



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 following monitoring
Level of follow-up: significant improvement**

**Afon-Y-Felin Primary School
Heol y Parc
North Cornelly
Bridgend
CF33 4PA**

Date of visit: May 2015

by

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

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The monitoring team

Susan Davies	Reporting Inspector
Janet Rowlands	Team Inspector

Outcome of monitoring

Afon y Felin Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in October 2013.

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: Improve pupils' writing, numeracy and Welsh language skills

Strong progress in addressing the recommendation

Most pupils write for a wide range of purposes and different audiences successfully across the curriculum. For example, older key stage 2 pupils use persuasive language and their information and communication technology (ICT) skills well, to produce interesting presentations persuading people to buy imaginary potions. Most pupils use an appropriate range of vocabulary, structure their work well and present it neatly.

In both the Foundation Phase and key stage 2, most pupils apply their numeracy skills well across the curriculum. They engage in problem-solving activities effectively. For example, younger pupils apply their numerical skills confidently to investigate how many blocks it takes to sink a boat as part of a topic on pirates. In key stage 2, most pupils are able to give relevant mathematical explanations to support their methods of working.

There is currently no national end of key stage data for 2015 available to demonstrate improvements in the standards pupils achieve. However, school tracking data and predicted end of year levels indicate a notable improvement in pupils' standards for both Foundation Phase and key stage 2 in both English and mathematics. Work seen in current pupils' books confirms this.

Standards across the school in Welsh are good and most pupils have a very positive attitude to learning the language. Many pupils in the Foundation Phase respond appropriately to simple instructions in Welsh. They can independently write short sentences, using familiar language patterns correctly. Most pupils in key stage 2 communicate fluently in Welsh and use interesting vocabulary and phrases to convey their ideas and feelings. All pupils read Welsh regularly and, as a result, reading skills are strong. Many pupils write to a good standard, with older pupils using both the present and past tense successfully. Strategies such as 'Helpwr Heddiw' and 'Cwtch Cymraeg' ensure that there is good use of Welsh across both phases throughout the day.

Recommendation 2: Make sure that marking is used consistently to identify how pupils can improve and use assessment to better inform planning, particularly for the more able

Strong progress in addressing the recommendation

All teachers use the agreed assessment strategies consistently. In all classes, teachers mark pupils' work regularly and give useful oral feedback to pupils. Comments focus on what pupils do well and what they need to do to improve their work. There are worthwhile opportunities for pupils to respond to teachers' comments. This enables pupils to assess their own learning. However, peer assessment is at an early stage of development. Most pupils are involved in setting their own targets for literacy and numeracy. As a result, many are beginning to demonstrate a good understanding of the level they are currently working at, and what they need to do to reach the next level.

The school has a robust system in place to monitor and track pupils' progress. As a result, teachers are more aware of how pupils are performing and use this information well to plan relevant next steps in pupils' learning. All teachers make good use of assessment information to plan interesting learning experiences that meet the needs of pupils effectively, including pupils that are more able. In lessons, all teachers ensure that pupils have a clear understanding of what they need to do and challenge them to aim high and achieve well.

Recommendation 3: Ensure that all pupils have their full entitlement to a broad and balanced curriculum that is age appropriate

Very good progress in addressing the recommendation

The school has revised its planning of the curriculum to provide a broad and balanced coverage of National Curriculum subjects, Foundation Phase areas of learning and religious education successfully. Learning experiences are interesting and creative and meet the needs of all pupils effectively.

Teachers make beneficial use of a topic-based approach to support and develop pupils' skills across the curriculum. Long and short term planning focuses on the development of pupils' literacy and numeracy skills effectively. Teaching plans across the school contain relevant detail about the levels of challenge for pupils of differing abilities. As a result, pupils are more motivated, engaged and challenged at an appropriate level according to their ability. Teachers' adaptation of activities in lessons, to extend and challenge pupils that are more able, is well developed. Scrutiny of pupils' books and displays of work demonstrate an improvement in pupils' standards, particularly in their standards of writing.

Leaders support staff in implementing the Foundation Phase curriculum well. There are many worthwhile opportunities for pupils to learn independently. The school has developed the indoor and outdoor environment in the Foundation Phase area well. It now supports the Foundation Phase teaching successfully. Teachers and pupils use the outdoor environment to enhance learning purposefully.

The reorganisation of basic skills and catch up withdrawal sessions allows pupils to remain in class for nearly all of their learning. This means that they do not miss important aspects of teaching and learning.

Recommendation 4: Ensure that systems for monitoring, evaluating and reviewing the work of the school are rigorous enough and used more effectively to provide a clear direction for school improvement

Strong progress in addressing the recommendation

The high degree of team working and openness across the school ensures that staff and governors share a strong commitment to school improvement and focus appropriately on raising standards.

The school has put in place more robust systems to gather and evaluate a suitable range of first-hand evidence. This gives leaders a more accurate picture of the school's strengths and areas for development. Examples include using information from a recent book scrutiny, lesson observations and learning walks to improve pupils' application of literacy and numeracy skills across the curriculum. Leaders and teachers analyse pupil progress information in detail and share monitoring findings at staff meetings effectively. Identified areas for development inform staff training needs and future areas for development well.

The school gathers information from pupils and parents effectively, for example through seeking the views of parents regarding their understanding of what, and how, their child learns. The results helped the school to improve the information it provides, enabling parents to better support their children's learning at home.

Leaders share the key findings of the monitoring of curriculum areas with governors effectively and governors undertake learning walks around the school regularly. This gives governors a clearer understanding of the school's strengths and areas for improvement and supports their role as a critical friend well. However, the headteacher currently takes the lead role in producing and analysing these reports and any relevant data. Teachers and governors are beginning to develop more confidence in undertaking these tasks.

A more robust analysis of data provides leaders and staff with a clearer overview of pupils' standards. As a result, pupils receive work with an appropriate level of challenge to address their individual needs. There is a strong link between the self-evaluation report and the school's improvement plan.

Recommendation 5: Address the premises related issues identified in the report

Very good progress in addressing the recommendation

All premises related issues referred to in the inspection report have been addressed appropriately. The school has improved play and lunchtime supervision, installed a soft play area for Foundation Phase pupils and attended to site accessibility matters successfully.

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.