

Re-inspection

of

**Ysgol Gynradd Y Parc
Newry Fields
Holyhead
Ynys Môn
LL65 1LA**

July 2010

Ysgol Gynradd Y Parc was inspected in July 2009 and judged to be in need of special measures. As part of the Welsh Assembly Government's requirements for schools in need of special measures, Estyn has undertaken regular monitoring inspections, which have focused on the key issues and recommendations identified in the inspection report published in July 2009 and in subsequent monitoring visits.

Ysgol Gynradd Y Parc is judged to have made good progress in relation to the recommendations following the Section 28 inspection in July 2009. As a result of this progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from special measures.

Progress since the last inspection

The school has made progress in each of the eight recommendations arising from the Section 28 inspection report of summer 2009.

There has been very good progress in the following:

R1 act immediately to establish a positive working relationship between the school's leadership and members of staff.

The uncertainties about the future leadership of the school have been largely resolved with the resignation of the headteacher and the recent appointment of the current acting headteacher to the post for one year. This will provide an essential boost to medium-term planning as well as building on the improvements made over the last year. The acting headteacher is continuing to provide good leadership and is succeeding in fostering good team work around delivering the post inspection action plan. There continues to be a very positive ethos in the school developed around a clear sense of shared purpose and common direction. Teachers increasingly work well together in a more systematic and structured fashion than before and this is leading to effective joint-working and improved planning. Teachers and support staff work together effectively in all classes.

R6 ensure effective use of the school's budget, meeting the needs of specific areas;

The school has acted promptly in dealing with this recommendation and as a result the balances are now well within recommendations suggested by the Audit Commission. The acting headteacher has spent the money effectively in supporting school improvement issues identified in the post inspection action plan.

R8 further develop pupils' understanding of the world of work;

Recent educational visits and studies of the local area have begun to improve provision about the world of work.

There has been good progress in the following:

R2 raising pupils' standards of achievement in mathematics and Welsh second language in key stage 2, and in music throughout the school.

Pupils' standards of achievement in mathematics and music in KS2 have improved. Good features now outweigh shortcomings in both subjects. A revised scheme of work for mathematics in key stage 2 is beginning to have an impact on teaching and learning resulting in improved standards in most classes. The recent introduction of mental maths strategies is beginning to further develop pupils' understanding and recall of mathematical facts.

The school's approach to teaching and learning Welsh now has a greater sense of purpose and direction. This is especially so in the foundation phase and key stage 1 and in two classes in key stage 2. In these classes most pupils show an increasing confidence in speaking Welsh. They read and write simple phrases and sentences confidently and with increasing accuracy. However, pupils find difficulty in giving extended oral responses. In the best lessons teachers use Welsh as a medium of instruction throughout the lesson. Most pupils have a good understanding of their current and previous work. In the key stage 2 classes observed most pupils have a positive attitude towards learning Welsh; they enjoy their work and participate confidently in the good range of activities offered. The school needs to build on the good practice seen in these classes and extend pupils' speaking and writing skills further to raise standards in Welsh throughout the school.

Good progress has been made throughout the school in addressing the shortcomings in Music. The recent deployment of a music coordinator to work with other teachers to develop their planning of work on composing is having a positive impact on the delivery of music by non-specialist teachers.

R3 address the shortcomings in the teaching identified in key question 2;

Eight lessons were observed during the visit. Most of the teaching was good or better and a minority was satisfactory. No unsatisfactory teaching was observed. Teachers generally plan lessons well and there is a good balance of whole-class and group work which provides a good variety of activities. There is increasing evidence of planning for differentiation, the best of which is very effective. Teachers' perceptions of what pupils know and can do continue to rise and their expectations about presentation of pupils' work in a range of formats are now generally good. Teachers reflect and act appropriately on advice from observations of their lessons by both the senior management and by the LA advisers.

R5 establish consistency in the processes for assessing and recording pupils' progress;

A whole-school tracking system is used consistently throughout the school. Information from nationally produced assessment schemes serves as a baseline together with teacher assessments. The data produced from these sources is fed into the tracking system. Value added data from key stage 1 to key stage 2 is used effectively to identify trends.

In nearly all classes observed there are good examples of pupil's self-evaluation. In a few classes there are well planned links between success criteria to learning objectives and learning outcomes. There are also some good examples of individual pupil target setting and thoughtful observational assessment. However, such good practice is not consistently applied throughout the school. Progress is being made in developing school subject portfolios in conjunction with the local secondary school cluster. The school recognises that this is an area for further development.

The school continues to develop a process for target-setting, assessment, and the tracking of pupils' progress. Although procedures have improved, not all teachers mark work consistently, set targets for improvement or record outcomes clearly, so that the assessment process has a direct impact on all pupils' learning. All staff need to implement the newly developed marking policy consistently to ensure that all pupils are aware of their strengths and the areas for improvement in their work. Staff apply assessment for learning techniques inconsistently, but all staff are becoming more familiar with these techniques. These methods have a good impact on learning in classes where they work well.

R4 address the shortcomings in the school's self-evaluation procedures

The school is making appropriate progress in tackling this recommendation. It has processes in place to discuss improvement issues which involve most interested parties. The post-inspection action plan is a good example of the co-operation that now exists between all staff. The introduction of a system to evaluate the effectiveness of teachers' planning along with local authority help in implementing a system of lesson observation has enabled the leadership and management of the school including the governing body to monitor more effectively the progress of teaching and learning throughout the school; and

R7 revise whole-school curricular planning to meet the requirements of the 2008 curriculum.

The acting headteacher has re-allocated responsibilities for curricular planning to the curriculum co-ordinators. This process helps to ensure better continuity and progression in the teaching and learning.

Recommendations for further improvement

In order to build on this progress, the school should:

- R1:** further strengthen procedures to share the good practice in teaching;
- R2:** continue to strengthen the work to raise standards in Welsh, especially pupils' speaking and writing skills; and
- R3:** ensure consistency in assessment, recording and marking throughout the school.