



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: focused improvement**

**Cylch Shotton
Plymouth Street
Ysgol Croes Atti Glannau Dyfrdwy
Shotton
Deeside
CH5 1JD**

Date of visit: November 2017

by

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

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Outcome of visit

Cylch Meithrin Shotton is judged to have made sufficient progress in relation to the recommendations following the core inspection in May 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Establish good quality planning procedures to ensure that children make good progress

Strong progress in addressing the recommendation

The setting receives regular guidance and support from the local authority on improving its planning procedures. Practitioners benefit from this by developing their understanding of purposeful planning, with the leader taking the main responsibility. They now understand the importance of joint planning and meet regularly in order to do so. They discuss and consider their observations of the children carefully when planning the next steps in their learning. As a result, practitioners plan purposeful activities that are appropriate for the children's range of ability.

Weekly plans include beneficial learning opportunities for focus tasks and for continuous and enhanced provision. Practitioners set clear learning objectives for learning activities that build successfully on previous learning. They use the local authority's guidelines effectively in order to ensure that learning objectives lead to systematic progress in children's skills. However, it is too early to measure the full effect of these procedures on children's outcomes.

Recommendation 2: Plan systematically to develop children's Welsh language skills

Strong progress in addressing the recommendation

Practitioners now plan regularly to develop children's Welsh vocabulary successfully, and identify words to accompany themes in the weekly plans. This reinforces vocabulary and phrases that are introduced during the week successfully. An effective example of this is by emphasising the use of a 'full cup' and an 'empty cup' during snack time in order to reinforce learning from a mathematical activity. Practitioners understand the importance of feeding children language regularly and encouraging them to respond. They have benefited from regular visits by Mudiad Meithrin's language officer, and have made beneficial use of the language pack to reinforce and expand strategies to introduce the Welsh language. Frequent use of the songs in the pack and relevant stories contributes positively to extending children's spoken language skills and their awareness of common language patterns. Practitioners use suitable story sacks in order to encourage children to listen and respond appropriately to familiar stories.

Practitioners include basic language patterns to be repeated regularly at specific times during the session, for example during snack time. By doing so, children hear

suitable syntax more frequently and begin to develop an appropriate understanding of Welsh language patterns. Practitioners now plan more effectively to learn language patterns and syntax systematically. As a result, they are beginning to identify beneficial opportunities to develop children's language in line with their linguistic ability, and link them with other areas of learning. A good example of this is the use of mathematical vocabulary as children discuss animals in the dough area.

Recommendation 3: Strengthen routines and transition times so that all children are fully involved

Very good progress in addressing the recommendation

With valuable support from the local authority link teacher, practitioners have worked together effectively to set a regular routine for the sessions. They now plan purposefully to ensure that sessions have a smooth routine and pace, and they identify expectations clearly. This has had a positive effect on provision as practitioners give children more consistent and firm instructions as they move from one activity to the next. Through encouragement from practitioners, most children show that they understand the routine and respond suitably. As a result, children tidy up appropriately and form an orderly queue to wash their hands. Most children now respond suitably to the flow of the session and contribute fully to daily activities and practices, for example when joining in with the story at the end of the session.

Recommendation 4: Establish an effective system to record observations and assessments in order to meet children's learning needs

Strong progress in addressing the recommendation

Practitioners use the foundation phase profile beneficially to record children's attainment on entry to the setting. This has expanded practitioners' understanding of the small steps that children need to achieve while learning. In addition, following local authority training and by observing good practice in nearby settings, they use a formative assessment system to evaluate individual children's progress appropriately. Practitioners record observations under the areas of learning regularly in an individual file for each child. Observations focus specifically on children's skills and outcomes. The setting has recently adopted a traffic light procedure that denotes each child's progress and enables practitioners to identify the next steps in children's development beneficially. Practitioners are developing their ability to use this information with increasing effectiveness in order to plan appropriately to meet children's needs. The use of the local authority's planning guide makes a valuable contribution to the process. As a result, learning objectives that derive from this process are more incisive and relevant to individuals' learning needs.

Recommendation 5: Develop effective self-evaluation procedures in order to identify and prioritise areas for development successfully

Satisfactory progress in addressing the recommendation

Leaders use the local authority's self-evaluation procedures appropriately, and focus on children's standards with increasing effectiveness. As a result, the report shows a better recognition of strengths and areas for improvement. With the support of the

link teacher, the leader has prioritised areas for improvement appropriately, for example in improving opportunities for children to learn and use mathematical language. They have begun to seek children's views suitably and share questionnaires with parents each year. These practices are beginning to have a positive effect on improving provision, for example by improving opportunities to promote children's early writing skills, and working towards achieving the recommendations from the core inspection. However, the setting's ability to set suitable priorities independently has not yet developed in full.

The setting has a development plan that identifies priorities for improvement clearly, in addition to the expected progress. The plan includes success criteria, a timetable and appropriate costs, and identifies who is responsible for the work and for monitoring it. Practitioners now evaluate their progress in implementing the development plan suitably, for example in evaluating the effectiveness of their formative assessment procedures on teaching. They are also beginning to consider the effect of provision on children's learning outcomes. However, progress towards achieving some priorities is too slow.

Recommendations

In order to maintain and improve on this progress, the setting 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.