



**Report following monitoring
Level of follow-up activity: significant improvement**

**Ysgol Llechyfedach
Upper Tumble
Llanelli
Carmarthenshire
SA14 6DT**

Date of visit: February 2015

by

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

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The monitoring team

Anwen Griffith	Reporting Inspector
Sioned Thomas	Team Inspector

Outcome of visit

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

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing Ysgol Llechyfedach from the list of schools that are in need of significant improvement.

Progress since the last inspection

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

Very good progress in addressing the recommendation

The school's schemes of work show that pupils have regular opportunities to develop their literacy skills across the curriculum. As a result, pupils now have regular opportunities to write at length for a wide range of purposes and audiences. Pupils' understanding of writing in different styles is sound and they apply their skills in a variety of contexts successfully. This has had a positive effect on pupils' outcomes and the school's performance at the higher levels.

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

Very good progress in addressing the recommendation

Teachers co-operate effectively in order to plan varied activities jointly that respond to the needs of all pupils. Schemes of work ensure that activities offer enough of a challenge for the most able pupils. The school co-operates successfully with the local secondary school, which enriches the experiences of the most able pupils further.

Teachers' assessments in 2014 at the end of the Foundation Phase show that there is an increase in the percentage of pupils who attained the higher outcomes in all areas of learning. In general, there is also progress to be seen since the inspection in the percentage of pupils who attain the higher levels at the end of key stage 2.

Recommendation 3: Strengthen aspects of assessment and assessment for learning

Very good progress in addressing the recommendation

The school has robust assessment strategies that promote successful learning. Pupils' work is marked regularly. Pupils receive constructive feedback from teachers that refers suitably to educational aims. This gives clear guidance to pupils to know what to do to improve their work.

The school has robust methods for pupils to assess their own learning and their peers' work. Self-assessment and peer assessment are now a prominent part of class work. Pupils are confident when agreeing on educational aims and when assessing their work. This is developed very successfully across the school. This is having a positive effect on most pupils' standards.

The school has robust assessment systems and computer programs are used to track pupils' progress effectively. Teachers take part in useful standardising and moderating activity internally and as a cluster of local schools. This has a positive effect on teachers' ability to level pupils' work accurately. Teachers consider profiles of pupils' work carefully, which ensures whole-school consistency when awarding pupils' outcomes and levels of attainment.

Most pupils know their targets for improving their work. Most targets are challenging and pupils discuss the progress made and are part of the process to set follow-up targets. This ensures that pupils are an active part of their own learning.

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

Very good progress in addressing the recommendation

The school's policy and self-evaluation procedures have been reviewed appropriately along with staff responsibilities across the school. In this way, school leaders' involvement in the self-evaluation process has been ensured. There is now a suitable programme in place for self-evaluating the school's work. The process enables leaders to consider a wide range of evidence that comes from data analysis, lesson observations and scrutinising books. The school also uses questionnaires appropriately in order to seek the views of pupils, staff, parents and governors.

Sharing good practice and effective co-operation with the headteachers of nearby schools have strengthened the senior management team's leadership skills. As a result, school leaders have provided valuable training for staff in order to ensure that they have the necessary skills to evaluate the school's work effectively. The quality of reports on specific areas is now more evaluative. They focus more clearly on pupils' standards and achievement, as well as identifying specific aspects that need to be developed further.

The school's most recent self-evaluation report is a clear picture of strengths and areas to be improved.

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

Very good progress in addressing the recommendation

All governors have responsibilities for specific aspects of the school's work. Through regular visits and taking part in 'learning walks', they have a sound understanding of the school's standards. On the whole, their reports are evaluative and note constructive comments, as well as the steps that need to be developed further.

Reports are shared and discussed in full meetings of the governing body, which ensures that all members have a sound understanding of standards.

Governors have a sound awareness of the school's performance in comparison with that of similar schools. They receive detailed reports from the acting headteacher about pupils' progress and the school's performance at the end of the Foundation Phase and key stage 2. Governors use the information effectively as part of the self-evaluation process and when setting a strategic direction for the school's work.

Governors have received valuable training from the local authority that enables them to question and challenge the school about its performance more effectively.

Recommendation 6: Formalise safeguarding arrangements further

Very good progress in addressing the recommendation

Robust procedures are in place for ensuring the safety of staff and pupils. The school has responded fully to the shortcomings that were identified about the safety of the building.

Recommendation

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