



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report of Estyn monitoring

**Ysgol Ein Harglwyddes
Caernarfon Road
Bangor
Gwynedd
LL57 2UT**

Date of visit: November 2012

by

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



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The monitoring team

Maldwyn Pryse	Reporting Inspector
Owen Glyn Roberts	Team Inspector
Ioan Gruffydd	Local authority representative

Outcome of monitoring visit

Ysgol Ein Harglwyddes is judged to have made insufficient progress in relation to the recommendations following the core inspection in September 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the school in about 12 months' time to inspect progress against the recommendations in the original inspection report.

Progress since the last inspection

Recommendation 1: Address shortcomings in the quality of leadership

This recommendation has been partly addressed.

Some positive steps have been made in addressing shortcomings in the quality of the leadership within the school.

Senior managers have started to challenge staff to achieve excellence and to implement new initiatives effectively. Staff now report in staff meetings on progress against targets set in the improvement plans, but there are no written reports. Minutes of staff meetings show a good focus on raising standards and discussions relating to action plan proposals. However they do not identify responsibilities for actioning and timescales clearly enough.

Action plans are now more strategic in nature and include a focus on raising standards. They usefully include a brief review of the post inspection action plan, identify tasks, responsibilities, costings, training requirements and timescales, and make limited use of quantifiable targets. However, arrangements for the evaluation of the impact of the actions are neither detailed enough or robust. The plan contains very little reference to benchmarking against similar schools or the family to whom the school belongs. The evaluation includes statements which suggest progress but offers little or no evidence to support them.

The governing body does not receive written reports on progress against the post inspection action plan proposals. This makes it difficult for governors to develop their role as critical friends. Minutes of the governing body meetings are not informative enough and do not provide enough evidence of a challenge.

Recommendation 2: Establish more robust self-evaluation processes

This recommendation has been partly addressed.

Leaders have started to implement a range of initiatives that are beginning to strengthen the arrangements for self-evaluation.

A self-evaluation plan has been prepared for the current year, identifying clearly the roles of the leadership team, teachers and governing body. However, the school has

not yet produced a manageable long-term plan identifying which subjects or aspects are monitored on a rolling programme.

The school performance data is now analysed better and is discussed in staff and governor meetings. However, areas for improvement are not clearly identified in evaluations and not all important areas for development, such as writing, are identified as priorities in the new school development plan. The link between the self-evaluation process and school development planning is not strong enough.

A systematic process of book trawls and of tracking pupil progress is now in place. However, there are no written reports based on the scrutiny of books and the information gathered is only just starting to be evaluated. Initial work over the past 12 months has not led to an improvement in the school's performance in 2012.

The school has started to implement procedures for monitoring and evaluating the quality of teaching. There are clear plans in place to further develop the range of observation activities and to gather additional first hand evidence of the quality of provision for the development of skills. However, this has involved the headteacher only and is at an early stage of development. No written reports have been produced.

The role of curriculum leaders in self-evaluation is yet to be established.

The school has recently introduced suitable questionnaires to gather the views and opinion of parents and pupils. Responses have not yet been analysed.

Recommendation 3: Complete updating schemes of work

This recommendation has been fully addressed.

The school has successfully completed the task of updating its planning for the Foundation Phase and key stage 2 classes. Long, mid-term and short-term plans are fully implemented throughout the school and agreed planning sheets are used in order to secure consistency and progression. Short term planning for meeting the needs of individuals and groups of learners take appropriate account of prior learning and suitable opportunities are provided to develop pupils' key skills. As a result, the school is now providing a good range of stimulating and well planned learning experiences, which meet the needs of pupils well.

The school has updated its curricular policies. These have been adopted and signed by the governing body.

Recommendation 4: Ensure that assessment for learning processes are implemented thoroughly

This recommendation has been largely addressed.

The school has succeeded in raising the awareness of all staff to the need for the implementation of a range of assessment for learning strategies throughout the school. Staff have been provided with suitable training opportunities.

The assessment coordinator has held staff meetings specifically to discuss assessment for learning and to offer support and guidance. The coordinator has also monitored the use of assessment for learning strategies through recently conducting a learning walk in key stage 2 classes, and the headteacher has been monitoring assessment for learning in the Foundation Phase. There has also been scrutiny of pupils' books that has led to useful reports that have been shared with staff, identifying areas for further development.

There is clear evidence in pupils' books and in lessons of the use of new strategies. In most lessons, teachers share success criteria effectively with pupils and review them with pupils regularly as they undertake their learning tasks. Most teachers also use other techniques successfully, such as open ended questioning and providing useful oral and written feedback to pupils. However, there is still an element of inconsistency in the use of assessment for learning strategies across the school. The use of learning partners and peer assessment is at an early stage.

Recommendation 5: Make more consistent use of incidental Welsh during lessons

This recommendation has been largely addressed.

The use of everyday incidental Welsh is now consistent and well planned in all classes. The school has developed effective graduated vocabulary and comment banks for the use of Welsh in everyday situations and responding to pupils' written work. Welsh wall displays and useful visual aids for pupils are evident in all classes. There is also use of incidental Welsh beyond the classroom, including during break times.

Teachers use effective strategies to promote and develop pupils' use of Welsh, for example 'hot seating', and Welsh is used as a medium of communication in daily class routines. Pupils respond well to questions that use familiar phrases and vocabulary. Older pupils use sentence structures correctly to ask simple questions, but they are not sufficiently challenged to extend the range of sentence patterns they use. In the best practise, classroom assistants support pupils' use of Welsh well, but this is not consistent throughout the school.

Recommendations

The school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.