

## **RE-INSPECTION**

**OF**

**Archdeacon John Lewis Church-in-Wales  
Voluntary Aided Primary School  
Brackla Way  
Bridgend  
CF31 2JS**

**SCHOOL NUMBER: 6723323**

**DATE OF INSPECTION: January 2010**

Archdeacon John Lewis Church-in-Wales Voluntary Aided Primary School was inspected in January 2010 and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a re-inspection in March 2011, reported on progress and left the school with a new set of recommendations. Estyn undertook a second re-inspection in October 2011 focusing on the key issues identified in the March 2011 re-inspection.

### **Outcome of the re-inspection**

Archdeacon John Lewis Church-in-Wales Voluntary Aided Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in January 2010. 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 is making significant progress in addressing all the recommendations made in the Section 28 inspection in January 2010 and the recommendations made in the March 2011 re-inspection. All teaching and support staff have worked well to bring about school improvement under the effective guidance of the acting headteacher, and with the support and guidance of the local authority and the diocese. There is a shared commitment between staff and governors to seeking further improvements. The quality of teamwork is good and staff morale is high.

### **R1 improve pupils' bilingual skills;**

Pupils' bilingual skills are improving. Most pupils enjoy their Welsh lessons and are confident in asking and responding to a range of simple questions to other pupils, staff and visitors. Most pupils can read and understand simple texts and can write short dialogues and paragraphs in Welsh. However, at

times, there is a lack of pace and challenge in lessons, which means that pupils do not talk confidently in a variety of contexts by the end of key stage 2. Pupils in key stage 2 do not have enough opportunities to show an understanding of the main ideas, events and characters in their reading texts. Evidence from the scrutiny of pupils' Welsh writing books indicates that pupils do not have sufficient opportunities to write in both creative and factual forms, and on a variety of topics. .

All staff promote pupils' bilingual skills effectively by using Welsh in all aspects of school life. The 'Helpwr Heddiw' (Today's Assistant) and the Welsh language token system promote pupils' oral skills well. There are good Welsh displays in all classrooms and around the school and pupils enjoy using the new Welsh resources available. All teaching and support staff are working hard to develop their own Welsh language skills.

**R2 ensure that more able pupils achieve standards in reading and writing appropriate to their ability;**

The school has designated a member of the senior management team to lead the development of provision for more able and talented pupils and to have specific responsibility for meeting the recommendation from the previous monitoring visit. There is a detailed plan in place to take forward improvement in this area of the school's work. Staff now have clear criteria for identifying more able pupils and teachers' planning indicates that they cater for their needs appropriately in classes. Staff have received suitable training from the local authority to raise expectations about what more able pupils can achieve and provide staff with suitable teaching strategies.

Evidence from the scrutiny of books indicates that more able pupils receive appropriate challenges and most are responding well to them. Pupils are beginning to develop a good degree of fluency and control in their writing across a suitable range of writing tasks. Most pupils in key stage 2 who read well above their chronological age are making reasonable progress in developing their writing skills. However, their writing skills are well below the level suggested by their reading ability. Overall, the grammatical accuracy, presentation and handwriting of many pupils in key stage 2 is weak.

Over the last three years, the proportions of pupils who achieve at above the expected levels (level 3 or better in key stage 1 and level 5 or better in key stage 2) generally compare well with national averages and with the family of similar schools.

**R3 improve the thoroughness and rigour of monitoring by clearly focussing on pupils' standards and the quality of teaching;**

The school has established a rigorous monitoring and evaluation cycle. Staff complete all elements of the system to agreed timescales and the outcomes are reported to governors regularly. All members of staff have a clear

understanding of their new roles and responsibilities and undertake these roles successfully.

The school uses a range of first-hand evidence to report on the quality of teaching and learning. These include lesson observations, the monitoring of medium and short-term planning, listening to learners, work sampling, standardisation of work and the development of subject portfolios. Leaders of learning complete detailed lesson observation sheets and the comments on the quality of planning and teaching are evaluative. However, the comments made on the standards of pupils' work are not always sufficiently clear to enable teachers to challenge and extend pupils' learning effectively.

**R4 continue to refine curriculum planning so that pupils have a broader range of learning experiences;**

All teachers follow agreed procedures for the planning of work in classes. Planning files are detailed and show evidence of careful planning for the development of skills and coverage of National Curriculum subjects. Theme-based planning supplements the planning around skills when required.

The quality of short-term and medium-term planning is good and benefits from the strong focus on the development of pupils' skills. Teachers are currently developing schemes for year groups/classes, based on the skills framework. Teachers are using skills ladders to inform their planning of lessons well, to gauge how well pupils are performing and to set new targets for their learning. Careful, regular and detailed monitoring by target leaders, phase co-ordinators and the acting headteacher ensures that teachers plan along agreed guidelines, secure appropriate coverage of the National Curriculum, and deliver a broad range of learning experiences.

**R5 further develop the role of governors in supporting and monitoring school improvement.**

Since the last inspection visit, the school governors have developed a better understanding of their strategic role and now have a greater awareness of the school's performance compared to national benchmarks and other schools in their family of schools. They feel more confident in their role as 'critical friends'. Governors visit the school regularly, and governors linked to curriculum subjects have observed lessons to improve their understanding of the work of the school. The governors have reviewed the progress of the post-inspection action plan regularly, received updates from staff who lead on aspects of the plan, and have challenged staff with leadership roles appropriately.

The governors have reviewed the school's aims and objectives and a variety of school policies and procedures well. They have a good understanding of school improvement plan objectives. Link governors have been identified to support and monitor progress against each of the school improvement plan targets.

The safeguarding issue noted in the previous inspection has been resolved successfully.

### **Recommendations**

In order to improve, the school should:

- R1. improve the quality of writing of more able pupils and improve the handwriting and presentation of all pupils;
- R2 improve standards in Welsh across the school.
- R3. continue the programme of detailed planning of the curriculum to make sure that pupils receive a broad range of learning experiences; and
- R4 ensure that monitoring and evaluation has a clearer focus on standards and pupils' progress.