and make informed choices about what they eat and drink. They also commit to physical activities that are offered by the school, for example by running a mile a day. Most pupils have a sound awareness of the procedures for keeping safe online.

Pupils' opinions and views have a firm place in the school and they feel that adults listen to them and take them into account in decisions that affect them. For example, pupils suggest ideas when planning themes and the 'Big Question', which provides

an initial stimulus for the work. This also strengthens the link between the home and school and encourages parents and carers to contribute to their children's education.

Members of the school council, the healthy school council and the green council understand their roles and duties appropriately and share their plans enthusiastically with their peers. They also organise a suitable range of activities to promote pupils' awareness of important issues, for example by organising a cycle to school day to encourage pupils to keep fit. They meet with governors to share ideas to develop the school.

Pupils are attending school more regularly this year in comparison with last year, when the COVID-19 pandemic had a negative effect nationally on school attendance.

Teaching and learning experiences

There are exceptionally good working relationships between all staff and pupils. Teachers manage their classes effectively and all staff treat pupils with respect. The classrooms are welcoming spaces. As a result, all pupils feel confident to answer questions and offer their opinions.

The teachers use questioning methods effectively in lessons. For example, they ask pupils about previous learning and encourage them to extend their responses. Staff model language beneficially and take advantage of opportunities to feed new Welsh and English vocabulary skilfully. Assistants support learning appropriately.

Teachers provide valuable opportunities for pupils to influence what they learn about, for example by identifying local artists that pupils can emulate in their artwork. They vary the method of working purposefully, for example by providing beneficial opportunities for pupils to work in pairs and groups regularly. As a result, pupils work together highly effectively. They use the outdoor areas beneficially to enable pupils to work in an active and practical manner. However, on the whole, there are not enough opportunities for the youngest pupils to experiment and foster their independence in the outdoor areas without guidance from staff.

Teachers make suitable use of imaginary events to capture pupils' interest in their work. In the best practice, the learning activities that are provided challenge pupils to deepen their understanding and apply their skills purposefully. When presenting learning activities, teachers discuss their success criteria beneficially with pupils. However, the suitability of activities for the school's oldest pupils is too inconsistent and teachers do not always have high enough expectations. Activities also do not always build purposefully enough on pupils' background knowledge and previous learning. As a result, a few pupils are passive for periods of time.

Staff plan suitably to develop the skills of the school's youngest pupils. For example, they provide opportunities for pupils to develop their writing skills by telling the story of an animal that escapes from the zoo. They provide opportunities for pupils to apply their numeracy skills by measuring pictures of animals on the school playground and to develop their creative skills by creating a cosy and secure home for a mouse. However, provision to develop the skills of the school's oldest pupils is inconsistent. For example, they are not given enough purposeful opportunities to develop their writing skills over time or to apply their numeracy skills to their work across the curriculum.

On the whole, staff provide pupils with valuable oral feedback. In the best practice, pupils improve their work as a result of this support. The school's oldest pupils also use personal targets effectively. However, written feedback does not always place enough emphasis on improving and refining the content of work. As a result, too often, learning progresses without pupils developing specific skills to the best of their ability, particularly in the school's upper years. For example, pupils are not given enough opportunities to master different genres of extended writing.

The school's curriculum provides a wide range of experiences for pupils. Staff provide experiences that celebrate the local area appropriately. For example, pupils create digital presentations about the features of Aberdaron, such as the coastal path and local businesses. Staff provide beneficial opportunities for pupils to learn about other beliefs, for example as they research the main features of the world's religions and present their findings through posters and podcasts. Curricular experiences promote pupils' understanding of well-being and fitness appropriately. For example, staff provide sessions to raise awareness of appropriate and inappropriate touching and to promote healthy eating. They provide regular physical education sessions with a focus on a wide range of physical activities, such as gymnastics, swimming, athletics and sports.

Care, support and guidance

The close working relationship between staff and pupils leads to a caring community with a friendly and warm ethos. Teachers and assistants know the pupils well and respond purposefully to their emotional and social needs.

The school has purposeful arrangements to support pupils with ALN and provide a range of tailored interventions and support to respond to their needs and personal targets. The ALN co-ordinator supports teachers and assistants effectively to identify pupils' needs at an early stage and provide them with purposeful support. They work successfully with a variety of partnerships and agencies to support pupils. Staff review the progress of these pupils regularly to ensure that they make sound progress against their personal targets.

Teachers provide a good range of opportunities to encourage pupils to keep fit and take care of their mental health and well-being, for example by taking part in yoga activities, running a mile a day and physical exercise sessions. They also provide beneficial support for pupils' emotional, health and social needs through purposeful interventions. They provide pupils with support and reassurance, where necessary, and use a good range of strategies, for example by providing opportunities for pupils to share their concerns or anxieties with peers or staff. Resources such as the '*Llecyn Llonyddu*' support pupils beneficially by ensuring that there is a calm space available to them if they are worried about anything.

The school provides rich opportunities to celebrate and develop pupils' understanding of their identity, heritage and culture. Beneficial visits to the village to take part in learning activities provide robust support their pride in the community, for example by holding activities on the beach and the coastal path with the National Trust and litter picking. Their Welshness is celebrated successfully by providing beneficial learning experiences and visits to places of historical and cultural interest, such as Plas Glyn y Weddw Gallery and the Lloyd George Museum.

The school promotes pupils' spiritual, moral and social development soundly. Pupils are given valuable opportunities to reflect and take part in acts of collective worship, which ensures time for pupils to reflect and respect the views of others. A strong feature of provision is the opportunities that are given to the oldest pupils to plan and hold whole-school collective worship sessions, and they use their skills skilfully to present important messages to their peers.

Pupils are given suitable opportunities to learn about the beliefs of other religions by discovering more about their traditions and main celebrations. Overall, provision to develop pupils' awareness of the wider world, including their awareness of equality, diversity and inclusion, has developed appropriately. For example, they learn about the life of Rosa Parks in America during the 1960s and about how children's rights have an effect on their lives. Pupils are also given beneficial opportunities to learn sign language, which strengthens their understanding of inclusion firmly.

The school invites visitors and guest speakers to the school to enrich learning; for example, a local historian has shared information about the history of Aberdaron with pupils. It also organises beneficial visits for pupils based on their termly themes, which promotes and holds their interest in their learning successfully. For example, a visit was organised to a nature and animal centre to stimulate the youngest pupils and provide them with life experiences.

The school has a strong culture of safeguarding and all staff engage in purposeful training and relevant discussions regularly. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The headteacher and the governing body have a clear vision based on realising the principle of the 'three Hs', namely '*hapus, hyderus a bod yn hydwyth*' ('happy, confident and resilient'). As a result, the school provides a caring and inclusive community that provides a good foundation to develop responsible citizens of the future. Leaders model positive behaviours and treat others with courtesy and respect. The headteacher places the well-being and development of staff at the heart of her work. All staff are aware of their responsibilities and the sense of teamwork is one of the school's strengths.

The relationship with parents is a close and supportive one. The Parents' Association is active and supports the school effectively, for example through fundraising activities and providing practical support to develop the school's outdoor area and help on educational trips. The school shares beneficial information with parents about how to support their children's learning, for example by raising awareness of reading strategies. The school takes advantage of opportunities to work in partnership with other schools, for example to design the Curriculum for Wales.

Leaders have taken firm steps to implement the Curriculum for Wales and have shown a willingness to trial different approaches. Governors, pupils and parents have contributed to the process of designing the curriculum by contributing their ideas, for example by attending an open afternoon. As a result, the school provides a curriculum that offers a wide range of experiences for pupils.

The school has appropriate arrangements for self-evaluation and planning for improvement. They are based on a good range of purposeful activities, for example

scrutiny of books and lesson observations. All staff make a valuable contribution to the process. Governors contribute beneficially, for example by undertaking learning walks. Through these processes, leaders have a suitable understanding of the main strengths and areas for improvement. However, leaders do not always address these effectively or promptly enough to improve important elements of provision. The school's leaders also have not succeeded in maintaining improvements in relation to the recommendations from the last inspection.

The governing body plays a supportive part in the school's life and work and purposeful advantage is taken of their expertise, background and wide experience. By allocating responsibilities purposefully and operating within sub-committees, they fulfil their roles conscientiously and appropriately. Following the challenges during the pandemic, they have increasingly resumed the role of 'critical friends' by attending learning walks and scrutinising pupils' work.

Leaders plan and monitor budgets carefully, for example by giving careful consideration to pupil numbers and the effect on the school's staffing structure. Similarly, suitable use is made of grants, such as the Education Improvement Grant, which contributes towards employing learning assistants who deliver intervention programmes for specific groups.

All staff are encouraged and supported by the school's leaders to reflect and develop their practice in a supportive and encouraging environment. They are given opportunities to take part in a range of professional learning experiences that align with the school's priorities. Assistants take advantage of beneficial opportunities to develop their roles, for example by delivering programmes to promote pupils' emotional well-being.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website:

<http://www.estyn.gov.wales/>

This document has been translated by Trosol (Welsh to English).