



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: Significant improvement**

**Ysgol Gynradd Pontiets
Llanelli Road
Pontyates
Llanelli
Carmarthen
SA15 5UB**

Date of visit: December 2018

by

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

Outcome of visit

Ysgol Pontiets is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

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

Progress since the last inspection

R1. Improve pupils' Welsh reading and writing skills in key stage 2

Since the core inspection, many pupils' Welsh reading and writing skills have developed well in key stage 2. Leaders plan a wide and rich range of learning experiences in literacy. Most pupils respond enthusiastically to stimulating activities, which reflect the staff's high expectations.

Most pupils in key stage 2 read confidently in line with their age and ability. They enjoy reading a wide range of challenging texts and discuss their books maturely. They show a good understanding of the text and correct themselves intelligently. Staff provide an effective range of reading activities, for example guided reading, which provides an effective structure to develop pupils' reading skills. They make successful use of factual and creative material in order to ensure most pupils' engagement. Most more able pupils read maturely and fluently, and change their tone of voice to create effect.

Many pupils in key stage 2 write effectively in a range of forms. Most punctuate and spell with increasing confidence in line with their age and ability, and vary their syntax successfully. Teachers use plans effectively in order to ensure a rich range of writing experiences in different contexts. Many pupils write factually and creatively to a good standard, for example when writing a report on heart rate.

Staff model language effectively and focus continuously on high expectations in terms of language accuracy. Through language improvement sessions and Welsh language charter activities, most pupils show pride in their Welshness. As a result, many create written work of a high standard, for example when creating dialogues and personal letters as part of their project work on Cynheidre coal mine.

R2. Ensure regular opportunities for pupils to use their numeracy skills across the learning areas and the curriculum

Since the core inspection, all staff have received useful training from the local authority on the numeracy framework. This has increased their confidence in planning various challenges for pupils of different abilities across the school. Leaders adopt a consistent method of planning numeracy across the curriculum, and teachers' schemes of work identify which numeracy skills to introduce every fortnight. They plan an effective range of activities in order to challenge pupils to develop their skills successfully. As a result, pupils make good progress. They take an interest in their work and persevere with their tasks maturely.

In the foundation phase, staff ensure that there are effective opportunities for pupils to practice their numeracy skills. This is evident in the continuous provision, enriching challenges, as well as in focus tasks. For example, pupils apply their measuring skills successfully in order to create a carnival mask. In line with their age and ability, many pupils use non-standard units, such as plastic blocks to measure, and use standard measuring equipment correctly. By the end of the foundation phase, more able pupils analyse standardised data that has been collected in order to discuss who has the largest and smallest head.

In key stage 2, staff ensure that there are opportunities for pupils to practice their skills successfully in extended, cross-curricular tasks that match the theme.

R3. Ensure that teaching provides an appropriate level of challenge and nurtures pupils' independent learning skills in order for them to play a more active role in their learning

In all classes, staff have high expectations of pupils and challenge them to do their best. Staff use open-ended questions effectively in order to extend and develop pupils' responses further. Assistants work skilfully in the classes with pupils with different needs in order to support and stimulate them to undertake tasks successfully.

Teachers set clear expectations for pupils in order to nurture their independent skills. Staff create stimulating environments within the classrooms, which support pupils to find information to solve challenges. Many pupils reflect effectively on success criteria during lessons in order to evaluate their own progress. Pupils are given regular opportunities to assess their own work and that of their peers. As a result, many have a sound understanding of what they need to do to improve their work. Teachers gather pupils' ideas at the beginning of each theme effectively in order to seek their views and discover what they already know. Teachers use an increasing range of opportunities for pupils to have input into what they learn. As a result, many pupils show interest and enthusiasm towards their work, and show a good level of independence during activities.

Leaders have reviewed the assessment policy since the inspection. This means that teachers now use successful assessment procedures when giving pupils oral and written feedback. Written responses to pupils' work are simple and effective, and give clear guidance on strengths and areas for improvement.

R4. Ensure that leaders address the safeguarding issues

The school's arrangements for safeguarding pupils now meet requirements and are not a cause for concern.

R5. Improve the school's leadership structure in order to ensure a clear strategic direction and accountability at all levels

Since the core inspection, the school's leadership structure has improved significantly.

Members of the governing body play a core and valuable part in the school's development. Though close and effective co-operation with the local authority, they

have restructured the school's leadership successfully. The assistant headteacher has been appointed acting headteacher since September 2018, and robust management arrangements have been established. This builds on the effective work that had been established previously. There are robust arrangements in place for taking responsibility for the school in the headteacher's absence.

The acting headteacher has a clear vision for developing the school, and ensures that all staff focus effectively on developing provision and raising standards. She has high expectations of herself and the team. All staff respond enthusiastically and successfully to these expectations and, as a result, the school is making good progress towards the targets in the post-inspection action plan.

Through meetings of the school improvement panel, governors scrutinise in detail and evaluate the school's progress towards the actions in the post-inspection action plan. Progress against all recommendations is sound. Experienced members of teaching staff lead on some priorities and meet regularly with key members of the governing body in order to track and evaluate progress in detail. Leaders organise training for staff and measure its effect thoroughly.

All members of staff have detailed and up-to-date job descriptions, and understand their responsibilities well. A robust structure of high expectations and clear accountability has become embedded across the school. Performance management arrangements are rigorous. Staff objectives link directly with the school's improvement priorities and their personal development needs.

R6. Strengthen the self-evaluation process in order to identify clearly priorities for improvement and ensure progress against them

Since the core inspection, the school has strengthened self-evaluation processes significantly. Leaders have now developed an effective and thorough structure for scrutinising the quality of provision and pupils' progress.

The acting headteacher, members of the governing body and teachers work together successfully in order to identify the school's strengths and areas that need to be developed further. Since the core inspection, they have focused appropriately on the priorities in the post-inspection action plan. Leaders share responsibility for leading on priorities, and this has enabled the school to identify strengths and areas for improvement more effectively. The acting headteacher and governing body have established a timetable of regular activities in order to evaluate progress. Leaders and staff scrutinise lessons and pupils' work regularly, make a balanced judgement about progress and identify aspects that need further attention. Leaders scrutinise staff plans and provide developmental feedback, and discuss work and progress with pupils. They provide training for all staff and individuals, as required. All of this has strengthened accountability across the school successfully.

Members of the governing body visit lessons regularly and have a sound understanding of expectations in different aspects of the curriculum. The acting headteacher has provided them with effective training, which now enables them to evaluate their areas of responsibility confidently. They scrutinise pupils' progress regularly and evaluate pupils' progress from their starting points at the school. They

focus on the progress of different groups of pupils, including more able pupils and those with additional learning needs.

As a result of the effective range of self-evaluation procedures that have become embedded, the school is ensuring progress towards all of the recommendations from the core inspection.

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