



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

A report on

**Ysgol Glannau Gwaun
Clive Road
Fishguard
Pembrokeshire
SA65 9DB**

Date of inspection: July 2019

by

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

About Ysgol Glannau Gwaun

Ysgol Glannau Gwaun is situated in the town of Fishguard in Pembrokeshire local authority. There are 291 pupils between 3 and 11 years old on roll. The school has two streams that provide education either through the medium of Welsh or English. The school has five single-age classes and four mixed-age classes between the two streams. The school has one nursery class, which admits pupils on a full-time and part-time basis. It also has two additional education centres for pupils with a variety of specific needs that are in the care of Pembrokeshire local authority.

Over a three-year-period, around 25% of pupils have been eligible for free school meals, which is higher than the national percentage of 18%. Around 3% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified 29% of its pupils as having additional learning needs, which is higher than the national percentage of 21%.

The headteacher was appointed to the post in January 2018 and the deputy headteacher was appointed in September 2018. The school was last inspected by Estyn in July 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, many pupils develop effective communication and reading skills and achieve well. A majority of pupils write purposefully and at length across the curriculum. Pupils with additional learning needs achieve well against their personal targets, including pupils in the additional education centres.

Many pupils acquire sound mathematical concepts and most pupils develop successful information and communication technology (ICT) skills. In addition, most are enthusiastic learners who apply themselves to new experiences confidently.

Teachers and assistants care diligently and conscientiously for pupils. They provide pupils and their families with extremely valuable guidance and support. As a result, pupils feel safe at school.

The headteacher's vision for developing the school is ambitious. She has established appropriate procedures in a short period, which are beginning to have a positive effect on the school's provision, particularly pupils' wellbeing.

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

Recommendations

- R1 Embed the new leadership strategies to ensure that provision is consistent in order to raise pupils' standards
- R2 Foster the role of governors to challenge the school better as critical friends
- R3 Improve the pupils' ability to write independently across the curriculum
- R4 Ensure that pupils apply their numeracy skills effectively across the curriculum
- R5 Ensure that teachers' teaching and planning challenges all pupils to achieve to the best of their ability

What happens next

The school will produce an action plan to address the recommendations from the inspection. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

On entry to the school, very few pupils' Welsh communication skills are in line with the standard expected for their age. During their time at the school, many in the Welsh stream acquire effective Welsh communication skills and achieve well. During their time at the school, many learn to communicate eloquently in English, and a minority of pupils develop effective numeracy skills across the school. Most pupils with additional learning needs, including those at the additional education centres, achieve soundly against their personal targets.

Many pupils achieve successfully in developing their speaking and listening skills. They are confident orally and understand that listening attentively to others makes a beneficial contribution to their learning. As a result, many speak confidently about their work and experiences. For example, foundation phase pupils explain clearly why they choose specific clothes to portray a pirate while role-playing. Many pupils' oracy skills in key stage 2 are good, particularly as they explain extensively about famous characters from the Tudor period and the climate of the Chihuahuan desert in Mexico. Pupils' oral Welsh skills in the English stream are also developing appropriately.

Many pupils develop sound reading skills. In both streams, many pupils in the foundation phase read a good range of texts maturely. They discuss the content of their books intelligently and build unfamiliar words purposefully by using suitable phonic strategies. They recognise the qualities of familiar characters, such as the three little pigs, well and identify enthusiastically that the wolf is the villain in the story. Many pupils in key stage 2 read meaningfully and enunciate clearly in both streams. They enjoy fictional and factual books, and practise their higher order reading skills to find information from different sources effectively. For example, they research conscientiously on the internet, including the experiences of an evacuee during the Second World War.

A majority of pupils across the school write purposefully for different purposes in a range of contexts. In the foundation phase, a majority write interesting and accurate pieces. Effective examples include instructions on how to plant seeds, and a record of facts about different animals. In key stage 2, a majority write meaningfully for a wide range of purposes. For example, they describe the horrors of the trenches during the First World War meaningfully by letter, and record an experiment on changes to the heart rate after keeping fit. However, across the school, pupils' standards of writing are inconsistent and fluctuate between the streams and classes. A minority of pupils' extended writing skills are not good enough and they are too dependent on adults to complete tasks.

Many pupils understand mathematical concepts well. They follow instructions to expand their knowledge effectively during lessons. As a result, pupils in the foundation phase measure a tree trunk in centimetres and present the different types of trees and leaves in the forest successfully in a graph. Many pupils in key stage 2 use number strategies, analyse the properties of shapes and solve simple algebraic formulae with increasing accuracy. They present their findings in various forms to

complete mathematical tasks purposefully. For example, they deduce the area of compound shapes and create line graphs to record the effect of a thermal insulator on water temperature successfully. However, a minority of pupils across the school choose suitable mathematical methods to complete new tasks independently, without guidance from an adult. As a result, only a minority of pupils apply their numeracy skills purposefully across the curriculum.

Most pupils develop effective information and communication technology (ICT) skills. In the foundation phase, most use a range of applications to improve their reading skills, numbers skills and fine motor skills, by using electronic toys and educational programs. In key stage 2, most use a range of software and ICT equipment effectively to broaden their understanding across the curriculum. For example, they use databases and spreadsheets purposefully to record the height of liquid eruptions during experiments. Most also use safe passwords purposefully to access useful learning websites in the classroom and at home.

Wellbeing and attitudes to learning: Good

Nearly all pupils show pride in their school and feel safe within its inclusive and familial environment. They are happy to discuss any concerns with members of staff as they are confident that they will listen to them. Nearly all pupils' behaviour, both inside and outside the classroom, is consistently good. They are polite and treat their peers, staff and visitors with respect. Most are caring towards each other, and work and play together successfully.

Most pupils across the school have positive attitudes to learning. They listen attentively to teachers' instructions and concentrate well on their work during lessons. They are enthusiastic learners who apply themselves to new experiences confidently. Many pupils are very willing to discuss their work with their peers, and their successful co-operation is a sound feature in all classes. As a result, most respect the contributions of others and respond positively to their ideas. Most listen attentively to the presentations of others and move freely from one activity to another in their lessons.

Nearly all pupils understand the importance of eating and drinking healthily, and enjoy taking part in regular exercise activities. For example, they take advantage of 'a mile a day' and hold a fitness week, which leads to pupils having a better understanding of how to stay healthy. The school's pupils also promote the use of the salad bar enthusiastically and hold a healthy milkshake party to improve their peers' mindset towards improving their diet. They also take part enthusiastically in activities that are available to them in the numerous extra-curricular clubs.

Most pupils understand the dangers that can arise in their everyday lives and know what steps to take to reduce the risk. For example, nearly all pupils, in line with their age, understand the importance of online safety and outline the dangers that can arise as a result of irresponsible use of the internet.

Many pupils contribute beneficially to their learning. They provide ideas confidently to be included in the termly themes. They also take advantage of opportunities to visit the local area. As a result, pupils expand their knowledge and understanding of their locality intelligently.

Most pupils have a sound awareness of fairness and the importance of equal opportunities. They are tolerant and sensitive to the needs and aspirations of others, such as refugees and disadvantaged people in our society. They have a sound understanding of the importance of sustainability and are able to explain the importance of rainforests to our environment well. Nearly all pupils are part of planning activities to raise money for local and national charities. This increases pupils' awareness successfully of the importance of their individual contributions towards creating a caring community.

Nearly all pupils are conscientious and take their responsibilities seriously. For example, the school has a number of councils, such as the eco council, the 'Criw Cymraeg' and the enterprise group. 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 playground. It has also developed a specific trail to improve pupils' physical skills, which derived from the school council's suggestions.

Most pupils arrive at school punctually in the morning, and the average attendance percentage has improved as a result of the school's new and successful strategies.

Teaching and learning experiences: Adequate and needs improvement

Teachers and assistants work well together to ensure robust care and support for pupils, which has a successful effect on their wellbeing. The supportive working relationship in most classes nurtures respect and courtesy among pupils and creates a productive environment. Teaching in the additional education centres is very robust.

Teachers provide an appropriate range of valuable learning experiences for pupils, which engages their interest successfully. As a result, experiences to enrich pupils' learning are purposeful. For example, in the foundation phase, pupils are given good opportunities to program an electronic roamer to move around a map. Across the school, teachers also organise beneficial visits to stimulate pupils' learning, such as a local gallery and the town's harbour. Pupils' learning experiences are supported further through a wide variety of activities, such as celebrating the Shakespeare festival and taking part in theatrical workshops. In key stage 2, they compare their local area with Mexico effectively. As a result, pupils develop a sound understanding of the culture and Welshness of their local area and Wales' status in the world.

Assistants are deployed well across the school. They support the learning of individuals and specific groups of pupils successfully. As a result, most pupils with additional learning needs make good progress from their starting points, particularly in the additional education centres.

Teachers succeed in making their classes stimulating and engaging places. Colourful displays support teaching and learning effectively. The school has recently addressed the inconsistencies in planning across the school, and teachers are beginning to respond purposefully to the new curriculum for Wales. There are purposeful opportunities for pupils to contribute to their own learning, such as discussing their ideas openly 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 give of their best.

On the whole, many teachers use positive teaching methods to improve pupils' skills. They ask questions regularly to develop pupils' responses and ideas further. In many classes, questions do not challenge pupils to respond independently to tasks that have been set for them. Although the content of lessons engages many pupils' interest appropriately, teachers have a tendency to intervene too much in pupils' learning. As a result, their practices limit pupils' ability to think for themselves and achieve to a high enough standard.

When teachers, in a majority of classes, provide effective opportunities, many pupils achieve good communication and reading skills and make purposeful progress. As a result of robust provision across the school, most pupils succeed in showing and using mature ICT skills. However, opportunities for pupils to apply their numeracy skills across the curriculum, to the same standard that is seen in mathematics lessons, are limited. As a result, pupils' progress is not as good.

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. There is often too much of an emphasis on the administration of these records, which hinders opportunities for pupils to start learning promptly.

Teachers provide pupils with constructive feedback in order for them to understand how to improve their work, particularly orally. They use information from assessments to plan the next steps in pupils' learning appropriately. However, daily assessments do not support pupils usefully to identify the next steps in their learning. As a result, subsequent tasks are not challenging enough to ensure that pupils achieve as well as they could.

Care, support and guidance: Good

Arrangements to ensure pupils' care and wellbeing are a strength at the school. The school is a very caring community with an inclusive and happy ethos, in which there is a strong emphasis on providing purposeful support to all individuals. As a result, nearly all pupils feel safe and take pride in their school.

Provision to promote pupils' understanding of the importance of eating and drinking healthily is effective. Staff encourage pupils to keep fit successfully. For example, they provide regular physical education lessons and a variety of extra-curricular activities, which include cricket, netball, rugby and dance clubs.

Pupils are given good opportunities to undertake leadership roles in the school's life and work. An effective example is the work of the 'buddies' to support their peers on the playground. They wear fluorescent jackets and encourage and support pupils to play well together. This helps to support a comprehensive ethos, which has a positive effect on pupils' behaviour.

Provision to develop creative skills is very positive. Arts activities are used valuably to expand pupils' cultural experiences effectively. For example, pupils are given purposeful opportunities to emulate the work of artists, listen to, and evaluate, pieces of poetry, and invite performers to the school. These experiences develop pupils' creative and expressive skills intelligently and improve their self-confidence and motivation to work together purposefully.

The school promotes pupils' spiritual, moral and social development successfully. Staff encourage pupils well to develop into responsible citizens who are willing to help others. Their work in the community contributes effectively to this, such as caring for the community garden and selling the enterprise group's produce in the local market.

Pupils are given beneficial opportunities to learn about Welsh history and culture, such as studying the history of the Tudors and visiting Pembroke castle. They read Welsh traditional myths and are given successful opportunities to sing in concerts in the school and the local community. This contributes well towards increasing many pupils' self-confidence, in addition to their awareness of their Welsh heritage.

There are thorough arrangements for tracking pupils' progress. Findings are used effectively to target individuals' additional learning needs purposefully. Provision for pupils with additional learning needs, which includes the additional education centres, is successful. Provision has a positive effect on pupils' progress. All pupils with additional learning needs have an effective individual education plan. They include relevant information and beneficial targets to move pupils forward well in their learning. Plans are reviewed regularly with pupils, teachers and parents. As a result, most make good progress from their starting points. This includes the sound achievement of pupils in the additional education centres, who benefit greatly from engaging activities. Effective provision engages and holds pupils' interest very skilfully, such as researching the lives of farm animals.

There is a robust relationship between parents and the school. The open-door policy ensures effective communication between teachers and parents. Social media are used successfully to inform about key events. As a result, parents are completely aware of the school's activities. Beneficial opportunities are provided 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 to support their children at home.

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. For example, they understand that they have a duty to reduce any risks in their lives, such as staying safe when crossing the road and the dangers that exist online. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Adequate and needs improvement

The headteacher's vision for developing the school is ambitious. In a short period, the headteacher and senior management team have refined management procedures to reflect the school's current requirements appropriately. They have succeeded in creating an ethos of effective co-operation among staff and their leadership is beginning to create positive improvements. They have a robust vision, which is based on creating a caring school where pupils' wellbeing is at the heart of its work. They share this vision successfully with staff, governors and parents.

During the last year, the headteacher and senior management team have implemented a number of valuable strategies, which are beginning to improve

aspects of provision and pupils' standards. However, these changes have not had time to become embedded successfully to ensure consistency in teaching and planning across the school, in order to improve all pupils' skills.

Overall, the school's self-evaluation procedures are appropriate. There is a suitable link between the findings of self-evaluation procedures and the priorities in the development plan. Leaders measure their progress over time against priorities satisfactorily in order to identify aspects that are successful or need further attention. However, although the school has a specific monitoring timetable, procedures have not yet led to ensuring consistency in the quality of provision across the school. Leaders do not monitor subsequent recommendations from scrutiny reports thoroughly. For example, they have not succeeded in ensuring consistency in planning across the school, and feedback that is given to teachers does not hold them to account for the effect of their work rigorously enough.

Governors have appropriate knowledge of the school's performance. They understand the school's targets well and fulfil their statutory responsibilities effectively. They ensure that the school is staffed sensibly, which includes assistants to support pupils in the classroom. However, governors do not challenge purposefully as critical friends or hold the school to account for its performance robustly enough. Although they visit classes occasionally, scrutinise work and hold meetings with leaders, they do not measure the effect of provision on pupils' standards purposefully enough.

Leaders respond well to national and local priorities, such as introducing strategies to develop the digital competence framework and the Welsh language charter. This has a positive effect on standards of ICT and the Welsh ethos.

Recently, new staff development procedures have been linked effectively with their performance management. They are beginning to have a good effect on staff's skills and expertise. For example, staff target the effectiveness of early interventions on pupils' progress and pupils' input to their learning purposefully. They have recently begun to share their expertise better with their colleagues, and training now has a positive effect on pupils' outcomes. However, leaders do not use these arrangements thoroughly enough to hold staff to account for the performance of specific groups of pupils.

Leaders make purposeful use of staff and the building. The school's grounds are used effectively. For example, resources in the foundation phase's outdoor area enrich pupils' experiences successfully in order to develop their skills further.

Leaders ensure that the budget and additional grants are used well to enrich the curriculum. A successful example is the purposeful use of the school's surplus to employ additional staff to provide support in the classrooms. The school monitors this closely, such as focusing well on the effect of interventions on pupils' standards. The pupil development grant is used sensibly to improve the wellbeing of pupils who are eligible to receive it, through extra-curricular clubs and educational trips. As a result, expenditure links purposefully with the priorities of the development plan.

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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