



*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 Glanadda**  
**Bangor**  
**Gwynedd**  
**LL57 4SG**

**Date of visit: June 2014**

**by**

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

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**The monitoring team**

Ann Jones	Reporting Inspector
Iolo Dafydd	Team Inspector

## **Outcome of the visit**

Ysgol Glanadda is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2013.

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

## **Progress since the last inspection**

### **Recommendation 1: Raise standards in Welsh**

This recommendation has been largely addressed.

Standards in Welsh have improved since the core inspection. Assessments at the end of key stage 2 in Welsh over the last two years show sound progress. In 2013, 78% of pupils succeeding in attaining the expected level, namely level 4, in comparison with 40% in 2012 and 45% in 2011. This placed the school's performance in 2013 slightly higher than the average for the family of similar schools.

Most pupils across key stage 2 make good progress in their writing skills. They have a sound awareness of the characteristics of different forms of writing and their spelling is increasingly accurate. They use paragraphs appropriately and punctuate with increasing accuracy in line with their age and ability. By the end of the key stage, the most able pupils write at length in a variety of forms with consistent accuracy.

Most pupils make clear progress in their reading skills in Welsh. They talk about their favourite books in a simple manner. By the end of key stage 2, many pupils read with suitable accuracy, but do not colour expression appropriately. However, they are unable to express their opinion about reading texts confidently nor justify their points of view at length.

The school delivers an appropriate range of specific reading programmes to support pupils with reading difficulties. Pupils who receive additional reading support show appropriate progress. However, the school does not measure this progress in enough detail.

On the whole, pupils' oral skills are developing slowly across the key stage. They listen carefully to others and show respect and understanding of what they have heard. They are able to ask simple relevant questions to obtain specific information. Many pupils are able to express an opinion and answer questions simply and with increasing accuracy. However, on the whole, pupils do not feel confident enough to speak at length in Welsh or use the language when conversing with one another.

The school has refined the way in which it records individual pupils' progress regularly in order to raise standards further. Useful portfolios of pupils' work are kept to show their progress and to analyse their attainment.

## **Recommendation 2: Raise standards of extended writing skills across the curriculum**

This recommendation has been fully addressed.

Since the core inspection, the school has updated schemes of work in order to ensure a good variety of opportunities for pupils to write across the curriculum. Teachers use the 'small steps which lead to extended work' method effectively and clear progress can be seen in pupils' work.

Most pupils write in a good variety of forms and for different purposes across the curriculum. These forms include scripts and dialogues, formal letters, newspaper articles, portrayals and extended stories. They often write interesting extended pieces, using their ICT skills successfully to re-draft their work. They spell with increasing accuracy and use punctuation effectively. Standards of handwriting and presentation are appropriate. More able and talented pupils write creatively and at length.

Teachers' comments on pupils' written work have improved. They refer to the positive aspects and pay appropriate attention to ways of improving the work. As a result of this, they provide regular opportunities for pupils to respond to the comments and improve their work.

Most pupils use their personal targets well and are aware of the next steps in their learning. Self-assessment and peer assessment are developing successfully throughout the school, and pupils have also assessed the work of pupils from the partner school. As a result of these developments, standards of writing are consistently good throughout the school.

## **Recommendation 3: Plan more purposefully for developing skills across the curriculum**

This recommendation has been largely addressed.

The school has made clear progress in planning for developing skills across the curriculum. Teachers have reviewed and revised their planning to introduce literacy and numeracy skills appropriately. Long-term and short-term planning now focuses clearly on developing pupils' literacy and numeracy skills. As a result, the school is in a good position to implement the requirements of the Literacy and Numeracy Framework in full.

On the whole, teachers plan suitable lessons and build purposefully on pupils' previous learning experiences. However, individual lessons plans are not detailed enough to ensure that all pupils' skills are developing fully at the appropriate level.

Teachers use a suitable range of interesting activities to promote pupils' literacy skills in subjects such as geography and history. They provide many valuable opportunities for pupils to write in a variety of styles and for a suitable range of purposes.

Planning for numeracy across the curriculum is now more robust.

Teachers use the numeracy framework appropriately to plan for learning activities across the curriculum. This has led to more opportunities for pupils to improve their numeracy skills, particularly in geography and ICT. The school provides regular opportunities for pupils to use their ICT skills in order to develop and present their work.

Teachers have also prepared useful literacy and numeracy portfolios to exemplify pupils' work and standards across the curriculum.

**Recommendation 4: Differentiate effectively in order to meet the needs of all individuals, especially the most able pupils**

This recommendation has been largely addressed.

The school makes purposeful use of the electronic tracking system to measure pupils' progress. This includes tracking the progress of specific groups of pupils. The school uses this information effectively to provide additional support to meet pupils' specific needs. Class teachers make appropriate use of assistants to provide additional help to pupils who need it. However, records of individual pupils' progress in reading do not identify clearly the specific difficulties that require further attention.

Teachers now have higher expectations of what pupils at all levels can achieve, particularly pupils of higher ability. The school's portfolio of these pupils' work shows that they complete more challenging work. This is reflected in the significant progress in standards in pupils' book, and in assessments at the end of key stage 2. The feedback that pupils receive from teachers and from their peers has also contributed to raising expectations of what pupils can achieve.

Although short-term plans identify some differentiated tasks to ensure appropriate challenge, this aspect has been not developed enough. As a result, at times, the challenge of tasks and questions in lessons do not ensure that pupils of higher ability, in particular, achieve as well as they should.

**Recommendation 5: Develop governors' ability to monitor and challenge the school's performance effectively**

This recommendation has been largely addressed.

There has been significant progress since the core inspection in the information that governors have about aspects of the school's life and work. The governors have benefited greatly from the arrangements with the lead partner school to develop their ways of working. They have also received beneficial internal training at the school on self-evaluation systems, including developing their ability to scrutinise pupils' work.

The governing body has an appropriate system of sub-committees, which enables it to scrutinise the reports it receives more rigorously. Visits to classes and taking part in scrutinising books jointly have led to a more robust understanding of standards.

Training on the school's system for tracking progress has also led to improving the governors' understanding of pupils' progress.

As a result, clear progress has been made in the governors' ability to raise questions and ask for further information, as required. As a result of this, the governing body now contributes more specifically to strategic planning processes and setting priorities for improvement.

**Recommendation 6: Ensure that the school's self-evaluation systems lead to identifying priorities in the school development plan, that are linked to raising standards**

This recommendation has been partly addressed.

The school has made clear progress since the core inspection in developing its self-evaluation systems. As a result of this, leaders have a better understanding of the school's strengths and what needs to be improved. However, there is no comprehensive programme of lesson observations in place. As a result, leaders have not yet addressed the aspects of teaching that need to be improved.

An appropriate system has been established for scrutinising pupils' work. This system is implemented regularly by the headteacher and jointly by the class teachers. Records that follow the scrutiny are concise and evaluative, and identify clearly an appropriate number of recommendations for improvement. Co-ordinators produce concise reports that provide a useful overview of whole-school aspects, including numeracy, provision for more able pupils, and science. Although there have been a few beneficial opportunities to discuss the information deriving from monitoring work, this does not happen regularly enough to ensure that all staff are clear about what needs to be improved.

The school now makes increasing use of information that derives from monitoring systems to produce the priorities in the school development plan. The draft development plan for the next three years includes an appropriate number of priorities, along with a series of actions. It also uses challenging quantitative criteria as a way of measuring progress.

The school's self-evaluation report is a concise and evaluative document. However, the report does not give an accurate enough picture of pupils' progress in skills nor of the quality of teaching.

The school should now ensure that it has a detailed and comprehensive programme for scrutinising books and monitoring lessons, which identifies clearly the frequency and specific focus of monitoring work over a period of time.

<b>Recommendations</b>
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In order to maintain and improve upon this progress, the school should continue to work towards achieving the inspection recommendations which have not yet been addressed in full.