

Dear

Thank you for your further email to the Estyn Enquiries inbox. The report for Ysgol Treffynnon has not been published, as a further visit will be scheduled. However, the report is available on request in accordance with Estyn's Freedom of Information policy, and therefore I attach a copy for your information.

Yours sincerely

Robert Gairey

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn

**Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales**

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW

Address: Anchor Court, Keen Road, Cardiff, CF24 5JW

Ffôn Estyn/Estyn Phone: 02920 446309

E-bost/E-mail: robert.gairey@estyn.gov.wales

Gwefan/Website: www.estyn.llyw.cymru / www.estyn.gov.wales

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.



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Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW

Ffôn/Telephone 02920 446446

[ymholiadau@estyn.llyw.cymru](mailto:yholiadau@estyn.llyw.cymru) • enquiries@estyn.gov.wales

www.estyn.llyw.cymru • www.estyn.gov.wales

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From:
Sent: 16 August 2017 14:13
To: Enquiries <Enquiries@estyn.gov.uk>
Subject: Re: Ysgol Treffynnon, CH8 7AW

Hello

The report is not online yet, if you could let me know when this will be available, I know you said the 15th.

Regards

On Wed, Jul 12, 2017 at 2:02 PM, wrote:
Many thanks for reply.

2017-07-10 9:12 GMT+01:00 Enquiries <Enquiries@estyn.gov.uk>:

Dear

Many thanks for your query. It has been passed to the relevant person. A response will be sent soon.

Cofion cynnes / Kind regards

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

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Address: Anchor Court, Keen Road, Cardiff, CF24 5JW
Ffôn Estyn/Estyn Phone:

E-bost/E-mail:

From: claire [mailto:owensc216@gmail.com]
Sent: 09 July 2017 18:30
To: Enquiries <Enquiries@estyn.gov.uk>
Subject: Ysgol Treffynnon, CH8 7AW

Hello

I believe you've undertook a recent inspection at the above school. Would you be able to tell me when the report will be available to view.

Regards



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: special measures**

**Ysgol Treffynnon
The Strand
Holywell
Flintshire
CH8 7AW**

Date of visit: June 2017

by

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

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The monitoring team

Gareth Kiff	Reporting Inspector
Huw Collins	Team Inspector
Hywel Jones	Team Inspector
Karen Newby Jones	Team Inspector

Outcome of monitoring

Ysgol Treffynnon is judged to have made insufficient progress in relation to the recommendations following the core inspection in January 2016.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Induction for newly qualified teachers (NQTs) (providers in special measures only)

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013(1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

Estyn inspectors will re-visit the school in about three months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Improve standards at key stage 4

Limited progress in addressing the recommendation

In the November monitoring visit we commented fully on improved pupil performance at key stage 4 in 2016. However, despite these improvements there are significant shortcomings in the standards achieved by pupils as seen in lessons and books.

Many pupils behave well in lessons and a majority engage appropriately with their learning. However, a minority of pupils are too passive in lessons and most do not develop their independent learning skills well enough. Many pupils work productively in groups or pairs. However, a minority of pupils lose concentration and become involved in off-task behaviour. This impacts negatively upon their learning and that of others.

A minority of pupils recall prior learning appropriately and use this knowledge suitably in new and different contexts. However, in many lessons pupils do not make enough progress in developing their knowledge, understanding and skills in. In most lessons observed there were significant levels of pupil absenteeism. This has a negative effect on their progress.

A majority of pupils demonstrate competent listening skills. In the few lessons where teachers use questioning effectively, a few of the more able pupils provide more thoughtful and extended verbal responses. Overall a minority of pupils give only brief, underdeveloped answers.

A minority of pupils develop their writing skills appropriately. These pupils redraft their work effectively and improve the content and technical accuracy of their written work. A few more able pupils write skilful extended pieces of writing. For example, in geography when comparing discharge from different rivers. Overall a majority of pupils make too many basic errors in spelling, punctuation and grammar.

Many pupils read and retrieve information suitably from a range of texts. A few pupils use inference and deduction appropriately to enhance their understanding of for example, characters and events in a range of literacy texts such as Steinbeck's 'Of Mice and Men'. A majority of pupils read aloud suitably. However, a minority of pupils lack confidence in reading aloud in class.

In a minority of subjects many pupils make suitable progress in developing their numeracy skills. However, in a majority of subjects, pupils do not apply their numeracy skills sufficiently due to a lack of opportunities.

Recommendation 2: Improve levels of attendance

Limited progress in addressing the recommendation

The school has continued to apply a range of appropriate strategies to improve attendance rates. This includes suitable engagement with parents and families, reward systems and mentoring programmes for vulnerable pupils. The appointment of an education welfare officer to the school has recently strengthened the school's ability to implement its attendance policy. However, the school's strategies are not applied consistently or with sufficient rigour. As a result unverified data indicates there has been a significant decline in attendance rates since the time of the core inspection.

In 2016, the school's attendance improved and was in line with modelled outcomes. However, since the last monitoring visit, attendance has declined and is currently nearly three percentage points lower than at the same time last year. At the time of this visit, the attendance of pupils' eligible for free school meals has fallen sharply by nearly five percentage points in comparison with the same point last year. The level of persistent absenteeism is currently higher than at any point since the core inspection.

The school has useful systems and procedures for collecting data relating to attendance. However, despite suitable analysis of this data, the school has not fully identified the reasons for the decline in pupil attendance during the current academic year. The school does not recognise sufficiently the link between high levels of attendance and academic success. During this visit there was a high level of absence in nearly all sessions observed.

Recommendation 3: Reduce the number of fixed term exclusions

Limited progress in addressing the recommendation

In order to reduce the level of fixed term exclusions and improve pupils' behaviour, the school has increased the capacity of relevant senior and middle leaders, through increased management time, and appointed a team of support staff to assist. The number of fixed term exclusions has been reduced significantly in comparison with the same period last year. However, the number of days lost to fixed term exclusions remains very high.

The school has developed appropriately its processes for gathering data and tracking incidents of inappropriate behaviour. However, the school does not respond decisively enough to ensure that interventions lead to improved behaviour. There are too many incidents of pupils being excluded on multiple occasions.

The school continues to implement an interim policy for managing classroom behaviour. While this provides useful guidance, a minority of staff do not apply the policy consistently and the school has not evaluated the impact of it on pupils' behaviour in the classroom.

Crucially, the school is not sufficiently proactive in making the link between behaviour, and teaching and learning. The 'Code of Conduct' for classroom behaviour is not having enough impact on behaviour in lessons. As a result, disengagement in learning is leading to low-level disruption by a minority of pupils. This is affecting their learning and that of other pupils.

Recommendation 4: Improve the quality and consistency of teaching and assessment

Limited progress in addressing the recommendation

Overall, the quality of teaching is similar to that at the last visit. Many teachers demonstrate sound subject knowledge and promote positive working relationships with pupils. A minority of teachers plan well-structured lessons that ensure good pace and progress in pupils' learning. In a few lessons, teachers have high expectations of pupils and match tasks and resources well to meet the needs of all pupils. In these lessons, teachers' questioning develops pupils' thinking skills productively and there are useful opportunities for pupils to reflect upon their progress.

In many lessons, where pupils do not make enough progress, teachers do not have sufficiently high expectations of them. They do not challenge pupils of all abilities well enough and their questioning is not effective in encouraging pupils to develop their thinking skills and verbal responses. In these lessons, teachers give too much help and guidance and do not develop pupils' independent learning skills. In addition, teachers do not monitor pupils' understanding well enough or encourage them to reflect upon their learning.

A majority of teachers provide pupils with effective verbal feedback to help them overcome problems with their work. In addition, a minority of teachers provide clear written feedback that help pupils improve specific aspects of their work. However,

overall, feedback does not have sufficient impact on improving the standard of pupils' work.

The school is continuing to implement a suitable range of strategies and relevant professional learning sessions to improve teaching and assessment. However, many of these initiatives are at an early stage of development and have had limited impact on the quality of teaching. Many teachers do not fully understand the suggested approaches, such as 'think, pair share' or 'no hands up'. Although many include them in their planning, they are unclear why the strategies are used or how to implement them successfully.

The school has provided suitable training to gather first hand evidence to evaluate teaching and assessment. This includes periodic lesson observations and 'drop-ins'. The regular and collaborative work scrutiny has highlighted examples of good practice and has enabled beneficial dialogue between staff about effective written feedback. However, many lesson observation records and work scrutinies are too descriptive. Overall, evaluations are too generous as they focus too little on the impact of teaching and assessment on standards, progress and behaviour. As a result, the school has too positive a view of teaching and assessment and the improvements made.

Recommendation 5: Improve the effectiveness of leadership at all levels through more rigorous accountability and stronger arrangements for self-evaluation and improvement planning

Limited progress in addressing the recommendation

The school has completed a management restructure to strengthen its capacity to address the challenges it faces. The senior leadership team now consists of the head teacher and two deputy head teachers who have responsibility for teaching and learning, and inclusion and behaviour. They have clear job roles and have an equitable allocation of responsibilities. The appointment of an Assistant Additional Learning Needs Coordinator (ALNCo) has enabled the deputy headteacher carrying out these duties to concentrate more on strategic issues.

The senior team work together well to set the school's strategic priorities, including an increasing focus on improving the quality and effectiveness of teaching and learning, and improving pupils' behaviour and attendance. Two Directors of Learning are beginning to take responsibility for the management of academic departments and care, support and guidance across the school. However, senior and middle leaders have not had enough support or development opportunities to carry out their strategic roles effectively. In addition, they do not have enough time allocated for them to carry out their duties effectively. Although there have been important changes at middle leadership level, they are not yet fully effective in driving forward the required improvements in key strategic areas.

Line management responsibilities are clear and the school has developed an appropriate structure of meetings for senior and middle managers. These are focussing more on improving standards and teaching and learning. This clearer schedule of meetings between senior and middle managers is starting to improve

levels of accountability. However, senior and middle management meetings focus too much on operational issues and not enough on improving key strategic priorities. These meetings do not always result in clear enough action points with measurable targets and success criteria.

The school has strengthened its performance management processes and they are aligned appropriately to the school's priorities. However, performance management targets do not reflect well enough the needs of individual staff and their targets for improvement are not always specific or measurable enough.

The governing body, under the leadership of the chair since September 2016, is developing usefully its role as a critical friend and its understanding of performance data and information received from the schools' self-evaluation processes.

Although there have been important changes and additions to the leadership and management of the school, leaders and managers at all levels have not been effective enough in improving key areas of the school's work, including pupil standards, attendance and behaviour, and the quality of teaching and learning.

Recommendation 6: Resolve the budget deficit effectively

Satisfactory progress in addressing the recommendation

The school continues to implement a suitable licensed deficit and recovery plan which has been agreed with the local authority. The headteacher and business manager monitor spending thoroughly through regular meetings with governor, local authority and challenge advisor representatives. The five year budget plan is currently on track and the present in-year deficit is lower than originally projected for this year.

The school has undertaken an appropriate range of efficiency measures including the sharing of site management and staff costs with the adjoining primary school. For example, through employing an attendance officer, site manager and caretaker.

The level of staff absence continues to decrease. The local authority has provided funding to employ additional support and teaching staff. Recent appointments have helped ensure that very few staff teach outside their subject specialism.

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.