



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
Gwernymynydd C.P. School
Godre'r Coed
Gwernymynydd
Mold
Flintshire
CH7 4AF

Date of visit: September 2012

By

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



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The monitoring team

Ann Jones	Reporting Inspector
Huw Watkins	Team Inspector
Janice Dickens	Local authority representative

Outcome of monitoring visit

Gwernymynydd County Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2011.

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

Progress since the last inspection

Recommendation 1: Improve curriculum planning across the school and the organisation of teaching groups in the Foundation Phase to meet pupils' developmental needs.

This recommendation has been largely addressed

The school has improved its provision for Foundation Phase pupils in all areas of learning. Pupils are taught for increasing lengths of time within suitable ability groups and there is a clear focus on pupils' individual development.

Provision for developing pupils' independence and decision-making skills is good. Planning is suitably focused on providing pupils with specific learning tasks. The school has begun to focus on the provision for developing pupils' skills across the curriculum. However, it is too soon to evaluate the effect of this on pupils' standards.

The school has developed the outdoor area well and now provides Foundation Phase children with appropriate outdoor opportunities that enrich their learning experiences.

Generally the school has successfully developed long, medium and short-term planning in the Foundation Phase and at key stage 2 to meet the needs of all pupils.

Recommendation 2: Improve planning for skills in work across the school.

This recommendation has been partly addressed

The school has successfully developed long, medium and short-term planning in the Foundation Phase and at key stage 2. Short-term planning generally meets the needs of pupils across the school and identifies suitable learning objectives, differentiated activities and skills. Planning includes clear references to developing the skills of communication, numeracy and information and communication technology. However, planning for progression in skills has not yet been sufficiently developed.

The school has recently adopted an electronic tracking system which teachers use to plan appropriate activities for individuals and specific groups of learners.

Recommendation 3: Develop assessment procedures further, particularly the quality of marking and pupils' involvement in assessing their own progress.

This recommendation has been largely addressed

The school's assessment systems are developing well. All pupils in the Foundation Phase and key stage 2 have clearly identified personal targets. Older pupils are fully involved in reviewing their own learning. The school has also developed peer assessment well in key stage 2.

Teachers' marking across many areas of the curriculum provides detailed feedback to pupils. This feedback enables pupils to know how well they are doing and what they need to do to maintain progress. However, in a few curriculum areas teachers' marking is inconsistent.

Staff analyse assessment data effectively and use records to track pupils' progress. They also use data well to inform planning and develop intervention strategies for individual pupils. The recently introduced tracking system is an effective tool to monitor pupils' progress; however this system is not yet fully embedded in the work of the school.

Recommendation 4: Improve the leadership and management roles of staff and governors.

This recommendation has been largely addressed

The governing body has developed its leadership role well. Governors now have an improved understanding of the school's performance. They compare the school's performance to that of other schools in the same family, the local authority and across Wales. They receive regular updates about data in governing body meetings and a few have attended local authority governor training events to improve their expertise. The governing body interprets the strengths of the school and areas for development well.

Many governors now have a greater understanding and appreciation of their role through their work as link governors. They have undertaken first-hand observations of teaching and learning in all classes. As a result of these visits and training events governors are now ask probing questions and provide suitable challenge to the school.

The school has recently appointed a new headteacher. She has a clear vision for the school and developed a range of new initiatives to raise standards. She has also encouraged all teaching staff to develop their leadership roles. They have taken up their new roles well. All teaching staff have undertaken additional training on school data. They have carried out observations of each other's practice within the school. Staff have also visited other schools to observe good practice. As a result of these

initiatives, staff have a better understanding of the school's performance use this information well to improve standards.

Recommendation 5: Extend self-evaluation procedures.

This recommendation has been largely addressed

All staff and governors have been actively involved in the self-evaluation process since the inspection in June 2011. Self-evaluation draws regularly on first hand evidence about the quality of teaching and learning. The school has developed a detailed monitoring timetable which includes the monitoring of pupils' work and teaching by the headteacher, staff and governors. It has also introduced a new proforma to monitor standards in pupils' books. Staff have focused well on analysing, understanding and using data to improve pupils' standards of attainment.

The school has developed an agreed protocol for governor visits to classes and there is a link governor for each year class. Link governors visit classes often and complete monitoring forms. They report on these classroom visits regularly at full governing body meetings.

The school uses questionnaires to gauge the views of pupils and parents, and addresses the issues raised effectively.

The post-inspection action plans have taken forward school improvement well. Staff meetings are suitably focused on school improvement. The school has addressed several of the improvements needed in the Foundation Phase effectively, especially the use of the outdoors in pupils' learning. However, the development of professional learning communities within the school is at an early stage.

Recommendation 6: Ensure that safeguarding requirements are met.

This recommendation has been fully addressed

Immediately after the previous inspection the school undertook a full review of the safeguarding policy and procedures in line with Welsh Government guidance. As a result, it has updated a range of policies and procedures to ensure compliance.

All staff and governors have undertaken appropriate safeguarding training updates. The school has also improved its health and safety procedures and its security measures.

Recommendations

In order to maintain and improve on the progress made, the school should continue to work towards meeting the inspection recommendations that are still not fully addressed.