



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report on visit
Level of follow-up activity: significant improvement**

**Ysgol Gynradd Chwilog
Chwilog
Pwllheli
Gwynedd
LL53 6PS**

Date of visit: April 2014

by

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

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The monitoring team

Anwen Griffith	Reporting Inspector
Dyfrig Ellis	Team Inspector

Outcome of visit

It is judged that Ysgol Chwilog has made enough progress in relation to the recommendations following the core inspection in April 2014.

As a result, Her Majesty's Chief Inspector for Education and Training in Wales is removing the school's name from the list of schools in need of significant improvement.

Progress since the last inspection

Recommendation 1: Raise standards of reading and mathematics across the school

This recommendation has been largely addressed.

Many pupils' standards of reading and mathematics are good. Most pupils across the school enjoy reading and do so confidently at a level that is suitable to their age and ability.

Most pupils in the Foundation Phase develop into enthusiastic readers and many of the most able pupils read with appropriate accuracy and expression. Many pupils use a range of reading strategies well when reading unfamiliar words.

The reading skills of most pupils in key stage 2 are developing well in both languages. Many pupils discuss the content of books intelligently and express and justify an opinion about events and favourite characters confidently. The majority are enthusiastic readers, and the best pupils use intonation of voice to convey meaning very effectively, especially when reading poetry. Many pupils' higher reading skills are good and the majority use a range of research strategies successfully to discover information from books and from the internet. As a result, most pupils in key stage 2 translanguage confidently and effectively.

In the Foundation Phase, many pupils' standards of mathematics are good across the areas of learning. Most pupils use correct mathematical vocabulary when measuring different objects. Most can identify and discuss the properties of 2D and 3D shapes and the majority are able to collect, record, interpret and present data and use number effectively in their activities.

In key stage 2, many pupils make good progress in mathematics and apply their number skills confidently and consistently. For example, at the top end of the school, many pupils use mathematical skills effectively to solve problems in other subjects by developing their ability to communicate and reason mathematically. However, the mathematical skills of more able pupils have not developed as well because of a lack of challenge in the teaching for these pupils.

The school makes effective use of data in order to identify and respond to the need to raise pupils' standards of reading and mathematics. Standardised tests are used in order to prioritise additional support and to track pupils' progress. Appropriate support is given to a small cohort of pupils who need additional support to develop

their reading and mathematics skills across the curriculum. These pupils make good progress against their targets.

Recommendation 2: Ensure that the whole school's schemes of work ensure development in skills and respond to the requirements of the full range of pupils

This recommendation has been largely addressed.

The school provides a wide curriculum that gains pupils' interest successfully. The school's plans respond fully to the principles of the Foundation Phase and the National Curriculum. As a result, this contributes effectively to developing most pupils' skills.

Recently, the school has developed its termly plans to ensure the provision of regular opportunities to meet most pupils' needs. Plans across the school now include appropriate differentiated activities that ensure progression, continuity and consistency in skills across the curriculum. However, there is not a consistent enough focus in the plans of all classes on developing pupils to be independent learners who make decisions about their learning.

In general, teachers plan jointly and carefully and use classroom assistants effectively to support learning and provide support to individuals. The headteacher monitors and examines the termly plans and gives useful evaluative oral feedback to teachers. This ensures that skills are applied coherently across all subjects. However, weekly planning is not always detailed enough in order to stimulate and meet the needs of the most able pupils.

Recently, the school has begun to use an electronic system to record and analyse teachers' assessments. Teachers use these outcomes appropriately in order to identify individuals' needs at an early stage and to plan the next stages in each pupil's development.

Recommendation 3: Approve the quality of assessment arrangements across the school

This recommendation has been largely addressed.

The school has taken appropriate steps since the core inspection to ensure better consistency in the use of assessment techniques across the school. The school makes good use of an electronic system for tracking progress in order to record teachers' assessments effectively. Teachers' identification of the progress made by pupils and groups of pupils is developing appropriately. Teachers make suitable use of the information to identify pupils who need additional support.

Assessment for learning principles are developing effectively in most classes. Many teachers share success criteria with pupils, and there are regular opportunities to enable pupils to discuss their work in lessons. Books are marked regularly. However, comments do not always give firm enough guidance for pupils to know what needs to be done to improve their work. Most pupils know what their personal

targets are for improving their achievements, but in a few cases, targets are not specific enough.

Standardising and moderating work across the school, the cluster and the secondary school has resulted in purposeful assessment profiles. This means that staff have a better awareness of the standard that each pupil achieves. This, along with the detailed progress tracking system, has strengthened teachers' understanding of curriculum levels and outcomes. Various standardised tests are used to assess pupils formally in order to record and track progress in literacy and numeracy. As a result, the work of levelling pupils' attainment is more accurate and robust.

Recommendation 4: Ensure that all the school's documentation fulfils statutory requirements and responds fully to safeguarding issues

This recommendation has been fully addressed.

The school has an appropriate range of policies that respond fully to statutory requirements. All the school's policies have been signed and there is an appropriate timetable in place for monitoring and reviewing them regularly.

There are robust procedures in place for safeguarding and all the school's staff are aware of these processes. All the school's staff, along with the designated governor, have received appropriate training.

The school has responded fully to the safety aspects that were highlighted in the core inspection. Comprehensive risk assessments are in place in order to ensure pupils' safety on and off the school's site.

Recommendation 5: Improve provision for pupils who have additional learning needs

This recommendation has been largely addressed.

Provision for additional learning needs complies fully with the Code of Practice. In a short time, the additional learning needs co-ordinator has developed her role in order to ensure provision for these pupils.

By using a range of internal assessments, results of standardised tests and scrutinising pupils' books, the school now identifies pupils' learning needs at an early stage and provides suitable additional support as necessary. The school has an effective system for tracking progress, which is used appropriately in order to analyse pupils' needs and identify the next stages in their learning.

The school ensures appropriate provision for developing pupils' reading and spelling skills for pupils who need additional support. This provision is supported effectively through successful co-operation between teaching staff, assistants and the authority's information and learning teacher. This has led to raising pupils' standards of reading. To date, intervention programmes have not addressed the full range of pupils' needs fully, including those associated with numeracy.

The school makes effective use of information and guidance from specialist external agencies regularly. Close co-operation between the school, specialist agencies and the home ensure progression and continuity in provision. This has had a positive effect on pupils' standards of wellbeing, language and oracy.

Recommendation 6: Strengthen strategic leadership procedures in order to focus on raising standards

This recommendation has been largely addressed.

The headteacher and governors have a clear vision that promotes high expectations among staff and pupils. The school's leadership structure is now stable. There is a strong feeling of working as a team and this has had a positive effect on the school's ethos. The school's leaders analyse the school's performance data and the results of national reading and numeracy tests effectively in order to implement robust strategies to raise standards of reading and mathematics. This has led to teachers' better understanding of the school's standards.

All the school's staff have job descriptions that identify their roles and responsibilities clearly. Subject co-ordinators have been established, and they take a more active role when monitoring standards in pupils' books. Monitoring findings are shared with the remainder of the teachers in meetings of teachers and governors that promote a better understanding of standards among leaders at the school.

Under the robust leadership of the headteacher, governors are now aware of their responsibilities as strategic leaders. They have a better awareness of the school's performance and they are beginning to contribute more specifically to setting a strategic direction to the school's work. They have received relevant training to analyse the school's performance data, which enables them to challenge some aspects of the school's work more effectively. An example of this the way in which governors have responded to the findings of data on national reading tests, which has resulted in improving provision and raising standards.

Governors respond fully to their statutory duties. The performance management system is active and periods for teachers to plan, prepare and assess have been established firmly

Recommendations

In order to maintain this progress and improve on it, the school should continue to work towards achieving the inspection recommendations that have not yet been addressed fully.