

## **Monitoring**

**of**

**Ysgol Parc Y Llan  
Fford Y Llan  
Treuddyn  
Flintshire  
CH7 4LN**

**School number: 6642266**

**Date of inspection: December 2011**

Ysgol Parc Y Llan School was inspected in September 2010 and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in December 2011 focusing on the key issues identified in the Section 28 inspection.

### **Outcome of the re-inspection**

Ysgol Parc Y Llan is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in December 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**

The school has addressed all the recommendations from the inspection in 2010. The school has fully addressed recommendations 1, 4 and 5 and it has made at least expected progress within the time available in addressing recommendations 2, 3 and 6.

### **R1 Improve the quality of leadership and management in order to secure a clear sense of direction for the work of the school**

This recommendation has been fully addressed.

The local authority has supported the school well by securing the services of an acting headteacher with good leadership and management experience. The acting headteacher has worked very well with chair of governors, the governing body, staff and parents to set a clear strategic direction for the school.

The acting headteacher has ensured that the school has revisited its mission statement, aims and values and she has included all stakeholders in its development. A programme of policy review is now in place. Missing policies have been put in place and policies are shared and effectively applied. This includes appropriate policy and processes for performance management. The acting headteacher effectively challenges underperformance. The acting headteacher has developed clear lines of communication with the governing body, local authority, staff and parents and all stakeholders are informed of key issues affecting the school.

The senior leadership team now meets regularly and it plays an appropriate role in school development. Teachers meet on a weekly basis, both as departments and whole staff, to discuss key issues. All formal meetings have an agenda. There are clear minutes, and actions are generally noted and allocated to staff. However, meetings do not as yet focus well enough on raising pupils' standards or the quality of provision.

## **R2 Establish effective processes for self-evaluation which includes all staff and stakeholders**

This recommendation is partially addressed.

The acting headteacher and governing body have put appropriate systems into place to evaluate the work of the school and its progress against targets in the action plan. Evaluation activities have included learning walks focussed on learning environment and literacy. The latter has involved the literacy co-ordinator, members of the governing body, the local authority and the school council. The literacy walk has resulted in action points for individual teachers and has helped to improve literacy displays and provision in classrooms.

Teachers and governors have significantly improved their understanding of data. Data is now well used to inform and set targets at cohort and whole school level.

The school has carried out pupils and parental surveys on a regular basis to inform self-evaluation. As a result of an analysis of pupil questionnaires, the school is confident that pupils have a greater understanding of peer assessment and how to set their own targets for improvement.

The school has put a schedule in place for monitoring and tracking which will be used to track pupil progress over time and identify pupils in need of additional support. However, this is in its very early stages and has yet to impact fully on pupil outcomes.

The school has also put in place a timetable to monitor and evaluate all subjects over a three year period. This is a very recent development and has yet to involve all staff.

**R3 Improve planning for improvement so that it links closely with self-evaluation and focuses on improving outcomes for pupils**

This recommendation has been partially addressed.

Over the past year the action plan resulting from Estyn inspection has been used well to address all the recommendations relating to leadership and management of the school.

As a result of monitoring, the acting headteacher identified the need to improve as a priority the provision for pupils with additional learning needs. All staff are now involved in writing and delivering individual education plans, and 'catch up' programmes have been introduced. The school has also identified reading and writing as being in need of further improvement and has planned training for summer term 2012.

However, there is currently no formal school development plan in place that identifies quantified targeted actions or focuses robustly enough on improving outcomes for pupils.

**R4 Ensure that governors fully understand their roles and statutory responsibilities so that they provide appropriate support and challenge to the school**

This recommendation has been fully addressed.

The new Chair of Governors gives very effective and focussed leadership to the governing body. She has been well supported by the local authority. The Chair of Governors and the acting headteacher work well together for the benefit of the pupils, parents and staff.

The new governing body meets regularly. Meetings have clear agendas and are minuted with action points and members of the governing body are allocated to follow through on specific actions.

The new governing body has undertaken extensive and relevant training to ensure members have the capacity to effectively support and challenge the leadership of the school. They now have a thorough understanding of the school's performance through regular analysis of data and involvement in staff meetings, other training events and school activities. Many governors are now linked to subject areas and make regular visits to school to talk to teachers and pupils. They actively promote the school in the community and they make effective links with all stakeholders.

**R5 Ensure that the governing body is fully aware of its responsibilities in relation to safeguarding and that procedures for safeguarding issues are understood by all staff**

This recommendation has been fully addressed.

The school now has an appropriate policy and procedures for safeguarding, including the requisite named staff as first points of contact for child protection. All governors and staff have undertaken appropriate levels of training in safeguarding.

## **R6 Improve standards at the end of key stage 1**

This recommendation has been partially addressed.

At the end of the academic year 2010-2011, all pupils in key stage 1 reached the expected level in English, mathematics and science. The school's results placed them in the upper 25% when compared to the performance levels of pupils in similar schools. The school was ranked first when compared to others in its family. Pupils' performance at the higher level was appropriate when compared to that of the family of schools. However, only one pupil achieved a level 3 in writing and no boy achieved a level 3 in English. Pupils' progress and standards in the Foundation Phase reception class are unsatisfactory. Many pupils have underdeveloped listening, phonic and writing skills. There has been insufficient progress since September 2011.

However, by the end of the Foundation Phase the majority of pupils make appropriate progress. They are able to use a range of strategies to decode unfamiliar words, although many pupils' understanding of sound-symbol relationships is not well enough developed. In writing, many pupils use a good range of vocabulary to capture the reader's interest. Many pupils have a developing understanding of basic punctuation and are able to sequence events in a story. Presentation skills have improved over the course of the last academic year but are still relatively weak, as is pupils' spelling of common words.

## **Recommendations**

In order to improve, the school should:

- R1 raise standards of reception age pupils, especially in communication;
- R2 continue to raise standards in reading and writing of all pupils by the end of the Foundation Phase;
- R3 ensure that the school development plan has quantifiable targets focussed clearly on pupil outcomes; and
- R4 further involve all staff in monitoring and evaluation processes.