



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

A report on

Ysgol Gynradd Eglwyswrw

**Eglwyswrw
Crymych
Pembrokeshire
SA41 3SN**

Date of inspection: October 2022

by

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

This report is also available in Welsh.

About Ysgol Gynradd Eglwysrwr

Name of provider	Ysgol Gynradd Eglwysrwr
Local authority	Pembrokeshire County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	99
Pupils of statutory school age	81
Number in nursery classes (if applicable)	*
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.3%)</i>	0.7%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 22.2%)</i>	37%
Percentage of statutory school age pupils who speak Welsh at home	76.5%
Percentage of statutory school age pupils with English as an additional language	*
Date of headteacher appointment	April 2022
Date of previous Estyn inspection (if applicable)	10/12/2013
Inspection start date	10/10/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Eglwysrwr is a very happy, inclusive and welcoming community that places a strong emphasis on celebrating Welshness and respecting others. Nearly all pupils are very proud of their school and make a valuable contribution to its caring ethos. They are very well behaved and treat their peers, visitors and members of the local community with respect, courtesy and tender care. During their time at the school, nearly all pupils make strong progress from their starting points. A strong feature is its use of the Welsh language in all aspects of school life, with most able to use their skills confidently in different contexts. Most pupils build increasingly on their writing skills, use an increasing range of rich vocabulary in their work and achieve good standards across the school.

Staff seek the views of parents/carers and pupils successfully to plan engaging themes that inspire and ensure the commitment of all pupils. The school's curriculum provides a wide range of stimulating activities across all areas of learning and experience. Across the school, the positive environment within the classrooms encourages effective and purposeful learning communities. Although teachers use a suitable range of teaching methods in their classes, the tendency to over-direct at times hinders pupils' ability to work on tasks wholly independently and challenge themselves. Overall, teachers do not always ensure tasks and learning and play experiences that challenge pupils to achieve as well as they could, particularly the most able.

The new headteacher has settled well and has shared her vision successfully with stakeholders. She contributes well to ensuring an inclusive and caring environment that is based on respect and appreciation of the contributions of others. As a result, there is a strong sense of trust between pupils and staff. The headteacher has a clear understanding of the school's strengths and areas for improvement and is keen to refine teaching across the school to meet the needs of all pupils. Members of the governing body have shown robust support for the new headteacher since her appointment and make a valuable contribution to the school's success.

Recommendations

R1 Expand opportunities for pupils to develop their independent learning skills and make decisions in relation to their learning

R2 Ensure an appropriate level of challenge for all pupils

What happens next

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

Main findings

Learning

During their time at the school, nearly all pupils, including those with additional learning needs (ALN), make strong progress from their starting points. They build on their knowledge, understanding and skills successfully, with most pupils recalling previous learning and acquiring knowledge and understanding effectively.

Pupils' use of the Welsh language is a strong feature. They develop very strong linguistic skills and use them confidently in different contexts. Nearly all pupils build very successfully on their oral skills and use an increasing range of rich vocabulary and dialect completely fluently, naturally and in a polished way. Across the school, most pupils listen exceptionally well. The youngest pupils listen attentively during story sessions and when listening to presentations and instructions from teachers and assistants. The oldest pupils also listen intelligently to each other and take turns meaningfully when responding maturely and skilfully to discussions. Most make good links between Welsh and English and consider dialect in different parts of Wales to discuss the meaning of vocabulary and phrases according to location.

Nearly all pupils' reading skills develop effectively as they move through the school. The youngest pupils develop their knowledge of letter sounds skilfully and show enjoyment when listening to stories and guessing what happens next. By Year 2, most use a good range of reading techniques skilfully and read clearly and coherently. At the top of the school, most pupils enunciate clearly and use intonation effectively when reading. They are enthusiastic readers who enjoy reading and discussing their favourite books and authors. As a result, they use their higher-order reading skills successfully to gather information to support their learning.

The early writing skills of most of the youngest pupils are developing appropriately. They practise making large patterns and shapes successfully and practise their fine motor skills, for example by using a paintbrush to create large patterns and by rolling and making shapes out of dough. By Year 2, most pupils write with increasing confidence in an appropriate range of genres. As they move through the school, most build successfully on their writing skills by writing at increasing length and using an increasing range of rich vocabulary in their work. For example, pupils at the top of the school use adjectives, similes and idioms very effectively to enrich their work when creating a newspaper article about the Aberfan disaster. The most able pupils in Year 6 also write for a purpose to a very high standard when writing monthly articles about school life for the community newspaper. This supports their ability to write for different audiences and develops their ability to improve their own work by going through the editing process.

Most pupils' mathematics skills are developing soundly. Overall, the youngest pupils acquire basic mathematical skills appropriately, for example by identifying a variety of familiar shapes and counting objects up to 10. By Year 2, most have a thorough understanding of mathematical features and use them confidently in their learning and play experiences, for example by measuring the length of caterpillars by using standard units and placing them in order of size. Pupils build on their numeracy skills

increasingly confidently in their mathematics lessons and, at times, to support their learning across the curriculum.

Most pupils' digital skills develop effectively as they move through the school. They combine their skills and understanding of different apps and computer programs with increasing confidence to enrich their work. By Year 3, pupils apply their digital and communication skills confidently, for example to create short animations to reflect the results of an experiment on the melting rate of ice. Most of the school's older pupils develop their ability to combine multimedia methods in increasingly complex ways. In the best practice, pupils apply their digital skills skilfully to solve challenging problems, for example by using an online 3D building program to create a virtual community resource for the local rugby club.

Across the school, most pupils' creative skills are developing soundly and there are beneficial experiences for them to create artwork and music, in addition to performing for different audiences.

Well-being and attitudes to learning

Ysgol Eglwyswrw has a happy and homely environment in which all pupils treat everyone who is part of this caring community with a high level of care and respect. This is a strong feature of the school's life and work. Nearly all pupils are very proud of their school and feel happy within its relaxed and familial environment. They value the care, experiences and education that they receive within an inclusive learning environment, which reflects the school's motto, '*Blagurwn, Tyfwn gyda'n Gilydd*' ('We flourish and grow together'). Nearly all pupils feel safe at the school and are confident that staff respond immediately to any concerns they have.

Nearly all pupils behave very well both inside and outside the classroom and treat their peers and visitors with respect, courtesy and tender care. They are very proud of their community and enjoy learning about their area and their Welsh culture, for example when walking along the nearby mountains that are associated with the names of the classes.

Nearly all pupils develop a sound understanding of the importance of being moral citizens by discussing their feelings with others and treating their peers with empathy. This is a strong element of the school's work, with regular opportunities for pupils to express their feelings and seek support, where necessary. Pupils make healthy decisions in relation to a healthy diet and lifestyle, for example when creating a recipe book on healthy eating during their work on the theme '*llond bol*'. They also have a good understanding of how to grow vegetables at school to promote healthy eating. Nearly all pupils have a good awareness of the importance of keeping the body healthy and are committed to all of the physical activities that are provided by the school.

Most pupils have a sound awareness of online safety procedures. The video by pupils of the Digital Cabinet is a useful resource that provides clear and practical messages on how to stay safe online. Pupils present these important messages in a polished, confident and intelligent manner.

Pupils' attitudes to learning are exceptionally good and most apply themselves confidently to new experiences. They are extremely hard-working learners who show a great interest in their learning. Nearly all work exceptionally well with others and treat their peers with respect, care and support both inside and outside the classroom. They are pupils who apply themselves fully to learning activities and experiences and always give of their best.

Across the school, nearly all pupils concentrate for extended periods and make a very valuable contribution to lessons and activities. They appreciate and respect the contributions of others effectively, for example by listening and responding to the ideas of their peers when discussing the content of their reading books. Although pupils are not always given timely opportunities to guide their own learning wholly independently, nearly all respond successfully when following the guidance of teachers and assistants to complete tasks. They show resilience in doing so by using a range of skills from previous learning.

Most pupils respond well to questioning and oral feedback from teachers during lessons. Overall, they know how to make improvements to their work following feedback. Across the school, most pupils take pride in the presentation of their work, which is of a high standard.

Although the COVID-19 pandemic had a negative effect nationally on attendance last year, the school's attendance rate over the same period is significantly higher than the average. Despite cases of illness among pupils this term, attendance rates to date continue to be higher than the national average.

Teaching and learning experiences

The school's curriculum provides a wide range of stimulating activities across all of the areas of learning and experience. Teachers work well with parents and pupils to plan engaging themes that inspire and ensure the commitment of all pupils. On the whole, teachers plan beneficial opportunities to develop pupils' literacy and digital skills across the curriculum and ensure that they expand and deepen their skills further. Pupils are given beneficial opportunities to write for different purposes in a good range of writing genres, which has a very positive effect on their skills. Teachers also provide good opportunities for pupils to use their digital skills to enrich their work across the curriculum, for example by creating a branching database to create a key to identify different animals. On the whole, teachers plan suitably to develop pupils' numeracy skills in a number of appropriate contexts. However, there are very few opportunities for pupils to apply their skills and challenge themselves by investigating, experimenting and solving problems wholly independently or by working with others.

Across the school, the positive environment within the classes encourages effective and purposeful learning communities. Without exception, teachers and assistants have a very productive working relationship with pupils. They encourage respect and courtesy, which leads to the school's supportive ethos. As a result, pupils respond enthusiastically to learning and play experiences and discuss their work and successes confidently with peers and adults. Staff model polished language effectively and encourage and support pupils to use spoken Welsh of a high standard consistently. Provision in terms of developing pupils' oral skills is very sound and

pupils are given very engaging opportunities to develop their knowledge of the history and culture of their local area and Wales.

Assistants support learning and play experiences successfully and support specific groups of learners skilfully. For example, by implementing interventions and well-being support for pupils, as well as leading exciting projects such as creating a virtual community resource with a group of the school's oldest pupils by using an online 3D building program.

The school provides a purposeful and interesting learning environment in which attractive and purposeful displays celebrate pupils' work effectively. In the youngest pupils' classes, practitioners ensure suitable access for pupils to undertake activities in the outdoor areas. Overall, teachers ensure that their lessons and learning and play sessions have a suitable pace. They identify pupils' needs appropriately and support them beneficially in a suitable range of activities. Across the school, teachers and assistants present learning and play experiences that support pupils to learn with adult guidance and to apply their skills fairly independently. Although they use a suitable range of teaching techniques and resources, at times, the tendency to over-direct pupils hinders their ability to work on tasks wholly independently and to challenge themselves. Overall, teachers do not always ensure tasks and learning and play experiences that challenge pupils to achieve as well as they could, particularly the most able.

Most teachers share clear learning objectives with pupils so that they develop confidence when self-evaluating their work. On the whole, they provide beneficial oral and written feedback to encourage pupils to consider what they are doing well and how to improve their work. Annual reports to parents report clearly on pupils' achievement, along with what they need to do to improve.

Care, support and guidance

The school has a very happy, inclusive and welcoming ethos. The strong emphasis on celebrating Welshness and respecting others makes a valuable contribution towards developing pupils who are polite, behave well and take pride in their school and its community. Staff plan caring support to meet pupils' emotional, health and social needs. As a result, nearly all pupils treat their peers and staff with empathy and respect and everyone treats each other with tender care. A strong feature of provision is the consideration that is given to pupils' mental health and well-being by providing extensive opportunities for them to discuss their emotions in various ways. For example, they are given beneficial opportunities to discuss their feelings with a member of staff or by noting their concerns in the 'Worry Monster' box.

The school has purposeful arrangements to support pupils with additional learning needs (ALN) by providing a range of tailored interventions and support to respond to their needs and personal targets. Nearly all members of staff identify pupils' needs at an early stage to provide them with purposeful support. All pupils have a one-page profile that sets personal targets and is reviewed regularly with pupils, teachers and parents. The school makes good use of external agencies, including regular support from the local authority's speech and language team. Assistants work very knowledgeably and skilfully when supporting a number of pupils in the classrooms.

There are purposeful opportunities for pupils to have a strong influence on strategic decisions, in addition to the content of their class themes. Pupils talk enthusiastically about their varied activity within committees, such as '*Gadael Gwreiddiau*', the Senedd, the Librarians, the Language and Culture Cabinet, the Attendance Committee, the Digital Cabinet and the Environment Cabinet. Nearly all pupils are part of these committees and take their roles seriously by making a valuable contribution to the life of the school and the wider community. For example, an extensive number of activities are provided in the after-school club, with all activities based on pupils' aspirations.

There are robust arrangements for promoting pupils' attendance. For example, the school's oldest pupils discuss sensibly the importance of attending school regularly to improve their skills and support the Welsh language in their local communities. Pupils are given beneficial opportunities to contribute to the life of the local community, in addition to learning more about their heritage and Welsh culture. A good example of this is the work undertaken by pupils to find out about local history, such as the Battle of the Preselau during their theme on the Second World War. The school's older pupils also contribute regularly to the local community newspaper, where they refer to different events and experiences to be celebrated and shared with their community. The school's community partnerships ensure a sense of belonging, with regular activities between the school and youth organisations, such as the Young Farmers Club.

The school promotes pupils' spiritual, moral and social development successfully. There are valuable opportunities for pupils to reflect and take part in collective worship, which ensures time for pupils to consider the views of others and gives them an opportunity to reflect on how they can take care of each other. Pupils are given suitable opportunities to learn about the beliefs of other religions by discovering more about their traditions and main celebrations. However, provision to develop pupils' awareness of the wider world, including their awareness of equality, diversity and inclusivity, has not been developed in full.

The school provides a variety of opportunities that promote mental and physical reflection successfully through circle time, swimming lessons, sports clubs and walks in the local area. Pupils are also given beneficial opportunities to develop their creative skills in a variety of ways, for example by undertaking weekly piano and harp lessons. The school places a strong emphasis on providing a rich and varied range of trips and visits to support the curriculum. For example, trips to places such as the local honey farm prompt pupils to learn more about nature and the world around them. There are purposeful opportunities for pupils to perform and develop their imagination through the expressive and creative arts. For example, the school's success in eisteddfodau and national reading competitions develop pupils' self-confidence and skills well.

Visits by individuals such as a police officer raise pupils' awareness of dangers, such as misuse of the internet. The school has a strong culture of safeguarding and all staff undertake purposeful training and regular staff discussions. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The new headteacher has settled well and has shared her vision successfully with pupils, staff, parents and carers, governors and the wider community. In the short time since she was appointed, she has succeeded in ensuring an inclusive and caring ethos that is based on respect and appreciation of the contributions of others. As a result, there is a strong sense of trust between pupils and staff, which permeates naturally across the school's close-knit community. Values such as promoting Welshness, maintaining high standards in terms of the Welsh language and encouraging pupils to respect the presentation and quality of their work derives from the shared ambitious aspirations of leaders and staff.

By re-defining roles and responsibilities in response to the requirements of the Curriculum for Wales, the headteacher has succeeded in establishing a productive team ethos among teachers and assistants. Regular staff meetings and discussions focus clearly on pupils' well-being and standards when prioritising areas for development. As a result, all of the school's staff have a clear strategic focus and this contributes soundly to ensuring improvements for pupils.

The school's governors know the school community very well. Members of the governing body have shown robust support to the new headteacher since her appointment. They are responsible for specific aspects of the current priorities in the improvement plan, which enables them to support the school and fulfil their duties successfully. Members of the governing body are regular visitors to the school and undertake learning walks, scrutinise books and talk to pupils to support and monitor performance. As a result, they play a proactive role in the school's self-evaluation processes and show a secure understanding of the school's strengths and its priorities for improvement. The governing body ensures that the school has comprehensive arrangements to promote healthy eating and drinking.

In a short time, the new headteacher has established productive relationships with parents, carers and the local community. The school's flexible procedures ensure that the headteacher and staff are available to discuss any issue that affects pupils' well-being or education. The school uses various media to communicate effectively with parents and carers to share news and inform them about important events in the school calendar. Parents and carers are also given valuable opportunities to contribute constructively to what pupils learn. A good example of this is the opportunities they are given at the beginning of each term to contribute purposefully to the class themes.

The school has effective self-evaluation arrangements that are based on a range of evidence. This includes listening to the opinions of stakeholders and including their views purposefully when setting a strategic direction for the school. A good example of this is the pupils of the school Senedd having an opportunity to express their views confidently on how to improve the outdoor area. There is a clear link between the findings of the self-evaluation process and the priorities in the improvement plan, which focus purposefully on improving the school's provision and performance. As a result, school leaders ensure that staff are accountable for the standard of teaching and learning, in addition to pupils' well-being.

The school has suitable priorities and measurable success criteria to monitor and evaluate progress effectively. Leaders plan in detail to ensure that they meet local and national priorities. In a short period and with support from the school's stakeholders and the local authority, the headteacher has implemented a number of valuable strategies that are beginning to have a positive effect on provision. A good example of this is the way in which the school promotes the Welsh language and plans stimulating opportunities for pupils to take pride in their community, culture and their heritage.

Leaders promote and support the professional learning of all staff purposefully. The expertise of teachers and support staff is used skilfully to improve pupils' skills and experiences. As a result, professional learning to improve provision and develop the Curriculum for Wales has a positive influence on teaching strategies across the whole school. A good example of this is the way in which the principles of the new curriculum are promoted skilfully in planning and stimulating learning.

Leaders ensure an appropriate level of staffing and learning resources to deliver the curriculum and use resources effectively. The headteacher and governing body manage the school's funding carefully and review expenditure in detail to ensure its best use. They link expenditure appropriately with the priorities in the improvement plan and make suitable use of funding and grants to enrich provision for the school's pupils.

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/members of the management committee 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, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, 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
- 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' well-being, 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 (<http://www.estyn.gov.wales>)

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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