



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 Banw Community Primary School
High Street
Ammanford
Carmarthenshire
SA18 2NS**

Date of visit: February 2017

by

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

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The monitoring team

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Outcome of monitoring

Ysgol Bro Banw Community Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in January 2016.

As a result, 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

Recommendation 1: Raise standards in Welsh first and second language

Strong progress in addressing the recommendation

Since the core inspection, the school has adopted the local authority's scheme of work for Welsh first and second language. This ensures appropriate progression and continuity of skills from Reception to Year 6. As a result, pupils are now making good progress in Welsh first and second language and this is reflected in the standards of pupils' work.

At the time of the inspection, pupil standards in the Foundation Phase in Welsh first and second language was good. This standard was reflected in pupils' oral and reading skills along with written work in their books. These standards have been sustained since the inspection.

Since September, pupils in the Welsh stream at key stage 2 are taught mathematics and science through the medium of Welsh. This is having a positive impact on the ethos of the classrooms and the standards of most pupils' oracy skills. Pupils are responding well to valuable opportunities to develop their Welsh language skills through playground games in a beneficial collaboration with Menter Iaith Bro Dinefwr. Consequently, their Welsh oracy skills in more informal situations are developing well.

Most pupils show good understanding when reading in Welsh and read with increasing accuracy and meaning. They can discuss their favourite authors and books well and can give strong, valid reasons for their choices. Many have a greater knowledge of Welsh authors and culture and most are able to use higher-order reading skills effectively when retrieving information.

Many pupils make good progress in their writing and write effectively in a variety of forms. They develop their ideas imaginatively and express feelings clearly. A good example is their work on describing a character from their class reading book. They use purposeful, carefully chosen vocabulary to describe the character with most of the more able using similes, alliteration and idioms effectively. However, a minority of pupils still rely too much on writing frames and do not develop their independent writing skills effectively enough.

The provision for Welsh second language has improved. The school has embedded strategies such as 'Drilio iaith' and a weekly 'Patrwm iaith'. This is having a positive impact on most pupils' spoken Welsh and their confidence. Nearly all teachers in the English medium classes are Welsh speakers and are good language role models for pupils. Most pupils' oral skills are developing well with these pupils gaining confidence in their pronunciation and a wider range of vocabulary. The reading skills of most pupils are developing appropriately and, by the end of the phase, many show a growing understanding of the texts they read. Most pupils use simple phrases and patterns in their writing, and are less dependent on writing frames to support their skills.

Recommendation 2: Improve attendance

Satisfactory progress in addressing the recommendation

The school has introduced a wide range of effective strategies to promote the importance of good attendance amongst pupils and parents, for example through the 'awesome attendance project' and attendance trees. They reinforce this message for parents regularly through attendance newsletters, curriculum evenings and by social media.

All staff have received beneficial attendance training. This ensures that they are actively involved in monitoring the attendance of pupils in their class.

Leaders have developed a highly effective attendance tracking system. This enables them to identify trends in pupil attendance and any potential issues early. For example, the analysis of pupil absence has enabled the leadership team to identify particular 'high risk' weeks and days during the school year. Consequently, they have arranged engaging and motivating activities for these times to further encourage pupil attendance. As a result, the attendance during these weeks was higher than the previous year. The school works closely with the local authority's welfare officer to monitor patterns of absence. They make effective use of this information in order to monitor and support pupils whose absence causes concern.

Although the newly established procedures and strategies have begun to have a positive effect on a few aspects of attendance, for example the attendance of boys, it is too early to measure their full impact. As a result, the school remains in the bottom 25% when compared with similar schools.

Recommendation 3: Ensure that the provision for numeracy, Welsh and religious education is planned for consistently

Very good progress in addressing the recommendation

The school has reviewed its planning procedures thoroughly with support from relevant external school improvement officers. They have implemented changes successfully. There are now effective arrangements for the provision of numeracy, Welsh and religious education. Teachers plan for this work regularly and implement this planning consistently. As a result, the provision is now broad and balanced and ensures the full coverage of the numeracy framework, Welsh and religious education.

This planning offers an appropriate range of learning experiences that take account of the full range of pupils' needs. It also builds effectively on pupils' previous learning by using information from assessment and marking pupils' work well.

Leaders monitor that the planning is reflected in pupils' books regularly. This ensures that all teachers plan their weekly lessons well and adhere to the planning cycle.

Teachers use the school's mix of thematic based and individual subject planning to underpin the development of numeracy skills across the curriculum well. The numeracy co-ordinator ensures that each teacher is aware of the content of the numeracy framework for each year group by producing a useful information document.

Recommendation 4: Ensure the accuracy of teachers' assessment of pupils' work, especially in Welsh

Very good progress in addressing the recommendation

The school has taken effective steps to ensure the accuracy of teachers' assessment of pupils' work and consistency in the use of assessment processes. Leaders and teachers use teacher assessments and the results of standardised tests to assess pupils' achievement and to identify the next steps in their learning successfully. Teachers use the information to identify specific groups of pupils effectively and to provide intervention programs for them, including pupils with the potential to reach the higher levels. They use their own electronic tracking system to track their progress effectively.

Leaders ensure that staff meetings regularly focus on the scrutiny of pupils' books. They focus on the consistency and impact of written feedback and ensure that pupil targets are linked to the school's tracking system in order to inform the planning. Teachers moderate assessments internally every month and participate in standardisation activities at local cluster level. As a result, teachers are more confident in determining the level or outcome that corresponds with pupils' work. Teachers now have a secure understanding of level descriptions and assessing pupil outcomes. As a result, assessments reflect the standards of pupils successfully and teacher assessment in Welsh now reflects the work in pupils' books accurately.

Recommendation 5: Ensure that the governing body follows best practice regarding recruitment of staff to leadership posts, develop their role in setting the strategic direction of the school and challenge the leadership of the school more robustly

Strong progress in addressing the recommendation

Since the core inspection, there has been a significant change to the membership of the governing body including a new chairperson and vice chairperson. On appointing new governors, they have considered carefully the appropriate skills necessary to meet the needs of the school. Under the skilful leadership of the chairperson, the governing body has developed a clear vision for the school. Governors have a good understanding of the strengths of the school and their role in the improvement process is developing well.

Nearly all governors have received worthwhile training, including statutory training for new governors. This has enabled them to undertake their roles conscientiously. They receive comprehensive reports from the headteacher and senior leaders on progress against the post inspection action plan. Through regular visits to the school, book scrutiny, learning walks and participation in improvement panel meetings they are developing their ability to challenge and hold the school to account for its provision and standards effectively.

The governing body has revised its recruitment policy successfully for all appointments, including the recruitment of staff to leadership posts. The chair of governors and the acting headteacher have attended safer recruitment training. They have worked closely with the human resources department of the local authority to ensure that they follow best practice when appointing new members of staff.

Recommendation 6: Develop the monitoring roles of leaders so that they can evaluate their areas of responsibility accurately in order to feed their findings through to an accurate self-evaluation of the school's strengths and weaknesses

Strong progress in addressing the recommendation

In a short period, the acting headteacher has provided valuable opportunities to develop the skills of leaders. She has revised job descriptions and responsibilities to ensure that they are clear and provide leaders with an effective understanding of their roles and responsibilities. There is now an open and honest ethos within the school, with a clear focus on improving provision and outcomes for all pupils.

All leaders have received beneficial training that has enabled them to develop their monitoring and evaluating roles successfully. Leaders have a comprehensive timetable for self-evaluation based on a secure analysis of a wide range of data, book scrutiny, lesson observations and listening to learners. They use the information well to evaluate the progress of recommendations and to identify further priorities for improvement. Leaders hold regular meetings with staff to discuss the progress of pupils in their class. This ensures that all staff are accountable for the standards that pupils achieve.

Generally, monitoring reports are evaluative and recognise strengths and areas for development appropriately. Leaders have started to develop this process successfully in order to have a clearer focus on specific areas of development. For example, through monitoring numeracy across the curriculum, they have ensured that all activities are progressive and provide an appropriate level of challenge to pupils of all abilities.

There is a clear focus between senior leadership team meetings and staff meetings. The acting headteacher has ensured that the meetings are held on all campuses. This has helped create a whole-school ethos where the contribution of all staff members is valued. All meetings have a clear focus on improving standards and provision as well as to share outcomes of monitoring activities. This has ensured that all staff have a sound understanding of what is expected of them and has enabled the school to make good progress towards the recommendations of the core inspection.

There is now a clear focus between monitoring activities and the self-evaluation report. Leaders review and adapt the self-evaluation report regularly following monitoring activities. As a result, the self-evaluation report gives an accurate reflection of the school's strengths and priorities for improvement and has clear links to the school development plan.

Recommendation 7: Ensure that there is appropriate and effective use of the pupil deprivation grant

Very good progress in addressing the recommendation

Leaders have reviewed the use of the pupil deprivation grant successfully using research from a variety of best practice sources. They have used this information purposefully to provide a wide range of beneficial strategies for pupils. These are having a positive effect on the outcomes and wellbeing of groups of vulnerable pupils.

The school has developed effective strategies to gather information on the attendance, attitudes to learning, parental engagement and specific interests of vulnerable pupils. They analyse and make valuable use of this information to identify strategies to improve outcomes for these pupils. For example, the school has implemented numeracy interventions that target groups of pupils who require additional support. This has a positive impact on the numeracy skills of pupils who receive these intervention programmes. Leaders also make highly effective use of the grant to provide enriching experiences for pupils. An innovative example of this is the development of a 'Bright Futures' programme that develops the confidence and aspirations of pupils as well as improving their literacy skills.

The school has appointed a member of the senior leadership team and a link governor with responsibility for the effective use of the pupil deprivation grant. Through the use of a comprehensive and robust tracking system, they evaluate the effect of the grant on the outcomes and wellbeing of vulnerable pupils well.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.