



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

A report on

**Ysgol T. Llew Jones
Brynhoffnant
Ceredigion
SA44 6AE**

Date of inspection: January 2020

by

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

About Ysgol T. Llew Jones

Ysgol T. Llew Jones is situated in the village of Brynhoffnant, in Ceredigion local authority. There are 191 pupils between 3 and 11 years old on roll. Welsh is the main medium of the school's life and work. The school has four single-age classes and three mixed-age classes. Seventeen part-time nursery pupils attend the school in the mornings only.

Over a three-year-period, around 12% of pupils have been eligible for free school meals, which is lower than the national percentage of 18%. Around 43% of pupils come from Welsh-speaking homes, and very few are from ethnic minority backgrounds. The school has identified 22% of its pupils as having special educational needs, which is similar to the national percentage of 21%.

The headteacher was appointed to the post in September 2019 and the school was last inspected in March 2015.

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, many pupils develop effective literacy skills and make purposeful progress in both Welsh and English. Pupils with additional learning needs achieve well against their personal targets.

Many pupils use numeracy effectively across the curriculum, and most pupils develop satisfactory information and communication technology (ICT) skills. Most pupils are also enthusiastic learners who apply themselves confidently to new experiences.

On the whole, teaching and provision of learning experiences are sound. Teachers and assistants care diligently and conscientiously for their pupils. They provide them and their families with valuable support and guidance. As a result, pupils feel safe at school.

The headteacher's vision to develop the school is clear and purposeful. With the support of the governors, she implements effective development plans, which focus directly on improving provision and pupils' outcomes.

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

Recommendations

- R1 Monitor teaching and assessment practices thoroughly to ensure that teachers challenge all pupils to perform at their best consistently
- R2 Improve pupils' ICT skills across the school
- R3 Improve provision to support teaching and learning in the outdoor areas in the foundation phase

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, around half of pupils have Welsh communication skills that correspond to the standard that is expected for their age. During their time at the school, many acquire effective Welsh communication skills and achieve well. They communicate eloquently in English and develop effective numeracy skills across the school. Most pupils with additional learning needs achieve soundly against their personal targets.

Many pupils develop effective speaking and listening skills, which contribute successfully towards their learning. They speak confidently, converse intelligently and listen attentively to others. For example, pupils in the foundation phase use similes effectively when describing members of their family to each other. Many pupils' oral English skills in key stage 2 are good, as they elaborate on the life of an evacuee during the Second World War and the horror of the 'Blitz' in Swansea.

Many pupils use purposeful reading skills. In the foundation phase, many read an interesting range of texts clearly. They understand the content of their books well, and build unfamiliar words purposefully by using regular phonic strategies. They recognise the features of familiar characters from the Mabinogion, such as Branwen, intelligently and predict sensibly what will happen next in her life. Many pupils in key stage 2 enunciate clearly when reading in both languages. They enjoy fictional and factual books, and research meaningfully online, including the effect of litter on Llangrannog beach and find information to create a fact file about Winston Churchill. As a result, they use their higher order reading skills to find information from different sources effectively.

Across the school, many pupils write well for different purposes. They use a range of contexts and writing genres purposefully to convey their personal opinions. In the foundation phase, many write interesting pieces in Welsh. Good examples include a portrayal of an imaginary pirate and descriptions of the shields of knights who guard castles. In key stage 2, many write meaningfully in both languages for a wide range of purposes. For example, they include factual reports on the author T. Llew Jones, explanations of how to make ice-cream, and dialogue between two characters in the cupboard under the stairs during the Second World War.

Many pupils achieve well in mathematics and use their numeracy skills well in the foundation phase and key stage 2. They apply their previous knowledge in new situations across the curriculum effectively. As a result, foundation phase pupils, for example, create reliable pictograms of their favourite dinosaurs, after recording their findings correctly on a tally chart. They also identify and follow compass directions intelligently to reach the taxi rank, the dentist and the toy shop on a map.

Many pupils in key stage 2 have a sound understanding of how to use data with increasing accuracy and present it in various forms. Many older pupils understand the need to use different graphs to convey scientific information effectively. For example, they create a line graph to compare how high two balls bounce from different heights. They also research costs purposefully when solving problems in

relation to the difficulties of food rationing in Ceredigion in the last century. As a result, many pupils in key stage 2 complete tasks and apply their mathematical and extended numeracy skills well.

Most pupils in the foundation phase use ICT equipment appropriately, such as using electronic tablets to gather information about a feast at Cardigan castle. They also use a green screen effectively to reflect a journey around Wales, and create efficient databases to gather information about their favourite fruits. In key stage 2, most pupils use a range of software and ICT equipment suitably, such as creating a film about the alphabet and a presentation on the life of Anne Frank. This extends their understanding across the curriculum satisfactorily. On the whole, pupils across the school have a good understanding of the advantages of ICT to support their learning, and the importance of online safety. However, they are not confident in terms of finding previous work and how to save their work purposefully and methodically to support the next steps in their learning.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe at school and take pride in the close and caring relationships between themselves and staff. They are happy to discuss any concerns with staff and are confident that adults listen to them and deal promptly with their worries. Most understand the importance of online safety and outline eloquently the dangers that can arise as a result of unsuitable use of the internet.

Most pupils are caring towards each other and contribute enthusiastically to procedures that ensure their peers' contentment. For example, nearly all pupils understand the purpose of the 'Mainc Ffrindiau' (Buddy Bench) well. They discuss the importance of supporting each other intelligently. They are also very willing to respond sincerely to any sadness or concerns among their peers.

Across the school, most pupils foster good attitudes towards learning. They listen attentively to teachers' instructions and apply themselves purposefully to their work. Most contribute beneficially to class discussions, work together effectively and respect the contributions of others during lessons. They behave well in lessons, on the playground and as they walk around the building. They are courteous, polite and respond positively to each other and adults. Most pupils understand that their voices and opinions are important to teachers and to improve their learning. For example, they have recently been given purposeful opportunities to suggest ideas to be included in the termly themes, which stimulates their learning successfully.

Many pupils are knowledgeable about the features of other countries and cultures. For example, they discuss the Welsh culture of Patagonia clearly, and compare their lives with those of children in Lesotho effectively. They also study and discuss the features and relevant details of religions sensibly, such as Hinduism and Judaism. This adds to their understanding of religious, moral and cultural issues in Wales and the wider world.

Members of committees, such as the school council, the eco committee, the digital leaders and the super ambassadors take their duties seriously and act conscientiously. They take great pride in their roles, as they have been elected by their peers. As a result, the committees work together effectively and have

succeeded in raising money by organising a 'bike-a-thon' at the school. Pupils also express their views and ideas regularly through the school's 'ideas box' and the different leadership groups.

Most pupils understand how to stay healthy. They explain clearly that a balanced diet, drinking water regularly and taking part in physical activities have a positive benefit on their lives and bodies. Many take advantage of the school's clubs and activities that are organised by the super ambassadors during lunchtime. This improves their social skills and their ability to work with their peers. The healthy committee promotes healthy lunchboxes, sensible drinks and the opportunity to eat fruit and vegetables during break times. These activities reinforce pupils' understanding of the importance of high levels of fitness for their physical wellbeing.

Most pupils understand that contributing to the lives of others and supporting those who are in need are important for a fair society. As a result, they raise money for local and national charities, and contribute to the local food bank. As a result, most pupils understand that their purposeful contributions to their community and people in their local area create a caring and productive society.

Teaching and learning experiences: Good

Teachers plan a wide range of valuable experiences that engage pupils' interest successfully. These experiences reflect the school's nature and local context purposefully, and provide rich opportunities for pupils to learn about the culture and history of Wales and their local area. Good examples of this are the activities to learn about the life of T. Llew Jones and the history of the local wool industry. The school enriches these experiences effectively by organising for visitors to come to the school, including local artists and poets to create interesting art and poems. The school also organises walks along the coast and opportunities to investigate and explore the area's beaches. As a result of the stimulating curriculum, pupils develop a sound understanding of their heritage and their local area.

Teachers deliver the curriculum confidently. They use a purposeful range of creative themes, which include 'Pleidiol Wyf i'm Gwlad' (True to my country) and 'Byd y Sinema' (The world of cinema) to stimulate pupils' learning well. Pupils are given suitable opportunities to contribute their ideas about the content of their themes. This strengthens their willingness to work promptly and supports their enthusiasm to learn productively. On the whole, the principles of the foundation phase are implemented successfully inside the building.

The supportive working relationship that exists in all classes nurtures respect and courtesy and creates a positive learning ethos. Teachers and assistants plan effectively for the pupils they support, which include pupils with additional learning needs. As a result, many pupils make good progress against their personal targets. Nearly all adults also model good quality and accurate language, and support pupils to use Welsh of a high, polished standard consistently. As a result, the standard of many pupils' language is developing successfully.

On the whole, teachers use good teaching methods, which have a purposeful effect on many pupils' standards across the school. Most use various questioning techniques successfully to extend and develop pupils' responses further and discover

what pupils understand about their current work. However, teaching does not challenge all pupils to perform at their best consistently. At times, teachers accept work that is lower than pupils' ability, which hinders the progress of individuals.

Planning to develop pupils' literacy and numeracy skills across the school is detailed and purposeful, and has a positive effect on pupils' learning. For example, teachers provide valuable opportunities for pupils to write at length in several genres effectively, and apply their measuring and weighing skills practically when cooking Welsh cakes for visitors to the school. However, teachers do not provide enough opportunities for pupils to develop and apply their ICT skills successfully across the school.

Teachers' assessments are valid, accurate and reliable. Teachers provide pupils with constructive feedback in order for them to understand how to improve their work, particularly orally. They use information from assessments to plan the next steps in pupils' learning appropriately. Daily assessments do not support pupils to identify the next steps in their learning well enough. As a result, subsequent tasks do not ensure that pupils achieve as well as they could in their work.

Care, support and guidance: Good

The school is an inclusive and homely community. The school's staff promote the importance of good behaviour, courtesy, respect and commitment successfully. Teachers and assistants ensure that pupils feel safe at the school, and take pride in their community and the various opportunities that they are given. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Arrangements to track pupils' progress are sound. Teachers use assessment findings intelligently to measure pupils' progress. The procedure identifies all pupils' needs successfully, including those with special educational needs. Teachers organise purposeful support through specific activities, such as basic phonics and mathematics sessions, which succeed in improving pupils' achievements effectively. Assistants also support pupils meaningfully in useful intervention sessions. As a result, pupils make good progress towards achieving their personal improvement targets.

The school supports pupils with emotional and social needs successfully. Staff work closely with external agencies to build on pupils' strengths. As a result, pupils receive caring and inclusive support. This develops pupils' wellbeing and social skills effectively.

There is a robust relationship between the school and parents, and staff implement an open-door policy for them. They communicate with them effectively in order to ensure that they are aware of events and are given valuable opportunities to discuss their children's progress. Staff provide useful training sessions for parents to improve their awareness of current procedures in education, such as methods of teaching language to their children. As a result, parents have a better idea of how to help their children at home. The parents' association raises money regularly to help the school to purchase valuable resources. For example, they have recently installed a

polytunnel on the school grounds to grow vegetables, which enriches pupils' learning experiences and nurtures the values of sustainability well.

Pupils are given valuable opportunities to learn about Welsh culture. For example, they compete in eisteddfodau, perform in choirs and read the legends of the Mabinogion. By studying specific themes, inviting visitors to the school and holding international weeks, the school enriches pupils' understanding of the cultures and traditions of countries around the world. The school welcomes visitors to talk about trips to Patagonia and Lesotho, and they compare Wales with India and China intelligently. These experiences help to develop pupils' understanding of their country and its heritage, and Wales' contributions to the world.

Provision to promote pupils' understanding of the importance of eating and drinking healthily is effective. Staff encourage pupils to keep fit successfully. For example, they provide regular physical education lessons and a beneficial variety of extra-curricular activities, which include taking part in local competitions, such as cross-country races and swimming competitions.

The school promotes pupils' spiritual, moral and social development successfully. Staff encourage pupils to consider other people's views sensibly, and to acknowledge and respect diversity. They support pupils to develop as responsible citizens and help others in their community. For example, they contribute to services, eisteddfodau and fundraising activities for good causes. As a result, pupils develop a sound awareness of the importance of their school and their role and individuals within their local area.

Leadership and management: Good

Since being appointed, the headteacher has refined the school's existing management procedures to reflect the current requirements. Her vision to improve the school is purposeful. The school's strategic objectives are effective, and have a clear and specific focus on improving provision, pupils' outcomes and addressing national expectations. This vision leads to a caring, safe and inclusive ethos across the school, which ensures that pupils make good progress.

The headteacher leads staff enthusiastically and encourages a happy and familial environment. Teachers support her vision and are keen to establish improvements in provision for the benefit of all pupils. For example, they target improvements in pupils' numeracy skills to support their ability to solve problems in their everyday lives. As a result, the school provides a robust start for pupils, which enables them to succeed by developing their skills and attitudes to learning further.

There are consistent self-evaluation procedures in place. There is an obvious link between the findings of self-evaluation procedures and the priorities in the development plan. Leaders define priorities well and measure progress sensibly to identify aspects that need further attention. These include national targets, such as preparing for the Curriculum for Wales. However, although leaders plan a detailed timetable for lesson observations, learning walks and scrutinising pupils' work, they do not adhere fully to the plan's requirements. As a result, leaders do not monitor important aspects of teaching that need to be improved or provide teachers with constructive feedback to improve their practice further.

Governors provide purposeful guidance and set a sensible challenge for the school. They visit the school to evaluate the effect of initiatives and pupils' outcomes regularly. For example, they discuss confidently the recent improvements in pupils' contributions to the life of the local community. They monitor expenditure and the effectiveness of resources intelligently, which include good use of any surplus to maintain inclusive provision across the school. They contribute well to the life and success of the school, and hold the school to account for its performance as critical friends.

The school has a clear staffing structure, and the expectations of each role are defined precisely against specific responsibilities. Arrangements for staff meetings are stable and create an effective network of communication, which places a purposeful focus on improving pupils' outcomes. The headteacher schedules planning, preparation and assessment time wisely, and there are effective procedures for managing teachers' performance. Teachers' targets are linked directly to the school's priorities and address staff's personal development needs successfully. For example, they are currently striving to target improvements in pupils' spelling during lessons.

The headteacher and governors focus well on using the whole building to support pupils' learning and progress. For example, they use a sensory room to target the specific needs of vulnerable pupils well. However, there are shortcomings in outdoor provision in the foundation phase. Resources in the outdoor area do not enrich pupils' experiences successfully enough to develop their skills further.

The headteacher and governors ensure that the budget and additional grants to develop provision and improve outcomes are used well. Expenditure links purposefully to the priorities in the development plan, and rigorous monitoring of funding has a positive effect on pupils' progress. A successful example is the funding of off-site learning experiences, which enriches pupils' learning, such as residential trips to educational and adventure centres.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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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