



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: Estyn review**

**Ysgol Gymraeg Ffwrnes
Denham Avenue
Llanelli
SA15 4DD**

Date of visit: December 2018

by

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

Outcome of visit

From Estyn review to significant improvement

The school is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school is in need of significant improvement. The school will produce an action plan that shows how it will address the recommendations.

Estyn will re-visit the school after receiving the action plan, to ensure that it is suitable and likely to lead to the required improvement. Inspectors will visit the school again in around 12 months to monitor progress in addressing the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

Progress since the last inspection

R1. Improve standards of extended writing across the curriculum, particularly for the more able pupils

The school's schemes of work now give reasonably appropriate consideration to the requirements of the Literacy Framework. It has mapped different writing styles suitably over time in order to ensure continuity and progression from one year to the next. They are based on a range of exciting themes, which ignite many pupils' imaginations. Teachers comply with these schemes and introduce an appropriate range of opportunities for pupils to write at length for different purposes, based on the content of the themes. For example, Year 2 pupils have written a diary entry describing their bonfire night activities, while Year 6 pupils have written a letter from Charles Darwin to a friend of his asking about his work. Teachers prepare them well to write these pieces, and the opportunities that are given to pupils raise their awareness of the importance of writing in different styles that are suitable for specific audiences. By doing so, they spark their imagination.

However, although a majority of pupils' standards of extended writing have improved since the core inspection, only a few pupils, including those who are more able, produce text of a suitable quality for their age and ability independently. The presentation of pupils' work is inconsistent. This reflects the inconsistency in the high expectations and challenge from a few teachers, which hinders pupils' ability to develop their writing skills progressively across the school, and particularly in key stage 2. Opportunities for pupils to write at length regularly and in both languages across the curriculum are limited.

R2. Ensure consistency when responding to pupils' work so that they have a sound understanding of what they need to do to improve their skills

Since the core inspection, the school has revised its feedback policy. The policy now includes a marking code, to which teachers and pupils have contributed and refined. On the whole, a majority of teachers implement this code consistently. As a result, many pupils have a sound understanding of it, particularly the symbols that are used often. The practice of using coloured ink to show improvements in line with teachers' feedback has become embedded in many classes. However, not all pupils understand the purpose of the code, and a minority of teachers use it inconsistently.

Over the last year, teachers have received specific training on how to give pupils effective feedback, and the best methods for questioning them in order for them to respond at length, for example. In turn, teachers have taken advantage of useful opportunities to visit their colleagues' classes, and those of teachers in other successful schools in the local authority, to observe good practice. Good practice that has been seen has been shared with the rest of the staff to try to ensure better consistency across the school. As a result, many teachers now use successful strategies, such as 'Saib Sydyn', as a natural part of their lessons. This strategy enables teachers to share and discuss mistakes or misconceptions with pupils on the spot. Through early interventions such as these, pupils respond more quickly to comments and correct their own work successfully.

The quality of teachers' written feedback in many pupils' language books now refers increasingly to skills rather than effort only. However, this is not consistent enough in some theme books. Pupils often respond appropriately to teachers' comments. However, a few teachers' comments are not clear enough and, as a result, pupils do not always understand them or respond to them appropriately. A few teachers' practice in giving pupils in their class an opportunity to respond to their comments is inconsistent. As a result, a minority of pupils do not learn from their mistakes and repeat them time after time, which hinders their progress.

A3. Ensure that teaching provides consistent and robust challenge in order to meet all pupils' needs

In order to improve the quality of challenge for pupils, leaders have provided purposeful opportunities for teachers to observe good teaching practice within the school and in other schools in the local authority. This has strengthened many teachers' awareness and understanding of what is needed to ensure that teaching is successful. Teachers are given useful opportunities to share and discuss in staff meetings what has been observed in other classes. These professional learning opportunities have ensured that many have a general understanding of how to challenge pupils consistently to meet their educational needs. In order to develop these skills further and ensure consistency, teachers have recently begun to work in learning triads. This enables them to trust each other more, share good practice and discuss better ways of operating, where necessary. However, it is too early to see the effect of this on improving consistency in aspects of teaching and on pupils' achievement.

Teachers' planning procedures have been revised to ensure that they address the needs of individuals and specific groups of pupils. Teachers now identify the

challenge and success criteria clearly in their plans. However, the quality of planning is not consistently good across the school. The expectations of a minority of teachers' are still too low, and the level of challenge that is planned does not ensure that all pupils achieve well enough.

A4. Strengthen the school's self-evaluation processes so that leaders identify better the areas for improvement and monitor the effect of their improvement activities thoroughly

The school's self-evaluation procedures are now more formal and consider the views of pupils and parents, in addition to those of staff and governors. Procedures are based on first-hand monitoring activities, which include data analysis, scrutinising teachers' planning, teaching observations, talking to pupils about their work and tracking their progress. Although evaluations in key areas provide a fairly complete picture of the current situation, they are too positive at times.

The post-inspection action plan is based on the recommendations following the core inspection, and includes appropriate actions to enable the school to focus on them specifically. It also includes actions to address any other shortcomings that were identified in the report following the inspection. Members of the senior management team and governors have played an active part in producing these plans. Members of the school improvement committee, which was organised by the local authority, monitor its effectiveness regularly. However, progress against the recommendations has been too slow. Leaders have been very reliant on input from local authority officers since the core inspection, and there is not yet enough evidence that they are ready to act independently without this support. The latest report on the school's progress against the recommendations identifies what has been achieved appropriately. However, it does not identify clearly enough the elements that are yet to be achieved.

The school has appointed a number of new governors since the core inspection. Governors are now visible in classes. They use first-hand evidence from learning walks and scrutinising pupils' work to judge the school's work, in addition to progress against the recommendations. However, although they have a better understanding of pupils' standards, they do not act quickly enough to address the continuous inconsistency in aspects of teaching. This hinders progress against the recommendations.

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