



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

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

Date of inspection: May 2012

by

**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 Glannau Gwaun is a two-stream primary school that is situated in the coastal town of Fishguard in Pembrokeshire. Education is provided for pupils of between three and eleven years of age. At the time of the inspection, there were 247 pupils on roll, including 172 in the Welsh stream and 75 in the English stream. Twelve of these pupils receive part-time education in the nursery class. There are two support classes that serve north Pembrokeshire in the school, for pupils who have profound and complex needs.

The school admits pupils from the full ability range and from a wide social and economic background. Twenty-six per cent of pupils are entitled to receive free school meals. Forty-five per cent of pupils are on the special educational needs register, a figure that is higher than the national average. Three pupils have statements of special educational needs.

About 11% of pupils come from homes where parents speak Welsh. There are three pupils from an ethnic minority background.

The school is situated in a new building that was opened in September 2011. The headteacher has been in post since September 2008 and there has been a considerable change in the school's staff recently. The school was inspected last in the summer term 2006.

The individual school budget per pupil in 2011-2012 for Ysgol Glannau Gwaun is £4,332, in comparison with a maximum of £5,323 and a minimum of £3,000 for primary schools in Pembrokeshire. The school has the sixth highest budget per pupil of the 61 primary schools in Pembrokeshire.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is adequate because:

- a considerable minority of pupils are making progress that is lower than expected during their time at the school;
- Foundation Phase pupils are making appropriate progress in their literacy skills;
- pupils who have special educational needs in the special unit are making appropriate progress;
- although there is progress in pupils' performance in both key stages over time, the results for pupils at the end of key stage 2 are consistently lower than the average for the family of similar schools; and
- there is too much inconsistency in the standard of teaching and assessment.

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- not enough progress has been made in addressing the recommendations from the last inspection;
- leadership has not had enough of an effect on standards, especially in key stage 2;
- the school's leadership is unstable, which hinders the ability to set a strategic direction; and
- there are shortcomings in the school's self-evaluation procedures and in the quality of the school development plan.

Recommendations

In order to improve, the school needs to:

- R1 raise standards, with particular attention to literacy skills across the school;
- R2 ensure that provision allows pupils of all ability levels to reach their potential;
- R3 ensure that teaching is consistently good or better across the school;
- R4 raise attendance levels;
- R5 ensure that assessment for learning procedures are used consistently and effectively;
- R6 strengthen management and leadership procedures at every level, including the staff and the governing body; and
- R7 ensure that self-evaluation and planning for improvement procedures are comprehensive and thorough.

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that there is a need to implement special measures in relation to this school.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The majority of pupils make appropriate progress during their time at the school.

Pupils who have special educational needs in the special unit are making good progress.

Pupils of higher ability do not always achieve as well as they should in classes.

There is a significant difference between the performance of pupils who are entitled to receive free school meals in comparison with the remainder in key stage 2, although this is not true of pupils' performance in the Foundation Phase.

In the same way, girls perform considerably better than boys in key stage 2, although there is no significant difference between the performance of the sexes in the Foundation Phase.

In the Foundation Phase, pupils are making appropriate progress in their Welsh literacy skills in the Welsh stream and in English in the English stream. Many pupils read their own work and their reading books to a standard that is appropriate to their age and ability. Pupils' ability to write independently is beginning to develop appropriately. By the end of the Foundation Phase, the majority of seven-year-old pupils can write a sequence of sentences for different purposes, showing an appropriate grasp of basic punctuation. However, a minority do not have a certain enough grasp of language, nor the confidence to use it when working on group tasks.

In key stage 2, a minority of pupils can read appropriate material aloud, reasonably meaningfully in English, and in Welsh in the Welsh stream, and pupils that have received additional support for reading have begun to make appropriate progress. A few pupils in key stage 2 are also making appropriate progress in their ability to write at length in their own words for a range of purposes in one language or the other. The quality of presentation of work and pupils' standard of handwriting in key stage 2 is inconsistent. In lessons, there is not enough progress in pupils' ability to contribute at greater length orally in Welsh and English.

Trends in pupils' achievement at the end of the school's Foundation Phase in the core subject indicator (the percentage of pupils who achieve level 2 in a combination of Welsh or English, mathematics and science) have moved upwards over a period of five years. Trends in pupils' achievement at the end of key stage 2 in the core subject indicator (the percentage of pupils who achieve level 4 in a combination of Welsh or English, mathematics and science) have also moved upwards over the same period, but they are also consistently lower than the average for Wales and the family of similar schools.

When comparing the school's achievement at the end of the Foundation Phase with that of similar schools in terms of the percentage that are entitled to receive free school meals, the school's achievement has varied between the upper 50% and the lower 50% in the core subject indicator; between the top 25% and upper 50% in Welsh; between the lower 50% and bottom 25% in English; between the upper 50% and the bottom 25% in mathematics; and between the top 25% and the bottom 25% in science over five years. In 2011, the school's achievement in the core subject indicator, Welsh and mathematics was in the upper 50%; English was in the lower 50% and science was in the top 25%.

When making the same comparison at the end of key stage 2, the school's achievement has varied between the lower 50% and bottom 25% in the core subject indicator, mathematics and science; between the upper 50% and the bottom 25% in Welsh; and consistently in the bottom 25% in English over five years. In 2011, the school's achievement in the core subject indicator and English was in the bottom 25%, whilst its achievement in Welsh, mathematics and science was in the lower 50%.

Wellbeing: Adequate

The majority of pupils have an appropriate understanding of the importance of eating healthy meals and taking regular physical exercise.

Most feel safe at school and know to whom to speak if they are worried or anxious.

The school's current attendance percentage is 91.5%, which is lower than the percentage for the family of schools and the average for the whole of Wales. In comparison with that of similar schools, attendance has been in the bottom quarter over the last two years and before that in the lower 50%. Two pupils were excluded for a fixed period during the last year.

The majority of pupils participate appropriately in their learning and nearly all enjoy a range of experiences in the lessons. Nearly all pupils are gaining in confidence by taking part in activities in the local community, for example concerts, assemblies and activities with the Urdd movement during the last year.

Pupils take advantage of the opportunity to participate in the process of electing their representatives on the school council. Members of the school council appreciate the opportunity to make some decisions that have led to improving elements of the school's work, for example deciding on the school's golden rules. However, the council's effectiveness has not yet been developed appropriately. Some older pupils operate as buddies in the yard and look after younger pupils.

The majority of pupils show respect and courtesy towards their peers, and the vast majority take responsibility for their actions and their work. The problem-solving skills of the majority of pupils are developing appropriately. However, the ability of a significant minority of pupils to improve their own work has not been developed sufficiently.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school offers varied learning experiences to pupils which meet the requirements of the National Curriculum and the principles of the Foundation Phase. However, planning does not always stimulate or meet the needs of a significant minority of pupils. At its best, detailed joint planning between teachers ensures experiences that build on previous learning and challenge pupils in order to make the expected progress. However, there is no consistency in the quality of planning across the school.

The short-term plans identify opportunities for practising skills but the school does not have a clear strategy on how to develop pupils' communication, numeracy and information and communication technology skills across the curriculum. There are good examples of developing pupils' information and communication technology skills, for example the use of palmtop computers and green screen technology in order to develop literacy. However, this good practice is not seen throughout the school.

Provision for the Welsh language varies across the school. In the lower classes of the Foundation Phase and the Welsh stream, appropriate attention is shown to developing the language but not enough opportunities are given to pupils in the English stream to learn and practise the language. The school plans appropriately for the Cwricwlwm Cymreig and offers appropriate opportunities that promote and develop pupils' knowledge and understanding of the culture of the local area and of Wales.

Attention is paid to eco aspects and to global citizenship in the school curriculum. Pupils have opportunities to contact foreign countries in addition to helping the local community. However, pupils do not have the opportunity to develop their knowledge of environmental issues or to contribute to this important element of school life.

Teaching: Adequate

Many teachers have good subject knowledge and they plan a range of interesting plans that motivate pupils. About half of the lessons observed were good. In these lessons, there is suitable pace, interesting tasks and high expectations in terms of pupils' achievement. However, the standard of teaching is not consistent across the school and, in the half that is adequate or unsatisfactory, planning does not build on previous learning, and teachers' expectations are not challenging enough for pupils' age and ability or in the behaviour that is allowed.

The relationship between teachers and pupils is one that encourages respect and courtesy on the whole. There is a supportive ethos and an industrious atmosphere in the majority of classes, where every individual is respected.

The school has assessment procedures but the majority of teachers do not make effective use of analysing assessment findings, including assessments of the National Curriculum and other assessments, in order to plan appropriately for

individuals. Teachers have co-operated with the local secondary school in order to standardise the curriculum levels in the core subjects but the standardisation process does not happen regularly across the school. A tracking procedure is being developed in order to follow pupils' progress throughout the school. However, it is not mature enough yet to have a positive effect on standards. The school publishes reports on pupils that are clear and offer information on progress and targets for improvement.

There is no consistency in assessment for learning strategies across the school. Most classes make good use of some elementary strategies but they have not been embedded sufficiently to have a positive effect on standards. Some examples are seen of marking that respond constructively to pupils' work in order to enable them to know how well they are doing and what they need to do to improve. However, this practice is not consistent across the school. Learning aims and success criteria are recorded in the planning but it is only in a minority of lessons that teachers share them with pupils. Most pupils have personal targets for improvement, but these are not always detailed and relevant enough. As a result, pupils are not always sure of what needs to be done in order to attain them.

Care, support and guidance: Good

The development of health and wellbeing is provided for appropriately, including social, moral, spiritual and cultural development, through school assemblies, circle time and also within teaching sessions.

Effective use is made of specialist services and links with external agencies. This means that support is relevant, consistent and appropriate in meeting individuals' requirements. The school has been slow to respond to the challenge of improving attendance. It now has appropriate systems for monitoring attendance and punctuality that have begun to have a positive impact.

The school has an appropriate policy and has procedures for safeguarding.

The school has appropriate systems in order to identify at an early stage any pupils that have additional learning needs. Staff members are aware of these pupils and prepare appropriate tasks for them. Individual education plans are, on the whole, effective documents, which are easily understood by pupils. Parents are informed of the targets that are set and of pupils' progress against them. The school has a number of intervention programmes for pupils who underachieve in specific areas, and these support class work. However, their effect on pupils' progress is not always clear.

In the two classes for pupils who have complex and profound needs, provision is reasonably effective. There are comprehensive, specific plans for each individual. In these classes, the teaching and support staff co-operate effectively to provide relevant education for the requirements of every pupil.

The fostering unit in the school, 'Cryw Cwmni', which supports pupils who have emotional and social problems, is very effective. This ensures that individuals can cope better in their mainstream classes subsequently.

Learning environment: Good

There is a homely ethos in the school that promotes a feeling of belonging and equality. The school appreciates and celebrates diversity appropriately through various activities within the termly themes.

The school is an inclusive community in which all pupils are treated as individuals.

The school has enough classrooms of an appropriate size to meet the needs of pupils on roll. The building is new and is kept clean, and the high standard of classroom displays and those in the corridors help to create a colourful learning environment. The school has a very wide range of new resources that are used effectively. Effective use is made of the outside area and resources are of good quality. However, the path that cuts through the school grounds limits pupils' opportunities to use the outside resources to the full at all times.

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

The headteacher has a clear understanding of the aspects of the school's work that need improvement, and appropriate priorities for improvement have been identified. There has been a pattern of improvement in some aspects of the school's performance over time. However, the leadership has not had enough impact so far on standards of achievement and progress and too much variation remains in aspects such as the quality of teaching and assessment for learning.

Progress has been made recently in terms of establishing a team spirit and agreeing on priorities for improvement. However, the school remains in a period of considerable instability in the staffing situation, especially at the level of the senior management team. The senior management team does not keep formal records of discussions and a lack of capacity is a barrier to setting a strong strategic direction. Members of staff have appropriate leadership roles following a period of reorganisation of responsibilities, but the co-ordinators have not had enough of an effect on the range and quality of learning experiences, especially in literacy.

The governing body is supportive of the school. Governors have established beneficial links with subject co-ordinators and are increasing in their understanding of performance data. Governors do not make enough use of data to challenge the school specifically enough in relation to aspects of underperformance, especially in comparison with similar schools. Governors are familiar with the school's self-evaluation report and the school development plan but do not play an active enough part in terms of determining the school's strategic direction.

The Foundation Phase has been introduced successfully and the school has begun to address the achievement of pupils who have weak literacy skills. The school has not done enough to ensure improvement in the performance of boys and pupils who are entitled to receive free school meals and to raise the standards of Welsh of pupils in the English-medium stream.

Improving quality: Unsatisfactory

Leaders have identified important aspects of the school's performance in which improvement is needed. However, the progress has been too little in terms of ensuring significant improvement, especially in standards of literacy and quality of teaching. There is no current monitoring programme in place and the self-evaluation arrangements do not include lesson observations in order to monitor learning and teaching.

The self-evaluation report is a document that contains detailed information on a wide range of aspects of the school's life and work. Data analyses identify clearly the trends in performance in comparison with national comparators and the performance of similar schools. The self-evaluation report identifies appropriate aspects in which improvement is needed, but it does not offer an accurate enough picture of aspects of leadership and the school's self-evaluation arrangements and progress since the last inspection.

In a minority of cases, subject co-ordinators have examined samples of pupils' work across the school and shared the findings in staff meetings. Written records that arise from this work are not detailed and probing enough in terms of identifying aspects to be improved and feed into development plans.

The school development plan identifies appropriate priorities for improvement for the current year, but there is not a clear enough focus on raising standards or a sufficient use of quantitative indicators to measure effect. Although time limits are noted for achieving the intentions, these have not been reviewed where intentions have been carried over from the previous development plans.

The school has not made enough progress against the recommendations of the previous inspection. This is especially so in relation to raising standards, provision for skills, quality of teaching and self-evaluation procedures.

The school is developing as a professional learning community internally and through links with other schools, although this has not yet led to a clear effect on standards. There are not enough opportunities for observation and disseminating good practice in terms of teaching.

Partnership working: Good

The school communicates regularly with parents through school bulletins and provides appropriate opportunities for parents to receive information on their children's achievements and discuss their progress. There are beneficial initiatives in place for working with parents to improve attendance. Parent questionnaires were distributed in order to discover their opinions on aspects of the life and work of the school and a useful report has been produced that summarises the responses in order to address the issues that arise.

Appropriate pastoral arrangements are in place in relation to transferring to the secondary school. The school works appropriately with partner schools and the local

secondary school in order to ensure the consistency of teachers' assessments at the end of key stage 2.

The school has established beneficial links with a number of local organisations and bodies, including visits to local businesses. It works closely with agencies that provide support for vulnerable pupils that have special educational needs. The school also works extensively with Trinity St David's University in order to provide initial training placements for trainee teachers.

Resource management: Adequate

Appropriate performance management arrangements are in place for staff, which lead to setting targets and arranging training opportunities in order to meet needs.

The school makes full use of the extensive facilities that the building and site provide and it has enough resources and equipment to provide a range of learning experiences.

The costs of implementing the intentions have been identified appropriately in the school development plan. The school has made extensive use of reserve funds to maintain staffing levels that correspond with over three full-time teachers more than that which the allocation in the budget allows. This situation is not sustainable.

Considering the standards of achievement, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In the assessments at the end of the Foundation Phase, the percentage of pupils who achieve the expected level (level 2) in Welsh, English, mathematics and science in combination has been similar to the average figures for Wales and the family of similar schools in four of the last five years, except in 2011 when it was higher than the averages for Wales and the family. During the same period, the percentage achieving level 2 in English has been considerably lower than the average figures for Wales and the family, except in 2011, when it was higher. The percentage who achieve level 2 in Welsh and science has been consistently higher than the average figures for Wales and the family over five years, except for science in 2010 when it was lower than the averages for Wales and the family. In mathematics, the percentage has been lower or equal to the average figures for Wales and the family over four of the last five years, except in 2011 when it was a little higher in comparison.

The percentage of pupils who achieved level 3 in Welsh and English in 2011 was higher than the average for the family of similar schools but lower than the figures for Wales. The percentage who achieved level 3 in mathematics and science in 2011 was higher than the average figures for the family and for Wales.

There has been a general trend of progress in every subject individually and also in combination over five years.

In comparison with the performance levels of schools that have similar levels of pupils who are entitled to receive free school meals, the school's performance in key stage 1 over the last five years has been in the lower 50% in English, in the upper 50% in Welsh, between the upper 75% and the bottom 25% in mathematics and between the top 25% and the bottom 25% in science.

In key stage 2, the percentage of pupils who achieved the expected level (level 4) in Welsh or English, mathematics and science has been consistently lower than the average for the family of schools in the last five years.

In English, Welsh, mathematics and science, the percentage of pupils who achieved level 4 or higher has, in general, been consistently lower than the average for the family of similar schools and the average for Wales during every one of the last five years. However, there is a general trend of progress in achievement from year to year.

In 2011, the percentage of pupils who achieved level 4 in Welsh or English, mathematics and science in combination and also in English as a separate subject placed the school among the bottom 25% in comparison with similar schools in terms of entitlement to free school meals. The percentage of pupils who achieved level 4 in Welsh, mathematics and science placed the school in the lower 50% in 2011, in comparison with similar schools in terms of entitlement to free school meals. Performance has been consistently in the bottom 25% over five years, while

performance in mathematics and science has varied between the lower 50% and the bottom 25%, compared with results for similar schools over the last five years. Results for Welsh have varied between the upper 50% and the bottom 25% during the same period.

In general, the percentage of pupils who achieved level 5 or higher has been uneven and often lower than the average for the family and for Wales over the last five years.

There is no significant difference between the performance of boys in comparison with girls in the Foundation Phase. However, a consistent pattern of boys' underachievement in comparison with that of girls is seen in key stage 2. Similarly, there is no significant difference between the performance of pupils who are entitled to receive free school meals compared to the remainder in key stage 1. In key stage 2, the difference is considerable and is more than the difference in comparison with the average for the family of similar schools and for the figures for the whole of Wales.

Appendix 2

Stakeholder satisfaction report

Pupil questionnaires

One hundred and seven responses were received by pupils.

Nearly all are of the opinion that:

- they know to whom to speak if they are worried or anxious;
- teachers and other adults at the school help them to learn and make progress; and
- they know what to do and to whom to speak if they find their work difficult.

Most are of the opinion that:

- they feel safe at school;
- there are many opportunities at the school for taking physical exercise; and
- they are doing well at school.

Many feel that:

- the school deals well with any bullying;
- the school teaches them how to keep healthy;
- their homework helps them to understand and improve their work at school; and
- there are enough books, equipment and computers for them to do their work.

The majority feel that:

- nearly all pupils behave well at play time and lunch time.

About half feel that:

- other children behave well and that they can do their work.

The responses of the pupils of Ysgol Glannau Gwaun are less favourable than the average responses of pupils across Wales in every statement.

Pupil questionnaires

Of the 63 responses received from parents.

All were of the opinion that:

- their children feel safe at school.

Nearly all are of the opinion that:

- their child likes this school; and
- their child received support to settle in well when they started at the school.

Most are of the opinion that:

- their child is making good progress at school;
- staff treat all children fairly and with respect;
- their child is encouraged to be healthy and to take regular physical exercise;
- their child receives appropriate additional support in relation to any specific individual needs; and
- the school is well run.

Many are of the opinion that:

- teaching is good;
- pupils behave well at school;
- their child is prepared well for moving to the next school;
- staff expect them to work hard and do their best;
- they are satisfied with the school in general;
- there is a good variety of activities available, including trips or visits;
- homework that is given builds well on what the children are learning at school;
- they feel comfortable in asking the school a question, making suggestions or identifying a problem;
- the school helps their child to become more mature and shoulder responsibility;
- they understand the procedure for dealing with complaints; and
- they receive regular information on their child's progress.

The responses of the parents of Ysgol Glannau Gwaun are less favourable than the average responses of parents across Wales in every statement but one, namely that all are of the opinion that their children feel safe at school.

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Iolo Dafydd	Team Inspector
Mike Hayes	Team Inspector
Veronica Williams	Lay Inspector
Kevin Davies	Peer Inspector
Irwyn Wilcox	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

Year groups and key stages

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

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.