



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

**Report following monitoring  
Level of follow-up activity: monitoring by Estyn**

**Cylch Shotton  
Plymouth Street  
Ysgol Croes Atti Glannau Dyfdrwy  
Shotton  
Deeside  
CH5 1JD**

**Date of visit: June 2016**

**by**

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

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**The monitoring team**

Sheila Birkhead	Reporting Inspector
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## Outcome of visit

It is judged that Cylch Shotton has made insufficient progress in relation to the recommendations following the core inspection in May 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the follow-up activity.

Estyn inspectors will revisit the setting in approximately three months' time to inspect progress according to the recommendations.

## Progress since the last inspection

### **Recommendation 1: Establish good quality planning procedures to ensure that children make good progress**

Limited progress in addressing the recommendation

The setting has received guidance from the authority on how to establish good quality planning procedures. Practitioners have also visited a nearby group recently to see an example of good practice on how to plan purposefully. As a result, the acting leader has begun to develop a better understanding of planning procedures. Practitioners understand the importance of planning jointly but there are few opportunities for them to come together to do this. The basic plans that are in place include themes that are relevant to children such as 'the spring' and 'the seaside', and various activities that arise from these.

Very recently, the group has begun to identify the need to set a definite learning intention that focuses appropriately on developing pupils' skills. However, there are very few examples of this in the plans. In addition, practitioners do not appear to be aware of the learning intention when presenting the activity to the children. As a result, they do not yet focus on teaching the children specific skills and nor are they able to assess their progress systematically.

### **Recommendation 2: Plan systematically to develop children's Welsh language skills**

Limited progress in addressing the recommendation

Practitioners understand the importance of modelling language regularly to children and encouraging them to respond. They do this by using simple songs to introduce and reinforce language patterns. Practitioners also read stories in Welsh regularly to the children and ensure that they enunciate clearly and use an appropriate range of vocabulary while doing this. However, the setting does not plan regularly enough or systematically enough to develop children's skills in Welsh.

Very recently, the setting has begun to trial a new language scheme to develop Welsh in a structured way. The Mudiad Meithrin language officer visits the setting regularly to provide support with this. Practitioners respond positively to suggestions, for example by dividing the children into two groups at the beginning of the session in order to give them more opportunity to listen and respond. However, it is too soon for this work to have a considerable effect on standards and the quality of provision.

**Recommendation 3: Strengthen routines and transition times so that all children are fully involved**

Satisfactory progress in addressing the recommendation

With regular support from the local authority link teacher, practitioners have worked together appropriately to begin to establish clear routines. The majority of children understand the setting's routines and respond suitably with support from the practitioners. As a result, children help wash the dishes after having a snack, listen to a story appropriately and follow guidelines satisfactorily when preparing to go home.

However, routines have not been established firmly and robustly enough yet to ensure that all children respond regularly and independently. For example, the signal to start tidy-up time is not clear enough. As a result, very few children join in appropriately.

**Recommendation 4: Establish an effective system to record observations and assessments in order to meet children's learning needs**

Limited progress in addressing the recommendation

Practitioners record observations throughout the session regularly. They record observations under the six areas of learning in an individual file for each child. As a result, staff come to know children's interests, and some of the things they can or cannot do, appropriately. Very occasionally, practitioners use their knowledge of the children when they plan activities such as choosing a theme that they know children are interested in, or providing additional opportunities for children to practise a specific skill, such as cutting with scissors. However, they do not do this regularly.

In general, practitioners' observations are not incisive enough to help the setting identify the next steps in the children's development. As a result, they do not meet the children's learning needs well enough. Recently, the setting has made beneficial use of the Foundation Phase profile in order to identify children what children can do on entry to the setting. However, the setting has not yet had an opportunity to use this system to track children's progress.

**Recommendation 5: Develop effective self-evaluation procedures in order to identify and prioritise areas for development successfully**

Limited progress in addressing the recommendation

Practitioners have begun to work together to develop their self-evaluation procedures, using the local authority's guidance. They have begun to evaluate the setting's work and produced suitable reports, however, they have not consulted parents as part of their review. Although the report identifies the majority of the setting's strengths appropriately, it does not identify priorities for improvement effectively. The report and procedures tend to focus too much on evaluating what the setting provides. As a result, the setting does not pay due attention to evaluating children's standards. In general, self-evaluation procedures have not been embedded and have not led to measurable improvements yet.

## **Recommendations**

In order to improve the quality of education, the setting needs to continue to address the recommendations from the May 2015 inspection as a matter of urgency.