

**Re-inspection**

**of**

**Ysgol Glancegin  
Maesgeirchen  
Bangor  
Gwynedd  
LL57 1ST**

**School number: 6612116**

**Date of re-inspection: 18 and 19 March 2009**

Ysgol Glancegin was inspected in March 2007 and judged to be in need of special measures. As part of the Welsh Assembly Government's requirements for schools in need of special measures, Estyn has undertaken regular monitoring inspections, which have focused on the key issues and recommendations identified in the inspection report of March 2007 and in subsequent monitoring visits.

Ysgol Glancegin is judged to have made good progress in relation to the recommendations following the Section 28 inspection in March 2007. As a result of this progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from special measures

## **Progress since the last inspection**

Ysgol Glancegin is well-led and well-managed. The headteacher, working with the deputy headteacher, provides dynamic, purposeful leadership. They have successfully worked with staff to create a positive team ethos. A 'can do' culture is now well-established in the school and there is strong belief that all children can achieve irrespective of their backgrounds and ability.

All staff have worked tirelessly to make improvements in the quality of experiences offered to pupils. These experiences are gradually bringing about improvements in pupils' standards and attitude to learning.

The headteacher, deputy headteacher and chair of governors are strong advocates for community involvement so that all pupils can become confident, self-assured learners. Pupils in Year 3 and Year 4, for example, have worked with a local artist to take digital photographs of the estate and to talk to residents about what is good about living there. This project has impacted positively upon pupils' self-esteem and self-respect. Very young children in the Flying Start playgroup have also worked with a local artist to create colourful and interesting painted panels for the outside of the main school building. These panels have enhanced the exterior of the building and show parents and carers what young children can do.

New systems for supporting the language needs of all pupils are little by little, improving pupils' standards in speaking and listening, reading and writing in Welsh and English as appropriate. The majority of pupils listen well, and respond appropriately when discussing their work. These pupils generally speak clearly, making good use of new vocabulary and appropriate language patterns. Many pupils have adequate reading skills with a few able children in each year group reading with fluency and expression. By Year 2, most children write independently using a good range of sentence patterns and they can normally spell common words accurately. By Year 6, the majority of pupils are confident in writing using a variety of styles and genres. Internal testing shows that all pupils have made at least adequate progress in line with their ability in the reading and spelling of high frequency words, phonological awareness and understanding of basic grammar conventions. Pupils who are withdrawn from class for additional language support are also more confident in their own ability to succeed and are better able to participate in class lessons.

Improvements in curriculum provision mean that pupils have better opportunities to use and apply their language skills. Pupils in Year 6, for example, have recently composed a series of musical 'raps' working with a local musician and are regularly accessing adventure activities such as sailing. These well-planned activities are successfully providing Year 6 pupils with a purpose for writing and talking. Good use is also made of collective worship to encourage pupils to memorise and recite songs, rhymes and prayers, to read from prepared scripts using appropriate expression and to speak clearly and correctly.

Recently the two curriculum leaders responsible for language in the school have produced a language handbook to support and encourage good language practices. The guidance handbook is clearly written, comprehensive in its coverage of language skills and unambiguous about how language should be taught in the school. This

document and the previous work completed by the KS2 language co-ordinator are raising staff awareness of pupils' language needs and how these needs can be met.

Whole staff moderation of samples of pupils' written work in Welsh and English is increasing staff awareness of pupils' standards. This better understanding has resulted in realistically revised targets for pupil attainment at the end of both key stages. However it is still important to continue raising staff expectations of what pupils can do.

The deputy headteacher has worked diligently and determinedly to improve pupils' attendance and punctuality. She has succeeded in working effectively with the families of children who are frequently absent or regularly arrive late to improve attendance and punctuality. This term the average attendance rate is good, at 94%.

The school is making good progress overall in:

- developing pupils' oracy skills in both Welsh and English as appropriate by providing better curriculum opportunities for pupils to use their speaking skills;
- encouraging pupils to use a variety of genres in their writing through carefully planned support such as the use of writing frames;
- embedding new systems to support underachieving pupils;
- ensuring all staff in KS1 and KS2 take responsibility for pupils' language needs through planning regular skills revision and consolidation activities;
- sharing good practice within the school during staff meetings; and
- improving pupil attendance.

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

R1 continue to raise staff expectations of what pupils can do;

R2 develop the leadership role of newly appointed senior staff in school in understanding self-evaluation and first-hand monitoring of pupils' standards and quality of provision; and

R3 further work with the governing body to ensure they fully understand their role in holding the school accountable for the standards that pupils achieve and the quality of education it provides.