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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol y Frenni
Crymych
Pembrokeshire
SA41 3QH**

Date of inspection: March 2012

by

Dorothy Morris

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 y Frenni was established as a Welsh medium community primary school in the village of Crymych, in Pembrokeshire, in 2004. It is situated on a campus which it shares with Ysgol y Preseli secondary school and an integrated early education centre for children under four years of age.

Most pupils live in the village and the surrounding rural areas. The school describes the area as one which is neither prosperous nor deprived. Thirteen per cent of the pupils are entitled to free school meals, a figure which is lower than the local authority and all-Wales averages.

There are 181 pupils between the ages of 3 and 11 on the register. Pupils are admitted into the reception class on a part-time basis at the beginning of the term of their fourth birthday. Fifty per cent of the pupils come from homes where Welsh is the main language spoken. There are a very few pupils from minority ethnic backgrounds.

The school has identified 18% of pupils as having additional learning needs; a figure which is lower than the local authority and all-Wales averages. One pupil has a statement of special educational needs.

The individual school budget per pupil for Ysgol y Frenni in 2011-2012 is £3643 per pupil. The maximum per pupil in Pembrokeshire primary schools is £5323 and the minimum is £3000. Ysgol y Frenni is 22nd of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make consistent progress during their period at the school;
- pupils behave very well and enjoy their learning;
- the teaching is good overall;
- the wide range of valuable experiences enrich pupils' learning; and
- the homely, caring ethos promotes pupils' development and wellbeing effectively.

Prospects for improvement

The prospects for improvement are good because:

- the headteacher has a clear vision for developing the school further, based on a secure understanding of its current needs;
- staff share the same values;
- the school identifies and prioritises appropriate areas for improvement;
- recent initiatives, including a system of targeting support for groups of pupils, have led to measurable improvements; and
- the governing body provides sound strategic direction and undertakes its responsibilities effectively.

Recommendations

In order to develop further, the school needs to:

- R1 improve the achievements of more able pupils at the end of both key stages;
- R2 strengthen the planning in mathematics and science to ensure consistent progression in the learning;
- R3 ensure that tasks always offer pupils the appropriate challenge;
- R4 develop the role of subject leaders through placing a stronger focus on monitoring outcomes; and
- R5 extend assessment for learning strategies throughout the school.

What happens next?

The school will produce an action plan to show how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their period at the school, most pupils make consistent progress in their learning.

In teacher assessments, in three of the last four years, the results for seven year old pupils in Welsh, mathematics and science are similar to or higher than the averages for the family of schools, the local authority and Wales. The results for 11 year old pupils in Welsh and English are higher than the averages for the family of schools, the local authority and Wales in most years. In mathematics, and particularly in science, they are uneven.

Apart from Welsh in key stage 1, the results of more able pupils vary greatly at the end of both key stages and are generally lower than the results for the family of schools in all subjects. Over a period of four years, the results generally at the end of key stage 1 compare favourably with those of similar schools in respect of the percentage of pupils entitled to receive free school meals. At the end of key stage 2, the results are more uneven.

There is no regular pattern in the difference between the results for boys and girls at the end of the key stages although there are some variations. Overall, there are no great differences between the results of pupils entitled to free school meals and their peers at the school. School data shows that pupils with additional learning needs

make good progress. The target groups of pupils who receive additional support for reading and mathematics make consistent progress.

Most pupils listen well and can recall previous learning effectively. Throughout the classes, pupils converse naturally about their work using spoken language of good quality. The reading skills of most pupils develop at a level appropriate to their age and ability. The majority read with clear expression and fluency and can discuss their books sensibly. A few pupils do not read with a sufficient understanding of the text.

Overall, pupils' writing skills are developing well. Many pupils in the Foundation Phase write independently and are beginning to vary sentences and punctuate correctly. In key stage 2, pupils write effectively for a range of purposes. On the whole, most write accurately varying their sentences and paragraphing appropriately. By the end of key stage 2, the English skills of the majority of pupils are good. Most express their ideas clearly, read meaningfully and write accurately.

Throughout the school, most pupils make good use of their information and communications technology skills. There are some very good features with many pupils using a range of skills confidently. The majority of pupils use their numeracy skills effectively to support their work across the subjects.

Most pupils gain a range of broader skills. They develop suitable strategies to solve problems and apply their knowledge and skills appropriately to new situations. They use their thinking and investigative skills effectively in subjects such as history and geography. In the Foundation Phase, the school succeeds in developing confident learners. Most pupils work independently. They plan and undertake their tasks confidently and apply the skills they have already learnt effectively to new situations.

Wellbeing: Good

Most pupils are very knowledgeable of the requirements for healthy eating and nurturing healthy personal habits. They participate extensively in keep fit activities.

Behaviour during lessons and during play time is very good and pupils are courteous to each other and to adults. They enjoy being in the school and attendance rates are constantly over 93%, which compares favourably with national and local authority averages. Most pupils show clear motivation and interest in their learning.

Pupils play an important part in the life of the local community and there is a strong link with a number of organisations, agencies, businesses and individuals. They benefit greatly from these experiences and links, and develop a good range of social skills which prepare them effectively for life outside the school.

The pupil's voice has a prominent place in the school. Through circle time activities, the school council, the eco committee and use of questionnaires, pupils of all ages have a positive influence on the work of the school. The 'Business Group' offers members experience of business development and promotes their entrepreneurial, investigative, planning, development and marketing skills very effectively.

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

The school provides a broad and interesting curriculum which meets statutory requirements. Rich and stimulating experiences are planned for the Foundation Phase in a variety of situations both within and outside the classroom. In key stage 2, the effectiveness of teachers' short term planning is more inconsistent. There is not always sufficient attention to the specific learning needs of individuals and groups of pupils when planning tasks. Whole-school planning in mathematics and science does not promote consistent progression in the learning sufficiently.

Overall, the provision offers appropriate opportunities for pupils to use their thinking, communication, numeracy and information technology and communication skills in practical contexts. The focus on raising reading standards further is having a positive effect on standards generally in both languages. Good attention is given to promoting creative skills across the curriculum.

The provision for Welsh is good and establishes a sound foundation for developing pupils' language skills. All staff offer very good language models which promotes pupils' literacy development effectively.

The provision develops the Welsh dimension successfully throughout the school. Very good attention is given to promoting Welshness through developing an understanding of the local environment and the history and folklore of the area in the context of Welsh culture. The provision gives effective attention to the work of bards, authors, artists and other famous Welsh people. The wide range and variety of the extra-curricular activities and visits enriches the learning further.

The provision for developing pupils' knowledge of sustainability and the environment is good with the eco committee making an important contribution. The experiences provided to promote pupils' understanding of global citizenship are developing. Suitable use is made of opportunities across the curriculum, international links, fair trade days and cultural and charitable activities to extend pupils' knowledge.

Teaching: Good

The standard of teaching is good overall. Teachers have sound subject knowledge and they plan a range of interesting activities that kindle pupils' interest.

In the effective learning, lesson objectives are shared and revisited in the closing sessions. Overall, classroom management is good. There is effective use of a range of teaching methods, appropriate resources and of purposeful opportunities for pupils to work on their own, with their talking partners and in small groups. In the very few sessions where the teaching is less effective, tasks do not offer pupils sufficient challenge, especially the more able pupils, and there is overuse of worksheets as part of the learning process. Throughout the school, support staff make an important contribution to the quality of learning.

Teachers assess and monitor pupils' progress regularly. A computerised system is used effectively to track pupils' progress and to identify those in need of additional support. Assessment records are updated daily or weekly according to need and this

informs the teachers of the next steps in the learning. Teachers mark pupils' work regularly. In the best examples, constructive comments are offered that develop the pupils' ability to improve their own performance.

Teachers have incorporated some assessment for learning strategies into their classroom practice. Nearly all pupils are aware of their individual targets and there are examples of pupils contributing effectively to evaluating their own work and that of their fellow pupils. Reports to parents include appropriate comments and identify the way forward. There are suitable arrangements in place to standardise and moderate teachers' assessments.

Care, support and guidance: Good

A very caring and organised community is provided for pupils. The benefits of healthy living are promoted effectively across the curriculum and in extra-curricular activities. The school has an appropriate policy and has procedures for safeguarding.

The provision for personal and social education is a strength. The school pays particular attention to pupils' personal, emotional and educational needs and there is a sound working relationship with external agencies and specialist services. There is effective collaboration with a member of the police force, for example, when presenting a programme to raise older pupils' awareness of the dangers of alcohol.

The school's arrangements for supporting pupils with additional learning needs are clear, useful and conform to the Code of Practice. They are planned and managed very effectively by the headteacher and the learning support teacher. Pupils' learning needs are identified by the teachers at an early stage and there are good links with specialist agencies to provide any additional support. The individual educational plans are of a good quality. The support staff contribute highly effectively to pupils' learning experiences and their wellbeing generally. Progress reviews are undertaken regularly and include the parents and pupils as part of the process.

Learning environment: Good

The school has a safe and inclusive ethos which also promotes equal opportunities and appreciates diversity. The policy and arrangements for promoting racial equality are in place and satisfy statutory requirements. The curriculum is accessible to each pupil and sound procedures ensure very good behaviour throughout the school.

The building offers a range of classrooms and facilities of a high standard, especially in the Foundation Phase. They are used effectively. The rooms are colourful with stimulating displays and a wide variety of resources that enrich the teaching and learning.

The accommodation and grounds are well maintained and provide a particularly effective environment for playing and learning. Good use is made of sporting facilities in the area to enhance the opportunities provided in the school.

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

Leadership: Good

The general leadership and management of the school are effective. In this context, the contribution of the headteacher is an important factor, especially in creating a positive learning environment and promoting the Welsh dimension. She has a clear vision and has put a number of strategies and procedures in place that are moving the school forward. She is well supported by the senior management team and the enthusiastic teachers and support staff.

The governing body is very knowledgeable of the educational provision and the school's performance, and fulfils its statutory responsibilities effectively. Members are very supportive and make an important contribution to the school's development as members of the full governing body, the sub-committees and through sharing their expertise. They play an increasing role in the self-evaluation process.

The school gives good attention to national and local priorities. It is implementing the Foundation Phase successfully. There is a clear focus on promoting pupils' literacy skills as well as extending their understanding of sustainability and of healthy living.

Improving quality: Good

The headteacher and senior management team have a sound knowledge of the school's performance, its strengths and the aspects in need of further development. In addition, in this context, increasing use is made of the opinions of parents, pupils, governors and the local authority. This is reflected in the self-evaluation report which offers a balanced picture of the school.

Subject co-ordinators make appropriate use of a range of self-evaluation processes including discussion, scrutinising pupils' work and evaluating different aspects of the areas of learning. The headteacher makes effective use of data to measure the school's development. Overall, the co-ordinators do not focus consistently enough on pupils' outcomes.

There are clear links between the self-evaluation process and the school development plan which is a useful tool for moving the school forward. Emanating from the self-evaluation process, recent initiatives that have had an important effect on school development include the focus on the Foundation Phase, promoting information and communications technology skills and raising reading standards further.

The networks of professional practice that are developing within the school as well as the links created with other schools are making an important contribution towards developing the provision further.

Partnership working: Good

The school has nurtured effective strategic partnerships that enhance the provision and benefit pupils' education, wellbeing and development.

The partnership with parents is particularly important and makes an important contribution in several contexts. The successful Parents and Teachers Association provides useful resources which enrich pupils' learning experiences. The school makes extensive use of the local community whilst the links with the Urdd movement are very strong. Activities, such as concerts and services, are regularly arranged in the community.

There are good curricular links, and transfer activities of high quality with the secondary school. The school also works well with other primary schools in the area on a range of activities. They include activities to ensure consistency in assessing pupils' work, and the opportunities for the local children's orchestra to meet and practice. There is a constructive partnership with the nursery setting which shares the same campus. The good links with the business community and the focus on promoting entrepreneurship are notable features.

Resource management: Good

The school manages its resources, including teaching, support and ancillary staff, effectively. The number of teachers for the pupils on roll is generous and they are suitably deployed. All staff are supported appropriately by continuous professional development processes. All learning resources and facilities, including the opportunities to use the computer suite in the secondary school, are used purposefully.

A sub-committee of the governing body and the headteacher work together efficiently to manage the budget. They have made good use of the money in reserve to ensure a sufficient supply of staff. There are good procedures for ensuring that finance and resources are provided to promote pupils' development and the priorities identified in the school development plan. In considering the quality of the provision and the standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In the teachers' assessments at the end of key stage 1, the percentage of pupils achieving the core subject indicator, namely level 2 in Welsh, mathematics and science combined, is consistently higher than the family of schools, higher or similar to the local authority's percentages, and higher than Wales in three out of the last four years. The percentage of pupils achieving level 2 in Welsh, mathematics and science separately is more uneven. Results in Welsh and science are consistently higher than the family and higher than the local authority and Welsh averages in most of the years. Overall, results in mathematics are similar to or higher than the family and the local authority but fluctuates slightly when compared with results in Wales. Results in 2011 were affected by the high percentage of pupils (39%) with additional learning needs in year 2.

In key stage 2, results for 11 year old pupils in respect of the core subject indicator fluctuate, especially when compared with the family of schools, and are similar or higher than the local authority and Wales averages in three out of the last four years. The percentage of pupils achieving level 4 in Welsh, English, mathematics and science separately also varies. Results in English and Welsh are higher than the family, local authority and Wales averages in three of the four years. Results fluctuate in mathematics. In science, the results fluctuate in comparison with the Wales averages but are lower than the family and the local authority averages in most of the years.

In both key stages, the results for the more able pupils vary considerably and overall are lower than the results for the family of schools in most subjects. In Welsh, the results for pupils achieving the higher level, namely level 3, in key stage 1, compare favourably overall with the family averages. Results are lower in mathematics and science. In key stage 2, the percentage achieving the higher level, namely level 5, in Welsh and English is uneven. They are consistently lower than the family of schools in mathematics and science.

When compared with similar schools in Wales, based on the percentage of pupils entitled to receive free school meals, the results at the end of key stage 1 when combined are in the highest 50% in three of the last four years. The results in mathematics are in the lowest 50% in most of the years. At the end of key stage 2, the results when combined vary between the highest 25% and the lowest 25% of similar schools. Results in mathematics and science vary between the highest 50% and the lowest 25%.

There is no consistent pattern of difference between the results for boys and girls at the end of the key stages although there are some variations. Girls achieve better in Welsh with regard to the higher levels and in English in key stage 2. Overall, there is no great difference between the results of pupils receiving free school meals and those of their peers in school. School data shows that pupils with additional learning needs make good progress.

In the teachers' assessments at the end of key stage 1, the percentage attaining the expected level in speaking and reading in Welsh compares favourably over a period

with the family averages. Results in writing fluctuate more. In key stage 2, standards in speaking, reading and writing in Welsh and English compare favourably with the family of schools in most of the years.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Parents completed 44 questionnaires. Many are satisfied with the school. All state that their children like school and feel safe there. Most are of the opinion that pupils behave well, with many saying that the pupils are respected and treated fairly. Nearly all are of the opinion that teaching is good and that their children make appropriate progress. They state that the teachers expect their children to work hard and that the school provides additional support for pupils with any specific individual needs. Many feel that the homework given builds well on what their children learn in school. They are of the opinion that the school prepares their children for the next stage in their education. They feel that their children are encouraged to be healthy and to undertake regular physical exercise. They receive regular information on their children's progress and feel comfortable in discussing any issues with the school. They understand the school's procedures for dealing with complaints. Most are of the opinion that the school offers a good variety of activities. Many are of the opinion that the school is well run.

Responses to learner questionnaires

The questionnaire was completed by 86 pupils. Nearly all stated that they feel safe in the school and know who to speak to if they are concerned about anything. Many state that the school deals well with any bullying. All state that they are taught to be healthy and most say that there are many opportunities for them to undertake regular physical exercise. Most are of the opinion that they are doing well in school and that the teachers help them to learn and make progress. They feel that homework helps them to understand and improve their school work, and that they have sufficient books and equipment to undertake their work. They believe that pupils behave well during lessons, playtime and during the lunch break.

Appendix 3

The inspection team

Dorothy Morris	Reporting Inspector
Brinley Jones	Team Inspector
Gwynoro Jones	Lay Inspector
Delyth Kirkman	Peer Inspector
Jiwli Higginson	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.

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. FYear 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.