



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

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

**Ysgol Bro Aled Llansannan  
Llansannan  
Dinbych  
Conwy  
LL16 5HN**

**Date of visit: January 2017**

**by**

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

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**The monitoring team**

Dyfrig Ellis	Reporting Inspector
Jonathan Cooper	Team Inspector

## Outcome of visit

Ysgol Bro Aled is judged to have made sufficient progress in relation to the recommendations following the core inspection in October 2015.

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

## Progress since the last inspection

### **Recommendation 1: Raise pupils' standards of numeracy, especially more able pupils**

Satisfactory progress in addressing the recommendation

The school has recently adapted mathematics plans appropriately in order to ensure a clear progression for developing pupils' skills across the school. This is beginning to have a positive effect on standards of numeracy across the school. However, there has not been enough time for this to become embedded in full in order to have a positive effect on pupils' outcomes.

In the Foundation Phase, many pupils develop their numeracy skills confidently in a variety of situations. By the end of the Foundation Phase, many use their understanding of addition and subtraction appropriately to solve number problems. More able pupils are beginning to use the four operations appropriately to solve problems. Many pupils identify the properties of two-dimensional and three-dimensional shapes successfully. They read the time on an analogue clock correctly, and more able pupils read to the nearest five minutes. In general, many pupils are beginning to apply their numeracy skills confidently when working across the curriculum; for example, they use information about how many days it takes for all planets to orbit the sun to draw a bar graph.

Across key stage 2, many pupils' numeracy skills are developing soundly. Many measure angles correctly and identify acute and obtuse angles successfully. They have an appropriate understanding of probability. In the main, activities are beginning to offer more of a challenge for more able pupils, for example when using their understanding of time to solve problems relating to travel. Many pupils are beginning to apply their numeracy skills competently across the curriculum, for example when comparing the temperature in different countries during the Second World War in order to create a graph. However, pupils do not always apply their skills across the curriculum to the same standard as in their mathematics lessons.

### **Recommendation 2: Ensure that plans for key stage 2 respond to the current curriculum and develop pupils' skills purposefully**

Strong progress in addressing the recommendation

Since the core inspection, the school has worked effectively with advisory teachers to create appropriate language, numeracy and science plans. These plans ensure a clear progression in developing subject skills across key stage 2.

Language plans enable teachers to build on pupils' understanding of the characteristics of different writing forms coherently. An effective example of this is the use of persuasive vocabulary to write a report about not killing elephants for their tusks. The new numeracy plan ensures a beneficial overview of skills across the year. This enables teachers to plan more extending activities to develop pupils' skills, which are already beginning to have a positive effect on pupils' standards of numeracy.

The school has recently developed more detailed plans to develop literacy, numeracy and information and communication technology (ICT) skills across the curriculum. Plans are beginning to have a positive effect on pupils' standards across key stage 2, particularly their literacy skills.

**Recommendation 3: Improve the quality of teaching across the school, by extending the level of challenge for more able pupils and developing pupils to be independent learners**

Strong progress in addressing the recommendation

The school's staffing structure is now stable. The good working relationship between teachers and assistants ensures a clear focus on improving the quality of teaching and pupils' standards. Since the inspection, teachers have received relevant training and valuable opportunities to visit other schools to observe good practice. This has begun to have a positive effect on some aspects of teaching across the school, for example in developing assessment for learning strategies. In general, teachers plan clear objectives for lessons, in addition to suitable success criteria for pupils. As a result, many pupils have a sound awareness of what they are learning and how to succeed in the task. The school has adapted the marking policy appropriately. In general, teachers celebrate pupils' successes and offer suitable ways forward. However, their comments in pupils' books are not always clear enough to lead to an improvement in the standard of their work.

Teachers are beginning to use the new schemes of work, in addition to pupils' ideas, to provide interesting learning activities. They also use the progress-tracking system, test results and data from electronic programs appropriately in order to target groups of pupils. As a result, teachers provide activities that meet most pupils' needs suitably. Teachers plan valuable activities to encourage pupils to be more independent in their learning, for example by timing fitness activities. This is beginning to have a positive effect on the ability of a majority of pupils to work independently.

**Recommendation 4: Strengthen the school's leadership to operate more strategically in order to evaluate the school's processes and improve pupils' achievement**

Very good progress in addressing the recommendation.

Following a period of severe instability in staffing, the headteacher, who has been in post for a term, has developed a clear and unified vision for the school. During this very short period of time, she has ensured beneficial opportunities in order to develop teachers' leadership skills. The responsibilities of staff and governors are clear, and they understand their roles and expectations well. As a result, a robust ethos of co-operation is developing between staff, governors and parents, and they are working together successfully as a team.

The school's strategic direction is now robust and is based on evaluating the school's work and pupils' progress carefully. The school's leadership has recently been strengthened following support from an experienced teacher in a nearby school. The outcomes of this activity have formalised staff meetings and governors' meeting and ensured a clear focus on improving pupils' achievement.

Since September, teachers and governors have met jointly in order to discuss and set a strategic vision for the school. Following a consultation with the school council, leaders have also established a new motto, which has strengthened the sense of identity among stakeholders and the community of Llansannan. Minutes of all meetings are detailed, and actions are clear and are monitored effectively.

Leaders have established a comprehensive timetable for self-evaluation, which includes lesson observations, scrutinising pupils' books and listening to learners. They use evidence from these activities effectively to evaluate progress against recommendations, and to consider further priorities for improvement. In light of these developments, the school has a good strategic focus on improving provision, which is beginning to have an effect on raising pupils' standards.

**Recommendation 5: Strengthen the governors' role so that they operate more strategically when planning for improvement, and ensure that they fulfil their duties**

Strong progress in addressing the recommendation

Members of the governing body have developed their roles extensively, and they now have a clear vision. Under the leadership of a knowledgeable and conscientious chair, they have a good understanding of their responsibilities and they are an integral part of the school's arrangements for planning for improvement.

Governors have attended a number of courses, including some for new governors. This has improved their understanding of the school's standards and has helped them to challenge performance more effectively. Governors are now much more active and take their responsibilities and duties seriously. They have specific responsibilities and all statutory sub-committees have been established.

A formal timetable has been arranged for visits by governors to the school to scrutinise books, talk to pupils and observe lessons. Following this activity, governors prepare a useful written report for the remaining members. These reports are an integral part of the school's self-evaluation process and are a valuable resource to enable them to operate more effectively as critical friends. As a result, their understanding of the school's strengths, in addition to areas for improvement, is

developing soundly. They are beginning to plan much more strategically for improvement and challenge the headteacher when monitoring progress more intelligently.

A prominent feature of the governors' work is their commitment to visiting the school regularly. They are very supportive and are enthusiastic contributors to the social activities that are arranged. This promotes the close relationship between the school and the community effectively.

**Recommendation 6: Ensure that leaders address the safeguarding issues**

Very good progress in addressing the recommendation

The school has an effective policy and procedures for safeguarding. Since the core inspection, leaders have worked closely with the local authority in order to address the health and safety issues that were raised. Appropriate steps have been taken in order to ensure pupils' safety, which have now eliminated the concerns in full.

**Recommendation 7: Strengthen the self-evaluation process in order to identify clearly the areas to be improved by monitoring and acting on findings**

Very good progress in addressing the recommendation

The school has strengthened its procedures and structures for self-evaluation and, as a result, the school improvement plan is detailed and manageable. Since the inspection, the school has developed an effective framework for evaluating progress, which is based on the recommendations. Leaders make effective use of direct evidence, which enables them to identify the school's strengths and areas for improvement. As a result, the school's self-evaluation report is comprehensive and evaluative.

As a result of the close co-operation between all staff, a majority of the priorities in the school improvement plan over the next two years link clearly to the self-evaluation. The school improvement plan includes quantitative targets in addition to appropriate success criteria and staff responsibilities. Although firm attention is given to evaluating actions, these targets do not always include sufficiently detailed financial considerations.

The school evaluates progress against improvement priorities regularly. The findings of monitoring activity are shared with all staff during weekly meetings, including reports from governors. By playing an active part in the self-evaluation procedure, teachers, teaching assistants and governors take appropriate ownership of it. As a result, improvement can already be seen in the standard of teaching and the planning.

<b>Recommendations</b>
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In order to maintain and improve on this progress, the school should continue to maintain the level of progress it has already made, and continue to address those inspection recommendations in which further progress is needed.