



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 monitoring visit by Estyn

Ysgol Gynradd Aberaeron

Wellington Gardens

Aberaeron

Ceredigion

SA46 0BQ

Date of visit: February 2013

By

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



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The monitoring team

Huw Watkins	Reporting Inspector
Dyfrig Wyn Ellis	Team Inspector
Mary Davies	Local authority representative

Outcome of visit

Ysgol Gynradd Aberaeron has made good progress in relation to the recommendations following the core inspection in November 2011.

As a result, Her Majesty's Chief Inspector for Education and Training in Wales is removing the school from any follow-up activity.

Progress since the last inspection

Recommendation 1: Raise pupils' standards in the core subjects and their key skills, especially their extended writing and information technology skills across the curriculum;

This recommendation has been fully addressed

Results of teachers' assessments at the end of the Foundation Phase in 2012 show that the percentage who attain the expected level (outcome 5) is higher than the average for the family of similar schools and Wales in language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity.

Considering the expected level (level 4) at the end of key stage 2 in 2012, the school is performing lower than the average for the family of similar schools and the average for Wales in Welsh. In English, it is performing a little lower than the average for the family of similar schools but higher than the average for Wales. In mathematics, it is performing higher than the average for the family and the average for Wales, and in science it is performing higher than the average for the school and lower than the average for Wales.

At the higher levels, on the whole, the school is performing higher than the average for the family of similar schools at the end of the Foundation Phase and key stage 2.

The school's procedures for tracking pupils' progress shows that many pupils attain the ambitious targets that the school has set for them. There is no significant pattern of difference between the performance of pupils who are entitled to free school meals and the remainder.

Pupils' literacy skills are developing very well. Most of them are able to write at length to a standard that is appropriate to their age and ability and the majority are able to converse confidently about their work and about other subjects within their experience. Most of them are able to read a range of texts clearly and meaningfully to an appropriate standard. Most pupils' numeracy and information and communication technology skills are developing strongly. Nearly all pupils use these skills very effectively across the curriculum and present their work fairly neatly.

Recommendation 2: Continue to improve planning in order to challenge pupils consistently and differentiate effectively for them

This recommendation has been fully addressed

In Foundation Phase classes, staff plan purposefully in order to ensure that pupils receive wide opportunities and appropriate access to learning areas. Key stage 2 teachers plan a wide range of exciting activities which challenge pupils appropriately.

Teachers evaluate the success of the activities that are provided, in addition to the quality of their own teaching, conscientiously. They use these evaluations, in addition to a detailed analysis of data, to feed into the next steps in pupils' development. This helps them to ensure work that is challenging and suitable for pupils and groups. However, the quality of individual teachers' evaluations varies in terms of their quality.

The senior management team monitors and examines teachers' plans regularly. They give written and oral feedback to teachers, which helps them to reflect better on the effectiveness of their teaching. In addition to focusing on meeting the needs of individuals and groups of pupils, this feedback also ensures progression and continuity across the school.

The school provides good opportunities for developing independent learners. This enables pupils to make decisions, take ownership for their learning and challenges them to work towards attaining their personal targets.

The school makes very good use of the system that it has to track progress by monitoring specific groups of pupils, such as more able pupils and others from ethnic backgrounds. This information is used regularly in order to prioritise appropriate intervention programmes for individuals and groups.

Recommendation 3: Standardise the process of responding to pupils' work so that they understand how they can improve their work

This recommendation has been fully addressed

The school has effective procedures for monitoring pupils' books. This procedure ensures that teachers are more accountable for the frequency and quality of feedback that they provide for pupils. Teachers receive oral and written reports regularly from the headteacher on the quality of their feedback, their marking practices and the purposefulness of their targets. In addition, teachers monitor each other's feedback jointly and regularly. As a result, the quality of the feedback that is given to pupils across the school is purposeful and consistent.

The use of the 'two stars and a wish' strategy has been embedded well. The feedback that is given is specific and shows clearly to pupils what they need to do in order to improve their work further. The feedback also refers to pupils' personal

targets, and indicates when they have been achieved. Pupils benefit from the feedback and act upon teachers' advice. This has a positive effect on standards.

The school's feedback portfolio is a useful and valuable guide that demonstrates good practice clearly.

Recommendation 4: Continue to implement strategic planning in order to ensure that the targets that arise from self-evaluation lead directly to raising pupils' standards

This recommendation has been fully addressed

The school uses a range of effective activities in order to identify its strengths and the areas that need improvement. The self-evaluation procedure is thorough and co-ordinated and it makes effective use of direct evidence following lesson observations. This has a positive effect on provision, which has led to raising standards.

The school's data is analysed thoroughly and trends in addition to areas to be developed are identified well by senior managers. In addition, teams scrutinise pupils' books and produce evaluative reports that identify clearly the strengths and areas to be developed. This leads to effective planning for improvement.

The school has also established effective arrangements for collecting the opinions of parents and pupils through questionnaires, and the headteacher responds appropriately to their suggestions. Prompt action often has a positive effect on raising standards of pupils' wellbeing.

Governors now take a full part in self-evaluation. Governors have specific responsibilities for monitoring the progress of various aspects. They visit classrooms and report back on standards to the full body. Governors scrutinise performance data, and as a result, they are very well-informed about the school's work and identify its strengths and priorities for development.

By taking an active part in the self-evaluation procedure, teachers, learning assistants and governors have better ownership of it.

Recommendation 5: Address the issue regarding health and safety.

This recommendation has been addressed partly.

The school is co-operating closely with the local authority in order to address the health and safety issue that was raised during the inspection. Appropriate steps have been taken in order to ensure pupils' safety in the short term and there is evidence that robust plans are in hand to adapt the building during the summer holidays, which will remove the concern completely.

In order to maintain and improve further on this progress, the school should continue to work towards fulfilling the recommendation that it has not yet fully addressed