



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 Gymraeg Ffwrnes  
Denham Avenue  
Llanelli  
SA15 4DD**

**Date of visit: November 2021**

**by**

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

**This report is also available in Welsh.**

## Outcome of visit

Ysgol Gymraeg Ffwrnes 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 any follow-up activity.

## Progress since the last inspection

### **R1. Improve standards of extended writing across the curriculum, particularly for the more able pupils**

Leaders now have a robust vision to improve the standard of pupils' extended writing across the school. They have developed a comprehensive literacy plan that provides teachers with clear guidance. The plan supports teachers to ensure progression in pupils' skills as they develop an understanding of key vocabulary, form and syntax, before moving on to writing independently. In teachers' planning, they re-visit a wide range of different types of writing regularly in order to build on pupils' previous skills effectively.

Through their termly themes, teachers use the literacy plan to highlight regular opportunities for pupils to apply their skills in activities that engage their interest. For example, in Year 2, pupils write instructions on how to stay safe on bonfire night and, in Year 6, as part of the theme on World War II, pupils write poetry about the Blitz. As a result, most pupils' standards have improved over time. Pupils' understanding of the features of different genres of writing has deepened and they present their work purposefully to an increasing range of audiences. More able and talented pupils also present work of a high standard across the curriculum.

### **R2. Ensure consistency when responding to pupils' work so that they have a sound understanding of what they need to do to improve their skills**

Since the core inspection, the school has revised and refined its feedback policy, which is now implemented consistently across the school. Nearly all staff have now received relevant training on how to give pupils beneficial feedback, both orally and in writing. They have established a robust whole-school strategy. This means that teachers and assistants use effective questions to extend pupils' responses and reinforce their understanding, in addition to developing their thinking skills. As a result, pupils are more willing to think and offer ideas, and correct their own work successfully.

Teachers provide regular opportunities for pupils to assess their own work and that of their peers. For example, foundation phase pupils choose one of the 'Mêts y Môr' characters that reflects how well they feel they have completed a task or activity. In key stage 2, the use of the self-assessment framework allows pupils to evaluate and improve their own work. Overall, the quality of teachers' written feedback is effective and refers pupils to what is good and what needs to be improved. As a result, pupils respond successfully to recommendations and feedback. This has a positive effect on their writing skills.

### **R3. Ensure that teaching provides consistent and robust challenge in order to meet all pupils' needs**

Teachers have adapted their focus to ensure that work sets a purposeful challenge to pupils. Their weekly plans build on pupils' previous learning effectively. They plan rich tasks that engage pupils' interest and set an appropriate level of challenge for a different range of abilities in the class.

In the foundation phase, teachers provide tasks within the learning areas that respond successfully to pupils' needs and interests. As a result, most respond to learning experiences confidently and fairly independently. For example, Year 1 pupils develop their counting and estimation skills successfully by weighing small sacks with standard weights. In key stage 2, teachers provide additional challenges for pupils who complete their work successfully. In the best practice, adults use open-ended questions effectively to extend and develop pupils' understanding. For example, in Year 6, teachers encourage pupils to think of different ways to discover the area of composite shapes. This means that pupils are challenged regularly in order to develop their thinking skills, problem-solving skills and to extend their responses.

Leaders have ensured that all teachers have attended training on developing strategies to stretch pupils to the best of their ability. These professional learning opportunities have ensured that teachers have a shared understanding of how to challenge pupils regularly to meet their educational needs. This means that teachers include appropriate levels of challenge when planning stimulating learning experiences and, as a result, pupils are stretched regularly in the classroom when working in groups or independently.

### **R4. Strengthen the school's self-evaluation processes so that leaders identify better the areas for improvement and monitor the effect of their improvement activities thoroughly**

The school now has robust self-evaluation procedures, which ensure that nearly all aspects of the school's life and work are given attention. A formal monitoring programme includes a range of purposeful activities that consider the views of pupils, parents, staff and governors effectively. Leaders have recently responded promptly to the findings of questionnaires to improve provision, for example by adapting distance learning methods to meet pupils' needs and facilitate the arrangements for parents and carers during the COVID-19 lockdown periods. Leaders, including members of the governing body, use a good range of first-hand monitoring procedures. These include scrutinising pupils' books, observing teaching, interpreting data, scrutinising teachers' planning, in addition to talking to pupils about their work.

Leaders' monitoring reports are now more evaluative. They are a fair and honest reflection of provision and standards across the school, which support staff and governors' understanding of what is good and what needs to be improved. Members of the senior management team provide beneficial feedback to staff and governors regularly on the findings of monitoring processes. As a result, governors have the information necessary to support the school and monitor progress against the priorities of the post-inspection action plan.

Although the COVID-19 lockdown periods have limited opportunities to monitor directly, leaders, including governors, have continued to evaluate important aspects virtually. For example, they have scrutinised the quality of distance learning provision in order to identify what was good and what needed to be improved. Leaders have created a purposeful school improvement plan which includes the recommendations from the core inspection, in addition to other priorities. Leaders and staff have worked diligently towards the actions and have identified clearly what has been achieved and the next steps. As a result of all of the robust self-evaluation procedures that are now in place, the school has made good progress against all of the recommendations from the core inspection.

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