



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report of visit
Level of follow-up: significant improvement**

**Ysgol Ein Harglwyddes
Caernarfon Road
Bangor
Gwynedd
LL57 2UT**

Date of visit: February 2014

by

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

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The monitoring team

Maldwyn Pryse	Reporting Inspector
Dyfrig Ellis	Team Inspector

Outcome of monitoring visit

Ysgol Ein Harglwyddes is judged to have made sufficient progress in relation to the recommendations following the core inspection in September 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

Recommendation 1: Address shortcomings in the quality of leadership

This recommendation has been largely addressed.

The acting headteacher and acting deputy headteacher work very well as a team and have succeeded in developing a strong vision. The school has made substantial improvements to establish clearly defined leadership roles and responsibilities within the school. These are reflected in the improved strategic planning of the school.

Senior managers regularly challenge staff effectively to evaluate their own and others' performance and address the main priorities in the school development plan. Staff prepare detailed written reports on progress against targets set in improvement plans. Regular staff meetings have a good focus on raising standards and minutes of the meetings clearly identify responsibilities for actions which include realistic timescales.

Action plans are strategic and include a strong focus on raising standards. They include a detailed review of the post inspection action plan, identify tasks, responsibilities, costings, training requirements and timescales, and make appropriate use of quantifiable targets. However, arrangements for the evaluation of the impact of the actions by senior managers are not always robust enough.

The governing body have a sound awareness of the school's current areas for development and regularly consider progress in these during termly meetings. The chair and vice chair meet regularly with the senior management to discuss strategic issues progress against the action plan and school development plan. The headteacher's reports are evaluative and enable governors to question and challenge the school's performance effectively. This enables them to fulfil their role as critical friends. They also have an active role in monitoring and overseeing the work of the school through a standards committee which analyses pupil performance. Outcomes of these meetings lead to effective target setting. Link governors for specific priorities within the school development plan contribute regularly to this committee and evaluate and monitor progress for improvement.

To continue to build on the school's capacity to improve, the school should secure the appointment of a permanent headteacher and deputy headteacher.

Recommendation 2: Establish more robust self-evaluation processes

This recommendation has been fully addressed.

Leaders are successful in implementing a range of initiatives to strengthen the arrangements for self-evaluation.

The current self-evaluation procedures are effective and identify clearly the roles of the leadership team, teachers and governing body. The acting headteacher has also produced a manageable long-term schedule identifying which areas are monitored on a rolling programme.

Leaders now analyse the school performance data well and discuss it thoroughly with staff and governors. They identify strengths and areas for improvement clearly and accurately in written evaluations. Important areas for development are identified as priorities for inclusion in the school development plan. There is a close link between the self-evaluation process and school development planning.

A systematic process of book trawls and of tracking pupil progress is now in place. Leaders also successfully implement procedures for monitoring and evaluating the quality of teaching. The lesson observation notes are detailed and clearly identify strengths and areas for development. Questionnaires to gather the views and opinion of parents and pupils are analysed well and the information acted upon. An example of the impact of this is the work is that pupils now have a better understanding of behaviour and this has improved behaviour generally across the school.

The procedures now in place clearly show that the senior management team and all teachers know their school well and have correctly identified strengths and areas that need developing. This work is starting to impact on raising standards, especially in key stage 2.

Recommendation 3: Complete updating schemes of work

This recommendation has been fully addressed.

The school has successfully completed the task of updating its planning for the Foundation Phase and key stage 2 classes. Long, mid-term and short-term plans are fully implemented throughout the school and agreed planning sheets are used in order to secure consistency and progression. Short term planning for meeting the needs of individuals and groups of learners take appropriate account of prior learning and suitable opportunities are provided to develop pupils' key skills. As a result, the school is now providing a good range of stimulating and well-planned learning experiences, which meet the needs of pupils well.

The school has updated its curricular policies. These have been adopted and signed by the governing body.

Recommendation 4: Ensure that assessment for learning processes are implemented thoroughly

This recommendation has been largely addressed.

Leadership has succeeded in raising the awareness of all staff to the need to implement a range of assessment for learning strategies throughout the school. All teachers receive suitable training opportunities to prepare them to apply these strategies effectively.

The assessment co-ordinator arranges staff meetings specifically to discuss assessment for learning and to offer support and guidance. Leaders monitor the use of assessment for learning strategies through a thorough process of classroom observations and scrutiny of pupils' books. The evaluative reports from these processes correctly identify areas for further development and have been shared with staff in order to improve provision.

There is clear evidence in pupils' books and in lessons of the use of assessment for learning strategies. In all lessons, teachers share success criteria effectively and review them with pupils regularly as they undertake their learning tasks. Nearly all teachers also use other techniques successfully, such as open-ended questioning and providing useful oral and written feedback to pupils. The use of learning partners and peer assessment is now established in nearly all classes.

Recommendation 5: Make more consistent use of incidental Welsh during lessons

This recommendation has been largely addressed.

The Welsh language now has a much higher profile in the school. Staff and many pupils make good use of incidental Welsh during formal and informal situations. This has resulted in many pupils using Welsh appropriately beyond the classroom, including during break and lunch times, and develop a good vocabulary.

The use of everyday incidental Welsh is now consistent and well planned in all classes. The school has developed effective graduated vocabulary and comment banks for the use of Welsh in everyday situations and responding to pupils' written work.

Nearly all pupils respond appropriately to instructions in Welsh in the Foundation Phase. Many pupils have good listening skills and respond confidently to questions. Most pupils in key stage 2 are able to present information and talk about everyday experiences. The majority are able to ask basic questions and respond correctly to instructions and make voluntary comments. A majority of pupils are beginning to use a variety of phrases and sentence patterns. However, they are not always sufficiently challenged to extend the range of patterns they use.

Teachers and support staff use effective strategies to promote and develop pupils' use of Welsh, for example 'hot seating', and Welsh is used as a medium of communication in daily class routines. Welsh wall displays and useful visual aids for

pupils are also evident in all classes.

Following whole staff collaborative working, the school has recently implemented a comprehensive scheme of work for Welsh second language and a detailed Welsh charter. These are useful resources, especially for teachers who may lack confidence in teaching Welsh. They focus clearly on making effective use of incidental Welsh across the curriculum and ensure continuity and progression from the nursery through to year 6.

Recommendations

In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.