



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: Estyn monitoring**

**YGG Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS**

Date of visit: November 2012

by

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



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The monitoring team

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|--------------|--------------------------------|
| Terwyn Tomos | Reporting Inspector |
| Huw Watkins | Team Inspector |
| Roger Davies | Local authority representative |

Outcome of the visit

It is judged that Ysgol Gynradd Gymraeg Llwynderw has made insufficient progress in relation to the recommendations following the core inspection in July 2011.

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

Estyn inspectors will re-visit the school in about 12 months to inspect the progress made against the recommendations in the original inspection report.

Progress since the last inspection

Recommendation 1: To continue with the current good standards and in key stage 2, improve the quality of writing skills amongst boys in Welsh, and raise the percentage of girls who achieve level 5 or above in science and mathematics

This recommendation has been partly addressed.

Teacher assessment results at the end of both key stages in 2012 show that the school's standards remain consistently good. Although they are not as good as in previous years, the results remain above the family and Welsh averages, and the school's performance is fairly close to the expectations compared to the other schools in the family. The number of pupils in the cohort is fewer than usual, and the percentage value of each pupil is high as a result. It is therefore difficult to form a meaningful judgement on trends.

Teacher assessment results at the end of key stage 2 in Welsh and English writing show that boys have made progress on previous years' results. Similarly, girls' results in the higher than expected levels (level 5) in mathematics and science are higher than the family and Welsh averages.

Throughout the school, up to Year 6, most pupils' work books show appropriate progress in standards. They develop effectively across the skills and within subjects, and there is progression and continuity in the work.

However, the work in the books of current Year 6 pupils is not appropriate to the pupils' age and ability. There is not enough work in the books, there are too many examples of unfinished work, and there is no evidence of work in science.

Recommendation 2: To ensure that the philosophy of the Foundation Phase is implemented in the relevant classes

This recommendation has been fully addressed.

The standards of Foundation Phase pupils are good. The children listen well and respond appropriately in focus sessions, and they take part enthusiastically in the variety of activities provided for them. Their literacy and numeracy skills are developing successfully. They show an increasing interest in books, and they take

part voluntarily in writing and reading activities in the different activity areas. They are able to apply their number skills to various situations on a level that is appropriate to their ability and age, such as in the shop, the cafe or kitchen.

As a result of implementing a specific development plan, the provision now meets the philosophy and requirements of the Foundation Phase in full. Teachers plan thoroughly, and respond well to the children's ideas. The continuous assessment which takes place is having a good influence on planning the way forward for pupils. In the nursery and reception classes and in Years 1 to 3, there is a good balance between focused activity and giving children opportunities to choose the direction of their own learning. There are enough staff available to support the learning, and they do so effectively by modelling language of a high standard, and they deal appropriately with any behavioural issues.

Recommendation 3: To improve the quality of the School Development Plan (SDP) by using quantitative targets, for example, and developing the role of teachers and governors in monitoring the school's work within the self-evaluation process

This recommendation has been partly addressed.

Following the inspection, changes were made to the school's staffing, and the school was led by a temporary headteacher and deputy headteacher. In September 2012, the school's headteacher returned to his post, and a deputy headteacher was appointed.

The school development plan, which has been formed since the inspection by the temporary senior management team, is a useful document and is based upon the outcomes of a new self-evaluation procedure. It includes quantitative targets where appropriate.

The new self-evaluation procedures are appropriate and include an effective contribution from teachers and governors. The monitoring timetable is clear, and includes lesson observations, data analysis and monitoring pupils' work. Up until July 2012, the monitoring timetable was implemented effectively and in line with time limits.

However, since September 2012, the current management team has not continued with the monitoring timetable, and there is not enough evidence for it to monitor and evaluate progress against the development plan's priorities.

Recommendation 4: To improve the quality of learning, teaching and behaviour where it is unsatisfactory

This recommendation has been partly addressed.

Learning and teaching standards are inconsistent across the school. In the Foundation Phase classes, provision is effective and encourages children to learn in a colourful and stimulating environment. However, at the upper end of key stage 2, the achievements in lessons and work books do not reflect the appropriate standards for pupils' age and ability.

By now, the schemes of work are consistent across the school, and, in general, implemented effectively across the school. In the best teaching, the pace of lessons is good, teachers' expectations are high, and pupils are challenged appropriately. However, at the upper end of key stage 2, pupils are not challenged enough, and there is no effective differentiation. As a result, not all pupils achieve to the best of their abilities.

Pupils' behaviour is generally good in lessons and during play time.

Recommendation 5: To ensure that every teacher and governor has received in-service training (INSET) in child protection and respond more effectively to the minority of pupils who have concerns regarding bullying

This recommendation has been fully addressed.

Every member of staff and the governors have now received appropriate training in child protection. They are all fully aware of their role and responsibilities.

The school has introduced a range of measures to respond to pupils' concerns regarding bullying, and these are effective on the whole. The school continually monitors the situation and is working to develop positive attitudes amongst the pupils.

Recommendation 6: To further develop assessment by improving the effect of marking, and teachers' progression to work that pupils have not completed or corrected

This recommendation has been partly addressed.

The school has an appropriate marking policy, which has been distributed to every teacher, but this is not implemented consistently across the school. Teachers give oral and written responses to pupils' work, but the standard of feedback received by pupils is inconsistent. Teachers give direction to pupils' work and assist them to overcome problems. However, the comments and responses are superficial, and do not contribute towards developing pupils' understanding.

A number of assessment for learning strategies have been introduced, and there are opportunities for pupils to assess their own work through a traffic lights system. However, this is not used consistently across the school. On the whole, pupils do not understand how well they are doing in their work and what they have to do in order to improve.

Procedures to track pupils' progress have been embedded within the school. During the last year, the school has begun to use a suitable procedure of tracking progress. Gradually, this is influencing the teaching and learning, enabling teachers to analyse progress better and gain a better understanding of the school's performance data.

Recommendation

The school should continue to pay attention to the recommendations that it has not yet fully addressed.