



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Ysgol Padarn Sant
Llanbadarn Road
Aberystwyth
Ceredigion
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Ceredigion
SY23 1EZ**

Date of visit: October 2015

by

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

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The monitoring team

Terwyn Tomos	Reporting Inspector
Jonathan Cooper	Team Inspector
Lynette Lovell	Local authority representative

Outcome of monitoring

Ysgol Padarn Sant is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2014

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 pupils' numeracy and ICT skills

Strong progress in addressing the recommendation

Since the core inspection, the school has reviewed the provision for numeracy and ICT effectively.

Pupils have good opportunities for developing numeracy skills in a wide range of activities across the curriculum. This includes 'daily dos' which has strengthened nearly all pupils' problem solving skills. In the Foundation Phase, nearly all pupils are able to count money and recognise correct coinage in everyday situations. They are able to use their measuring skills successfully; for example, pupils measure the height of their superheroes using standard units appropriate to their age and ability.

In key stage 2, most pupils' numeracy skills are developing well. They apply their skills in a range of contexts independently. Most older pupils use their numeracy skills effectively in art, for example in calculating the area of a circle to replicate the style of a famous artist. However, pupils do not always apply their numeracy skills at an appropriate level across the curriculum.

Nearly all pupils' ICT skills are developing well across the curriculum. Most pupils use an appropriate range of ICT skills to find, develop, create and present information. For example, in the Foundation Phase, pupils are able to use a sequence of pictures to create a single musical composition successfully. In key stage 2, pupils are able to create presentations and animations that support their work in science effectively.

Recommendation 2: Improve pupils' standards of Welsh

Strong progress in addressing the recommendation

School leaders have implemented a new scheme of work for Welsh, and this is having a positive impact on pupil's standards and their enjoyment of Welsh lessons. School leaders monitor the provision thoroughly and track the progress of pupils effectively.

Many pupils throughout the school make good use of incidental Welsh outside of the classroom, and most greet adults appropriately in Welsh. Nearly all pupils have a positive attitude to Welsh and most respond well to instructions and questions. Many hold conversations at an appropriate level, using a developing vocabulary within

familiar contexts.

Pupils' reading skills are developing well, and most children read Welsh text at an appropriate level. More able pupils use higher-order-reading-skills well to gain information from leaflets and pages of information.

By the end of the Foundation Phase, the majority of pupils write short paragraphs correctly and in a range of different contexts including personal information, descriptions of people and favourite foods. They write short dialogues and can solve number problems through the medium of Welsh.

By the end of key stage 2, many pupils can write in Welsh effectively, using a good range of language patterns, including the past and future tense. They write in a good range of contexts and genres correctly, including reports, letters and postcards, dialogues, and reviews of poems. However, progression in pupils' writing skills in lower key stage 2 is not always consistent enough.

Recommendation 3: Improve the planning of lessons, particularly by providing more opportunities for pupils to write and use their own ideas

Strong progress in addressing the recommendation

Teachers use appropriate medium-term and short-term schemes of work to plan for the needs of all learners effectively. This ensures progression throughout the areas of learning in the Foundation Phase and across the curriculum in key stage 2.

Planning for pupils' skills development in activity areas is effective and purposeful. Short term planning is consistent throughout the school and teachers have started to map literacy, numeracy and ICT skills successfully across the curriculum.

Teachers track pupils' progress purposefully to ensure that learning objectives are appropriate to the levels of nearly all pupils. There is clear progression in the planning of literacy skills across the curriculum and staff plan worthwhile activities to develop numeracy and ICT skills. For example, planning gives pupils first hand experiences in working out the difference between the cost of items in a charity shop and other shops. However, the progression in using numeracy skills are not planned consistently enough at the appropriate levels in topic work. Planning for ICT skills is developing appropriately.

The school actively involves pupils in the planning of activities, for example by collecting ideas at the start of the theme. Pupils have good opportunities to write and use their own ideas. Pupils have good opportunities to write at length in all areas across the curriculum; for example, when writing a portrait of Beatrix Potter and writing an explanation of why every classroom needs a 'Teacher-Pleaser' machine.

Recommendation 4: Improve the quality of teaching, particularly improving the challenge given to more able pupils

Strong progress in addressing the recommendation

Nearly all teachers ensure that tasks support less able pupils effectively and challenge more able pupils appropriately. As a result, pupils are achieving at a level appropriate to their ability. Teachers share learning objectives and success criteria consistently with pupils. This ensures that pupils know how to succeed in their learning. Pupils assess their work as they progress throughout the lesson effectively.

Leaders use an effective programme of monitoring lessons, scrutiny of work and curriculum planning. They use monitoring procedures well to outline targets for improvement and revisit these targets regularly. They ensure a shared understanding of good practice through joint lesson observations and a valuable range of training opportunities. As a result, teaching has improved in all classes. An example of this is the good use of daily short tasks to develop literacy, numeracy, ICT and Welsh.

Marking is good in nearly all classes. Teachers make effective use of a range of positive comments that are generally based on lesson objectives and success criteria. This feedback contains useful comments for pupils on how to improve their work. However, in the less effective feedback, comments are not always based on success criteria and pupils' response to the marking is underdeveloped. Nearly all teachers provide pupil with appropriate targets to help pupils improve their work, although there is some inconsistency between the use of these targets across classes.

Recommendation 5: Develop the strategic roles of the school's management team and governing body to support the effective improvement systems implemented by the headteacher

Very good progress in addressing the recommendation

Leadership systems and processes now have a direct and positive impact on pupils' standards and the quality of teaching. School leaders have a clear vision for the future development of the school and communicate with teachers, governors and parents effectively.

The senior leadership team take a full strategic role in self-evaluation and school improvement planning, and carry out their responsibilities very effectively. These include scrutiny of pupils' work and teachers' planning, as well as very effective lesson observations. There is a consistent and well-structured approach to these activities, which help the school leaders identify clear areas for development. As a result, all staff understand the school's priorities for improvement, and work together very well to improve consistency in planning and teaching, and to raise standards in specific areas such as numeracy, and Welsh.

The governing body is supportive and understands the school community well. Governors take their role seriously and now challenge the school robustly. They work very effectively with the head teacher and senior management team, and with teachers who have specific responsibilities. Many governors visit the school regularly to observe different aspects of the provision, and provide meaningful reports that often contribute effectively to the school's self-evaluation process.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.