



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

**Ysgol Santes Fair, St Mary' s R.C. School  
Longford Road  
Holyhead  
Ynys Môn  
LL65 1TR**

**Date of visit: March 2015**

**by**

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

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**The monitoring team**

Sioned Thomas	Reporting Inspector
Dyfrig Ellis	Team Inspector
Derek Evans	Local authority representative

## **Outcome of monitoring**

Ysgol Santes Fair, St Mary's R.C School is judged to have made sufficient progress in relation to the recommendations following the core inspection in December 2013.

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: Implement the principles of Foundation Phase education consistently so that pupils receive sufficient opportunities to choose and to pursue activities independently**

Very good progress in addressing the recommendation

All Foundation Phase staff attend a weekly collaborative planning session to plan worthwhile activities to develop independent learners. This planning provides extensive opportunities for pupils to lead their own learning and ensures consistency and continuity. There is also a very good balance between structured learning through child-initiated activities and those directed by adults. Nearly all activities reinforce skills developed previously in teacher-led tasks.

Nearly all teachers ensure that pupils can access all areas of learning very well inside and outside the classroom. They ensure that there is a good range of resources to support learning across the curriculum. For example, paper and writing materials in the space station and small world area encourage pupils to develop their independent writing skills by writing information about planets. Many pupils record and label their work effectively.

Nearly all teachers ensure that pupils receive worthwhile opportunities to direct their own learning. Adult intervention is sensitive and appropriate. For example, older pupils in the Foundation Phase choose recycled materials to build a rocket. This has had a positive impact on developing pupils' thinking, problem solving skills and creativity in the classroom and in the outdoor learning area.

### **Recommendation 2: Widen the opportunities available to pupils so they can write creatively, investigate independently and apply their mathematical skills at levels that match their ability**

Strong progress in addressing the recommendation

The school has revised its curriculum planning and implemented the Literacy and Numeracy Framework effectively. As a result, teachers identify activities to develop pupils' skills successfully across all areas of the curriculum. These activities ensure progression in the development of skills and improved opportunities for pupils to write creatively. Most teachers plan investigative, creative and problem-solving tasks well, which engage pupils' interest and promote their independent learning skills.

Nearly all staff plan good opportunities to develop pupils' literacy skills effectively in a range of contexts within their topic work. They plan a range of interesting learning experiences for literacy that challenge pupils well. Pupils write for a range of different purposes and for a variety of audiences. Most pupils write extended pieces of work of a good standard across the curriculum.

Nearly all teachers plan appropriate opportunities for pupils to apply their numeracy skills to investigate and solve problems in other subjects. Many teachers develop good opportunities for pupils to use their skills in day-to-day activities that are generally at a level similar to pupils' expected outcomes. For example, pupils' investigate different ways of travelling to Cardiff on a specified budget or applying their measuring skills to make a catapult. However, teachers do not always plan effectively enough opportunities to allow pupils to use their numeracy skills consistently across all subjects of the curriculum.

### **Recommendation 3: Improve the quality of assessment of and for learning**

Very good progress in addressing the recommendation

Nearly all members of staff have benefited from training in assessment for learning. As a result, various strategies, including short-term target setting, have been developed effectively across the school.

Individual pupil targets are prominent in all classes. Most pupils in upper key stage 2 discuss their individual targets and show how they achieved them. Most pupils use a variety of assessment for learning strategies such as two stars effectively. Nearly all pupils across the school discuss success criteria effectively. By the end of the Foundation Phase and throughout key stage 2 nearly all pupils create their own success criteria in a group situation and individually. As a result, pupils understand what they have to do to achieve in tasks and judge their own progress accurately.

The school's assessment for learning portfolio successfully highlights the development of these strategies across the school.

Nearly all teachers' response to work in pupils' books is very effective with comments referring to what is good and what needs to be improved. There are a few appropriate examples where intervention during the work has led to improvement.

The school has adopted a suitable computer system to record pupil assessments regularly. This has resulted in a closer link between assessment and individual target setting. Staff track pupils' progress closely at an individual, group and subject level and they intervene promptly to ensure pupils' meet their targets and make good progress.

### **Recommendation 4: Establish effective arrangements for the standardisation and moderation of pupils' work, particularly at the end of key stages**

Strong progress in addressing the recommendation

Nearly all teachers are involved in whole-school moderation of pupils' work. They ensure that they are familiar with the requirements of the Literacy and Numeracy Framework in order to accurately level pupils' work. The school's moderation and standardisation is rigorous and has led to suitably challenging provision for more able pupils.

The school's literacy moderation portfolio is effectively annotated and shows progression across the school. Each activity shows the context of the task with suitable references to the framework. The school, as yet, has not completed a numeracy moderation portfolio.

Effective external moderation sessions have been held in the school-to-school cross authority collaboration. This has improved consistency and accuracy in the assessment of pupils' work at the end of Foundation Phase and key stage 2

As a result of the school's involvement with the Challenge Wales initiative, the school has worked closely with Year 7 teachers to ensure that there is a clear understanding of level descriptors. The collaborative moderation of work from Year 6 and 7 has led to a better understanding of expected outcomes.

#### **Recommendation 5: Ensure that staff with additional responsibilities fulfil their leadership roles successfully**

Very good progress in addressing the recommendation

The school has strengthened its leadership structure significantly and has focused fully on addressing the recommendations from the core inspection. The newly-appointed headteacher, with the support of the deputy headteacher, provides strong leadership. He has a clear and determined vision for the school and high expectations of leaders. All staff work very effectively to ensure that the school is a well-managed community.

All members of staff with specific leadership roles have clearly defined job descriptions that reflect accurately their areas of responsibility. All leaders and curriculum co-ordinators have visited other schools to share good practice in leadership and, as a result, have a good understanding of how to fulfil their responsibilities. Distributed leadership and lines of accountability are clear and all staff and members of the governing body know who to approach about specific issues.

The newly formed senior management team meet regularly and focus closely on monitoring and raising standards of teaching and learning. Members have a thorough understanding of how the school is performing and follow a well-structured programme for self-evaluation. This has led to notable improvements in the quality of provision across the school, especially in the effective use of assessment for learning. Regular staff meetings enable leaders to share monitoring outcomes successfully. This ensures that all members of staff share and develop important areas of work and their understanding of key issues. Procedures introduced by the school leaders have a positive impact on moving the school forward and ensure that nearly all members of staff are included in making decisions regarding plans for

improvement.

School leaders take responsibility for developing effective strategies to improve standards and set challenging targets for improvement across the school. As a result, all staff work effectively to meet the needs of most pupils. This is having a positive effect on the standards that pupils achieve in nearly all classes.

**Recommendation 6: Ensure that a rigorous system of monitoring informs the process of self-evaluation, and strengthen the link between the outcomes of self-evaluation and planning for improvement**

Strong progress in addressing the recommendation

The school uses an appropriate range of rigorous and coherent activities to identify its strengths and the areas that need to be developed. The school provides all stakeholders with valuable opportunities to contribute to the process and uses questionnaires and meetings effectively to gather views and opinions. School leaders evaluate outcomes of these activities thoroughly to establish priorities when planning for improvement, for example, in providing pupils with regular opportunities to work with their parents to complete learning logs at home.

Subject leaders provide evaluative written reports based on direct evidence, which includes book scrutiny and lesson observations. Staff meetings have a clear focus on monitoring outcomes that enable staff to set realistic targets for improvement as part of the school's development planning. This process is carried out systematically as part of regular school practice.

Leaders ensure that there are appropriate links between the current development plan and the latest self-evaluation report. The plan is a concise and clearly focused document that includes ambitious targets for improvement, measurable success criteria and detailed financial considerations. Nearly all members of staff share responsibilities for specific targets and aspects of development appropriately. Thorough monitoring arrangements ensure that the improvement plan is implemented diligently and has a positive impact on standards and provision.

Governors are involved fully in self-evaluation. All governors have responsibilities for monitoring progress in specific aspects of the development plan. Members of the curriculum sub-committee visit the school regularly to observe activities, and scrutinise books and performance data to gain more knowledge and understanding. They provide detailed reports to other governors and are well informed about the school's work. Governors contribute effectively to identifying areas for development and contribute effectively to a collaborative and shared strategic direction.

<b>Recommendations</b>
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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.