



Report on visit
Level of follow-up activity: special measures

Ysgol Glannau Gwaun
Clive Road
Fishguard
Pembrokeshire
SA65 9DB

Date of visit: November 2013

by

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

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The monitoring team

Ann Jones	Reporting Inspector
Maldwyn Pryse	Team Inspector

Outcome of visit

It is judged that Ysgol Glannau Gwaun has made sufficient progress in relation to the recommendations following the core inspection in May 2012.

As a result, Her Majesty's Chief Inspector for Education and Training in Wales is removing Ysgol Glannau Gwaun from the list of schools in need of special measures.

Progress since the last inspection

Recommendation 1: Raise standards, with particular attention to literacy skills across the school

This recommendation has been largely addressed.

The majority of pupils in the Foundation Phase make appropriate progress in their writing skills. By the end of the Foundation Phase, many of them produce pieces that include a sequence of sentences and make appropriate use of basic punctuation. Key stage 2 pupils have a good variety of opportunities to write in various forms across the curriculum in both languages. They also write creatively and at length in their theme work and research work across a range of subjects. They spell and punctuate their work increasingly accurately.

Across the school, more able pupils write in a varied and interesting way and at length in a range of forms. They spell increasingly accurately and make appropriate use of paragraphs in their work. Better consistency can now be seen in terms of presentation, handwriting and expectations in pupils' books across all classes in both streams in key stage 2.

The majority of pupils in the Foundation Phase develop their oral skills appropriately in line with their age and ability. The majority of pupils can talk about their work within a specific context and use basic syntax in Welsh increasingly confidently and accurately. They co-operate well in pair and group activities and support each other's learning effectively. In the English stream, the majority of pupils make appropriate progress in their oral skills. By the end of key stage 2, many pupils in both streams converse at length and confidently in English. The majority of pupils in the Welsh stream have enough confidence to discuss their ideas in Welsh but they do not speak completely correctly, and at times they turn to English needlessly.

Most pupils in the Foundation Phase are developing into independent and confident readers in line with their age and ability in both languages. They like reading, understand the text well and can explain the content of the story confidently. By key stage 2, most pupils read with good expression and understanding in English on the whole. However, standards of reading are not as good in Welsh because of a lack of understanding of the text, a lack of fluency and a lack of expression in general.

Results of teachers' assessments at the end of the Foundation Phase and at the end of key stage 2 show considerable progress of ten percentage points in general on the results of the previous year. Performance in terms of attaining the higher outcomes

and levels also show better progress, particularly in key stage 2. However, they remain lower than the averages for the family.

Recommendation 2: Ensure that provision allows pupils of all ability levels to reach their potential

This recommendation has been largely addressed.

The school has appropriate schemes of work that identify differentiated tasks for responding to most pupils' needs. Teachers in both streams continue to plan lessons jointly in order to promote better consistency in terms of developing literacy skills and differentiating tasks. Teachers differentiate work suitably in most lessons but, in a very few exceptions, expectations are too low. Weekly plans are reviewed regularly by teachers, and comments are now being used effectively when planning follow-up work. Tracking data shows that pupils in intervention groups make good progress.

More able and talented pupils are identified quickly and receive appropriate and challenging provision, for example through a good range of purposeful technology and science activities. Detailed planning has resulted in good progress in the percentage of pupils who attain the higher outcomes at the end of the Foundation Phase, in comparison with the previous year. The school now performs higher than the average for the family consistently, and is in the top 50% of similar schools in terms of free school meals in language skills and mathematical development. There is also progress in the percentage who attained the higher levels at the end of key stage 2 in Welsh, mathematics and science. However, achievements do not yet compare favourably with the performance of similar schools on the basis of free school meals, except in Welsh. Provision in a very few lessons, at all times, does not allow more able pupils to attain their potential consistently enough.

The percentage of pupils who score 115 or higher in the English reading tests at the end of the Foundation Phase and at the end of key stage 2 compares favourably with the percentage of pupils in similar schools in terms of free school meals. The comparison is not as good in the case of reading in Welsh.

The school needs to continue with the clear focus on ensuring that all children reach their potential.

Recommendation 3: Ensure that teaching is consistently good or better across the school

This recommendation has been largely addressed.

Following the restructuring of teaching responsibilities at the end of the summer term, the headteacher has reorganised teachers and classes in order to make the most of staff skills and strengths. As a result, staff's expertise meets pupils' specific needs more effectively and strengthens teaching. This now has a positive effect on standards of learning and teaching.

Whole-school portfolios of factual and fictional texts help staff to ensure that a range of literacy work is delivered and that stimulating activities are provided in both

languages. The teaching and learning policy has been amended and agreed upon by the staff and it is implemented consistently through the school. These developments have contributed to an improvement of almost ten percentage points in general in performance indicators at the end of the Foundation Phase and key stage 2. All members of the senior management team follow an agreed cycle of observing teaching in all classes and give feedback to staff on areas for development in teaching. They monitor pupils' books and offer feedback on the standard and consistency of marking, content of the lesson and the standard of pupils' achievement. As a result, all teachers are aware of their role in terms of raising standards across the school.

Recommendation 4: Raise attendance levels

This recommendation has been largely addressed.

The school has put robust arrangements in place to promote pupils' attendance. It contacts parents at an early stage in any case of unexplained absence, and there are clear expectations for parents to inform the school about any absence.

The system of rewarding a class on a weekly basis for the best attendance has gained a positive response from pupils. They are proud if their class wins the prize for high attendance. The school ensures that regular attention is paid to this system, and also to the system of recognising and rewarding high attendance (over 95%) of individual pupils. The school co-operates effectively with the local authority's inclusion officer to monitor patterns of absence.

Attendance figures for the current term of the current year (94%) show progress in comparison with attendance in the same period last year.

Recommendation 5: Ensure that assessment for learning procedures are used consistently and effectively

This recommendation has been largely addressed.

All the school's teachers have received training in assessment for learning methods. Staff have also refined the assessment for learning policy and, on the whole, they implement the policy consistently in lessons. A member of the senior management team is now responsible for leading this area across the school. She monitors assessment for learning provision effectively and this initiative is having a positive effect on pupils' learning.

Assessment for learning procedures can be seen in most classes, and their quality and effect can be seen clearly on pupils' standards. In every class, teachers share meaningful learning aims with pupils, and offer appropriate opportunities for pupils to discuss their work during and at the end of learning sessions. Teachers share clear success criteria with pupils and this enables them to know how well they are learning and what they need to do to improve.

Most teachers respond constructively to pupils' written work and offer comments of praise and suggestions about how to develop further. In general, these comments

are now specific enough to help pupils to improve their work. Apart from redrafting activity in Welsh and English, opportunities for pupils to respond to teachers' comments on their work are still scarce.

Recommendation 6: Strengthen management and leadership procedures at every level, including the staff and the governing body

This recommendation has been fully addressed.

The school's leadership has developed well by strengthening the role of the senior management team. All members of the senior team have specific responsibilities, and they undertake the work thoroughly and enthusiastically. They contribute energetically and positively to setting the school's strategic direction. The senior management team meet on a weekly basis, and meetings focus clearly on the school's priorities for improvement. Effective communication procedures have been established with the remainder of the staff, and an ethos of co-operation has been embedded across the school.

Under the chair's dedicated and challenging leadership, governors are aware of their responsibilities as strategic leaders who question and challenge the school. With the support of the local authority, they have addressed a number of the school's priorities for improvement, and have received relevant training in important areas. The link between the governors who have responsibility for learning areas and the school staff is developing well. Individual governors have a direct link with some specific aspects of school life. They follow a timetable for monitoring standards, which is based on the priorities of the development plan, and share their experiences with the full governing body following their visits to the school. This arrangement strengthens their understanding of the school's performance and enables the majority to operate more effectively as critical friends.

The school's leadership structure is now stable and this has had a positive effect on the school's ethos and the wellbeing of staff and pupils.

Recommendation 7: Ensure that self-evaluation and planning for improvement procedures are comprehensive and thorough

This recommendation has been largely addressed.

The school improvement plan identifies appropriate priorities for improvement, and sets a clear timetable and definite actions to be achieved. The governors and the headteacher have allocated specific funds to implement them.

The senior management team now analyse the school's performance data thoroughly, in addition to the results of national reading and numeracy tests. They use the information effectively to prioritise areas for improvement. This information has been shared with teachers and governors, who now have a good understanding of the school's general performance. This has also led to better identification of individual pupils' progress, and to establishing groups of pupils for additional support in areas such as reading and mathematics. The headteacher and the senior management team monitor pupils' work books and teachers' schemes of work regularly.

During the autumn term, the senior management team, with the support of the local authority and the system leader, have observed teachers teaching. This system creates good opportunities to develop a professional discussion about learning and teaching. The feedback that is given to individuals identifies strengths in addition to aspects to be developed. This contributes effectively to raising standards.

Recommendations

In order to maintain this progress and improve upon it, the school should continue to work towards achieving the inspection recommendations that have not been addressed in full yet.