

## **RE-INSPECTION**

**OF**

**Ysgol Bryn Collen  
Pengwern  
LLANGOLLEN  
Denbighshire  
LL20 8AR**

**SCHOOL NUMBER: 6632234**

**DATE OF INSPECTION: 19/01/2010**

Ysgol Bryn Collen was inspected in January 2010, and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in November 2011 focusing on the key issues identified in the section 28 inspection.

### **Outcome of the re-inspection**

Ysgol Bryn Collen is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in January 2010. As a result of this progress, 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**

The new management structure and the development of well thought-out professional development opportunities for all staff have brought about significant improvements throughout the school.

The appointment of teachers on permanent contracts has brought stability to the school's staffing. With the support of the local authority and the governing body, the headteacher and his senior management team have worked efficiently to address the recommendations of the 2010 report.

## **R1 maintain its focus on raising standards, especially in key stage 2**

The school's need to focus on raising standards is a shared objective amongst all members of staff. More teaching staff are now involved in leadership roles and this has a positive impact on whole school strategies to raise standards.

Robust strategies are now in place to assess pupils' work, to set targets and to track pupil progress. These systems have enabled the school to more successfully identify pupils who need to be supported by small-group interventions. Teaching assistants are trained well to carry out this work

These strategies are having a positive influence on pupils' attainment. There has been a significant improvement in end of key stage 2 results in 2010 -2011. Performance in terms of the percentage of pupils gaining the expected levels 2 and 4 at the end of key stages 1 and 2 respectively place the school above the average for the family of similar schools and for schools in Wales. At key stage 2, the school was amongst the top 25% in all subjects in 2010-2011 when benchmarked against other schools with a similar proportion of pupils entitled to free school meals. The percentage of pupils attaining level 5 remains lower in English and science than the Family averages and the figures for schools in Wales.

Many pupils across the Foundation Phase and key stage 2 write well.

## **R2 develop the current subject monitoring process to have a sharper focus on improving learning, teaching, and raising standards**

The senior leadership team have researched effective methods of monitoring subjects, for example by visiting another school in the local authority with sector leading practice in this area. Subject monitoring is now clearly aimed at improving learning, teaching and raising standards. Staff are working well to embed the processes into their work. The school has updated all of its monitoring proforma. This has resulted in more detailed information about outcomes.

The school has put a new two-year monitoring schedule in place. Subject Co-ordinators carry out their monitoring roles over a three-day period. This involves lesson observations, the scrutiny of pupils' work and interviewing pupils. Lead teachers carry out follow up visits to ensure improvements are implemented and measure the impact on pupils' achievements.

## **R3 ensure consistency in the use of short term planning across all classes in key stage 2**

The senior leadership team, with the support of local authority advisers, have reviewed the planning for all subject areas. Long-term plans are clear and informative. The school is developing child initiated learning well in the Foundation Phase and is planning its phased introduction into key stage 2.

Staff use common templates for medium-term planning. The medium term planning focuses well on assessment for learning, thinking skills, key skills and assessment opportunities. However, there is not enough focus on the needs of pupils of different

abilities and there is some inconsistency in the approach to short-term planning within key stage 2.

An agreed common lesson planning format is helping teachers to focus on key aspects of teaching and learning in their planning. Teachers complete an evaluation of their lessons every fortnight and these evaluations are reviewed with the headteacher. However, the quality of the evaluations is variable. They do not always focus well enough on pupils' learning and progress.

#### **R4 ensure that the best practice is shared across the school, so that standards of teaching are consistent high.**

The headteacher and governors have given appropriate priority to supporting teachers' and learning assistants' professional development in 2010-2011. They have considered all staff's wellbeing and professional development needs carefully and they are providing a range of opportunities to develop teachers' leadership skills.

The school has successfully created three internal professional learning communities (PLCs) focussing on problem-solving and investigations in mathematics and science, literacy with a focus on boys' writing and the wellbeing of staff and pupils. These are having a positive effect on developing team work among teachers and learning assistants and in raising pupils' standards of work.

Teachers have had several opportunities to visit other schools in the locality and in other local authorities to observe effective teaching and learning. They have adopted and adapted practices which best meet the needs of the school. Through visiting other schools, teachers have also usefully been able to informally benchmark the standards their pupils achieve. There has also been a rolling programme of peer observations by teachers within the school. This has enabled staff to develop a greater degree of consistency and understanding of standards across the Foundation Phase and key stage 2. The use of planning, preparation and assessment time has also had a beneficial effect on planning and teaching across in the school.

Teachers are beginning to use data more consistently and effectively as a tool to monitor the progress pupils make.

#### **Recommendations**

In order to maintain and improve on this progress, the school should:

- continue to raise standards and the quality of teaching;
- improve attainment at the higher levels in the Foundation Phase and key stage 2; and
- further develop staff's teaching and leadership skills.