



A report on
Ysgol Gynradd Gymraeg Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS

Date of inspection: July 2011

by

Gareth Wyn Jones

for

**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:

| 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 Llwynderw is a designated Welsh medium school servicing Swansea West. The school's catchment area extends from Rhossili on the Gower peninsula to Derwen Fawr in Sketty. This is an economically advantaged area with only 2% of the pupils entitled to receive free school meals.

Currently, there are 239 pupils between the age of 3 and 11 years old on the school register. The under 5 year old children are accepted into the nursery class on a part time basis in the September immediately following their third birthday. There are three classes in key stage 2 (KS2), one for year 3 pupils and two mixed age classes, one for years 4/5 and one for years 5/6. In KS1 there are two mixed year 1 and year 2 classes and a nursery and reception unit.

Pupil numbers have increased since the last inspection in 2005 when there were 55 full time and 26 part time pupils. It has been reported that there are approximately 9% of the pupils with special educational needs (SEN) which is lower than the national average, and none of them has a statement of SEN.

The school moved to a new site at West Cross in 2008 and the school building is innovative as regards planning for sustainability. Approximately 51% of pupils come from homes where English is the main language of the home and approximately 49% of the pupils come from homes where Welsh is spoken.

The 2010-2011 individual school budget per pupil for Ysgol Gynradd Llwynderw is £3053 which compares with a maximum of £5744 and a minimum of £2550 for primary schools in Swansea. The school has the 57th highest budget per pupil out of the 89 primary schools in Swansea. The head teacher has been in post for nine years.

Summary

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

Current performance

The school is good because:

- pupils of different abilities make good progress and achieve high standards;
- good attention is given to pupils' welfare and health;
- pupils gain benefit from a varied curriculum within a building and site of very high quality;
- a very welcoming ethos which ensures that every pupil is happy and safe;
- the pupils develop very good interpersonal skills; and
- the school gives appropriate attention to a number of local and national priorities

Prospects for improvement

- Standards have been good during the last three years in the National Curriculum core subject that is Welsh, English, mathematics and science; and
- dedicated teachers and good quality teaching overall.

However:

- management systems and procedures are not sufficiently developed to ensure comprehensive self-evaluation and forward planning, and communication with stakeholders, such as parents is not effective enough; and
- a minority of the issues requiring attention in the last inspection have not been fully satisfied.

Recommendations

In order to improve the school needs to:

A1 continue with the current good standards and in KS2 improve writing skills amongst the boys in Welsh, and increase the percentage of girls that attain level 5 or better in science and mathematics;

A2 ensure the philosophy of the Foundation Phase is implemented in the relevant classes;

A3 improve the quality of the School Development Plan (SDP) by, for example, using quantitative targets, and developing teachers and governors' roles in monitoring the work of the school within the self-evaluation process;

A4 improve the standard of learning, teaching and behaviour where this is unsatisfactory;

A5 ensure that every teacher and governor has received in-service training (INSET) in child protection and respond more effectively to the minority of pupils who have concerns regarding bullying, and

A6 further develop assessment by improving the effect of marking, and teacher follow up to work which has not been completed or corrected by pupils.

What happens next?

When the report has been published, the following procedures will be implemented:

- the school will produce an action plan that shows how it will address the recommendations; and
- that Estyn will be monitoring the school's progress

Main findings

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| Key Question 1: How good are outcomes? | Good |
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Standards: Good

When they start at school, the basic key skills levels of the majority of pupils is higher than the expected average.

Most pupils achieve the expected outcomes for their age by the end of the Foundation Phase.

Since 2007-2008 in KS1, the percentage of pupils attaining the core subject indicator (CSI) (the expected level, level 2, in English or Welsh first language, mathematics and science) is higher than the average achieved by schools having similar percentages of pupils who are entitled to receive free school meals. It is also higher than the indicators for the family of similar schools, the local authority (LA) and Wales, and is in the highest 25%.

In KS1 attainment in the individual core subjects, that is Welsh, mathematics and science, is higher than other schools in their family, and in the highest 25% between 2007-2008 and 2009-2010. The percentage of pupils attaining higher than the expected norm, that is level 3+, is higher in Welsh, but lower in mathematics and science compared with the family of schools in these subjects. There is no significant difference between boys' and girls' achievement in KS1.

In KS2, since 2007-2008 the percentage of pupils that attain the CSI, (the expected level, level 4, in English, Welsh first language, mathematics and science) has been above the averages achieved by school with similar percentages of pupils that are entitled to receive free school meals. KS2 results in each individual subject are higher than the LA, Wales and family of schools since 2008-2009 and are in the highest 25%.

The percentage of pupils that attain higher than the expected level, that is level 5+, is higher in Welsh, English, mathematics and science when compared with the family of schools in these subjects.

In KS2, there is no significant difference between boys' and girls' achievement. However, fewer girls attain the higher level, that is level 5 in science and mathematics, and more boys attain level 3 which is lower than the expected level, when writing in Welsh. There is no significant difference between the progress of those pupils that are entitled to receive free school meals and other pupils and the progress of pupils with SEN is also satisfactory.

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Most pupils in KS1 and KS2 make good progress in developing the majority of their key skills. The majority of pupils listen very well, communicate clearly and read confidently in Welsh and English. However, at times the less able pupils don't make such good progress in these skills.

The majority of pupils' written work is good overall across the curriculum and they write for different purposes. They make good use of technical terms and they organize their work well. However, in KS2 there is a minority of examples of pupils underachieving, with work not completed or not corrected, untidy writing, incorrect spelling, and grammatical errors.

The majority of pupils make good progress in numeracy and the majority use their skills well across the curriculum. Pupils display satisfactory information and communication technology (ICT) skills. The majority of pupils' interpersonal and learning skills are very good overall.

Attendance percentages are satisfactory.

Wellbeing: Good

The majority of pupils display positive attitudes towards keeping fit and healthy eating. The majority take part in physical activities including sailing, swimming, and activities included in the Physical Education and School Sports programme (PESS).

Pupils' attendance is 93.6% on average over the last three years, and higher than the percentages for Wales, although lower when compared with the family of similar schools. There are no temporary exclusions or permanent exclusions, and this is lower than local and national averages.

Punctuality is good and pupils' behaviour in the majority of lessons and outside the classroom is good. They show respect and courtesy towards their fellow pupils and adults. However, a minority of KS2 pupils are concerned about bullying.

Pupils' concentrate very well when working, and the majority are very enthusiastic about their tasks. The majority of pupils develop very good interrelationship skills.

School Council decisions have had a positive effect on aspects of school organization and the School Council have met the governors, but this link has not been fully developed.

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

The school provides a range of experiences which meet the requirements of individual pupils and the statutory requirements of the Foundation Phase, the

National Curriculum and religious education. The curriculum for pupils with SEN is appropriate.

A good feature is the flexibility of the arrangements in the Nursery and Reception classes which ensures regular opportunities for the children to make their own decisions and choices regarding their learning. This ensures that their independence and their self confidence are well developed.

The Foundation Phase's philosophy and principles are successfully implemented in the Nursery and Reception classes but in year 1 there are not enough practitioners to enable this. As a result, the teaching tends to become over directed and the activities don't always match how the young children learn.

The curriculum in KS2 builds well upon the pupils' experiences in the Foundation Phase and KS1. Teachers plan flexible programmes of work with appropriate aims and objectives in the national Curriculum subjects. Appropriate programmes of work are provided which records the skills that are to be introduced within each subject.

Good attention is given to fostering pupils' ability and skills with very good emphasis placed on developing bilingualism. The school makes appropriate use of thinking skills strategies. Pupils have more limited opportunities to develop their information and communication technology (ICT) skills.

The school provides for the Cwricwlwm Cymreig very effectively and responds well when promoting pupils' understanding of sustainable development and global citizenship. The school building adds to the pupils' sustainable development learning and enables the school to achieve good standards within this aspect.

A gardening club has been established in the school to further promote sustainable living and the school has a hard working Eco Council. They have started developing the recycling system across the school. Pupils' understanding of other cultures is promoted via the curriculum. Pupils' awareness of African schools was raised as they collected over £5000 towards building a new school in South Africa.

Teaching: Good

Teachers use an appropriate range of teaching methods and strategies and pupils are motivated to make good progress. Teachers have appropriate subject knowledge and good awareness of skills and abilities. They are very good language models for the pupils. Teachers and classroom assistants know the pupils well and this significantly contributes to the quality of learning.

Lessons are well planned with clear objectives that are shared with pupils at the beginning of the sessions. Teaching is at its best when teachers make use of open ended questions which challenge the pupils and offer a range of experiences that motivate pupils to think and work independently.

The flexibility of the arrangement in the nursery and reception classes ensures regular opportunities for the children to make their own decisions and choices regarding their learning. This arrangement contributes to a good level of thinking and problem solving skills. Teaching is not over directed and consequently the majority of pupils make good progress according to their personal development.

In KS2 good opportunities are often organised for pupils to research and to discuss their work with their peers as they respond to challenging tasks. Every classroom is decorated to a high standard with examples of good quality pupils' work. Effective use is made of interactive whiteboards in both key stages.

Good use is made of resources, although, at times, and in a minority of lessons, lack of resources for pupils, poor planning, and a slow pace to the lesson limits pupil achievement.

There is a marking system where pupils are urged to self assess by using a traffic lights pattern. Teachers respond to pupils' tasks by giving oral feedback and marking. Despite this, at times, this practice is not rigorous enough to improve the quality of the achievement of pupils that are underachieving, by motivating them to complete, correct or re-draft their work on a regular basis.

The school has profiles of pupils both in Welsh and in English with examples of work which has been assessed which assists them to level pupils work in an arrangement with the local comprehensive school. A number of good meetings were arranged with parents to raise their awareness of educational matters including National Curriculum levels. However, communication with parents over issues such as changes to school organisation are not as effective.

The process of Assessment for Learning is developing across the school, and the majority of teachers share learning objectives and use success criteria with pupils. There are appropriate procedures to record pupil progress and achievement and to report to parents which conform to statutory requirements. Parents receive good information regarding their children's achievement, welfare and development.

Care, support and guidance: Good

The school is a caring community and there are a range of statutory policies in place which provide guidance to promote the care and support of the pupils. The induction arrangements for pupils are very effective and the pupils receive appropriate support and guidance when required.

Frequent use is made of various external agencies to promote pupils knowledge of issues such as safety, health and cleanliness. The school has succeeded in achieving level 4 of the Welsh Assembly Government Healthy Schools Initiative quality mark and are working to attain level 5. There is a successful fruit shop in the school and this is very well managed by the pupils.

The school has appropriate policy and systems for safeguarding pupils and the school complies fully with statutory regulations; every teacher's responsibilities are clear. Although they understand the systems, not every member of staff, nor all the governors, have received INSET on the school's child protection procedures. The school's anti-bullying procedures are in place, and the head teacher responds to parental concerns but a minority of pupils are worried about bullying.

The school very successfully promotes pupils' spiritual, moral, social and cultural development. The school provides rich experiences for pupils regarding the culture and heritage of the area and Wales.

The provision for pupils with SEN is good, and there are appropriate Individual Education Plans (IEP). The reporting procedures for SEN pupils satisfy statutory requirements.

Learning environment: Good

The building is new and of very high quality and the school walls have been attractively decorated with numerous references on the walls to Welsh history and literature. The school displays pupils' high quality art work in a very attractive way.

The building is extremely suitable to support children with disabilities with a toilet on each floor and easy access via a ramp and lift. The school has a happy, motivating and safe ethos which ensures that every pupil receives equal opportunity. School policies to promote ethos, equality and diversity are implemented in a positive manner.

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| Key Question 3: How good are leadership and management? |
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|-----------------|
| Adequate |
|-----------------|

Leadership: Adequate

The head teacher is caring of the pupils and staff. He has a vision, positive aims and objectives which respond to local and national priorities, and the deputy is energetic in developing school procedures. However, the senior management team's strategy is not consistently effective when pre-planning and communicating with stakeholders such as parents.

The SDP records plans for one year only. There is no clear record to identify priorities and action plans in the medium, and in the long term, and quantitative targets are not used within the document to measure progress.

Appropriate job descriptions outline staff responsibilities and the majority of teachers share responsibilities for subjects and areas satisfactorily. The school implements a Performance Management system appropriately and good INSET opportunities are provided for staff. Despite this, there is an imbalance in the INSET opportunities that are available, with some individuals receiving very generous opportunities.

There is a very high use of supply teachers in order to free staff for INSET and other activities. There is insufficient analysis of the effect of the high use of supply teachers on pupils' experiences and behaviour, nor on the school budget.

Many staff meetings are arranged to plan and to discuss developments in education and school organization, and the school has arranged a very good programme of meetings for parents on national educational developments.

The governors are supportive of the school and they receive good data on pupil attainment. They do not have the same awareness of the quality of the learning and teaching. The Annual Report to parents satisfies statutory guidelines.

Improving quality: Adequate

There is a continuous effort by the head teacher, staff and governing body to improve upon the school's prior performance and the school succeeds in maintaining good standards.

The self-evaluation system utilizes a range of evidence which includes a detailed analysis of data, staff contribution and the opinions of pupils and parents. Teachers share good practice within the school by means of INSET meetings, and training is given to assist individuals to develop leadership roles. Some teachers observe learning and teaching but this practice is underdeveloped.

The self-evaluation processes are a help in determining strengths and areas for improvement. The self-evaluation document is comprehensive, however, the document has not identified some issues that have been acknowledged within the current inspection for example the Foundation Phase arrangement and pupil concerns regarding behaviour.

The self –evaluation informs the SDP but there is insufficient use of quantitative targets and criteria to measure success. Satisfactory progress has been made in responding to the recommendations in the last inspection.

Advantage is taken of the links with the secondary schools and the primary schools in the catchment area to share experiences and exchange practices to improve quality.

Partnership working: Good

The school has a number of good strategic partnerships. There is a good relationship with the majority of parents and close links also with the local community when establishing the new school initially within its community. Parents come to help in the Foundation Phase and to make improvement to the school's external areas. The curriculum is enriched well by means of visits by a large number of visitors and

school links with schools in countries such as Africa. Links with charities and various agencies promotes pupils' welfare.

The school works closely with the areas primary and secondary schools to moderate assessments in key stage 2 and 3. The school works effectively with the local secondary school in order to prepare the older pupils appropriately for the next stage in their education. The school works well with local colleges to provide a worthwhile placement for students who are training to become teachers. The school continues to work with the local authority's education service and another school to come to an agreement on the use of a nearby playing field.

Resource management: Good

Overall, the school has very good resources and the building is of an excellent quality. The school has enthusiastic members of staff that are qualified to teach the curriculum fully and they use their time effectively. Classroom assistants are used well to support teachers' work. Although there has been overspend over the last two years, the governing body and the head teacher manage the budget appropriately. The school provides good value for money due to the results and the use of resources

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The questionnaire was completed by nearly a quarter of the parents. They are positive about the school overall. The majority are satisfied with the school and say that their children are happy there and had received support in settling in the school. Many of them feel comfortable that their children are safe in the school and that their child is making good progress and that the teaching is good, with high expectations by the staff. The majority believe that pupils behave well. Despite this, a minority don't agree that the school is well run and they are unsure regarding the school's procedures for dealing with complaints. A minority do not believe that they receive regular information on the progress of their children and they don't feel comfortable regarding asking questions to the school. A minority do not believe that their child receives appropriate additional support for specific special needs. A minority do not feel that there is a good variety of activities including trips and visits

Responses to learner questionnaires

The majority of KS2 learners completed the questionnaire and they felt safe in school. They believe that they are making good progress and know where to get support with any concerns with their work. They are all aware that they are well supported by teachers and other adults. Nearly all believe that the school teaches them how to remain healthy and that there are sufficient resources to enable them to learn well. The majority believe that there are sufficient opportunities for regular physical education and that they are doing well in school. Despite this, the majority do not believe that other children behave well in order to enable them to do their work, and a significant minority do not believe that the school deals well with any bullying.

Appendix 2

The inspection team

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|----------------------------|---------------------|
| Gareth Wyn Jones | Reporting Inspector |
| Branwen Jones | Team Inspector |
| Dylan Jones | Lay Inspector |
| Catrin James | Peer Inspector |
| F.Alun Jones (Headteacher) | 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 |