

**RE-INSPECTION**

**OF**

**RHOS Y FEDWEN PRIMARY SCHOOL  
ADDRESS**

**SCHOOL NUMBER: 6772310**

**DATE OF INSPECTION: November 2009**

Rhos y Fedwen Primary School was inspected in November 2009 and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in July 2011 focusing on the key issues identified in the section 28 inspection.

**Outcome of the re-inspection**

Rhos y Fedwen Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in November 2009. As a result of this progress Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

### **Progress since the last inspection:**

The school has responded positively to the inspection of November 2009 and the re-inspection of February 2011.

Rhos Y Fedwen School is an improving school. Overall the school has made good progress in meeting the recommendations from the last monitoring report by prioritising specific areas of the school's work. The school has demonstrated that it is able to build effectively on the progress made to date to secure further improvement.

### **R1 continue to develop and regularly assess pupils' attainment in key skills, particularly in literacy, numeracy and ICT;**

Standards in literacy have improved overall. Pupils are more confident in expressing themselves orally. They read expressively and with meaning and know which strategies to use to help them read unfamiliar words.

Planning for literacy is good. Teachers have planned literacy opportunities across the whole curriculum effectively to enable pupils' progression and development. Teachers use these opportunities to develop pupils' literacy well in their lessons.

The school's reading and writing scheme has a positive impact on pupils' standards in English. Senior leaders track and monitor pupils' progress through the scheme well. Intervention programmes meet pupils' literacy needs well. Teachers use assessment effectively to make decisions about whether pupils remain in literacy support groups.

However, there is no clear whole school guidance about how teachers should mark and give feedback to pupils about literacy errors in areas of learning other than English. As a result, teachers' marking practice is inconsistent.

The school has begun to analyse long term planning to identify opportunities for the development and progression of numeracy skills. The new scheme of work for mathematics includes planned links to communication and thinking skills. However, the school has not fully identified the links between mathematics and other subjects to enhance opportunities for pupils to practise and reinforce their numeracy skills across the curriculum.

The school is currently developing ICT planning folders that illustrate ICT skills across the curriculum. However, the folders do not yet fully identify how the skills might be included into planning across the curriculum or exemplify opportunities for extension activities.

## **R2 further improve the consistency and effectiveness of teaching across the school;**

Overall teaching is good. The school has made very good progress in developing greater consistency and effectiveness in teaching across the school.

Across the school teachers plan imaginative and engaging schemes of work. Medium and long-term planning is detailed and thorough and covers statutory requirements well.

There is now greater consistency in teachers' short term planning. All teachers use the new lesson planning form well. The form helps teachers to plan lessons with well balanced sequences of activities that focus on pupils' progression.

Although the lesson planning form gives greater consistency in pupils' learning experiences, it does not focus teachers sharply enough on pupils' learning. As a result, teachers express learning intentions and plans for differentiation in too broad terms. Teachers do not always identify clear success criteria for different groups of pupils within the class. This omission in planning sometimes leads to more able pupils not being sufficiently challenged.

In all lessons seen, teachers use assessment for learning strategies to help pupils focus effectively on learning. Teachers use a limited range of assessment for learning strategies at present. However, most teachers use the strategies well and consistently and most pupils show a good understanding of core behaviours that help them to learn.

Teachers have a good understanding of the marking policy and they apply it consistently. They write encouraging comments where appropriate to support and further pupils' motivation. However, at times, teachers' written comments to help pupils meet their individual learning targets are too general and of limited use.

## **R3 use first hand evidence on a regular basis to evaluate the impact of recent changes resulting from the post-inspection action plan.**

The school has worked to good effect in partnership with the local authority to carry out a sequenced monitoring programme. The programme is appropriately linked to the areas for development in teaching and learning identified in the school's post inspection action plan. As a result of this, the school has identified where teachers have needed extra support and this had led to significant improvement.

The senior leadership team is beginning to work together effectively to monitor and evaluate improvement strategies. Self-evaluation processes have improved and are now regularly planned into school life.

Senior leaders and teachers use data to effectively identify and track the progress of pupils who are underachieving. This has enabled the school to

support pupils who need help with their literacy skills and to identify where groups of pupils might benefit from particular teaching and learning strategies. For example, the school has improved reading resources to support the progress of boys' literacy in Year 6. However, data are not yet analysed fully and regularly enough at a strategic level in the school, for example, to refine teaching strategies, to inform performance management processes or to set detailed and specific targets for teachers and pupils.

Senior leaders now regularly observe teaching and monitor planning and pupils' work. Generally, these observations are focused and analytical. However, in a few instances, evaluations are not critical enough for teachers to further refine their practice. Senior leaders use their findings well to discuss areas for improvement with individual teachers on a regular basis and with all teachers in staff meetings. This is helping to develop a culture of continuous improvement in the school and to embed consistency in practice. More regular monitoring is also having a positive impact on standards, for example in literacy, and in teachers' practice and planning. Gathering first-hand evidence has also helped the school identify shortcomings in teaching. Senior leaders have used monitoring information effectively to support staff to make good progress in their teaching skills and this has had a significant impact on pupils' outcomes in reading.

The school's self-evaluation report does not yet link clearly enough to improvements in monitoring and evaluation. The judgements in the document are not always evaluative enough, based sufficiently on an analysis of pupil outcomes or reinforced by hard data.

Regular staff meetings focus appropriately on learning and teaching. However, minutes of meetings are not kept in way which identifies specific, measurable and timed action points. This reduces the effectiveness of meetings to measure progress against targets.

### **Recommendations:**

- further develop the monitoring and tracking of pupils' key skills across the curriculum in numeracy and ICT to improve pupils' standards;
- to revise the marking and assessment policy to include whole school guidance about assessment practice on literacy across the curriculum;
- strengthen the strategic use of performance data so that high-level data analysis regularly informs self-evaluation, sets the strategic direction of the school and secures swifter improvement; and
- ensure that staff have the necessary professional development training in evaluation skills to drive forward improvement at a faster pace.