



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

YGG Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS

Date of visit: January 2014

by

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

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The monitoring team

Terwyn Tomos	Reporting Inspector
Ann Jones	Team Inspector

Outcome of visit

Following the previous monitoring visit, there were further changes in staffing at the school, and the school was led by a temporary headteacher and a deputy headteacher until September 2013. A new permanent headteacher was appointed in September 2013, and a deputy headteacher in January 2014. The senior management team was restructured to include the headteacher, the deputy headteacher, the leader of key stage 2 and the leader of the Foundation Phase.

It is judged that Ysgol Gynradd Gymraeg Llwynderw has made enough 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 removing the school from the list of schools that need significant improvement.

Progress since the previous inspection

Recommendation 1: Continue with the current good standards and in KS2 improve the quality of writing skills among boys in Welsh, and raise the percentage of girls who are able to achieve level 5 or better in science and mathematics.

This recommendation has been largely addressed.

Results of teacher assessments at the end of key stage 2 in 2013 have risen again after falling a little in 2012. In 2013, results were higher than the averages for the family and Wales and placed the school in the top 25% of similar schools in all subjects and in the core subject indicators.

Results of teacher assessments at the end of key stage 2 in writing in Welsh and English show that boys had made very good progress on the results in previous years at the expected level (level 4 or higher). Although boys' achievements continue to be lower than girls' achievements at the higher levels (level 5 or higher), they have made significant progress. Girls' results at the higher levels in mathematics and science are higher than the averages for the family and Wales, and place the school among the top 25% of similar schools.

Pupils' work books across the school show that the provision offers a good range of learning experiences across curriculum subjects. There are appropriate opportunities for pupils to use their literacy and numeracy skills across the curriculum. Across key stage 2, the majority of pupils' work books show appropriate progress in standards and there is clear progression and continuity in the work.

The headteacher and the senior management team, with the support of the local authority, have led a training programme for staff, in order to develop and improve teachers' understanding of National Curriculum levels. This has resulted in good co-operation between all the school's staff to assess and moderate pupils' work. However, this effective work has not had enough time to embed across the school to date. As a result, these arrangements have not had enough of an effect on standards and progress in a very few classes.

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

This recommendation has been fully addressed.

Foundation Phase pupils' standards are good. Children listen well and respond appropriately in focus sessions, and they play an enthusiastic part in the variety of activities that are provided for them. Their literacy and numeracy skills are developing successfully. They show an increasing interest in books, and they take part voluntarily in reading and writing activities in the various activity areas. At a level that is appropriate to their age and ability, pupils are able to apply their numeracy skills to a variety of situations, such as in the shop, in the café or in the kitchen.

As a result of implementing a specific development plan, the provision now fulfils the philosophy and requirement of the Foundation Phase in full. Teachers plan thoroughly, and respond well to the children's ideas. The continuous assessment that is carried out has 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 pupils opportunities to choose the direction of their own learning. There are enough staff available to support learning, and they do this effectively by modelling polished language and dealing appropriately with any behavioural problems.

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

This recommendation has been fully addressed.

The new headteacher led a full and detailed consultation including all members of the teaching and support staff, and governors, in order to establish a new vision for the school, and to identify priorities for improvement. As a result, the school's staff and governors have a clearer understanding of their roles.

The management team's operational methods have been established firmly, and members have a thorough understanding of their responsibilities and of the school's development needs. They contribute effectively to monitoring the school's standards and provision, and co-operate successfully as a team. The monitoring timetable is clear and includes lesson observations, data analysis and monitoring pupils' work. Monitoring reports by the management team and subject leaders is analytical, and report clearly on strengths and areas to be improved.

The governing body has developed its role since the previous visits, and governors have a sound understanding of the school's strengths and areas for improvement. They work closely with the headteacher and the senior management team, and develop a programme of monitoring to strengthen their understanding further.

Recommendation 4: Improve the quality of learning, teaching and behaviour where this is unsatisfactory

This recommendation has been fully addressed.

In general, standards of learning and teaching have improved across the school. In Foundation Phase classes, provision is effective and promotes pupils' learning in a colourful and stimulating environment. The provision and environment in key stage 2 have improved in key stage 2 as a result of creating corners to provide more challenging leaning experiences in each classroom.

Nearly all pupils concentrate well in lessons; they are keen to contribute and very prepared to help each other in pair or group work. Pupils' oral skills are developing well in line with their age and ability across the school. They speak increasingly correctly and confidently. In general, pupils write confidently, and make appropriate use of paragraphs. They spell and punctuate their work with increasing accuracy. However, pupils are not challenged regularly enough to write at length in both languages across learning areas. In addition, there is a little inconsistency in terms of the standard of presentation and handwriting in pupils' books across key stage 2.

All teachers plan jointly in an effective way. As a result, schemes of work are consistent and they are implemented successfully across the school. In the best teaching, the pace of lessons is good, teachers' expectations are suitable and they provide a good variety of interesting activities which are differentiated appropriately. However, at the top end of key stage 2, the most able pupils are do not achieve consistently to the best of their ability.

Pupils' behaviour is consistently good across the school.

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

This recommendation has been fully addressed.

All members of staff and governors have received appropriate training in child protection. They are all aware of their roles and responsibilities.

The school has introduced a range of measures to respond to pupils' concerns about bullying and these are effective. The school continues to monitor the situation continuously and works effectively to develop positive attitudes among pupils.

Recommendation 6: Further develop assessment by improving the effect of marking, and teacher follow up to work that has not been completed or corrected by pupils

This recommendation has been largely addressed.

The school has reviewed and refined the marking policy and most teachers now implement the policy consistently. In lessons, most teachers respond positively orally

and in writing to pupils' work. They mark work regularly and also provide clear direction to pupils' work and help them to overcome problems. However, a very few teachers' written comments on how to improve work vary too much and are superficial at times.

All teachers deliver an appropriate variety of assessment for learning strategies in their classes. On the whole, this provides suitable opportunities for pupils to assess their own work and at times to assess each other's work. However, in a very few lessons, these strategies are not used effectively enough.

The school continues to work in order to ensure that all teachers have a better understanding of assessment, moderating and standardising pupils' work. As a result, teachers feel more confident in identifying and tracking pupils' progress effectively. Teachers also have a better understanding of the school's performance data. These systems have a positive influence on teaching and learning in the classroom.

Recommendations

In order to maintain and improve on this progress, the school should continue to work towards addressing the recommendations that have not been met fully to date.