



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

25 March 2019

Dear

Please find attached report as requested under FOI.

Many thanks

Robert Gairey

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn

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Her Majesty's Inspectorate For Education and Training in Wales**

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a Hyfforddiant yng Nghymru

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for Education and Training in Wales

**Report of visit
Level of follow-up activity: monitoring by Estyn**

**Ysgol Gynradd Aberporth
Aberporth
Cardigan
Ceredigion
SA43 2DE**

Date of visit: June 2014

by

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

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The monitoring team

Ann Jones	Reporting Inspector
Iolo Dafydd	Team Inspector
Gillian Evans	Local authority representative

Outcome of visit

It is judged that Ysgol Gynradd Aberporth has made sufficient progress in relation to the recommendations following the core inspection in May 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools in need of monitoring by Estyn.

Progress since the last inspection

Recommendation 1: Ensure that the school's provision responds in full to the requirements of the National Curriculum and the county's agreed syllabus for religious education

This recommendation has been fully addressed.

The school has taken considerable steps in a comparatively short period of time to develop the curriculum and ensure that provision for religious education meets the needs of the agreed syllabus in full. The school's thorough quality improvement arrangements have been a medium for ensuring breadth and consistency in provision across the school. As a result, the quality of provision and the progress in pupils' knowledge and understanding have improved considerably.

The requirements of the national curriculum and the agreed syllabus have been embedded successfully in learning programmes and thematic cycles. The way in which the school has raised standards of religious education includes the effective use of staff expertise by exchanging classes. This includes the headteacher taking responsibility for teaching religious education in the Foundation Phase. The headteacher also uses this effectively as a medium for setting clear explanations and disseminating good practice associated with teaching and assessment for learning.

A prominent feature of provision in the Foundation Phase is the extensive use of purposeful corners that create a stimulating environment for introducing a range of experiences to pupils, linked to the religions of the world in a lively way. Pupils deepen their understanding further in key stage 2 by making regular use of their extended writing skills in the context of their work in religious education.

Religious education learning experiences benefit extensively from the valuable links with a number of local religious organisations. This includes visits to places of worship by pupils and presentations by leaders of different beliefs who visit the school.

Recommendation 2: Monitor new plans to ensure that numeracy and ICT skills develop successfully across the curriculum

This recommendation has been fully addressed

The school has made effective use of the national Literacy and Numeracy Framework to help to embed skills in schemes of work. As a result, pupils now develop a full range of skills that provide an increasing challenge for them. The full

range of ICT experiences have also been embedded fully in the schemes of work in the same way.

Teachers' short-term plans identify specific opportunities for pupils to use and develop their skills in a range of contexts across the curriculum. As a result, skills development receives prominent attention across the school and is a core part of learning experiences.

Leaders use a range of methods to ensure that plans are implemented consistently across the school and that pupils make continuous progress in their grasp of skills. The headteacher keeps a close eye on teachers' short-term plans to ensure that they cover all requirements. In addition, co-ordinators summarise evidence that arises from observation and scrutinising work thoroughly. They keep a close eye on pupils' progress through revisiting matters that were raised in the previous scrutiny cycle. They also make detailed use of the school's systems to track progress in pupils' skills.

The school's systems for tracking progress show significant progress in pupils' skills over the past school year. Pupils make extensive use of their numeracy and ICT skills in a range of contexts across the curriculum. A strong feature is many pupils' ability to use mathematical reasoning skills in situations that are linked to every day life. Pupils are able to explain confidently the way they solve mathematical problems and check their conclusions.

Recommendation 3: Stabilise the school's leadership and develop the management team's strategic responsibilities

This recommendation has been fully addressed.

The school's leadership structure has been stabilised since the appointment of a headteacher and assistant headteacher in September 2013. At the same time, the school restructured the senior management team appropriately and the team now includes the headteacher, the assistant headteacher and the teacher in the 'Canolfan y Don' unit.

The new headteacher provides effective leadership and a strong vision for the school. She ensures that all aspects of school life and initiatives have a clear and positive influence on standards achieved by pupils.

The enthusiastic senior management team co-operate effectively together and share the innovative vision that the headteacher has for the school. They all have detailed job descriptions and a range of responsibilities across the curriculum. They meet every week and the outcomes of these meetings feed into the regular staff meetings. All of these meetings focus directly on improving the school and lead to further action points in order to improve teachers' practice. They review and evaluate new activities and initiatives frequently in order to measure progress. All school staff's job descriptions have been updated and performance management systems are effective.

Since the inspection, staff take advantage of every opportunity to develop their expertise and they are very eager to take part in activities to improve their effectiveness in the classroom. The school has established effective networks of professional practice at the school and members of staff have visited a number of other primary schools in order to see best practice and share their experiences with the remainder of the teaching staff. These new systems contribute significantly to improving pupils' standards.

Recommendation 4: Strengthen the school's self-evaluation arrangements and to ensure that they better identify strengths and required improvements

This recommendation has been fully addressed.

Since the last inspection, the school has a new and effective system for self-evaluation. Managers have ensured that all the school's stakeholders, including teachers, pupils, governors, parents and the local community, contribute towards producing the self-evaluation report. The school feeds the results of all activity into the self-evaluation report. The school also uses reports on visits by advisory teachers effectively as part of this process.

Self-evaluation and monitoring are on the agenda of senior management team meetings and school staff meetings regularly. The school releases co-ordinators regularly in order to monitor attainment and standards, and as a result, monitoring lessons and scrutinising pupils' books have become an integral part of the school's life and work. Link governors are often part of these activities. Monitoring and reviewing pupils' work has been core to the significant improvement in standards and progress in pupils' work since the beginning of the academic year. The headteacher submits regular reports on the outcomes of these monitoring activities to the governing body.

The school's self-evaluation report is a comprehensive document that focuses clearly on improving pupils' standards. The report contains a thorough analysis of performance data, monitoring provision and a review of all aspects of the life and work of the school. The report celebrates the school's strengths in addition to identifying issues that need to be developed further. There is a close link between the self-evaluation report and the priorities in the school development plan.

Recommendation 5: Develop the role of the governing body as critical friends

This recommendation has been fully addressed.

Governors and the new headteacher have developed a clear vision, aim and objectives for the school. This has led to a unified ethos among staff, pupils and parents.

The headteacher has done a great deal to help governors to identify the school's strengths in addition to areas that need to be improved. As a result, the role of governors as critical friends has developed significantly. They have individual responsibilities for monitoring the progress of various aspects of the curriculum, and through robust revisiting processes, they measure the school's progress against

recommendations. They report back to the full body and use the information to contribute effectively to strategic plans.

The school has produced a monitoring timetable that offers opportunities for governors to observe learning and teaching in addition to monitoring standards in pupils' books. This has improved governors' ability to judge on the basis of direct evidence as part of the self-evaluation process.

Nearly all governors have received training on analysing the school's performance data. They use information on standards across the school in order to plan strategically and provide a challenge for the headteacher that have led to definite follow-up action. An example of this is implementing effective strategies in order to raise the standards of specific groups of pupils.

Recommendation 6: Strengthen the partnership with parents, with a particular focus on improving communication

This recommendation has been fully addressed.

The new headteacher has ensured that the school has robust processes for communicating with parents. This includes a regular newsletter and a new school website. The new texting system operates successfully in order to remind parents about events at short notice. Parents also receive a termly overview of the learning theme for their children. This ensures that they have a clear understanding of what will be learnt during the term to help them to support their children.

The positive response to the parent questionnaire in spring 2014 suggests that parents' satisfaction levels are now high. The school has taken effective follow-up action in response to parents' concern about the parking arrangements at the beginning and the end of the school day.

The school has provided a series of training sessions for parents. These include a literacy course to raise parents' awareness of the national tests and the literacy framework. In addition, training has been introduced on "Y Daith Ddarllen" to share reading strategies with parents in order that they are able to support their children with their learning at home. These initiatives are having a positive effect on standards of literacy across the school.

During the year, the school has strengthened the partnership with parents through a good variety of activities, including parents from the two local nursery groups which has led to an increase in pupil numbers. The school's Parents and Friends Association makes a significant contribution to raising money and improving the physical environment of the school and site.