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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report on visit
Level of follow-up activity: monitoring by Estyn**

Llechyfedach C.P. School

Date of visit: November 2013

by

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

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The monitoring team

Maldwyn Pryse	Reporting Inspector
Meinir Howells	Team Inspector
Andi Morgan	Local authority representative

Outcome of visit

It is judged that Ysgol Llechyfedach has made insufficient progress in relation to the recommendations following the core inspection in October 2012.

As a result, Her Majesty's Chief Inspector for Education and Training in Wales is increasing the level of follow-up activity.

In line with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school needs significant improvement. The school will produce an action plan that shows how it will address the recommendations.

Estyn inspectors will revisit the school in about 12 months in order to inspect progress according to the recommendations.

Progress since the last inspection

Recommendation 1: Develop more opportunities for writing in English across the curriculum

This recommendation has been largely addressed

There has been a clear whole-school focus on improving opportunities for pupils to write in English across the curriculum. The school operates a revised curriculum that identifies opportunities in other subjects in which pupils can develop their extended writing skills. As a result, pupils now have regular opportunities to write for a range of purposes and audiences and to apply their skills in a variety of contexts. However, pupils are too dependent on guidelines that are given to them by teachers and this hinders their ability to work independently.

This has had a positive effect on pupils' outcomes and on standards of written English at the end of key stage 2. Many pupils' standards and accuracy of written work in key stage 2 in English are good although there is scope to continue to improve the spelling, grammar and presentation of the remainder.

Recommendation 2: Ensure that planning offers enough of a challenge for the most able pupils

This recommendation has been largely addressed.

Staff have co-operated on systems to strengthen planning procedures across the school in order to offer sufficient challenge for more able and talented pupils. As a result, the work in pupils' books across the school shows that the provision offers an effective challenge for the most able pupils in many aspects of their work. However, there is no consistency in the planning to extend these pupils in all learning areas and subjects.

Teachers' assessments at the end of the Foundation Phase show that there is good progress in the percentage that attain the higher outcomes in all learning areas. This is especially true in terms of personal and social development in which there has

been an increase of almost 28 percentage points. There is also very good progress in the percentage that attain the higher levels in all subjects at the end of key stage 2, and the school now compares very favourably with similar schools in terms of entitlement to free school meals.

Recommendation 3: Strengthen aspects of assessment and assessment for learning

This recommendation has been largely addressed.

The school has effective assessment for learning strategies. The school's marking policy has been reviewed and pupils' work is marked regularly and consistently. Pupils receive constructive feedback frequently from teachers through the use of 'two stars and a wish', and pupils respond appropriately orally to teachers' comments in lessons.

Teachers' planning includes regular opportunities for self-assessment, peer assessment and talking partners. Teachers identify learning intentions and success criteria clearly. Robust methods for pupils to assess their own learning and the work of others orally have been adopted, and this has a positive effect on most pupils' standards. This needs to be developed further by giving them occasional opportunities to record these comments.

The school has appropriate assessment systems which focus on aspects of pupils' linguistic and mathematical development. Computer programs are used appropriately to track pupils' progress regularly. Teachers also take part in standardising and moderating activity internally and as a cluster of local schools. This has a positive effect on teachers' assessment skills and their understanding of levelling in the National Curriculum. As a result, work portfolios ensure whole-school consistency when awarding outcomes and attainment levels to pupils.

To date, information that derives from assessments is not used specifically to identify aspects that need improvement when producing the school's self-evaluation report.

Recommendation 4: Improve the quality of leadership and management, especially in the self-evaluation process

This recommendation has been partly addressed.

The school's self-evaluation policy and procedures have been reviewed recently, along with staff responsibilities across the school. In doing so, each teacher's involvement in the self-evaluation process was ensured.

There is now an appropriate programme for self-evaluation in place. The process includes appropriate attention to data analysis, observing lessons, scrutinising books and speaking to learners. In addition, the school has begun to use questionnaires to obtain the opinion of pupils, staff, parents and governors on strengths and areas for improvement. However, these processes have not been implemented in key stage 2 until recently.

Leaders have not planned for providing training for staff on the necessary skills for good and effective self-evaluation. As a result, the standard of observation reports varies too much, especially in terms of focussing on standards of achievement and identifying aspects where improvement is needed.

Whilst the latest self-evaluation report identifies some strengths and issues that need to be developed, the process is not yet robust enough. As a result, the report does not provide an accurate overview of what needs to be improved. The section on standards is not evaluative enough, and interpretations of data are not probing enough, especially in terms of comparing performance with the results of similar schools in terms of entitlement to free school meals. Furthermore, the section on leadership is not self-critical enough.

Although there is a link between the self-evaluation report and the school development plan, the development plan does not identify comprehensive strategies for addressing priorities.

Recommendation 5: Develop further the role of the governing body as a critical friend

This recommendation has been partly addressed.

The structure of the governing body and the responsibilities of the governors are reviewed annually and all governors have specific responsibilities. However, formal visits by the governors in order to conduct specific learning journeys as part of the self-evaluation process are only just beginning.

A recent development to strengthen the role of the governing body as a critical friend has been the appointment of a strategic sub-committee to work towards the Governing Body Quality Mark (Governors Wales). There are appropriate arrangements in place to conduct the meetings of this committee.

Governors have not received training on the necessary skills for operating as critical friends. As a result, governors are too dependent on the information that is provided to them. The reports that they receive do not give the information that they need to operate as critical friends.

Recommendation 6: Formalise safeguarding arrangements further

This recommendation has been partly addressed.

The school's safeguarding arrangements have not been formalised enough and leaders were not sufficiently aware of risk. The attention of the headteacher and the chair of governors was drawn to this.

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 been fully addressed yet.