



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: special measures**

**Ysgol Penrhyn New Broughton Primary
School Lane
New Broughton
Wrexham
LL11 6SF**

Date of visit: April 2013

by

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



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The monitoring team

Eleanor Davies	Reporting Inspector
Peter Roach	Team Inspector

Outcome of monitoring visit

Ysgol Penrhyn New Broughton Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in October 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Raise standards in reading, writing and numeracy across the curriculum

This recommendation has been largely addressed.

Since the inspection, the school has successfully introduced structured guided reading sessions throughout the school. This has had a positive impact on standards of reading, and in particular pupils' enthusiasm for and understanding of the texts they read. The systematic teaching of phonics throughout the school has helped to raise the standards of reading and spelling.

Most pupils read competently for their age and ability and have made strong progress since they were last assessed in standardised reading tests. As a result, the majority of pupils read well enough to access all their learning activities effectively. They understand texts of an appropriate level and read their own work confidently and fluently.

Most pupils write appropriately for their age and stage of development across the curriculum. Standards of pupils' work, especially work on charts, tables, labels and diagrams have improved in recent months. Examples of pupils' scientific investigations, including graphical presentation of results, are displayed effectively on the 'Everybody Writes' wall. The wall also demonstrates pupils' progression in numeracy across the curriculum from nursery to year 6.

The school has made good progress in many classes in enabling pupils to practise their numeracy skills systematically across the curriculum. Many pupils make appropriate progress in specific mathematics lessons and more pupils enjoy mathematical challenges. However, in a few instances, teachers do not provide pupils with appropriate opportunities to apply and extend these skills in other subjects.

Recommendation 2: Ensure that lessons cater for pupils of different abilities, especially the more able

This recommendation has been largely addressed.

The school's revised common planning format now also includes space for teachers to record the activities that pupils of different abilities will do and the success criteria for each level of ability. Most teachers' plans have clear success criteria for pupils of different levels of ability. Teachers in both key stages provide a wide range of challenges to meet the needs of more able pupils.

Teachers set regular challenges in all classes to extend pupils' learning, particularly in key stage 2 and in the later stages of the Foundation Phase. This is of particular benefit to more able pupils. All teachers follow the school's marking policy consistently and all pupils are involved in setting their individual targets and know what they have to do to improve the standard of their work.

The school's policy and strategy for more able and talented pupils is implemented consistently. The register of these pupils is updated regularly by all staff.

Recommendation 3: Develop a school leadership team with clearly defined roles and responsibilities

This recommendation has been fully addressed.

The school has established an extended leadership team with clearly defined roles and responsibilities. The recent changes in staff give more teachers the opportunities to take on leadership roles. These have helped the school to make very good progress in taking on new curriculum initiatives such as the national literacy and numeracy framework. The team meets every week, records actions and ensures that these are followed up. All the meetings focus appropriately on school improvement issues, new curriculum initiatives and the standards pupils achieve. The regular staff meetings keep all staff closely involved in the implementation of the post inspection action plan as well as new initiatives.

All members of the leadership team have relevant responsibilities and there are appropriate arrangements to cover the forthcoming planned absences of teachers with management responsibilities.

Recommendation 4: Establish a rigorous system of self-evaluation based on first-hand evidence of teaching and learning

This recommendation has been largely addressed.

The school has sound procedures for identifying its strengths and areas for development. It has robust systems for collecting first-hand evidence. These include regular book scrutiny, lesson observations as well as learning walks. Senior managers make good use of all information collected to bring about specific improvements in line with its strategy for school development.

The school has produced a detailed update of its self-evaluation report recently. It includes a useful and comprehensive analysis of data. The report is concise and largely evaluative. However, while it describes new initiatives that the school has adopted it does not always evaluate the impact of these on the progress that pupils make, the improvement in their skills and the standards that they achieve.

Recommendation 5: Introduce a skills-based curriculum in key stage 2, particularly in science, history and geography

This recommendation has been fully addressed.

Senior leaders and teachers have worked hard to adapt to a skills-based approach to learning at key stage 2, particularly in history, geography, design technology and information and communication technology. Medium term plans highlight the subject-specific skills to be developed over time clearly. Many teachers use this sound structure effectively to produce detailed weekly and individual lesson plans. The plans identify the development of skills, differentiated activities, learning intentions and success criteria. This planning process is particularly effective higher up the school.

Teachers have recently audited their coverage of thinking, communication, information and technology and number skills across the curriculum, in line with the Skills Framework. This identifies gaps in pupils' skill development successfully. As a result the school has introduced an effective new planning process. This ensures that pupils have sufficient opportunities to practice and apply newly learnt skills at an appropriate level across all subject areas.

Recommendation 6: Improve the accuracy of end-of-key-stage teacher assessments

This recommendation has been largely addressed.

All teachers have been involved in standardisation of work in English and mathematics with local authority advisors. Teachers also use the results of standardised tests and the school's new assessment system to support the judgements they make at the end of each year. This has led to staff having a better understanding of the Foundation Phase outcomes and key stage 2 level descriptors, and of the principle of 'best-fit'. As a result, teacher assessments in the Foundation Phase and in key stage 2 are accurate.

During the summer term 2012, the school submitted pupil profiles for English and Welsh second language for moderation by the WJEC. These were agreed, with no recommendations for English and a few recommendations for Welsh, indicating a good degree of understanding on the part of the school in these subjects.

A recent introduction has been the cluster moderated portfolio produced for science. However, the use of this document by the school is at an early stage of development.

Recommendation 7: Comply with the all-Wales guidance on safeguarding

This recommendation has been fully addressed.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Recommendations

The school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.