

RE-INSPECTION

of

**Llwyncrwn Primary School
Llwyncrwn Road
Beddau
Pontypridd
RCT
CF38 2BE**

SCHOOL NUMBER: 6742228

DATE OF INSPECTION: 29 and 30 June 2010

Llwyncrwn Primary School was inspected in May 2009 and judged as requiring significant improvement. As part of the Welsh Assembly Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in June 2010 focusing on the key issues identified in the section 28 inspection.

Outcome of the re-inspection

Llwyncrwn Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in May 2009. 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.

Llwyncrwn School is an improving school. Staff are working purposefully with assistance from the local authority to bring about the necessary improvements. A good team ethos exists in the school and all staff now share a clear vision for school development.

Progress since the inspection

The school is making progress in:

R1 improve progress and raise standards in the areas of learning for under-fives and in science and history in KS2

Standards in the Foundation Phase are good with no important shortcomings. The majority of children make good progress in their learning. They are beginning to work independently and take increasing responsibility for their own learning. Most children work well in the outdoor classrooms and are developing good social skills.

Children in the Foundation Phase are gaining valuable first-hand experiences in exploring concepts such as number, pattern, size, and measurement both indoors and outdoors. They are beginning to ask questions and explore ideas in a variety of play-based contexts.

Most children in the Foundation Phase are making very good progress in using Welsh in everyday contexts. They demonstrate increasing confidence and ability in speaking and understanding Welsh.

Standards in science have improved since the Section 28 inspection. Most pupils are beginning to develop their scientific skills and use prediction and hypothesis to plan and undertake enquiries. They use ICT successfully to record their findings. Many pupils use scientific vocabulary accurately and many pupils understand the concept of a fair test.

Standards in history have also improved. Most pupils' historical knowledge and understanding is secure. They are beginning to investigate historical issues using a range of sources. However, many pupils' understanding of historical interpretation remains underdeveloped.

R2 improve achievement in the key skills of literacy, numeracy and information and communications technology and enhance bilingual skills

Generally, pupils make good progress in developing their key skills. Many pupils are confident in their communication skills and use their numeracy skills well in a range of contexts. Most pupils in key stage 2 use a good range of skills in ICT for different purposes. However, many pupils are not fully aware of how they can improve these skills further or how they can transfer these skills from one learning context to another.

Standards in bilingualism are good. Teachers' use of incidental Welsh has improved and many pupils now use Welsh to communicate in class and around the school.

R3 improve the progress and achievement of more able pupils

The school has identified its more able and talented pupils. Teachers are aware of the more able pupils in their classes, and in many cases differentiate work effectively. However, teachers do not always challenge more able pupils sufficiently and the progress of these pupils still needs to be monitored more closely to gauge the impact of learning and teaching strategies.

R4 build on good practice to improve the quality and consistency of teaching and ensure the effective use of assessment to plan and improve learning

The quality and consistency of teaching has improved. Teachers have worked hard to update their teaching in line with current pedagogical practice. All teachers now include strategies for thinking skills and assessment for learning in their lessons. However, most teachers need to reflect on the most effective use of these strategies to enhance pupils' learning and the development of skills.

In the Foundation Phase the quality of teaching is much improved. Teachers now have a far greater and shared understanding of the Foundation Phase philosophy and this is having a positive impact on standards for all pupils in the Foundation Phase.

The quality of teaching in history and in science has also improved. However, teachers do not always give pupils sufficient time to reflect, to develop their thinking and to make connections. Many teachers do not use a sufficiently wide range of questions to challenge all pupils.

Assessment has good features that outweigh shortcomings. Standardisation (levelling) and moderation of pupils' work has improved and teachers now have a good understanding of pupils' levels of attainment. However, marking, target setting and feedback to pupils is inconsistent and does not always help pupils to improve their own work.

R5 improve curricular planning for the under-fives and update planning in KS2

The school has made good progress in improving short term planning. Lesson plans are consistent across all classes and provide a range of activities at different levels for pupils. However, these plans do not yet include a clear indication of how the lesson will build on what pupils already know, understand and can do.

In the Foundation Phase planning is much improved and is firmly based in the Foundation Phase outcomes.

At key stage 2, the school now has comprehensive planning in place for science and teachers are planning lessons that take good account of the 2008 National Curriculum orders and the emphasis upon developing skills. In history this is less well developed, but the school has clear plans to address this.

R6 ensure the effectiveness of strategic management, formalise the contribution of the GB and resolve the health and safety issues drawn to the school's attention

The senior management team have clear roles and responsibilities. All senior managers have a clear understanding of the strategic direction of the school and this is communicated well to all staff. However, leadership is not yet distributed effectively enough amongst the whole staff and this limits the development of a sustainable learning culture.

The Governing Body have been fully involved in the implementation of the post inspection action plan and have become much more proactive in monitoring standards in the school. The new policy and procedures for visits to the school and listening to learners have given governors greater clarity and impact in undertaking their role as 'critical friend'.

The school has worked with the local authority to address the health and safety issues identified by the inspection team in 2009.

R7 clearly prioritise targets in the SDP, link these to action plans and monitor the impact of staff training and curricular initiatives

The headteacher has a clear vision for the school. This is shared by all staff and senior managers who have a good understanding of the school's priorities for

improvement. The school's development planning has clearly identified the priorities for improvement linked to appropriate actions plans but monitoring and evaluation of progress against the plans are not yet focused sufficiently on pupil outcomes.

Senior managers evaluate staff training and development activities but the outcomes of these activities are not analysed closely enough to successfully monitor progress in the quality of teaching and learning.

Senior managers have developed a more robust system for monitoring teaching throughout the school and lesson observations are clearly focused on the priorities for improvement. However, the outcomes of monitoring are not yet used effectively enough as a basis for school improvement.

The school has recently engaged in more rigorous analysis of data for school development. However, links between the analysis of data, the review of teaching and learning and curriculum mapping are not yet established firmly enough.

Recommendations

In order to build on this progress, the school should:

R1: continue to improve teaching and learning strategies to draw further on pupils' experiences and to create opportunities for personalised learning;

R2: improve the consistency and effectiveness of assessment procedures so that pupils know what they need to do to improve, and to inform teaching;

R3: build on the good work undertaken in science to continue to develop planning at key stage 2 to take full account of the 2008 National Curriculum orders and the skills framework;

R4: improve the mapping and tracking of pupils' skills across the curriculum;

R5: improve the analysis of pupils' performance so that stronger links are made between review and evaluation informed by data, and forward planning; and

R6: develop leadership systems within the school to ensure that strategic planning is sustainable.