



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 activity: special measures**

**Ysgol Gymuned Bodorgan
Bodorgan
Anglesey
LL62 5AB**

Date of visit: June 2016

by

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

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The monitoring team

Jonathan Cooper	Reporting Inspector
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Outcome of visit

It is judged that Ysgol Gymuned Bodorgan has made sufficient progress in relation to the recommendations following the core inspection in February 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school's name from the list of schools that are in need of special measures.

Progress since the last inspection

Recommendation 1: Improve pupils' numeracy skills in key stage 2

Strong progress in addressing the recommendation

Teachers make effective use of the school's schemes of work and ensure appropriate opportunities to develop pupils' basic numeracy skills in key stage 2.

Many pupils' numeracy skills are developing suitably, and they are able to handle numbers and use units of measurement accurately when calculating the perimeter of simple shapes. They are beginning to collect and process data effectively and their understanding of various graphs is developing appropriately. They now apply this knowledge and concepts more regularly across the curriculum; for example, when producing graphs that are based on scientific results and analysing information from the 1891 Malltraeth census in their history work. Many pupils are beginning to use numeracy strategies more regularly and to an acceptable standard in order to solve problems that are relevant to their current theme. An example of this is pupils using their numeracy skills to calculate how much food and drink the deputy chef on the Mimosa will need when arranging food for eight weeks for the ship's crew.

Teachers have identified which elements of numeracy are being developed in each term. Purposeful opportunities are ensured in the plans to develop these skills in subjects across the curriculum. The school's leaders have begun to monitor this successfully in order to ensure that all aspects of numeracy within the Literacy and Numeracy Framework are implemented in full. However, it is too soon to see the effect of this on pupils' outcomes.

Recommendation 2: Raise pupils' standards of extended writing

Strong progress in addressing the recommendation

Teachers' plans ensure that pupils have beneficial opportunities to develop the necessary skills in order to create pieces of extended writing. Plans for language lessons are detailed. They pay due attention to ensuring that most pupils develop their understanding of various written forms well, including portraits, retelling stories, diaries and writing a monologue.

By the end of the Foundation Phase, many pupils develop their ideas interestingly, vary their sentences and use conjugated verb forms to enrich their work. An example of this is a portrait of a character from the classroom story and when

retelling the story of Saint Dwynwen. The majority of pupils use their writing skills more regularly across areas of learning. The school ensures rich experiences that are linked to the theme, for example through visits to the island of Llanddwyn and inviting a farmer's wife to the school. These experiences stimulate pupils to write interesting extended pieces, for example the farmer's wife's diary.

In key stage 2, pupils use their literacy skills from their language lessons effectively in other aspects of the curriculum. The majority make suitable progress in terms of developing their extended writing skills in both languages. On the whole, they write intelligently in a range of written forms and show a basic awareness of punctuation and paragraphing. For example, following a visit to Bala, they produced a speech for Thomas Charles to deliver to the Bible Society in London. As part of theme work on Patagonia, an effective and interesting record was produced of the journey on board the Mimosa ship through the eyes of the captain. However, a few pupils do not use vocabulary and sentence structures effectively in either language.

Recommendation 3: Improve pupils' ability to work independently

Strong progress in addressing the recommendation

The use of ready-made worksheets, which hindered pupils' ability to develop as independent learners, has reduced considerably. Pupils now receive increasing opportunities to develop independent learning skills within the classroom. As a result, they are less dependent on the support of staff across the school.

Staff have worked successfully with staff from other schools to create purposeful learning areas to promote pupils' independence in the Foundation Phase. Pupils now use these areas more independently to develop numeracy and literacy skills successfully. However, they do not always focus consistently on the task.

Pupils contribute appropriately to planning themes at the beginning of the term by providing valuable ideas. This ensures that they are beginning to make decisions about what and how they learn. Pupils in key stage 2 are beginning to produce their own success criteria, which on the whole are relevant to the task. They also set their own literacy and numeracy targets, which develops their independence appropriately. Pupils receive useful feedback from teachers on how well they are doing and what they need to do to improve. Pupils' ability to assess their own performance and that of their peers is developing appropriately.

Recommendation 4: Ensure that there is progression and continuity in the planning for developing skills

Strong progress in addressing the recommendation

The school has introduced effective planning arrangements to develop pupils' literacy and numeracy skills across the curriculum in order to meet the requirements of the Literacy and Numeracy Framework.

Long-term and medium-term plans show that teachers have mapped skills appropriately. This ensures progression and continuity from one year to the next.

Teachers plan valuable opportunities to develop pupils' skills in language and mathematics lessons. They also plan suitable opportunities for pupils to acquire these skills more consistently across areas of the curriculum. There is now a sufficient link between the writing skills that pupils acquire in language lessons and the skills that are developed across the curriculum. This is beginning to have a positive effect on the standard of work in pupils' books.

Pupils in key stage 2 receive beneficial learning experiences in order to develop their numeracy skills. For example, they calculate sales and profit arising from selling cards in the school fair. This develops pupils' thinking and numeracy skills well.

The school has suitable resources for developing pupils' information and communication technology (ICT) skills. Teachers' short-term plans identify purposeful opportunities for pupils to use their skills appropriately. As a result, pupils are beginning to use their communication skills well in a range of contexts. For example, they research information on the internet in order to create a pamphlet about Wales and Patagonia and produce two information sheets comparing the animals in both countries. However, there has not been enough time to develop the wide range of skills that are needed, such as work on data bases and spreadsheets.

Recommendation 5: Improve teaching in order to ensure an appropriate challenge for all pupils

Strong progress in addressing the recommendation

The good working relationship between staff and children facilitates learning in all classes. Teachers ensure a wide range of experiences and activities, which gain most pupils' interest successfully. Teachers plan lessons that include clear objectives, suitable success criteria and purposeful work for pupils of all abilities. As a result, most pupils have a sound understanding of what they need to do in order to succeed. Teachers evaluate their lessons effectively in order to plan the next activities for pupils. This ensures clear progression in the learning.

The school's leaders analyse the results of internal tests effectively in order to provide additional support for individuals and specific groups of pupils. The school uses a progress tracking system beneficially in order to target pupils and provide more specific support for them. As a result, teachers provide more extending work for pupils that, on the whole, responds more suitably to their ability. This is beginning to have an effect on many pupils' standards of attainment throughout the school. However, there is not always enough of a challenge for pupils to work independently in the continuous provision in the Foundation Phase.

The strategic headteacher's monitoring reports identify strengths and areas to be developed in terms of teaching successfully. They make valuable use of a wide range of self-evaluation evidence, including scrutinising books, monitoring lessons and managing performance, in order to improve teaching. Staff also discuss standards and teaching methods beneficially in internal meetings in order to plan for improvement.

Recommendation 6: Develop the governors' role as strategic leaders

Strong progress in addressing the recommendation

The governing body is very supportive of the school and knows the school community well. The body meets regularly and relevant sub-committees have been established. Members of the sub-committees report back their findings to the full body regularly. As a result, governors have a comprehensive overview of the school's work. Since the core inspection, membership of the governing body has changed considerably. The chair and deputy chair are also new to the role. Many of the governors have attended specific training courses and have received valuable support from the strategic headteacher and external support. In addition, they have established a beneficial working relationship with the governing body of the strategic headteacher's other school in order to share good practice and strengthen their understanding of their roles. As a result, they have an effective awareness of their duties as school leaders and act conscientiously.

The governing body receives detailed reports from the strategic headteacher on progress against the priorities in the post-inspection plan. This gives them a valuable overview of school life. In addition, the headteacher has established a formal timetable to help governors to contribute usefully to the self-evaluation process. This ensures that their understanding of the school's strengths and areas that need to be improved is developing well. Through a number of useful self-evaluation activities, for example scrutinising pupils' books and observing lessons, they evaluate the school's work appropriately. However, their understanding of what constitutes good standards in pupils' work is not sound enough yet. Governors use outcomes of the monitoring activities in order to challenge the school's performance suitably and to plan purposefully for improvement. This is beginning to have a positive effect on provision and pupils' outcomes. Their role as critical friends to the school is developing effectively.

Recommendation 7: Ensure that the priorities in the school improvement plan are monitored effectively

Very good progress in addressing the recommendation

The school has established a purposeful timetable that focuses appropriately on monitoring the priorities in the post-inspection improvement plan. The strategic headteacher and the standards sub-committee monitor progress against the actions in the plan regularly, and refer to the success criteria sensibly. They use direct evidence well, including performance data, lesson observations and scrutinising books regularly. They revisit recommendations in the monitoring reports regularly in order to measure progress, for example through ensuring more opportunities for pupils to write at length across the curriculum. Monitoring visits by local authority and consortium officers support this process and provide a valuable external opinion. As a result, the school monitors the priorities in the school improvement plan effectively. This is beginning to have a positive effect on improvements in provision and pupils' outcomes. All members of staff have a sound awareness of the school improvement plan and act on steps that are relevant to them.

Leaders summarise their evaluations in clear and purposeful reports. These reports ensure that staff and governors receive a current picture of progress against the priorities in the post-inspection improvement plan. Staff meetings, led strategically by the headteacher, focus well on the improvement plan and place a clear focus on raising standards. As a result, teachers' role in implementing the steps for improvement and writing short reports on priorities is developing effectively.

Recommendation 8: Ensure that the school meets statutory requirements in terms of addressing teachers' workload

Very good progress in addressing the recommendation

The strategic headteacher, who has been in temporary charge since September, has established purposeful arrangements for managing teachers' workload that meet statutory requirements in full. This ensures regular non-contact time for teachers in order for them to plan and prepare lessons in addition to marking and assessing pupils' work. Teachers use their non-contact time effectively in order to fulfil their duties conscientiously. All members of staff now have clear and specific job description and the strategic headteacher has allocated responsibilities among all members of staff successfully. This has addressed teachers' workload successfully.

School leaders receive appropriate opportunities to undertake their leadership and management activities. As a result, they use their time effectively to supervise and monitor the school's progress against recommendations, in addition to planning for improvement. A good example of this is the way in which leaders have created an overview of ICT skills successfully across the curriculum. This is beginning to have a positive effect on pupils' ICT skills.

Recommendations

In order to maintain this progress and improve upon it, the school should continue to maintain the level of progress that it has already made, and continue to address those inspection recommendations where more progress is needed.