



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: Special Measures**

**Ysgol Gynradd Rhosgadfan
Rhosgadfan
Caernarfon
Gwynedd
LL54 7EU**

Date of visit: July 2019

by

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

Outcome of visit

Ysgol Gynradd Rhosgadfan is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing Ysgol Gynradd Rhosgadfan from the list of schools that are in need of special measures.

Progress since the last inspection

R1. Improve the attainment of more able pupils in mathematics and science at the end of key stage 2

Teachers plan the mathematics and science curriculum for more able pupils in key stage 2 purposefully. Plans outline rich opportunities for pupils to develop skills in different contexts across the curriculum. Activities focus specifically on challenging opportunities for pupils of all abilities. As a result, most more able pupils make sound progress.

Within their mathematics lessons, many pupils respond maturely to the level of challenge in their tasks. They show a high level of perseverance when working, for example when measuring the distance that they run over time in the 'Dal i Fynd' club. Many pupils apply their skills successfully, for example when working in a team to discover the cost of building a radar tower as part of their theme work. They find the percentages of the cost of different goods that they would use to build the tower.

Since the core inspection, pupils are given more valuable opportunities to conduct experiments and scientific investigations. Many use scientific language more regularly, for example when discussing how plants germinate by using suitable scientific terms. They use an appropriate framework in order to plan investigations, which is an effective basis on which to structure their work sensibly. They show interest and curiosity in the subject and are very willing to ask 'big questions' about their scientific themes. For example, when looking at how different types of sugar dissolve in water, they predict and draw conclusions sensibly.

R2. Improve numeracy and information and communication technology (ICT) skills across the school, and English writing across the curriculum in key stage 2

Many pupils' numeracy skills across the school are sound, and many apply their numeracy skills more consistently across other areas of the curriculum. By the end of Year 2, many use basic addition, subtraction, multiplication and division strategies with increasing confidence in order to solve simple problems. They apply their skills confidently, for example when researching the favourite sandwiches of pupils in the

class, and present the result in the form of a graph. In key stage 2, many develop a sound awareness of place value and a suitable understanding of how to use the four operations when solving problems in different contexts, for example when presenting the results of an experiment to discover how much liquid is absorbed by different types of paper.

Many pupils' information and communication technology (ICT) skills are developing well across the school. Most have an effective understanding of how to stay safe online. In the foundation phase, many pupils use computer programs effectively to present their work. They are beginning to understand how to animate a story successfully and add voices to video. They use suitable information in order to create an interesting presentation, which includes information and a picture of ancient Egypt. They plan instructions for an electronic robot successfully. Many create accurate graphs in order to show the results of investigations, for example the distance that pupils succeeded in throwing bean bags. In key stage 2, most pupils' ICT skills are developing soundly. They use word-processing programs and presentations confidently to present their work, for example when creating effective presentations on climate change. They use graphics packages purposefully, for example when seeing how far paper aeroplanes fly. They use databases confidently when finding interesting facts about different countries.

Since the core inspection, teachers plan beneficial opportunities for key stage 2 pupils to develop their English writing skills purposefully across the curriculum. Many pupils apply their literacy skills confidently, for example when writing a detailed and accurate diary to summarise a visit to Yr Ysgwrn and the national library in Aberystwyth. Pupils respond positively to activities with a genuine purpose, for example when summarising the year's activities for the governing body's annual report. Many pupils develop their ideas sensibly, by using appropriate vocabulary and consistent punctuation. Many write in varied sentences, which engage the reader's interest well. They develop creative and factual writing skills successfully, for example when presenting a script for the characters from Y Mynydd Grug.

R3. Ensure that schemes of work provide continuity and progression in learning and meet the requirements of the curriculum in full, including the syllabus for religious education

Teachers provide valuable opportunities for pupils to develop their skills across the curriculum. They provide a beneficial overview of how pupils' literacy, numeracy and ICT skills develop as they move from one year to the next. Schemes of work ensure that they meet the requirements of the curriculum in full.

The planning system considers the views of all staff and pupils successfully. For example, pupils identify what they would like to learn about eating healthily in the theme 'Y Frechdan Ych a Fi'. The increasing range of interesting activities for pupils prompts them to think more independently and creatively, for example when constructing and evaluating air beacons. Teachers ensure that these tasks engage and hold pupils' interest successfully. As a result, most pupils make sound progress.

Schemes of work to develop the principles of the foundation phase are developing consistently and are beginning to have an effect on pupils' outcomes. Plans identify suitable opportunities to develop pupils' skills through various activities. Staff now provide a range of challenges to develop pupils' independent learning skills, for example as they use recycling resources to create a home for worms. Teachers and assistants support pupils effectively as they develop their skills in enhanced and continuous provision. Provision in the outdoor area develops pupils' skills successfully.

Schemes of work show valuable opportunities to develop religious education across the school. Teachers plan a range of beneficial activities as part of their theme work, for example as they compare religious holidays. They invite visitors to the school in order to ask them about their culture and beliefs.

R4. Ensure that planning and teaching provide challenging tasks to respond to the needs of all pupils

Staff have developed detailed schemes of work that are tailored to respond to pupils' different needs and interests. An effective range of activities is identified in teachers' short-term plans in order to ensure the participation of pupils of all abilities.

In the foundation phase, staff provide an appropriate range of activities that challenge pupils suitably. They plan guided tasks that develop pupils' skills appropriately. They promote independent learning efficiently in enhanced and continuous provision. However, teachers do not always facilitate learning effectively enough or show high enough expectations of pupils in order to challenge them to achieve to the best of their ability.

Key stage 2 pupils facilitate learning effectively by asking open-ended questions and challenging pupils to think for themselves. As a result, most pupils play a more active part in their learning, for example when measuring the effect of physical activity of the heart rate. They understand what and how to improve their own work and that of their peers by responding purposefully to specific criteria. Many pupils act on feedback in order to develop their work further.

R5. Ensure that arrangements for additional learning needs meet the requirements of the code of practice

Arrangements for additional learning needs meet the requirements of the code of practice. They include the steps necessary when considering individual pupils' needs from the time they are first admitted to the school. There are robust arrangements in order for staff to share relevant information about pupils who need additional support.

The headteacher provides valuable opportunities for staff to develop their ability to support pupils with additional learning needs, for example when teaching pupils how

to foster better resilience when they face challenges in their activities. As a result, many pupils understand the importance of striving regularly and persevering for extended periods. There is sound evidence that pupils with additional learning needs make consistent progress in their learning.

R6. Ensure that the school's leaders act more effectively when setting a strategic direction and monitoring priorities for improvement

The headteacher has a robust vision and shares it effectively with all of the school's stakeholders. It focuses effectively on raising standards of achievement and supporting pupils' wellbeing in an inclusive learning environment. She works successfully with staff and governors, and they have established a robust and sustainable strategic direction.

The headteacher has high expectations of all staff. She supports and challenges them successfully, for example when supporting staff to develop challenging activities in the outdoor area. The headteacher provides rich training experiences for teachers and assistants. As a result, they support pupils with various needs skilfully.

The headteacher and governors work together effectively in order to ensure improvements. Many governors operate skilfully as critical friends, ensure the headteacher's accountability and set clear expectations in terms of progress. Members of the improvement sub-panel visit the school regularly to scrutinise pupils' work and conduct learning walks. They produce useful reports following visits and provide sensible recommendations in order to support the school to improve. The headteacher and members of the improvement sub-panel scrutinise first-hand evidence with the regional consortium's challenge adviser. They ensure that the recommendations of the monitoring visits are given full attention. As a result, this contributes to positive developments in provision and pupils' progress across the school.

Leaders use suitable techniques to gather evidence about standards and provision. They measure progress against the school's priorities skilfully. Since the core inspection, lesson observations provide leaders with a useful overview of teaching and learning. Leaders also consider the effectiveness of teachers' curricular plans by scrutinising pupils' books in order to measure progress in specific areas.

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