

**Report removing a school from significant improvement.**

**MONITORING**

**OF**

**Craig Yr Hesg Primary School**

**SCHOOL NUMBER: 674 2225**

**DATE OF SECTION 28 INSPECTION: March 2011**

Craig Yr Hesg Primary School was inspected in March 2011 and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a monitoring visit in May 2012 focusing on the key issues identified in the Section 28 inspection.

**Outcome of the monitoring visit**

Craig Yr Hesg Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in March 2011. As a result of this progress Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

**Progress since the last inspection**

**Recommendation 1:** improve pupils' standards of reading and writing across the whole school.

This recommendation has been largely addressed.

Due to the small number of pupils at the end of both key stages the results of pupils' assessments have to be treated with care because one pupil's results can have a significant impact on the school's performance.

Generally pupils' reading ages have improved significantly. In particular year 6 pupils' performance rose by 55 percentage points in a year for pupils achieving a reading age above their chronological age.

In 2011 end of key stage 2 reading assessments show a rising trend and place the school as the best in its family. Predicted results for key stage 2 in 2012 indicate that the school will perform above the family and local authority averages and very slightly below the Welsh average.

In 2011 end of key stage 2 writing assessment were significantly below those of its family. However, predictions for 2012 show that the school will perform around six to eight percentage points better than family, local authority all Wales averages.

Older pupils are generally fluent and read with good use of punctuation. Most read regularly at home for suitable lengths of time and enjoy fiction and non-fiction. They can talk about favourite books and authors. Many can skim a text well for information and can predict the events in a story. Many are able to use text to establish the meaning of more complex vocabulary.

Pupils interviewed confirm that the school has noticeably raised the profile of the importance of reading and is regularly challenging them to improve.

Scrutiny of pupils' written work shows that standards are largely in line with pupils' end of key stage assessments. Many pupils write in a range of genres and at length using a well-chosen vocabulary. Standards of handwriting and the use of paragraphs are underdeveloped.

Nearly all pupils were clear about what they had to do in order to improve the quality of their writing but were less clear about targets to improve their reading.

Overall standards in English in key stage 2 are good, and trends continue to show improvement.

**Recommendation 2:** provide a curriculum that meets the statutory requirements of the national curriculum in Wales.

This recommendation has been fully addressed.

The school provides a curriculum that fully meets the statutory requirements of the National Curriculum in Wales. Appropriate time is allocated to the teaching of all subjects.

Teachers base their medium and long-term planning around the progressive development of pupils' skills. In key stage 2, the curriculum has been rearranged effectively to avoid any unnecessary repetition of work.

The school has developed appropriate strategies for Cwricwlwm Cymreig. Pupils have many opportunities to learn about Wales and their local area. The 'Wonderful Wales' wall display celebrates and informs pupils about Welsh history, celebrities and life.

Planning for Welsh ensures that the whole range of the curriculum is addressed and tracked appropriately. Pupils have appropriate opportunities to write, read and communicate in Welsh on a number of topics.

**Recommendation 3:** make better use of existing good practice to rectify the shortcomings in planning and teaching.

This recommendation has been largely addressed.

The school has established a range of effective procedures to improve both planning and teaching.

Following local authority training and support and visits to other schools, staff have completed useful audits of curriculum provision for all subjects. These have been used well to ensure a broad and balanced curriculum and to establish useful 'skills ladders' to assess pupils' progress. Generally staff plan lessons well to meet the differing needs of the range of pupils in the class.

Leaders monitor the quality of teaching on a regular basis and there is evidence to show that standards of teaching are higher than in the 2011 inspection. Staff are given targets for improvement which link effectively to their performance management reviews. Leaders make effective use of staff development time to address how teaching and learning can be improved.

**Recommendation 4:** make sure that the school's self-evaluation is more directly related to pupils' standards and the targets in the school development plan.

This recommendation has been largely addressed.

The school self-evaluation report is based securely on a range of rigorous processes including data analysis, work scrutiny, listening to learners and lesson observations.

The school has successfully managed its post inspection action plan and has used this as the basis for school improvement. The plan has relevant targets that relate directly to evidence from self-evaluation reports. These targets mostly refer to the percentage of pupils expected to achieve national curriculum levels. They have relevant timescales, costs and staff responsibilities. Overall, the school has successfully prioritised its actions to maximise the impact on pupils' performance.

Staff evaluate pupils' work on a regular basis and provide valuable feedback to colleagues on their findings. The reports have helped improve both curriculum provision and assessment. As yet the school does not make enough effective evaluation of how well pupils are achieving and what they need to do most to improve.

**Recommendation 5:** achieve a better balance of roles and responsibilities within the leadership team.

This recommendation has been fully addressed.

The school has an appropriate balance of roles and responsibilities within the leadership team. It makes effective use of staff expertise and interests. Leaders and managers undertake their roles effectively especially in addressing the shortcomings in provision identified in the section 28 inspection.

### **Recommendations for improvement**

In order to maintain and improve on this progress, the school needs to:

- continue to improve pupils standards in both reading and writing;
- make further use of existing good practice to rectify any shortcomings in planning and teaching; and
- further strengthen the link between self-evaluation, development planning and pupils' standards.