



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 Clawdd Offa
Ffordd Clawdd Offa
Prestatyn
LL19 8AZ**

Date of visit: May 2017

by

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

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The monitoring team

Richard Lloyd	Reporting Inspector
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Outcome of monitoring

Ysgol Clawdd Offa is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2016.

As a result, 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: Raise standards of reading

Strong progress in addressing the recommendation

The school's provision to develop pupils' reading skills is beginning to raise standards. A whole school approach to teaching phonics and regular guided reading sessions at key stage 2 provide pupils with valuable opportunities to develop and use their reading skills. Events such as author visits and Roald Dahl Day enhance the taught curriculum well and promote enthusiasm for reading amongst most pupils.

Most pupils read at a standard that is appropriate to their age and ability. They have a sound understanding of what they read and talk readily about their books. Many pupils recount stories well and make reasonable predictions about what may happen next. By the end of the Foundation Phase, many pupils read with fluency and expression. They use phonic strategies well to help them sound out unfamiliar words. By the end of key stage 2, many pupils read with good levels of fluency and expression. They use higher-order skills well to retrieve information from books in topic work, for example to scan text for information about rationing during the Second World War.

Teachers assess pupils' progress in developing their reading skills regularly, for example by using reading records. However, teachers' comments in these records do not always indicate specifically enough what aspects of reading pupils are good at or what they need to do to improve.

Recommendation 2: Raise outcomes for more able pupils and pupils eligible for free school meals

Strong progress in addressing the recommendation

The school now uses performance data to monitor the progress of specific groups of pupils effectively. Teachers use this information appropriately to create individual challenge plans for pupils who are more able and for those eligible for free school meals. As a result, teachers now have a clear understanding of the performance and needs of these groups of pupils.

Generally, teachers plan a range of stimulating activities that build successfully on the knowledge and skills of more able pupils. Overall, the work in more able pupils' books is of a good standard in relation to their age and ability. The school's tracking data shows that pupils make suitable progress in relation to their individual targets.

However, not all teachers have high enough expectations of pupils in lessons. For example, they do not use questioning effectively to extend pupils' thinking or responses. In a few instances, teachers' written feedback does not challenge pupils well enough to improve the quality of their work.

The school provides effective support for pupils that are eligible for free school meals. Leaders now use the Pupil Deprivation Grant appropriately to fund intervention activities to improve pupils' basic skills and strategies to improve pupils' wellbeing and attendance. In combination, these initiatives have supported disadvantaged pupils of all abilities to achieve better standards in their work.

Recommendation 3: Improve pupils' use of the Welsh language outside of Welsh lessons

Strong progress in addressing the recommendation

The school promotes the Welsh language successfully. Pupils receive frequent opportunities and encouragement to develop their speaking skills, for example through daily 'Helpwr Heddiw' sessions, 'Tocyn Iaith' rewards and playtime games. In the Foundation Phase, many pupils use the Welsh language during play and are becoming confident learners. They communicate effectively, for example to ask and respond appropriately to a range of questions and commands. However, this is not as well developed at key stage 2.

Leaders have identified training needs for staff. As a result, staff are increasingly confident to use the Welsh language across the school. This is having a positive impact on pupils' language skills and promotes a strong Welsh ethos within the school.

Recommendation 4: Improve attendance

Strong progress in addressing the recommendation

Pupils' attendance is improving steadily. For the academic year 2015-2016, pupils' attendance was 94.3% and placed the school in the higher 50% when compared with similar schools. The school's latest provisional data indicates that progress is continuing and the number of persistent absentees is decreasing significantly.

A member of the leadership team now holds responsibility for improving attendance and all teachers follow agreed procedures consistently. The school has developed a good range of strategies to improve attendance of all pupils. These include beneficial work with support agencies and an effective reward system. Rewards include weekly attendance certificates, class celebration assemblies and suitable prizes. Discussions with pupils show that they value these rewards and are now clear about the importance of good attendance.

Although attendance rates for pupils eligible for free school meals and those who belong to minority groups have improved over time, leaders' expectations for the attendance of pupils from these groups are not as high as they are for other pupils. A very few pupils do not arrive at school punctually.

Recommendation 5: Address issues relating to safeguarding

Very good progress in addressing the recommendation

The school's arrangements for safeguarding pupils now meet requirements and give no cause for concern.

Recommendation 6: Clarify leadership roles, responsibilities and lines of accountability so that staff support school improvement effectively

Strong progress in addressing the recommendation

The school has a suitable staffing structure that is beginning to support school improvement effectively. Detailed job descriptions define clearly the roles and responsibilities of all staff. All staff understand their responsibilities well. They are beginning to undertake their roles successfully and with growing confidence, for example by leading staff meetings and leading the school's work in response to the inspection recommendations. In particular, leaders are beginning to use pupil performance data well to identify future improvement needs.

Arrangements to hold staff accountable for the quality of their work are developing appropriately. For example, performance management targets generally relate well to school improvement priorities and there are useful systems in place to monitor teachers' planning. This work ensures that staff work towards school improvement goals and conform to agreed protocols.

Recommendation 7: Strengthen self-evaluation and planning for improvement in order to identify successfully those initiatives that are likely to have the most impact on raising pupil performance

Satisfactory progress in addressing the recommendation

A detailed post inspection action plan provides effective strategic direction to the school's work. All staff in leadership positions have specific responsibilities to deliver improvements in response to the recommendations from the core inspection. The plan contains a suitable range of actions, such as beneficial professional learning opportunities to develop staff skills in teaching reading. School leaders are beginning to implement improvement strategies successfully, for example to improve pupils' attendance.

The school now approaches self-evaluation work strategically. For example, it has a useful calendar of monitoring activities and identifies those with responsibility for completing tasks. These tasks include data analysis, book scrutiny and observations of lessons. There are thorough processes to review pupil performance data. This helps leaders to evaluate aspects of pupils' performance effectively and to gather an overview of whole school performance issues. Leaders are beginning to rely less on external support to identify the school's improvement needs. However, the current arrangements to gather first-hand evidence through lesson observations and scrutiny of pupils' work are of limited use. They do not evaluate pupils' progress or attainment well enough to enable leaders to identify strengths and areas for improvement. This limits leaders' capacity to give colleagues precise guidance to help them improve their practice.

Recommendation 8: Analyse and interpret performance data effectively in order to monitor accurately the progress of groups of pupils and the success of initiatives

Strong progress in addressing the recommendation

The school's arrangements for analysing pupil performance data are developing well. For example, thorough analysis of national test information helps teachers to understand pupils' strengths and areas for improvement in aspects of reading and numeracy. They use this information well to write individual challenge plans for pupils.

Leaders now have a firm understanding of the performance of different groups of pupils, for example those eligible for free school meals. They use data well to consider how much progress the school is making in response to the inspection recommendations, for instance to monitor progress in improving pupils' attendance.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.