



Report on visit
Level of follow-up activity: significant improvement

**Ysgol Yr Hendre
Caernarfon
Gwynedd
LL55 2LY**

Date of visit: May 2014

by

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

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The monitoring team

Iolo Dafydd	Reporting Inspector
Anwen Griffith	Team Inspector

Outcome of visit

It is judged that Ysgol yr Hendre has made sufficient progress in relation to the recommendations following the core inspection in February 2013.

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

Progress since the last inspection

Recommendation 1: Plan purposefully to ensure progression and progress in pupils' knowledge, understanding and skills throughout the school

This recommendation has been fully addressed.

The school's schemes of work ensure that learning experiences respond fully to the principles of the Foundation Phase and the requirements of the 2008 Curriculum.

Since the core inspection, the school has adapted its schemes of work successfully. Due attention is paid to the Literacy and Numeracy Framework in the whole-school schemes of work. As a result, plans ensure progression in skills across the school. Teachers plan jointly carefully and close attention is paid to developing skills in short-term plans. Planning is detailed and responds to the needs of pupils of all abilities. The management team monitors plans regularly.

Information and communication technology (ICT) skills are planned purposefully and pupils use them effectively across the curriculum. An example of this is pupils analysing graphs when comparing rainfall in India and Wales in theme work.

Schemes of work identify specific opportunities in which pupils lead the learning. This gives them an appropriate opportunity to take responsibility for their own learning and to develop into independent learners.

Recommendation 2: Ensure that assessment processes track pupils' progress throughout the school

This recommendation has been largely addressed.

The school has taken appropriate steps since the core inspection to ensure better consistency in the use of assessments across the school.

The school makes appropriate use of teachers' assessments and the results of standardised tests to measure pupils' progress. The school has an effective system to track progress, which is used appropriately in order to identify pupils who need additional support and to plan the next stages in their learning.

The work of standardising and moderating teachers' assessments with schools in the catchment area has led to purposeful assessment profiles. This, along with the comprehensive progress tracking system, has strengthened teachers' understanding

of curriculum levels and outcomes. This means that staff have a better awareness of standards achieved by each pupil.

The school has begun to standardise pupils' work jointly internally, in order to ensure valid assessments. However, this has not developed fully in order to ensure accurate levelling in each case.

Recommendation 3: Develop a complete systematic process for self-evaluation, based on a wide range of robust quantitative evidence

This recommendation has been largely addressed.

The school has taken great strides in establishing appropriate processes for self-evaluation. It has detailed timetables to steer the monitoring activities, which identify specifically the focus of monitoring, and this includes curriculum subjects in addition to whole-school aspects. The senior management team keeps a close eye on the implementation of the monitoring arrangements in line with the times that have been designated. A strong feature of the arrangements is the increasing opportunities for a range of staff to participate and develop their observation and recording skills, especially teachers who have responsibility for leading numeracy and literacy.

Self-evaluation systems make use of an appropriate range of sources of evidence. This includes lesson observations and scrutinising books, in addition to detailed analyses of performance data, which pay due attention to comparing results with the performance of similar schools. Appropriate arrangements are in place for obtaining the opinions of parents and members of the governing body. Analyses of information arising from pupils' questionnaires have led to specific follow-up action, including considerable expenditure to promote good reading practices among pupils.

Records arising from lesson observations and scrutinising books are detailed and evaluative. They pay increasing attention to specific aspects to be improved and provide useful information for identifying priorities for improvement. A minority of records place a clear focus on pupils' standards and progress as a way of measuring the effectiveness of teaching. To date, revisiting arrangements to review progress following previous observation do not take place regularly enough.

The school's self-evaluation report is a comprehensive document that makes extensive use of information arising from monitoring activity and data analysis. The report includes a useful list of the main points to which attention should be paid, but they are not included fully in the school development plan.

The school now needs to ensure that monitoring records give full attention to pupils' standards and progress, and identify clearly the aspects to be improved.

Recommendation 4: Ensure a school improvement plan that is based firmly on the outcomes of the self-evaluation process

This recommendation has been partly addressed.

The action plan produced by the school following the core inspection in February 2013 is a detailed document that includes clear strategies for addressing the inspection's recommendations. It identifies responsibilities for implementation clearly and specific dates have been included to facilitate measuring progress in implementing the intentions.

The school development plan includes suitable intentions in relation to the two priorities relating to raising standards of reading and spelling in English, and numeracy skills across the curriculum. Strategies for implementing the intentions are detailed and include appropriate use of challenging quantitative targets to measure progress.

Although the development plan includes a broad summary of other aspects to receive attention, there is too little use to date of information that arises from the school's self-evaluation systems to identify priorities for improvement. As a result, other important aspects have not been included in the plan, especially in relation to standards and attendance, in addition to issues arising from reports on scrutinising books and lesson observations.

Recommendation 5: Ensure whole-school strategic responsibilities for school leaders

This recommendation has been largely addressed.

Since the core inspection, the school has strengthened its leadership structure and responsibilities have now been shared appropriately among the school's leaders. The senior management team and the wider management team operate effectively and their meetings focus clearly on raising standards. The management team and governors monitor progress against the priorities in the post-inspection plan regularly.

All the school's staff have job descriptions that identify clearly their role and responsibilities. Subject co-ordinators have been established, and they take a more active role in monitoring standards of teaching and learning. Monitoring findings are shared effectively with the remainder of the teachers and governors. This promotes a better understanding of standards among the school's leaders. There is now an ethos of successful co-operation among all staff.

Governors, under the leadership of the headteacher, are more aware of their responsibilities as strategic leaders. They have increasing knowledge of the school's performance and are beginning to contribute more specifically to giving the school's work a strategic direction. However, their role as critical friends to challenge the school about its performance has not been developed in full.

Recommendation 6: Implement statutory requirements for Performance Management

This recommendation has been fully addressed.

The school has introduced systems for managing the performance of teaching staff that meet statutory requirements. A specific timetable is in place and reviewing

responsibilities have been shared appropriately between members of the senior management team. Development objectives for teachers are linked to the priorities in the school development plan, and give appropriate consideration to individual teachers' other specific issues and lead to subsequent training as necessary. Appropriate arrangements are in place to review progress against objectives, and to measure the quality and effect of training.

Recommendations

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