



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

A report on

**Ysgol Gynradd Gymraeg Llwynderw
West Cross Lane
West Cross
SA3 5LS**

Date of inspection: November 2018

by

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

About Ysgol Gynradd Gymraeg Llwynderw

Ysgol Gynradd Gymraeg Llwynderw is situated in the west of the city of Swansea. The school's catchment area stretches from Rhossili in the Gower peninsula to Derwen Fawr in Sketty.

There are 355 pupils between 3 and 11 years old on roll, including 51 part-time nursery age pupils. Pupils are divided into 13 classes, including nine mixed-age classes, two reception classes and two nursery classes.

Over a three-year period, around 3% of pupils have been eligible for free school meals. This is significantly lower than the national percentage (18%). Around 28% of pupils come from Welsh-speaking homes. Very few are from ethnic minority backgrounds. Welsh is the main medium of teaching and learning in the foundation phase, and the aim is to ensure that all pupils are bilingual by the end of key stage 2. The school has identified 12% of its pupils as having additional learning needs, which is lower than the national percentage of 21%.

The acting headteacher was appointed to the post in September 2018. The school was last inspected in July 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

During their time at the school, most pupils make sound progress and achieve well. Nearly all pupils enjoy the school's life and work, and feel safe within the caring, inclusive and supportive ethos. They treat each other and others with a high level of care and respect. The rights of the child are at the heart of the school's vision. This is an excellent aspect.

There is a very effective working relationship between all adults and pupils at the school, which fosters a successful learning environment. Staff are sound language role models, who engage pupils' interest well. The school community has a natural Welsh ethos.

The acting headteacher provides clear and robust guidance for the school's work. She has a clear vision that is based on creating a comprehensive and caring school in which pupils' wellbeing is at the heart of all of the school's work. She works successfully with the senior management team, pupils, staff, governors and parents to implement this vision successfully.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Develop the strategic roles of the senior management team
- R2 Make more effective use of the pupil progress-tracking procedure
- R3 Ensure opportunities for key stage 2 pupils to make choices in relation to their learning

What happens next

The school will produce an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study on its exceptional understanding of the rights of the child, which is at the heart of the school's vision. This promotes their awareness of fairness, equality and tolerance effectively.

Main findings

Standards: Good

On entry to the school, many pupils' skills correspond with what is expected for their age. Over time, most pupils make sound progress as they move through the school and achieve in line with the expected level by the end of key stage 2. A few of the most able pupils make excellent progress, and most pupils with additional learning needs make sound progress and achieve well.

Across the school, most pupils listen well to adults and other pupils, and follow instructions carefully. They express their ideas clearly and enjoy talking about their work with visitors. Many of the youngest pupils develop spoken language well by talking about the little red hen. By the end of the foundation phase, they talk confidently about their experiences in the classroom by using rich vocabulary when describing the beast home. Many pupils in key stage 2 speak Welsh fluently when sharing their ideas in a range of contexts. Most show respect when listening to the views of others and speak maturely in both languages when presenting an item on the school's radio programme. By the end of the stage, most pupils are able to ask closed questions, for example when planning their thematic work, 'Abertawe'n Fflam'. Pupils' thinking skills are developing soundly.

Pupils' Welsh reading skills are developing soundly across the school. By the end of Year 2, many read confidently and build unfamiliar words successfully. However, only a few more able pupils read with expression and express mature opinions about stories and characters. Most pupils in key stage 2 read confidently and fairly fluently in both languages, and use purposeful intonation and expression. They express an opinion about books and describe the main characters and the sequence of events within stories meaningfully. By Year 6, they apply their English reading skills purposefully to support their work in subjects across the curriculum. A minority of pupils' Welsh reading skills are not developing to the same standard.

Many pupils make good progress in their writing skills by the end of the foundation phase. While developing their early writing skills, most pupils in the reception class form letters correctly. By Year 2, many use the imperative verb when writing a recipe and simple instructions for washing hands. Many pupils' presentation of work is consistently good. In key stage 2, many pupils write coherently in both languages and present ideas and information effectively. For example, in their work on a poem about the film 'Y Goleudy', many pupils use skilful similes to enrich their language. Pupils apply their literacy skills soundly in various areas. By the end of key stage 2, most use rich adjectives and adverbs when writing a description of the 'Blitz', which creates a very poignant effect. At times, worksheets limit a minority of pupils' creative writing skills in key stage 2.

In the foundation phase, many pupils have a good understanding of mathematical concepts. They recognise shapes, understand the purpose of money and use their knowledge of number to solve practical problems, for example when using cash in the farm shop to buy their snack. Many of the oldest pupils weigh and measure by using standard and non-standard units to cook tasty soup. In key stage 2, most pupils' standards of mathematics are good. Pupils have a sound understanding of

number and are able to solve word problems confidently. Most older pupils are able to estimate the distance of their walk from the school to Mumbles. As a result, they apply their numeracy skills effectively across different areas of the curriculum.

Nearly all pupils across the school show confidence when discussing information and communication technology (ICT) work. They use a variety of ICT programs confidently when logging in to their personal account independently. Nearly all pupils are familiar with saving their work successfully. On entry to the foundation phase, the youngest pupils are able to control an electronic toy to follow a particular path on the farm. By the end of the phase, pupils film themselves in front of a green screen when performing the story of the birth. In key stage 2, most pupils use ICT skilfully and independently in a variety of wider contexts. For example, when creating a database of features and facts about aeroplanes from the Second World War, and importing a picture of the aeroplane. Nearly all pupils use the internet very successfully to search for information and pupils have a sound understanding of the importance of e-safety.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils' standards of wellbeing and attitudes to learning are exceptional. Older pupils shoulder responsibility maturely for promoting and supporting the wellbeing of their peers. Nearly all pupils treat each other and others with a high level of care and respect. This is a strength that leads to high standards of wellbeing and behaviour. Nearly all pupils' understanding of moral values is developing very thoroughly. The rights of the child are at the heart of the school's vision. This is an excellent feature. Pupils have an exceptional understanding of their rights under the United Nations convention, and this promotes their awareness of fairness, equality and tolerance effectively. Older pupils conduct regular assemblies to discuss the rights of the child. This is advertised around the school, on the television and with local Members of Parliament. As a result, nearly all pupils' wellbeing and attitudes are excellent.

Nearly all pupils enjoy the school's life and work, and feel safe within the caring, inclusive and supportive ethos. Nearly all pupils are keen to attend school, and show obvious willingness and enthusiasm towards their work. Nearly all pupils' standards of behaviour and discipline in lessons and around the school are high. They are polite and welcoming towards each other, staff and visitors.

Nearly all pupils are very proud of the opportunities they are given to develop their leadership skills. The pupil's voice is given due attention in all aspects of school life. Through their various committees, pupils take pride in what they achieve to improve the environment. Members are enthusiastic and understand that they represent the views of other pupils within the community. Older pupils take responsibility maturely for promoting and supporting their peers' wellbeing by implementing routine solutions that have been embedded in full. Sports ambassadors guide their younger peers to play successfully and nurture a sound awareness among them of whom they should approach if they have any concerns.

Pupils respond enthusiastically to the valuable opportunities they are given to develop as conscientious and principled citizens. A good example of this is the eco committee's campaign to reduce plastic straw waste in the foundation phase in order

to protect the natural marine habitat of Mumbles. A particular feature is the contribution of the 'Tafod Tawe' group, which leads activities successfully to promote the use of the Welsh language. The school council organises various activities to contribute to the local food bank and raise money for national charities every year. This has a positive effect on pupils' understanding of other people's needs and develops a sense of pride in their contribution to their community and the wider world.

Most pupils show positive attitudes to their learning. They are enthusiastic learners who work well together and stay on task over extended periods. Most pupils show good levels of motivation, interest and pride in their work. They listen carefully to the views of others and wait patiently for their turn. This contributes successfully to the school's ethos and has a positive effect on their standards.

Working relationships between pupils and staff are a strong feature of the school, and contribute extensively to the imaginative learning environment. As a result, pupils across the school show an increasing ability to plan jointly and express an opinion about what they learn. By contributing to planning themes, most pupils apply themselves successfully to learning tasks. As a result, most work together and independently effectively, particularly in the foundation phase. From an early age, most pupils have a good understanding of how to improve their work. Most pupils are able to select the correct level of challenge independently in the classroom and when choosing from the varied homework menu. By Year 6, pupils evaluate what they have achieved well and recognise what they need to do to improve their work.

Pupils use their ICT skills skilfully and creatively to produce a short film to attract people to their local area. They enjoy regular opportunities to work with local artists, portraitists and poets to produce attractive projects that are very relevant to their local area. As a result, most develop as ambitious, able and confident learners who work together in harmony. A particular feature is the mature contribution of the 'digital wizards', who support younger pupils regularly with their ICT skills.

Nearly all pupils have a sound understanding of the importance of eating and drinking healthily. The healthy schools committee holds a break time fruit shop, which encourages pupils to eat and drink healthy snacks. Most pupils understand the importance of keeping fit and take part in regular physical activity. Nearly all pupils understand the importance of keeping themselves safe at school, at home, on the road and online.

Teaching and learning experiences: Good

There is a very effective working relationship between all adults and pupils at the school. It is based on respect and fosters a successful learning environment. All adults are sound language models, engage pupils' interest well and manage behaviour effectively. Teachers make beneficial use of learning assistants in order to support individuals and groups of learners skilfully in order to challenge pupils. Displays throughout the school are very stimulating and combine celebrating pupils' work and helping to support them with their learning independently. An example of this is the 'syniadau gwyddoniaeth gwych' (excellent science ideas) wall in key stage 2 and discussion topics in the performance area.

Assessment for learning strategies are well embedded in the school. Most teachers use a wide variety of interesting learning strategies to hold pupils' interest. They also vary their questioning methods skilfully, as necessary. All teachers share aims and success criteria clearly. They provide valuable opportunities for pupils to improve specific pieces of their work through 'gwyRDD gwella' ('green to grow'), in addition to simple opportunities to assess their own work and that of their peers. There are a few opportunities for pupils in key stage 2 to create their own success criteria. Most teachers provide constructive and purposeful feedback on pupils' work. As a result, pupils' language and mathematics targets help them to improve their work regularly. Teachers provide useful frameworks to support pupils' writing skills and, as a result, most pupils' standards of writing are good. However, at times, more able pupils are not always challenged to the best of their ability.

Curricular plans have been produced with a specific emphasis on pupils' needs, and are based on the values of the local area. Examples of this are the theme 'Cariad@Fae', which is an opportunity to study the local area of Mumbles, and the theme 'Abertawe'n Fflam', which provides a local and relevant slant on the Second World War. Activities are exciting and encompass most areas of learning. Teachers provide valuable opportunities for pupils to choose their use of the role-play areas, for example the ice cream parlour in key stage 2, and introduce specific challenges. This has added to pupils' positive and enthusiastic attitudes to learning. Experiences lead to pupils becoming ambitious, confident, aspirational and knowledgeable individuals. However, pupils in key stage 2 are not given enough opportunities to make choices in relation to their learning.

The principles of the foundation phase have been embedded very successfully and the pupil's voice is a strength. An example of this is the change in the reading corner to being an area under the sea, in order to create a more attractive area in the classroom and attract more readers. Very effective use is made of the outdoors in the foundation phase, and key stage 2 pupils are given valuable outdoor opportunities through regular forest school activities.

The school's provision for literacy, numeracy and ICT skills across the curriculum is good. Key stage 2 teachers make effective use of skills sessions in order to develop all pupils' literacy and numeracy skills. A purposeful multimedia room is also a valuable resource to develop pupils' digital skills. An effective example of this is the use of the extensive space and green screen to create a film advertisement to attract visitors to Swansea.

Care, support and guidance: Good

Staff promote Welsh culture, language and heritage skilfully across the school. As a result, pupils take pride in the local area. The school has a natural Welsh ethos. A good example of this is the way in which the Welsh language charter group, 'Tafod Tawe', lead numerous activities successfully to promote the use of the Welsh language.

Pupils are given excellent opportunities to sing in concerts, perform in shows and compete in eisteddfodau, which promotes their use of the Welsh language successfully. This develops their self-confidence and provides them with new opportunities. Teachers plan a wide range of activities in order to develop

awareness and appreciation of the history, culture and traditions of the local area and Wales.

The school promotes pupils' spiritual, moral and social development successfully. Planning of teaching and learning experiences around the rights of the child enables pupils to understand their rights and how to be fair and just citizens. As a result, most pupils respect multiculturalism, aspects of diversity and develop fairness and equal opportunities very effectively. Teachers also plan a comprehensive programme of personal and social education lessons that support the development of all pupils' emotional and social skills.

There is a robust relationship between parents and the school. Most parents appreciate the regular communication and feel that the school is willing to listen and act on their views. This encourages them to play an active part in school life by using their expertise successfully to support and enrich learning. A good example of this is how parents support more able pupils to improve their extended writing skills, and also conduct 'forest school' activities. Through annual and termly reports, parents receive comprehensive information about their children's progress towards targets. Opportunities for pupils to express an opinion about their development and their favourite activities are a strength of the reports.

The school has recently begun to develop more thorough procedures for tracking pupils' progress. However, it is too early to use this information to measure the progress of individuals and specific groups of pupils over time. Leaders support teachers to identify pupils who need additional support. They acknowledge the importance of early intervention and ensure that pupils make good progress towards their targets. All pupils with additional learning needs have an appropriate learning plan, which includes targets in order to identify the steps they need to take to improve their work.

The school works closely with various external agencies in order to provide valuable support for pupils. The school has specific strategies to support pupils' emotional and social needs effectively, for example through nurture programmes in co-operation with the parenting officer. This contributes well to the school's caring and familial ethos.

The school has sound procedures for promoting healthy eating and drinking. There are beneficial opportunities to enrich exercise experiences in lessons and extra-curricular clubs, including specialist yoga sessions. The school encourages pupils skilfully to take responsibility for their mental health, in addition to their physical health.

Pupils are given useful opportunities to influence elements of the school's work, for example by suggesting ideas to the school council in its opinion boxes, and suggesting ideas at the start of themes. In the foundation phase, pupils make good choices about what they learn. However, key stage 2 pupils are not given enough opportunities to make choices in relation to their learning.

Provision to develop pupils' creative arts skills is excellent. There are extensive opportunities for pupils to experiment with various media to draw, create sculptures and murals when studying the work of local, well-known artists. Through lessons, performances and competitions, most pupils are given valuable opportunities to engage with the creative arts.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

Since September, the senior management team, which includes the acting headteacher and deputy headteacher, has succeeded in maintaining an ethos of effective co-operation. The acting headteacher provides robust and clear leadership for the school's work. She has a clear vision that is based on creating a comprehensive and caring school, in which pupils' wellbeing is at the heart of all of the school's work. She works successfully with the senior management team, pupils, staff, governors and parents to implement this vision successfully.

Very recently, because of the change of leadership structure, the acting headteacher has broadened and strengthened the leadership roles and responsibilities of the senior management team. As a result, they are building on their ability to develop their strategic roles and supporting her purposefully. For example, they have led on the work of planning and evaluating the effectiveness of the curriculum, and taken responsibility for leading on managing staff performance. However, their new leadership roles have not been developed in full and it is too early to measure their effect on standards and the quality of provision.

Leaders plan thoroughly to meet local and national priorities. The principles of the foundation phase are implemented successfully and, as a result, pupils are given good opportunities to work independently and make choices about what they learn. They plan well to develop pupils' Welsh language skills in formal and informal situations. As a result, the Welsh language is the cornerstone of all of the school's activities. Leaders are working together successfully to implement the new curriculum for Wales, by planning in line with the four core purposes. As a result, pupils are given a wide range of exciting experiences in the context of their everyday lives. This provides opportunities for them to apply their literacy, numeracy and ICT skills successfully.

The school has a strong culture and ethos of supporting staff's professional learning. There are good opportunities for all members of staff to improve their practice and raise standards. This, for example, has led to an improvement in ICT skills across the school. Arrangements for managing staff performance are sound and link directly to the school's priorities and individual teachers' needs. There are beneficial opportunities for teachers to observe good practice within the school and discuss findings. This contributes successfully to ensuring good quality teaching across the school. Teachers and leaders have shared aspects of their practice with other schools within the local authority and across the consortium, for example in relation to the effective principles of the foundation phase and children's rights.

Although the governing body's membership has changed recently, members understand their roles and provide the school's leaders with support and challenge successfully. Meetings of the full body and the purposeful sub-committees focus on pupils' achievement, in addition to fulfilling their statutory responsibilities. They have up-to-date and detailed knowledge of the school's performance, the effectiveness of provision and pupils' progress. This information is used purposefully to work effectively with leaders to set a clear strategic direction for developing the school.

Individual governors' expertise is used beneficially to support specific aspects, for example to develop the leadership skills of members of staff.

Leaders gather and analyse a wide range of first-hand evidence in order to evaluate pupils' standards and the quality of provision. Through scrutiny of pupils' work, lesson observations, listening to the pupil's voice and analysing data, they form a fair and accurate judgement on standards and identify areas that need to be developed further.

Priorities for improvement, which are included in the school development plan, derive directly from the findings of the self-evaluation process. They focus clearly on developing provision and raising standards, in addition to responding to national priorities. The school has a good record of making improvements. Over a three-year periods, pupils' standards of language, mathematics and ICT have improved consistently. A good example of this is the improvement in the Welsh writing skills of boys in key stage 2.

Leaders manage resources effectively. Decisions on expenditure correspond clearly with the school's strategic priorities. The budget is used effectively to respond to specific needs, for example by creating a purposeful multimedia room. This has a successful effect on opportunities for pupils to apply their ICT skills across the curriculum.

The indoor and outdoor learning areas are used very creatively. The indoor environment is colourful and stimulating, and contributes very successfully towards creating a strong Welsh ethos within the school.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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