



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

A report on

Ysgol Gymunedol Cei Newydd

**Maes Yr Ysgol
New Quay
Ceredigion
SA45 9TE**

Date of inspection: June 2023

by

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

This report is also available in Welsh

About Ysgol Gymunedol Cei Newydd

Name of provider	Ysgol Gymunedol Cei Newydd
Local authority	Ceredigion County Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	90
Pupils of statutory school age	77
Number in nursery classes (if applicable)	
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>	16.7%
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>	17.6%
Percentage of statutory school age pupils who speak Welsh at home	3.3%
Percentage of statutory school age pupils with English as an additional language	4.4%
Date of headteacher appointment	17/04/2023
Date of previous Estyn inspection (if applicable)	01/05/2015
Start date of inspection	05/06/2023

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

Ysgol Gymunedol Cei Newydd provides a happy and welcoming environment where pupils' well-being and rights are prioritised successfully. Pupils make an important contribution to the school's life and work and their voice and views are very important to the staff. Pupils' behaviour is consistently good and they are respectful and polite towards others, including visitors to the school. They feel safe and content in their work and play and show an inherent pride in their school and their community.

Many pupils make good progress during their time at the school. On the whole, they make appropriate, sound progress in developing their oracy and literacy skills and apply them confidently across a wide range of contexts. Many pupils' numeracy and digital skills are developing successfully. Staff make good use of the local area and unique context to provide a curriculum that offers a range of interesting activities to stimulate and engage pupils' interest.

Through probing questioning, teachers and assistants recall previous learning effectively. Overall, there are not enough opportunities for pupils to make independent choices about how to complete their tasks. Staff provide pupils with appropriate feedback but they do not provide regular enough opportunities for them to respond to feedback and improve their work.

Although the headteacher is new to the post, she has already succeeded in sharing her vision successfully with parents, pupils, staff and the wider community. She has a sound understanding of the school's strengths and aspects that need to be developed further. She is supported robustly by hardworking and dedicated staff, who share her aspirations for demanding the best possible standards for the well-being and learning of all pupils. The governing body is very supportive and contributes effectively to the success of the school.

Recommendations

- R1 Ensure regular opportunities for pupils to respond to feedback and improve their work
- R2 Expand opportunities for pupils to develop their independent learning skills

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Learning

On entry to the school, a majority of pupils have communication skills that are lower than expected for their stage of development. During their time at the school, many pupils, including those who are eligible for free school meals and those with additional learning needs (ALN), make good progress from their starting points across the curriculum.

A majority of pupils make appropriate progress in developing their oral Welsh skills. The youngest pupils develop their speaking skills by repeating vocabulary and sentence patterns effectively. The oldest pupils use more extensive vocabulary, for example when presenting the legend of Cantre'r Gwaelod. A minority of the oldest pupils converse confidently in Welsh in less formal situations. They show an appropriate understanding of high frequency language and use Welsh vocabulary and patterns regularly as they gain confidence and deepen their understanding of the correct use of the Welsh language.

Many pupils make good progress in developing their oral English skills. For example, the youngest pupils speak purposefully when describing how pollution can harm sea creatures. The oldest pupils discuss a wide range of subjects confidently by using extensive and extremely mature vocabulary. They listen attentively to the contributions of adults and other pupils and respond respectfully and politely by using appropriate language and tone of voice.

Most pupils make good progress in their reading skills as they move through the school. For example, Year 2 pupils read confidently when reading a good range of books and they have a sound understanding of the content of different texts. By Year 6, pupils discuss their favourite authors and genres maturely and give valid reasons for their choices. Most use punctuation successfully to convey meaning and create effect when reading.

Across the school, many pupils make appropriate progress in developing their writing skills. They apply their skills across many areas of the curriculum skilfully. The youngest pupils choose and write relevant words, for example when labelling pictures of fair trade foods. In Year 3, they write interesting poems about the seaside and add rhyming couplets. By Year 5, pupils write across a wider range of genres, for example when composing humorous limericks about characters and ocean creatures and pay appropriate attention to syllable patterns.

Many pupils' mathematical skills develop well during their time at the school. They build on previous learning consistently and foster sound practices in problem solving and calculating with challenging numbers. For example, the youngest pupils add one-digit numbers appropriately when identifying how many eggs are in different nests. By Year 4, they interpret bus timetables skilfully and calculate how much time different journeys will take. The oldest pupils recognise and form numbers beyond one million confidently and use an appropriate method to discover the area of compound shapes. When they are given an opportunity to do so, many pupils apply their number skills appropriately across the curriculum.

Most pupils' digital skills develop successfully. They take advantage of different opportunities to develop and apply their skills purposefully across the curriculum. For example, the youngest pupils use an appropriate package to produce a poster to promote recycling, reusing and reducing waste. By Year 5 and 6, they use formulae skilfully in a spreadsheet to facilitate their work on calculating how much plastic is polluting the ocean.

Many pupils demonstrate positive attitudes to developing their physical skills. Pupils in the reception class develop their strength and ability to balance effectively while riding bikes in the outdoor area. The oldest pupils enjoy competing in a sports competition and develop useful skills while kayaking, windsurfing and paddleboarding during their weekly sessions on the water.

Many pupils' creative skills develop appropriately. For example, pupils in Years 3 and 4 emulate the style of a local artist and illustrator by creating interesting designs with flotsam and jetsam.

Well-being and attitudes to learning

Nearly all pupils behave well in the classroom and around the school. Most enjoy coming to school and relate well to each other. They are considerate of others as is acknowledged in the school motto, '*Er ein bod yn wahanol, ni'n nofio gyda'n gilydd*' ('Although we are different, we swim together'). Nearly all pupils speak confidently with adults and extend a warm welcome to visitors. A homely environment permeates all aspects of school life.

Most pupils feel safe at the school. They trust the teachers and assistants and are aware of whom to approach if anything is worrying them. They are able to do this regularly, for example by leaving messages in the '*bocs becsu*' ('worry box') to convey their feelings. As a result, staff respond appropriately to the issues raised by pupils.

Most pupils have a sound knowledge of how to be safe online; for example, they have a good understanding of how to create a secret password. They understand the school's expectations in terms of behaviour and well-being and refer to the 'big 5', namely being ready to learn, being kind friends, to listen attentively, be respectful and do their best, regularly.

Pupils' understanding of children's rights is a strength and they respect the rights of others well. The children's rights ambassador is extremely active in promoting this and ensures that pupils understand how they are affected. Pupils take advantage of regular opportunities to express their views and influence the school's work; for example, the sports ambassadors organise beneficial lunchtime activities. The oldest pupils take leadership roles by holding lunchtime clubs, such as the crochet, chess and craft clubs. Members of the 'Cewri Cei' council promote the Welsh language appropriately by providing language games for the youngest pupils and rewarding pupils for speaking Welsh on the playground.

Most pupils are enthusiastic about the school and the opportunities they are given as part of their learning. Many benefit from taking part in physical activities, such as water sports, cricket and sessions by the local authority. As a result, they have a

good understanding of the importance of fitness and a healthy lifestyle. Most are aware of the need to make healthy choices at school, such as eating fruit and drinking water.

Most pupils show positive attitudes to their learning. One of the school's strongest features is the way in which pupils discuss with others and share their views. They show a willingness to contribute maturely to class discussions and make sensible comments, for example when discussing the harmful effects that litter can have on sea life. Many work appropriately in pairs and work well in groups and support each other's learning effectively.

Nearly all pupils play together happily and contentedly and are kind and friendly towards each other. Overall, they concentrate appropriately on their tasks for more extensive periods. However, at times, a few pupils have a tendency to be passive and lose interest in their work. This is often due to the nature of the tasks and the lack of pace in teaching. Many pupils respond well to teachers' questions and listen actively to instructions. When they are given an opportunity to do so, they respond positively to feedback from teachers and improve their work appropriately.

Teaching and learning experiences

Staff provide a curriculum that offers a stimulating variety of experiences and meets the needs of many pupils successfully. The school's vision incorporates the principles of the Curriculum for Wales appropriately. Teachers engage appropriately with pupils and parents when planning learning experiences.

Staff use local legends and history effectively to support provision to develop pupils' oracy skills. They support this by providing regular opportunities for pupils to practice familiar vocabulary and sentence patterns. The oldest pupils use effective gestures and expression when reciting local legends and presenting them in the form of a video, for example. Pupils are given appropriate opportunities to develop their reading skills in both languages. This is planned effectively to ensure progression in the reading development of pupils across the age range. Teachers also provide carefully to develop pupils' written skills. Teachers and assistants succeed in providing purposeful frameworks to support many pupils to make appropriate progress in their Welsh writing. Opportunities are provided for pupils to write across a wide range of genres across the curriculum. For example, the youngest pupils create posters to promote sustainability, while the oldest pupils write detailed biographies of their personal heroes.

Teachers develop many pupils' mathematics skills strongly across the age range. However, opportunities to apply numeracy skills in real-life contexts are limited. Relevant opportunities are provided for pupils to develop their digital skills and apply them effectively across the curriculum. For example, Year 4 pupils use an appropriate program to create a chronological timeline in their history work. Staff place an appropriate emphasis on delivering effective provision to keep pupils safe online, for example by discussing specific incidents in whole-school services.

Where teaching is most effective, teachers and assistants use a variety of appropriate open-ended questions to extend and deepen pupils' knowledge and understanding. They support pupils to recall previous learning effectively, support

them appropriately and provide activities that meet the needs of many pupils. Activities engage pupils' interest well and make regular use of the local area to set a relevant context for learning experiences. For example, the youngest pupils sort litter that is collected on New Quay beach.

In the less effective teaching practices, the pace of presentations and activities is too slow and teachers have a tendency to over-direct learning. Overall, teachers do not provide opportunities for pupils to make independent choices about how they learn and the way in which they would like to complete specific tasks and present their work. As a result, a few pupils lose interest in their learning at times which, in turn, hinders progress in their learning.

Although confined, the outdoor learning area is attractive and teachers and assistants use it effectively to provide varied and valuable learning opportunities for pupils. Staff take good advantage of the community's facilities and resources to provide beneficial learning experiences. For example, water activities provision is available to the school's oldest pupils during the summer term.

Staff monitor and track pupils' progress carefully. They use this information to cater appropriately for the needs of specific groups of pupils. Teachers use information, for example about pupils' attainment against the Curriculum for Wales benchmark, successfully in responding to pupils' specific needs.

On the whole, teachers provide pupils with suitable feedback. They use an agreed marking code and provide pupils with constructive comments on what they have done well and what they need to do to improve their work. Teachers do not always ensure regular opportunities for pupils to respond to this feedback and to make beneficial adaptations to their work. Annual reports for parents report clearly on pupils' progress, in addition to their areas for development.

Care, support and guidance

The school is a caring and welcoming community that promotes good behaviour, equal opportunities and pupils' rights. There is a positive working relationship between staff and pupils, based on respect and courtesy. As a result, pupils take pride in their school and their community and most have positive attitudes to all aspects of school life.

Staff provide valuable opportunities for pupils to undertake leadership roles and responsibilities. For example, the school council has established a system for promoting good behaviour, which has a good influence on pupils' behaviour and dedication to their learning across the school. They take their responsibilities seriously and develop valuable skills that will help them in the school life and beyond.

Through a wide range of purposeful opportunities, the school promotes pupils' spiritual, moral, social and cultural development effectively. Staff discuss important values during the school assembly, for example the need to treat everyone with respect. The 'Children's Rights Ambassador' is active in raising pupils' awareness of their rights through campaigns such as the right of the week. As a result, they have a sound knowledge of their rights and the importance of protecting themselves. For

example, they show a good awareness of the need to live in comfortable and safe homes and show empathy towards others where this is not possible.

Staff provide valuable opportunities for pupils to take part in performances and events locally. For example, they are given rich experiences by competing in the school eisteddfod and various sports competitions. These experiences are effective in developing many pupils' self-confidence, in addition to their ability to work productively as a member of a team. Pupils are enthusiastic when taking part in national charity events.

Good support is provided to nurture and develop pupils' emotional well-being. For example, pupils put on different-coloured wristbands that correspond to their feelings when they arrive at school in the morning. This enables staff to identify pupils who need support through specific programmes to help them to cope with their feelings and emotions, where necessary.

The school provides appropriate support for pupils with ALN. Staff identify pupils' needs at an early stage to provide them with support. Different support programmes are used effectively, for example to support pupils' emotional well-being. Effective co-operation between teachers and assistants to track pupils' progress over time is appropriate. They ensure that all pupils have specific targets that are reviewed and evaluated regularly. Staff include parents appropriately when discussing their children's progress and planning for the next steps in their learning. Through co-ordinated collaboration, most pupils who receive additional support with their learning make progress from their starting points.

Useful visits by individuals, for example the police officer, raise pupils' awareness well of the dangers around them, for example substance misuse. The school has a strong culture of safeguarding and all staff undertake appropriate training regularly. The school's arrangements for ensuring regular attendance and safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

Following her recent appointment, the headteacher has forged a positive working relationship with staff, pupils and parents for the benefit of the pupils' education and well-being. She has a clear vision whereby all pupils receive the best possible learning experiences and foster a sense of belonging and pride in themselves and the school. She has succeeded in ensuring that pupils continue to feel safe, happy to be at school and demonstrate positive attitudes to learning.

Staff are supportive of the headteacher and understand and fulfil their roles effectively. They undertake their work to lead their areas with conviction and dedication. There are suitable arrangements for monitoring staff performance. Targets link clearly with the school's priorities and there is a clear link with professional learning activities. Staff are given appropriate opportunities to work together and with external partners. For example, teachers work beneficially with staff from local schools in developing the curriculum. Teachers share good practice effectively internally through meetings and by placing resources on the useful internal network.

The school responds soundly to national priorities. Staff have created a strong culture of safeguarding and nurturing pupils' self-respect. They are also planning carefully with pupils and parents to introduce the Curriculum for Wales so that it is relevant to the school, the community and the wider world. To reduce the effects of poverty, the pupil development grant is used sensibly to provide additional support for specific pupils with their work, in addition to facilitating access to school trips and musical instrument lessons.

There are suitable arrangements for monitoring and evaluating the school's work. First-hand information is gathered through activities such as lesson observations, scrutiny of books and questioning pupils. As a result, leaders identify strengths and areas for improvement accurately and there is a definite link between them and the school's priorities. The improvement plan is reviewed regularly and, recently, the headteacher and staff have reviewed the plan and have made changes, where necessary. As a result, the headteacher and staff have a sound understanding of what needs to be done to develop the school further.

Governors are very supportive and knowledgeable about most aspects of the school's work. They scrutinise books, observe lessons and meet with pupils to gather useful information, which enables them to support and challenge leaders appropriately. They ensure that the school adheres to its responsibility to keep pupils safe and to promote healthy eating and drinking. Leaders manage the budget and resources carefully. Expenditure links appropriately with the improvement plan and places a priority on ensuring that the school has appropriate resources.

There is a strong link between the school and parents. Various methods are used to share information about the school's work and pupils' progress, for example through a weekly letter and the website. The parent and teacher association supports the school's work well through fundraising, which has contributed to the cost of educational trips and digital resources.

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:

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