

A report on
Ysgol Gynradd Gymraeg Gellionnen
Gellionnen Road
Clydach
Swansea
SA6 5HE

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Inspection number: 1894

by

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Reporting Inspector under contract to Estyn

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June 2011

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:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Gynradd Gymraeg Gellionnen was established in September 1997 on the site of the former secondary school in Cwmtawe in the small town of Clydach. The county and city of Swansea is the local authority (LA). It has been designated as a Welsh medium school.

Pupils attend the school from 3-11 years of age. There are 187 full time pupils on the school register as well as 56 part time nursery children.

English is the main language spoken at home.

Full time pupils enter the school at the start of the year following their fourth birthday. The school has pupils from a full range of ability and pupils starting school have varied levels of attainment.

The catchment area is described by the school as neither prosperous nor impoverished although many pupils come from an area that is economically disadvantaged.

Around 11% of pupils are entitled to free school meals. 21% of pupils are identified as having special educational needs (SEN) and 1% has a statement of SEN.

The school was last inspected in June 2005.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Gellionnen is £3,197 which compares with a maximum of £5,744 and a minimum of £2,550 for primary schools in Swansea. The school has the 45th highest budget per pupil out of the 89 primary schools in Swansea.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school is good because:

- the school ethos ensures that all pupils reach their potential;
- the standard of pupils' wellbeing is strong and contributes towards their social and life skills;
- teaching is good across the school;
- the care, support and guidance encourages pupils' involvement in their school and the wider community; and
- leadership and management are strong and a clear vision is shared with all the good partnerships that are involved in school life.

Prospects for improvement

The school's prospects for improvement are good because:

- through effective self evaluation procedures the school has clear targets for improvement;
- planning is strategic and developmental and focuses specifically on raising standards and improving provision;
- strong community partnerships help to raise standards and ensure that pupils have rich experiences; and
- there are strong leadership teams with a clear vision to ensure improvement.

Recommendations

In order to improve, the school needs to:

- R1** continue to develop opportunities for more able and talented pupils;
- R2** maintain the good standards that already exist across the school;
- R3** ensure that the good practice in assessment for learning and marking is developed across the school.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils make good progress from KS1 to the end of KS2. From the baseline assessment to the end of KS2, value added is good.

Results in KS1 have improved over the last 3 years especially in science, although KS1 results do not compare favourably with the family of schools.

Many pupils achieve L2+ in Welsh, mathematics, science and the CSI. The school's results at the end of KS1 are similar to the family and Wales averages in Welsh, science and CSI, but somewhat lower in mathematics.

Girls achieve better than boys. In this year there were many boys on the SEN register.

Most of the pupils reach good standards in KS2 in their knowledge and understanding and skills, and the school has maintained good results at the end of KS2 from 2007-2010 in every core subject and the CSI.

KS2 results are good and compare favourably with results for the family, local authority (LA) and Wales.

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The school compares well with schools in the family in KS2 especially in Welsh (1st) and the CSI (3rd).

The school performs well within the family when considering reading in Welsh (1st) and English (2nd). The school performs well when considering pupils who reach the expected levels in reading, writing, mathematics and science. Pupils achieve better results for writing in English than they do in Welsh.

There has been an improvement in the percentage of pupils reaching L5 in KS2 during the last 2 years, except for English, and more girls reached L5 in every subject.

In 2010, boys achieved higher levels than girls in KS2 but there was a higher percentage of girls on the SEN register.

Most of the pupils have secure communication skills. They listen intently, speak clearly and read with confidence and generally write extensively and consistently in other subjects across the curriculum. The use of numeracy skills across the curriculum are developing appropriately for most of the pupils. Most pupils have appropriate computer and technology skills and most pupils across the school develop appropriate wider skills, especially as independent learners.

All pupils make good progress with their Welsh language skills

Wellbeing: Good

All pupils have a good awareness of health matters and they achieve well in their personal, social and cultural development. Nearly all feel safe in school and know how they can keep healthy. They enjoy physically active pursuits especially in the outdoor areas.

Pupils are highly engaged and motivated and this has a positive effect on the school ethos. All pupils are courteous and respond with respect to adults.

The attendance average, around 93.6% is above the national average and all pupils are punctual. Members of the school council and the eco committee take an active role in making decisions that have a positive effect on the life of the school.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school plans successful and stimulating learning experiences that engage the interests of pupils across the school.

Planning across the curriculum ensures that pupils have opportunities to jointly create and contribute their ideas as well as ensuring that pupils acquire good literacy, communication, numeracy and ICT skills.

Nearly all pupils work on the task in hand, and discuss and express standard opinions in pairs and as a group.

The provision for developing the Welsh language and the Welsh dimension is well developed from the start across the curriculum and throughout the school.

Curriculum planning is good and meets the needs of specific groups and individuals well.

The school ensures that provision is effective in developing pupils` understanding of the need to care for the varied, sustainable environment and world in which they live. Collective worship is used appropriately to highlight matters relating to fairness and inequality.

Enrichment opportunities are varied and there is a high take-up by pupils.

Teaching: Good

Teaching is good and resources are used effectively to support pupils` learning. Sensible open questioning extends pupils` understanding within a positive and safe learning environment. Teachers and other adults have good subject knowledge and they have high standards of expectations of all pupils.

All of the teaching staff, including the support staff, are good language models and insist on accepting responses that are linguistically accurate. They use behaviour strategies effectively to ensure that there is a good standard of behaviour across the school. All staff have a good relationship that fosters learning that is stimulating and fun.

Sensitive feedback from teachers enables pupils to know how well they are doing and how to improve. Marking of pupils` work is less consistent and in some cases does not always show clearly what pupils need to do to improve their work.

A number of assessment for learning strategies play an obvious role across the school and have a positive effect on raising standards.

Pupils` progress is tracked effectively across the school in order to meet the learning needs of pupils.

Reports to parents conform to statutory requirements with appropriate information in place. Parents and carers feel that they receive good information about their children`s achievements, wellbeing and development.

Care, support and guidance: Good

The school promotes pupils` spiritual, moral, social and cultural development very successfully. The effective morning assemblies support the school`s values of *“reaching for the best together”*. Very good information about the life of the school is available for pupils and parents that include the school prospectus, regular circulars, the annual governors` report and website.

Induction arrangements for new pupils are clear and the thorough transfer arrangements to secondary education are well established. The imaginative and organised provision for wellbeing and the advantages of healthy living are clearly promoted within the curriculum. National initiatives like the Foundation Phase and the development of healthy lifestyles are strongly encouraged and supported. Initiatives such as assessment for learning, yoga and the development of minor skills promote progress in pupils` achievements.

The school has appropriate policies and procedures for safeguarding that fully meet safeguarding regulations. The school has effective procedures and systems for identifying pupils who need additional support with their work. Purposeful after school clubs have a positive effect on the development of pupils` social skills.

There is planned provision for every pupil with additional learning needs. The support is effectively co-ordinated and there are good links with specialist external agencies.

Parents and carers are well informed and individual education plans are evaluated and updated regularly. The reporting procedures for additional learning needs meet statutory requirements.

Learning environment: Good

The school ensures equal opportunities for all pupils and is a wholly inclusive community. The curriculum is highly accessible to all regardless of gender, race or religion and the school fulfils its statutory duties.

The school uses its accommodation effectively to provide a stimulating learning environment to support teaching and learning and the school buildings and grounds are well maintained. An ample supply of good quality resources is well matched to pupils` learning needs. Full use is made of available resources within the community to support and enrich the curriculum.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

All staff share a common vision, values and purpose. The head teacher leads well and is effectively supported by an enthusiastic management team. Leaders

communicate high expectations for securing improvement and challenge staff positively to good effect.

Pupils and staff feel valued and all have specific responsibilities to develop the school as a working community. This has a good effect on the ethos of the school. The focus of the strategic planning is on improving the school by raising standards further.

Governors undertake their roles and responsibilities conscientiously and they have a strong interest in the day to day life of the school and challenge the school as a critical friend. Policies and initiatives, including those that meet local and national priorities are implemented consistently. They have a good knowledge of the school's performance and a clear vision of how the school should move forward.

Improving quality: Good

The school has good planning for improvement based on a strong foundation of strategic planning over time. Managers and leaders have a good understanding of the school's strengths and weaknesses and this helps to ensure good standards and provision.

Performance data is consistently used to monitor progress and plan for improving standards. The school regularly seeks the views of pupils, parents/carers and the broader community.

Staff have been involved in a good range of training and development opportunities. These include working in partnership with other schools and partners. The school has a good track record of maintaining or improving standards and provision. Good progress has been made since the last inspection.

Partnership working: Good

Partnerships with parents, the community, local business and others have a good effect upon educational and wellbeing standards. Transfer arrangements agreed by the feeder schools and the secondary school enable older pupils to be appropriately prepared for the next stage in their education.

Staff focus well on comprehensive planning and this forms a strong basis for continuous improvement.

Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences. Pupils' understanding of other cultures is developed very well through links with other schools and appropriate charities.

Resource management: Good

Staffing and financial resources are deployed effectively to support learning improvement. Teachers have appropriate knowledge and expertise to present the curriculum effectively. Support staff are deployed well and they work purposefully

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alongside teachers in the classroom, in the office or on appropriate duties or tasks throughout the day. Performance managements systems have been well established.

Spending is clearly linked to priorities in the school development plan and managers monitor and manage spending in order to ensure that it remains within budget during a difficult period. The school provides good value for money in terms of pupil outcomes, provision and use made of the budget.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Sixty two parents/carers completed the questionnaire. All expressed positive opinions about the school, especially with general satisfaction, pupil progress, leadership and that their child likes school and has settled well. Nearly all believe that teaching is good, that their child is safe and children are encouraged to be healthy and take regular exercise.

Responses to learner questionnaires

Ninety two KS2 pupils completed the questionnaire. Nearly all pupils feel safe and agree that the school deals well with any bullying. Nearly all know who to talk to if they are worried and think that they have enough books, computers and equipment in the school. Nearly all think that their homework helps them to understand and improve their work in school. Every pupil is very positive about the way teachers help them to make progress in their learning, provide opportunities for regular exercise and teach them to keep healthy. Nearly all think that the behaviour of other pupils is good.

Appendix 2

The inspection team

Alan Walters	Reporting Inspector
Catrin Sian Griffiths	Team Inspector
Dylan Jones	Lay Inspector
Eleri James	Peer Inspector
Delyth Mainwaring	School Nominee

Copies of the report

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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