



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: Significant Improvement**

**Ysgol Henblas  
Llangristiolus  
Bodorgan  
Anglesey  
LL62 5DR**

**Date of visit: October 2018**

**by**

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

## Outcome of visit

Ysgol Henblas is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools that are in need of significant improvement.

## Progress since the last inspection

### **R1. Raise the standards of reading of pupils at the top of the school**

The school has implemented a number of robust strategies to raise pupils' standards of reading. There are now regular opportunities for pupils to develop their reading skills through a wide variety of interesting and challenging activities. This contributes successfully towards their enjoyment of reading. At the top of the school, many pupils read aloud fluently and accurately in both languages. They use a variety of strategies to read and understand unfamiliar words. Most more able pupils read and interpret different written features successfully, for example when responding to different articles in the 'First News' newspaper. Most pupils use higher order reading skills across the curriculum with increasing confidence. They read and draw relevant information from a wide range of contexts successfully, for example when gathering information about the Second World War. They share their ideas confidently with their peers and use text to support their views.

### **R2. Ensure that planning provides regular opportunities for pupils of all abilities to develop the full range of literacy, numeracy and information technology skills across the curriculum**

Since the core inspection, teachers have worked diligently to adapt the school's curricular and thematic plans. Schemes of work are suitable and teachers use them as a sound basis to provide interesting and challenging experiences for pupils. Plans are detailed and respond appropriately to the requirements of the literacy and numeracy framework, and the information and communication technology (ICT) curriculum. Continuity and progression in skills are evident within the schemes of work. On the whole, pupils are given purposeful opportunities to develop these skills in various contexts. However, plans do not always ensure that pupils' numeracy skills are developed consistently enough across the curriculum.

Pupils' workbooks reflect the content of the new schemes purposefully. In the best practice, teachers develop pupils' skills effectively as a natural part of lessons. Notable examples of this are the database that was designed by the school's oldest pupils as part of their thematic work on 'Bridges', and the data that was collected and analysed by the stage's youngest pupils based on the importance of physical activity. The foundation phase teacher ensures that tasks that are presented meet the requirements of the literacy and numeracy framework in a wide variety of tasks, for example when writing a report following a visit to the lifeboat at Moelfre. Pupils across the school are given regular opportunities to voice their opinions and play an active part in planning.

The headteacher has begun to monitor teachers' short-term plans in order to identify how well activities meet pupils' needs. However, it is too early to see the effect of this in full on pupils' outcomes.

**R3. Ensure that both classes at the bottom of the school implement the principles of the foundation phase consistently and in line with best practice within the school**

Following the re-structuring of classes in September, there is now one class in the foundation phase. In this class, the principles of the foundation phase have been implemented in full. Under the teacher's robust leadership, planning corresponds clearly with the six areas of learning. Activities have been adapted effectively for pupils of different ages and abilities. Focus tasks, continuous provision and enhanced provision in the learning areas challenge pupils to achieve well. Class plans identify tasks and practical experiences, which engage pupils' interest successfully. These include regular tasks in the outdoor area, which enrich provision well. An example of this is the way in which pupils' mathematical skills are developed in the outdoor area, as they read co-ordinates to find dinosaur bones and use standard units to measure them as part of the class's theme work. The pupil's voice now has a prominent place in planning. Pupils make important choices about their learning and contribute their ideas regularly. For example, the school's youngest pupils discuss and decide on mathematical tasks that correspond to a particular skill. 'Time to ourselves' sessions are a valuable means for pupils to work independently and play a full part in guiding their learning.

**R4. Ensure consistency in teaching, the progress-tracking procedure, and use of assessment information across the school**

The headteacher sets a clear vision in relation to the expectations for effective teaching.

Since the core inspection, on the whole, the quality of teaching has improved. In the classes where teaching is at its best, teachers plan lessons well and hold pupils' interest successfully. Lessons have a lively pace and teachers question effectively and develop pupils' thinking skills well. Teaching now ensures a better balance between tasks that are led by teachers and those in which pupils make their own choices. However, in the less effective teaching, tasks are not challenging enough and pupils do not make enough progress. As a result, there remains some inconsistency in the quality of teaching, and good practice is not shared effectively enough across the school.

Teachers assess pupils' attainment and achievement appropriately, and there is a decisive system to track their progress. On the whole, teachers make suitable use of information to plan lessons and set sensible success criteria for pupils. They also use this information to identify pupils who need additional support and tailor provision to support them, for example to improve their literacy and numeracy skills. Useful reports from teachers summarise pupils' progress sensibly and provide an overview of achievements and direction on what needs to be developed further.

## **R5. Strengthen the strategic role of leaders in all aspects of the school's work, including developing governors' understanding of their roles and responsibilities**

Since being appointed in April 2018, the headteacher has worked effectively with the foundation phase leader and governors in order to improve the quality of the school's leadership. The school's staffing is more stable and leaders' roles have been established purposefully. Teachers are developing appropriately in their roles and contribute more purposefully to evaluation activities and setting a direction for the school within their areas of responsibility. The school now responds soundly to national priorities.

The headteacher has included staff, governors, parents and pupils well in setting a stimulating new vision for the school. The feeling of staff and pupils towards the motto 'gwreiddiau i dyfu, adennydd i hedfan' (roots to grow; wings to fly) inspires them well for the future.

There are more robust processes in place to ensure that improvement activities come to fruition. There are early examples of improvements having a positive effect on provision and standards, such as provision for the foundation phase and to improve pupils' reading skills.

The role of governors is developing appropriately. They visit the school more often to scrutinise pupils' work and discuss provision, for example for ICT. A majority of governors contribute strategically through the standards sub-panel meetings, and show an increasing understanding of improvement activities and progress against the recommendations. They challenge the school's performance more appropriately, for example by challenging leaders and staff about performance data and reports. They use self-evaluation processes more effectively in order to identify strengths, areas for improvement and set sensible new priorities for the future. For example, following an analysis of self-evaluation information, they have suggested that the number of pupils who attain the higher levels in mathematics needs to be increased, and that more able pupils' numeracy skills need to be improved. As a result, this is one of the priorities in the most recent school development plan.

## **R6. Ensure that leaders implement the school's self-evaluation procedures and improvement plans effectively**

Leaders now have a better understanding of what needs to be improved in the school, and there are robust processes in place to address the improvements. They have established a range of appropriate self-evaluation procedures, including analysing pupils' performance data, scrutinising their work, observing lessons and seeking the views of pupils and parents. By doing so, leaders are beginning to develop a better understanding of standards and the quality of provision. As a result, they are beginning to identify new priorities based on valid information.

Leaders are beginning to scrutinise progress against the priorities for improvement carefully. Useful discussions between leaders within the school and governors who are linked to specific recommendations support scrutiny effectively. Although leaders do not need as much external support, they continue to rely on the advice of the

consortium to monitor progress. Leaders have good ideas about how to monitor overall progress regularly, but it is too early to see this in action fully.

Overall, there is good progress against many of the recommendations, which shows the leaders' increasing ability to address improvement plans more successfully.