



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on  
Ysgol Cynwyd Sant  
Pen yr Ysgol  
Maesteg  
Bridgend  
CF34 9YE**

**Date of inspection: June 2011**

**by**

**Dorothy Morris**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement 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:

Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2011: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

## Context

Ysgol Cynwyd Sant is a designated Welsh-medium primary school maintained by Bridgend local authority. The school's wide geographical catchment includes the town of Maesteg itself and the surrounding areas. According to the school, these areas have changed over time and unemployment and social deprivation are now prominent features.

There are 290 pupils between three and eleven years of age on the school's roll. Pupil numbers have fallen slightly in recent years. Fourteen per cent of pupils are entitled to receive free school meals, a figure that is lower than the averages for the local authority and Wales. Twenty eight per cent of children are included on the special educational needs register but no pupil holds a statement. This percentage is higher than the local authority and Wales averages. A very small number of children are in care.

Seventy-three per cent of the pupils come from homes where English is the main language spoken. Very few pupils are from ethnic minorities.

The school has received many awards. It has been accredited as a Healthy School and gained Fair trade and Eco School status. It has met the standards to gain Investors in Family, the National Information and Communications Technology Mark, the International School award and the Basic Skills Agency's Quality Mark.

The headteacher has been in post since November 2000. Since the previous inspection, there have been substantial changes amongst the staff and the senior management team.

In 2010-2011, the individual school budget per pupil for Ysgol Cynwyd Sant is £3063 which compares with a maximum of £4826 and a minimum of £2758 for primary schools in Bridgend. The school has the 36<sup>th</sup> highest budget per pupil of the 52 primary schools in Bridgend.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's performance is good because:

- the headteacher offers strong and purposeful leadership;
- most pupils make good and at times very good progress during their period at the school;
- pupils are offered a range of good quality learning experiences;
- teaching is good overall with a few examples of excellent practice;
- pupils behave very well and enjoy their learning;
- there are excellent features in the quality of the support and guidance provided for the pupils;
- there is excellent use of partnerships for the benefit of the children's education.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a secure understanding of the needs of the school and its pupils;
- there is a clear focus on school improvement and raising standards;
- all staff work together effectively as a team and share the same values;
- monitoring processes identify and prioritise suitable areas for improvement; and
- new initiatives enrich the provision and raise standards.

## Recommendations

In order to develop further, the school needs to:

- R1 extend the good features in pupils' standards of attainment across the core subjects;
- R2 continue to raise the boys' standards of work; and
- R3 extend the opportunities for pupils in key stage 2 to write in a variety of forms in Welsh.

### What happens next?

The school will draw up an action plan that will show how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
---	-------------

### Standards: Good

Many pupils start school with skills that are lower than those normally expected of children of their age. School data shows that most pupils make good and sometimes very good progress in their learning during their period at the school.

Over the last four years, pupils' results at seven years of age as measured by teachers' assessments at the end of key stage 1 in Welsh, mathematics and science have been uneven. Results in Welsh are improving and according to the 2010 assessments, they were higher than the averages for the local authority, national and the family of schools. Pupils' results in science are similar to local authority and national averages but are lower than the family of schools. Standards in mathematics are lower than the other comparators. When compared with the results of similar schools nationally, based on entitlement to free school meals, the school's results overall vary between the highest 25% and the lowest 25%.

Over the last four years, pupils' results in science at the end of key stage 2 have been consistently higher than the averages for the local authority, national and the family of schools. In mathematics and English, the results are similar to or higher than comparators in most years. In Welsh, results are similar to or higher than the national and the family of schools' averages but lower than the local authority. When compared with results in similar schools nationally, based on entitlement to free school meals, the school's results vary between the highest 25% and the lowest 50%.

In key stage 1, the percentage of pupils attaining the higher level, namely level 3, in Welsh and science is improving but is more uneven in mathematics. In key stage 2,

A Report on Ysgol Cynwyd Sant  
June 2011

the percentage attaining the higher level, namely level 5, in mathematics and science is higher than comparators in most years. The results are more uneven in other subjects but similar to or higher than the local authority averages.

Overall, girls perform better than boys in all subjects across all key stages. Even so, monitoring data shows that boys make consistent progress and are raising their standards in both key stages.

A scrutiny of pupils' current work shows that most pupils achieve well in relation to their ability and stage of development. This is reflected in the most recent teachers' assessments of pupils' attainments in 2011 with an upward trend in pupils' results in mathematics in key stage 1 and in Welsh, English and mathematics in key stage 2.

Pupils with additional learning needs, including the more able, make good progress and achieve their targets. Pupils who are entitled to receive free school meals achieve well in relation to their targets.

Overall, pupils make effective use of their learning skills in their work across the subjects. Most pupils' Welsh speaking skills are developing very well. Older pupils can discuss a variety of subjects confidently, using a wide range of vocabulary correctly. Throughout the school, pupils develop as independent learners. They skilfully adapt the skills they have already learnt to new situations, with the older pupils showing collaboration skills of a very good standard.

Considering their linguistic backgrounds, pupils' skills in Welsh are good. From the Foundation Phase onwards, most pupils speak with increasing fluency and in all types of situations. By the end of key stage 2, the way in which pupils use their Welsh oral skills during group work and when working independently is a strength. Most pupils read at a level that is appropriate for their age and ability. On the whole, pupils' writing skills are developing well throughout the school. Even so, pupils in key stage 2 do not write sufficiently regularly in a variety of forms in Welsh. In key stage 2, most pupils' oral, reading and writing skills in English are good.

### **Wellbeing: Good**

The school actively promotes all aspects of keeping healthy and safe and as a result, pupils are very knowledgeable of the requirements and expectations of eating and nurturing healthy personal habits. Most pupils show a clear interest and motivation in their learning.

Behaviour during lessons and play times is very good and pupils are courteous towards each other and adults. They enjoy being in school with attendance rates constantly around 93%, which compares favourably with local authority and national averages. When individual behaviour is challenging, the school works closely and effectively with parents and external agencies to support the pupils.

Pupils play an important part in the life of the local community and there is a strong link with many organisations, agencies, businesses and individuals. The pupils benefit very much from these links and experiences and develop a good range of social skills which prepares them effectively for life outside the school.

A Report on Ysgol Cynwyd Sant  
June 2011

The pupils' voice has a prominent place in this school. Through circle time activities, the school council, the fairtrade and eco committees, the contribution of officers and the use of questionnaires, pupils of all ages have a very positive influence on the school's work.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

**Learning experiences: Good**

The school provides a broad, balanced and relevant curriculum that meets the needs of pupils effectively. Learning experiences of good quality are planned that kindle and maintain pupils' interest. Pupils receive good opportunities to contribute towards planning termly themes. Long term planning ensures good and at times very good development in most pupils' learning skills. Overall, tasks are suitably planned for the wide range of abilities within classes. Pupils' experiences are further enriched by a wide range of extra-curricular activities in the school and in the community.

The experiences provided to promote pupils' understanding of global citizenship are an excellent feature. The international links with countries in Europe and India, the residential visits to France, the contribution of visitors from other countries and activities such as the world day, extend and enrich pupils' experiences across the curriculum. Activities to develop pupils' knowledge of sustainability and the environment are good with the eco and fairtrade committees making an important contribution.

The provision for developing Welsh is good. Planning is purposeful and effective and ensures that pupils nurture sound communication skills from an early age. The Cwricwlwm Cymreig is a very strong feature. Pupils' awareness of their culture and heritage is successfully promoted in all aspects of the school's life and work.

**Teaching: Good**

The quality of teaching is good overall with excellent practice in a small percentage of lessons. There is a very good working relationship between teachers, assistants and pupils. A good range of teaching methods and appropriate resources are used to support the learning. Where teaching is excellent, pupils are offered rich and challenging experiences which impact well on raising standards. The very few shortcomings in the teaching observed relate to inappropriate tasks for the ability range of some groups. The learning assistants make a valuable contribution, working very effectively with the teachers and the pupils in the classroom and in a range of other activities across the school.

There are good processes in place for assessing pupils' progress and development. Very effective use is made of standardised assessments and of the electronic tracking system to monitor individual pupils' development. Teachers' continuous evaluations have a clear influence on future planning. Pupils' work is marked regularly and in the best examples, ways forward are clearly identified.

Assessment for learning strategies are well established in a number of classes. Pupils regularly contribute towards selecting and setting their own targets. Pupils at the upper end of the school are especially confident in evaluating their progress.

A Report on Ysgol Cynwyd Sant  
June 2011

Reports to parents meet statutory requirements and, overall, the quality of the information provided is good.

**Care, support and guidance: Excellent**

The school provides a very caring and well organised community where everyone feels valued. The advantages of a healthy lifestyle are promoted effectively across the curriculum and in extra-curricular activities. The school has an appropriate policy and procedures for safeguarding.

The provision for personal and social education is a significant strength. The school pays particular attention to pupils' personal, emotional and educational needs and there is a very effective partnership with external agencies and specialist services. At times, this includes supporting individual pupils and their families in their homes. These programmes have a very constructive and effective influence on these pupils with regard to promoting self-respect, self-discipline and their confidence as learners.

The school promotes pupils' spiritual, moral, social and cultural development very well. The provision to develop pupils' cultural understanding, including Welsh culture and the multicultural aspect, is an excellent feature. The provision succeeds in embedding pupils' awareness of their Welshness in the context of the school and the wider community. In addition, it succeeds extremely effectively in developing their understanding of diversity and their role as global citizens.

The provision for pupils with special educational needs is good. Staff identify pupils' specific needs early and provide a network of support activities that contributes to improving their standards of achievement. Pupils' individual educational plans include clear targets and reflect the views of pupils and parents. The school undertakes progress reviews regularly. The more able pupils are appropriately challenged through suitable activities.

**Learning environment: Good**

The school's inclusive ethos promotes equal opportunities and values diversity. Policies and plans for racial equality are in place and satisfy statutory requirements. The curriculum is accessible to all pupils, and sound procedures ensure very good behaviour throughout the school.

The accommodation offers a range of classrooms and good facilities for the number of pupils. The school makes very good use of all areas within the school. Classrooms are colourful with stimulating displays and a variety of resources that enrich the teaching and learning.

The buildings and grounds are well maintained and provide a purposeful environment for learning and play. Good use is made of sporting facilities in the area to augment the opportunities provided by the school.



<b>Key Question 3: How good are leadership and management?</b>
--

<b>Good</b>
-------------

### **Leadership: Good**

The school's overall leadership and management are good. In this context, the headteacher's contribution is of a high standard and includes excellent practice, particularly in relation to creating a distinctive learning environment. She has very high expectations, a clear vision and has put in place a range of effective procedures that are moving the school forward. She is supported well by the senior management team, which includes comparatively new members, as well as by enthusiastic teachers and support staff. There are clear lines of communication within the school and a strong feeling of belonging to a team. The subject teams, established this year, are developing effectively.

The governing body has a good knowledge and understanding of the school's educational provision and performance. Members fulfil their statutory responsibilities and support the school effectively as a critical friend. They make an important contribution to the school's further development.

The school gives good consideration to national and local priorities. The Foundation Phase is in place and a range of initiatives, including the School Effectiveness Framework, the focus on skills, working in partnership and the sharing of good practice, are effectively promoted.

### **Improving quality: Good**

The school has well-established arrangements, in addition to those that are developing, for evaluating the quality of its provision. The headteacher makes an important contribution in promoting a culture of self-evaluation and development planning. Good use is made of an appropriate range of information sources, including data and the views of parents, pupils, staff, governors and local authority officers. All the information gathered is used effectively to establish priorities in the school development plan.

The self-evaluation report clearly identifies the strengths and areas to be developed within the school. Emanating from the self-evaluation process, recent activities have effectively raised pupils' information and communications technology skills and elements of pupils' communication and mathematical skills.

The continuous professional development of staff is having a positive effect on school provision. The professional learning communities being developed within the school and further afield enable staff to share their knowledge and promote good practice.

### **Partnership working: Excellent**

The school has nurtured a range of strategic partnerships that enhance its provision and raise pupils' standards extremely effectively. The headteacher's vision in establishing and promoting successful partnerships beneficial to pupils' education, wellbeing and development is an excellent feature.

A Report on Ysgol Cynwyd Sant  
June 2011

The partnership with parents is considered to be all important and they make an important contribution in several contexts. The successful Parents and Teachers Association provides useful resources that enrich pupils' learning experiences. The school makes extensive use of the local community whilst its links with the Urdd movement are very strong. Links with the business world and the focus on promoting entrepreneurship are developing well. The European links and those with India are embedded and allow successful networking on a very wide professional scale.

There are very strong curricular links and transfer procedures of a high quality with the secondary school. There are close and successful partnerships with a number of external agencies to support pupils' well being. Gaining Investors in Families status recognises the school's good work in responding to the core aims of the Children and Young People's Partnership.

The nature and quality of the school's involvement within its professional learning community, other schools within the cluster and further afield, are an extremely strong and successful feature. Under the headteacher's leadership, good practice in the provision is shared with other schools and audiences on a county and national level. The school and individual staff contribute extensively towards a number of projects and working groups at national level and benefit greatly from this experience.

**Resource management: Good**

The school manages its resources well. There is a favourable pupil teacher ratio and all staff are deployed effectively. Constructive use is made of planning, preparation and assessment time in extending pupils' learning experiences across the curriculum. Support staff are an important part of the team and full use is made of their skills. Newly qualified teachers are offered consistent support. The school makes the best possible use of the resources and space available to support pupils' learning experiences.

There are good procedures for ensuring that finance and resources are provided to promote pupils' development and to support the priorities identified in the school development plan. When considering the quality of the provision and the standards achieved, the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

In key stage 2, 53 pupils responded to the questionnaire. Almost all pupils feel secure at the school and know who to turn to if they need support. They believe that they are doing well. Many believe that homework helps them to improve their work. Most believe that there are sufficient resources in the school for them to undertake their work. In the opinion of many, other pupils behave well and the school deals well with any instances of bullying.

#### Responses to parent questionnaires

Twenty parents responded to the questionnaire, a low percentage. They are satisfied with the school and state that the teaching is good. They believe that the school encourages their children to be healthy and to take regular physical exercise. Many of them state that their children like school and are secure there. They feel that they as parents receive regular information on their children's progress and that homework supports their children with their learning. Nearly all feel that their children are making good progress and are well prepared for the next stage in their education. In the opinion of many parents, behaviour at the school is good.

## Appendix 2

### The inspection team

Dorothy Morris	Reporting Inspector
Brinley Jones	Team Inspector
Gwynoro Jones	Lay Inspector
Eluned Lewis	Peer Inspector
Tegwen Ellis	School Nominee

Contractor:  
EPPC/Severn Crossing Ltd  
Suite F2A Britannic House  
Llandarcy  
Neath SA10 6JQ

## Copies of the report

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

Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11