



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: special measures**

**Ysgol Llannon  
Llannon  
Aberystwyth  
Ceredigion  
SY23 5HX**

**Date of visit: November 2017**

**by**

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

**© Crown Copyright 2018: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

## Outcome of visit

Ysgol Llannon is judged to have made sufficient progress in relation to the recommendations following the core inspection in April 2016.

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

## Progress since the last inspection

### **Recommendation 1: Strengthen pupils' literacy and numeracy skills so that they are able to use them confidently across the curriculum**

Strong progress in addressing the recommendation

Teachers plan beneficial opportunities for pupils to develop their literacy skills regularly across the curriculum. These plans include valuable learning experiences and tasks in order to develop pupils' oral, reading and writing skills. Teachers take advantage of support from the local authority to develop the Welsh language across the school by working closely with a specialist teacher. As a result, most pupils' oral skills are developing well and they communicate confidently with their peers and adults.

In the foundation phase, most pupils develop reading skills effectively. Many pupils read methodically and use phonic strategies skilfully to build words. They have a suitable understanding of the content of their reading books and discuss their features appropriately. Pupils in key stage 2 develop their reading skills across the curriculum successfully, for example when conducting research into roundhouses during the Age of the Celts. Most pupils use suitable strategies to read unfamiliar texts and discuss the content of their books confidently. Many read aloud fairly fluently and correctly. Across the school, more able pupils read clearly and vary their tone of voice effectively in order to hold the reader's attention.

Teachers now provide beneficial opportunities for pupils to write in a variety of forms across the curriculum. By the end of the foundation phase, many pupils write short sentences by following familiar patterns, and use capital letters and simple punctuation. They arrange pieces of work correctly and adapt them appropriately for different purposes and audiences. The most able pupils vary their sentences successfully and use conjugated verb forms naturally in their work. In key stage 2, many pupils develop suitable writing skills by following a writing method that is appropriate for the text, for example when writing portrayals of Welsh authors. They spell many familiar and more complex words fairly correctly, punctuate appropriately and use paragraphs confidently to organise their text. A few more able pupils use their skills successfully to write at length across the curriculum, and use a suitable range of adjectives and similes correctly to enrich their work. However, although there is an obvious improvement in many pupils' written work, a few pupils' ability to write independently has not been developed in full.

Teachers provide more suitable opportunities for pupils to use their numeracy skills in other areas across the curriculum. In the foundation phase, pupils use their

numeracy skills appropriately to solve real-life problems, including giving change from a pound and solving problems relating to capacity. In general, most pupils in key stage 2 use their numeracy skills appropriately when solving everyday problems. They collect, record and interpret data soundly, for example when creating a graph to show the results of a scientific investigation into the effect of exercise on heart rate. Teachers are now beginning to plan more purposefully and systematically in order for pupils to reinforce learning from mathematics lessons across the curriculum. A good example of this is pupils using their numeracy skills when organising a recent visit to a historical site.

**Recommendation 2: Ensure that teachers' planning meets the requirements of the National Curriculum and religious education in full**

Very good progress in addressing the recommendation

Teachers have adapted the school's curricular plans successfully in order to provide a wide range of learning experiences to develop pupils' skills, knowledge and understanding. These plans meet the requirements of the foundation phase, the National Curriculum for key stage 2 and the agreed syllabus for religious education. Various themes engage most pupils' interest successfully and ensure that they participate actively in their learning. The school makes good use of the local authority's schemes of work for language, mathematics, science and religious education in order to ensure continuity and progression in these subjects across the school. Teachers work effectively with a specialist teacher from the local authority, which has a positive effect on developing pupils' Welsh language skills. Provision to develop pupils' scientific investigation skills is a strong feature of the school's curriculum.

Educational visits and the good variety of visitors enrich pupils' experiences successfully, for example a visit to Aberystwyth University during national science week. This is reinforced effectively by working with experts from the university who conduct coding workshops to support provision for information and communication technology (ICT). Performances at the school by theatre in education companies enrich pupils' language and Welshness successfully.

**Recommendation 3: Improve the quality and consistency of teaching in order to ensure an appropriate challenge for pupils**

Very good progress in addressing the recommendation

Teachers have established an effective and stimulating learning environment within their classrooms, which encourages pupils to engage fully in their learning. They plan interesting and valuable learning experiences that meet most pupils' needs successfully. Teachers have sound subject knowledge and present lessons and tasks clearly and effectively, ensuring an appropriate balance between teacher and pupil input. They make valid links with previous learning, which ensures that pupils build firmly on their skills and understanding.

Teachers now plan beneficial activities for pupils to develop their independent learning skills successfully. By establishing robust procedures within the classrooms, teachers ensure that pupils are able to research for themselves and engage fully in their learning, for example when weighing ingredients appropriately to make bread.

Staff model language of a high standard successfully, which has a positive effect on most pupils' language skills. They question skilfully in order to extend pupils' understanding of specific issues and develop their thinking skills effectively. There is a sound working relationship between staff and pupils across the school, which ensures that they engage fully in their learning. They manage behaviour in a sensitive and positive way, and use assistants skilfully to support this.

#### **Recommendation 4: Improve assessment processes and track pupils' progress**

Strong progress in addressing the recommendation

Since the core inspection, the school has revised the policy and arrangements for assessing and tracking progress, and teachers implement the requirements consistently and effectively. The school has adopted electronic systems that are used increasingly effectively when interpreting assessments and tracking pupils' progress. They use detailed information to target interventions for individual pupils and to provide an appropriate level of challenge for them in learning activities. The school works successfully with other schools in the cluster to moderate work. As a result, teachers' understanding of the requirements of outcomes and levels is developing soundly.

Following relevant training, the school has reviewed its assessment for learning procedures appropriately. Teachers share learning objectives and success criteria with pupils regularly. Across the school, many pupils discuss them confidently and know what they need to do in order to meet the requirements of the task effectively. Pupils are given suitable opportunities to assess their own work and that of their peers. Teachers provide pupils with effective feedback and identify positive comments and aspects for improvement. However, there are no regular opportunities for pupils to consider and respond to feedback in order to develop their work further. As a result, pupils do not always play a full role in developing and improving their work.

#### **Recommendation 5: Strengthen leadership procedures in order to ensure a clear strategic direction with a focus on improving provision and raising standards**

Strong progress in addressing the recommendation

The school's leadership and staffing structure are now stable. The school has a permanent headteacher and experienced teachers in both classes. All members of staff have a job description that outlines their roles and responsibilities clearly. Within a short period of time, the school's leadership has succeeded in forging valuable partnerships with governors, parents and the local community.

With the support of officers from the education authority, the headteacher has produced a useful post-inspection action plan to address the recommendations from the core inspection. She has also produced a detailed timetable that outlines activities and processes to improve quality, which focus clearly on addressing the work of improving provision and raising standards. Leaders monitor the progress of these activities successfully. As a result, they have a better awareness of the effect of the work on the quality of provision and pupils' outcomes.

The school has established a relevant programme of self-evaluation activities that are based on scrutinising books and schemes of work and observing lessons. These activities have had a positive effect on the school's priorities for improvement, such as ensuring consistency in assessment for learning methods, raising pupils' standards and strengthening curricular plans. The headteacher and governors' monitoring reports have recently become more analytical and identify strengths, in addition to specific areas for improvement. However, this is a recent development and it is too early to measure its effect in full. The school makes appropriate use of the local authority's guidelines and frameworks to monitor the standard of teaching. Comments at the end of the lesson observation process provide teachers with clear instructions on their strengths and what they need to do to improve. Leaders use this information effectively to ensure consistency in terms of the standard of teaching.

The current self-evaluation report identifies strengths and areas for improvement clearly. This corresponds with the standards that have been seen in the classes and pupils' books. These procedures provide leaders with useful information and enable them to act more strategically.

### **Recommendation 6: Develop the role of governors in the school's self-evaluation procedures**

Strong progress in addressing the recommendation

All governors now have specific responsibilities, in addition to a clear link to recommendations in the post-inspection plan. As a result, they contribute more effectively towards identifying the school's strengths and areas for improvement.

Since the core inspection, governors have received relevant training, including data analysis and assessment for learning. This has strengthened their understanding and ability to self-evaluate provision knowledgeably and to take a more strategic role in the school's development. By observing lessons and scrutinising pupils' work, governors have up-to-date knowledge of the school's standards. They contribute comments very effectively to a range of evaluative monitoring reports. As a result, these processes have a positive effect on provision and pupils' outcomes.

Governors have a clear awareness of the school's priorities. The school makes good use of the expertise of members of the governing body and, through relevant training and liaising with governors in other schools, their role as members of the governing body is developing well.

Governors receive thorough information from the headteacher and the local authority about progress towards targets in the post-inspection plan. They now evaluate progress against the post-inspection plan far more purposefully. As a result, the governors' ability to hold the school to account for its performance is developing effectively. In order to strengthen their role in the improvement process further, governors need to continue to monitor procedures that are implemented to enable them to challenge the school confidently.

## **Recommendations**

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