



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

**A report on**

**Ysgol Llwyn Yr Eos  
Penparcau  
Aberystwyth  
Ceredigion  
SY23 1SH**

**Date of inspection: February 2019**

**by**

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

## About Ysgol Llwyn Yr Eos

Ysgol Llwyn yr Eos is in Penparcau on the outskirts of Aberystwyth in Ceredigion. There are 257 pupils between 3 and 11 years old on roll, including 39 part-time nursery age pupils. They are divided into thirteen classes, four of which are special educational needs resource base classes. The school admits pupils with specific needs from various areas across Ceredigion. Pupils in the resource base classes have a range of social, medical and communication needs.

The average proportion of pupils eligible for free school meals over the last three years is around 31%. This is significantly above the national average of 19%. A very few pupils are from a minority ethnic background and a very few speak English as an additional language. The school has identified 39% of its pupils as having additional learning needs, which is significantly above the national average of 21%. A few have a statement of special educational needs.

The headteacher took up the post in May 2003 and the school was last inspected in November 2013.

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

Most pupils including those with additional learning needs make good, and often very good progress from their differing starting points as they move through the school.

The school provides a safe, exceptionally caring and highly inclusive environment for all pupils.

Nearly all pupils display exceptionally high levels of wellbeing. Working relationships between pupils and staff are warm and trusting, and this helps almost all pupils to feel safe and valued. Most pupils are confident learners with high levels of self-esteem. They enjoy school and show very positive attitudes to their learning.

The successful blend of teaching strategies has an extremely positive effect on pupils' achievement and wellbeing.

The head teacher engages successfully with all staff to create a whole school ethos that places pupils' wellbeing at the centre of its work. All staff show a strong commitment to promoting continuous and sustainable improvements. Governors are very supportive of the school and well-informed about its performance.

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

## **Recommendations**

- R1 Improve standards in Welsh as a second language, particularly in key stage 2
- R2 Provide more opportunities for pupils to develop their creative and extended writing skills
- R3 Improve the presentation of pupils' work

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to the highly effective use of assessment information in identifying the next step in a child's learning for dissemination on Estyn's website.

## Main findings

### Standards: Good

The majority of pupils enter the school with language, numeracy and social skills that are below those expected for pupils of their age. Most pupils including those with additional learning needs make good, and often very good, progress from their differing starting points as they move through the school and achieve expected standards. This includes pupils who attend the resource base classes and those who have English as an additional language.

In the foundation phase most pupils develop good communication skills. By Year 2 they listen carefully to instructions and express their views clearly. They are keen to describe what they do, for example when buying ingredients to make bird feeders. In key stage 2, most pupils listen attentively. They express their opinions clearly and contribute well to discussions.

Pupils reading skills develop well as they move through the school. By the end of the foundation phase, most pupils read with good expression and understanding. They talk about their favourite characters and recall familiar stories well. Most use a suitable range of strategies to read unfamiliar words successfully. Most pupils in Year 6, discuss plots sensibly and begin to justify reasons for choosing favourite characters. They apply their reading skills well to support their work across the curriculum. For example, when researching for information about the cities of Wales using atlases, relevant websites and reference books.

Throughout the school pupils write for a range of different audiences and purposes. In the foundation phase most pupils make good progress from early mark-making to writing meaningful sequences of sentences. In Year 2, many pupils write letters, diary entries and poetry, presenting their work in suitable format. They use simple punctuation with a reasonable degree of accuracy. By the end of key stage 2, most pupils spell unfamiliar words correctly and use more complex punctuation accurately. However, the majority of pupils across the school do not develop their creative and extended writing skills fully. Across the school, pupils' presentation of work is often untidy.

In the foundation phase, many pupils make good progress in developing their Welsh oral skills. They respond competently to instructions and questions and use a familiar range of phrases appropriately. However, most pupils in key stage 2 do not make enough progress in using Welsh in their work and in less formal situations. The majority of pupils' reading and writing skills in Welsh are at an early stage of development.

Most pupils make good progress in their mathematical and numeracy skills as they move through the school. By the end of the foundation phase most pupils have a good understanding of number skills and add and subtract correctly using tens and units. They measure accurately when using standard and non-standard measurements, for example when comparing the length of leaves. Many pupils apply their skills well in other areas of learning. Most pupils in key stage 2, build successfully on this firm foundation. By Year 6, they apply their mental strategies

effectively using the four rules of number when solving tasks based on a bus timetable. In science, they present accurate line graphs to show the effect of exercise on the heart.

Most pupils across the school use their information and communication technology (ICT) skills effectively to support their work. In the foundation phase, most pupils develop good understanding and make purposeful use of QR codes in relation to their work on pictograms. They have good word processing skills to create interesting pictures to illustrate their stories and poems about Autumn. In Year 2, they produce interesting films based on their research on birds. In key stage 2, nearly all pupils use the internet purposefully and safely to research for information linked to their topic. Most pupils produce interesting presentations to advertise their model of a flying car. In Year 6 more able pupils develop high level coding skills to create on-line games.

### **Wellbeing and attitudes to learning: Excellent**

Across the school, nearly all pupils display exceptionally high levels of wellbeing. Working relationships between pupils and staff are warm and trusting, and this helps almost all pupils to feel safe and valued. They are fully aware of what to do if they are worried or anxious. A very strong feature of the school is the respect and courtesy that pupils show towards each other, adults and visitors.

Nearly all pupils manage their feelings and behaviour exceptional well. They are very polite, well-mannered and show high level of care for others. Older pupils show consideration and care towards younger pupils at break times. This strengthens the strong family ethos that exists in the school.

Most pupils are confident learners with high levels of self-esteem. They enjoy school and show very positive attitudes to their learning. They settle in lessons quickly and move between tasks sensibly and efficiently. They concentrate well and show high levels of resilience when facing challenging tasks.

Nearly all pupils work particularly effectively with their peers in groups and pairs, and show a high level of maturity and respect towards other people's views. For example, in the foundation phase, many pupils contribute successfully towards what they would like to learn about people who help them. Older pupils in key stage 2 choose imaginative learning pathways in order to complete extended tasks, such as choosing different variables when investigating the propulsion of a paper helicopter as it falls to the ground. As they move through the school, most pupils develop an increasing understanding of how well they are doing and what they need to do to improve their work.

Most pupils take their responsibilities seriously and contribute well to the life and work of the school. Members of the school council organise activities such as the daily mile which has a positive effect on the level of fitness of many pupils. They successfully promote the use of reusable cups to save on plastic waste. Most pupils have a clear understanding of the need to conserve energy and protect the environment.

Nearly all pupils feel safe in school and have a good understanding of how to keep themselves safe. By the end of key stage 2, they describe how to stay safe online confidently. They clearly understand and discuss the possible dangers of making new friends online.

Nearly all pupils understand the importance of making healthy choices when choosing a snack and the contents of packed lunches. In key stage 2, they are aware of the importance of keeping fit and understand how exercise plays a key part in keeping healthy. They particularly enjoy opportunities to swim and participate in a wide range of sports.

### **Teaching and learning experiences: Good**

The successful blend of teaching strategies has an extremely positive effect on pupils' achievement and wellbeing. Teachers plan skilfully and make effective use of a variety of teaching methods. They explain new ideas carefully and extend pupils' learning through practical tasks well. They ask purposeful questions to develop pupils' understanding and encourage them to use their thinking skills throughout the lesson. Opportunities for pupils to work individually, in pairs and in groups engages their interest and curiosity towards learning well and strengthens their commitment to their work.

Teachers and support staff give pupils useful verbal feedback and question them effectively to explore their understanding. This encourages them to reflect on their learning and evaluate their efforts regularly. Where appropriate, teachers also give pupils constructive written feedback, which enables them to develop a good understanding of how well they are doing and what they need to do to improve. All staff across the school use information from the assessment of pupils' work very effectively to plan the next steps in their learning. This is a particular strength.

All staff maintain very positive working relationships with pupils and have consistently high expectations of their behaviour. This encourages a high level of respect, courtesy and trust. All staff, create an extremely supportive and stimulating learning environment in their classes. Learning support staff throughout the school contribute very effectively to supporting teachers in improving standards in pupils' learning. Staff in the resource base classes have very secure knowledge and understanding of how best to support their pupils' varied learning needs.

Staff in the foundation phase provide a suitable balance of focused and continuous activities. They give pupils purposeful opportunities to investigate, role-play and practise their physical skills. In key stage 2, the curriculum is broad and balanced. Teachers plan creatively to build systematically on the skills that pupils develop in the foundation phase. Teachers set out interesting and imaginative learning experiences for pupils, such as the work about birds in Winter and the effect of gravity on propulsion. Teachers give pupils purposeful opportunities to offer suggestions and ideas about what they would like to study at the beginning of each topic.

Teachers identify many worthwhile opportunities for pupils to use their literacy, numeracy and ICT skills to support and extend their work across the curriculum. Provision for pupils with additional learning needs is very effective. Well-planned intervention programmes enable these pupils to progress very well in their learning.

However, pupils have limited opportunities to develop their creative and extended writing skills across the curriculum.

The scheme of work for Welsh is beginning to be effective in developing pupils' speaking and listening skills, in engaging their interests and in fostering positive attitudes. However, the planning for reading and writing is not as effective, particularly in key stage 2. The school promotes pupils' understanding of Welsh culture and traditions purposefully, for example through participating in Eisteddfodau, work on Santes Dwynwen and Saint David. This raises pupils' awareness and interest in Welsh traditions, culture and history successfully.

### **Care, support and guidance: Excellent**

The school provides a safe, exceptionally caring and highly inclusive environment for all pupils. The very positive relationships between staff and pupils, based on mutual trust is at the heart of the school community. The nurturing ethos of the school ensures that pupils can thrive and learn successfully. Teachers and support staff know the pupils very well and provide high quality levels of support to ensure their physical and emotional wellbeing. The daily check-in sessions successfully ensure that pupils feel safe, valued and ready to learn.

The school has exemplary, comprehensive systems to track and monitor pupils' progress, wellbeing and behaviour as they move through the school. The staff both in the mainstream classes and the resource bases use these processes successfully and creatively. These include the effective use of staff expertise across the whole school and the flexible teaching arrangements. All pupils are signposted to particular teachers, specific lessons and intervention groups in direct response to their identified needs. As a result, most pupils make good progress from their starting points, behave well and are confident, resilient learners. Progress of all pupils is reviewed fortnightly and staff respond swiftly to adapt arrangements and programmes of work if needed. This outstanding practice ensures that the school provides high quality, bespoke support for all pupils.

Provision for pupils with additional learning needs is highly effective. Staff deliver a good range of well-targeted intervention programmes to improve learners' literacy and numeracy skills and to support vulnerable pupils. A particular strength of the school is the flexible nature of these intervention arrangements. Quality teaching and careful monitoring of progress ensure that pupils receive additional support only for as long as is needed for them to make sufficient progress. All pupils with additional learning needs have an education plan that includes measurable and challenging targets. These are reviewed regularly by staff and parents and adapted as needed. Staff encourage pupils to recognise the challenges they face and help them to identify the most suitable form of support they require. This exemplary practice successfully ensures that pupils take ownership for their own learning and has very positive impact on their confidence and self-esteem.

Staff in the resource bases and in the mainstream classes work very effectively with external agencies to plan and deliver highly successful focused learning opportunities and support for pupils.



The outstanding working relationships and fluid arrangements between the specialist resource classes and the main school benefit staff and pupils alike. These arrangements ensure that every pupil participates fully in the life and work of the school. The excellent integration programmes ensure that pupils develop a clear understanding of the rights of others and the importance of valuing everyone equally.

The school has good arrangements for developing pupils' life skills. Older pupils participate in carpentry, cookery and first-aid workshops in partnership with the local training establishment. These experiences develop pupils' numeracy, literacy and team building skills very successfully. The school supports the development of pupils' spiritual and moral understanding well by providing regular collective worship assemblies and through curricular activities. There are rich opportunities to promote pupils' cultural and creative development through competing in Eisteddfodau, working with a theatre company and studying the work of Welsh artists.

The school has appropriate arrangements to promote healthy eating and drinking. It encourages pupils to eat a healthy diet by providing a daily fruit tuck-shop. The regular swimming lessons and extra-curricular clubs such as netball and hip-hop dancing promotes pupils understanding of the importance of keeping fit successfully.

The school's arrangements for safeguarding pupils meets requirements and give no cause for concern.

### **Leadership and management: Good**

The head teacher engages successfully with all staff to create a whole school ethos that places pupils' wellbeing at the centre of its work. He has a clear vision for the future of the school, which is shared by the staff, governors and parents. The senior management team distribute their expertise well across their areas of responsibility and receive very good support from members of staff. They work together effectively as a team. All staff show a strong commitment to promoting continuous and sustainable improvements. This is particularly evident in the strong focus on encouraging learners to attain good standards in literacy, numeracy, ICT and wellbeing.

A sound performance management system contributes well to the professional development of all staff. This process links effectively to school priorities and is having a positive effect on improving outcomes for pupils. There are valuable opportunities for all members of staff to share experiences and good practice with colleagues in the school and with other schools. This helps to develop very effective integration arrangements between pupils who attend the resource-based classes and mainstream classes.

Governors are very supportive of the school and well-informed about its performance. The majority of governors visit the school regularly and a few carry out a purposeful range of activities, for example, learning walks. As a result, they have a clear understanding of the school's strengths and areas for improvement. They use this information effectively to challenge the school about its performance.

The process of self-evaluation is developing well. All members of staff have a sound understanding of the school's strengths and areas for improvement. They use a

suitable range of first-hand evidence, including lesson observations, the thorough analysis of data and the scrutiny of pupils' work, to determine priorities for improvement. The school has a good record for securing improvement and closing the gap between the performance of boys and girls in the last two years is a good example of this.

Leaders manage and monitor expenditure and funding prudently to ensure its best use to maintain and improve standards. They ensure that funding is appropriately matched to support priorities for improvement. They make very good use of the pupil development grant to meet the needs of pupils eligible for free school meals. Vulnerable pupils benefit from a wide range of effective support activities which impact positively on developing their wellbeing, literacy and numeracy skills. They plan very comprehensively to reduce the adverse effect of poverty on pupils' standards and wellbeing.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	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:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 08/04/2019