



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**

**Sketty Primary School
Llwyn Mawr Road
Sketty
Swansea
SA2 9HJ**

Date of visit: May 2016

by

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

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The monitoring team

Mr Barry Norris	Reporting Inspector
Mr Andrew Thorne	Team Inspector

Outcome of monitoring

Sketty Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2015. As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

Recommendation 1: Ensure that all pupils make good progress from their starting points in literacy and numeracy work across the curriculum

Satisfactory progress in addressing the recommendation

Nearly all pupils in the nursery class have skills, knowledge and understanding that are relatively high for their age. The improved planning and ethos in the Foundation Phase help pupils to practise and develop their skills further through a greater range of independent learning activities than at the time of the core inspection. Pupils' oral skills are strong and most pupils develop good reading and writing skills by the end of the phase. Pupils develop their understanding of number and apply their mathematical knowledge well in other areas of learning.

The proportion of pupils in Year 2 projected to achieve the expected outcome in literacy and mathematical development at the end of the academic year is broadly similar to last year. The proportion expected to achieve the higher outcome has improved notably in literacy and, to a lesser extent, in mathematical development.

Broadly, most pupils make expected progress in literacy and numeracy across the curriculum by the end of key stage 2. They continue to express themselves readily in Year 6 and they use their literacy and numeracy skills well to support their work across the curriculum, for example when undertaking investigations and plotting their results on line graphs. Across the key stage, pupils are developing a good understanding of genres and different types of texts and they apply this knowledge reasonably well to their own writing. Overall, however, more able pupils do not achieve as well as they could, given their starting-points, particularly as they move through the early and middle years of key stage 2. Also, the level of expectation and challenge in the work for more able pupils tends to be too similar to the work set for other pupils.

The proportion of Year 6 pupils projected to achieve the expected level in English and mathematics at the end of the academic year is broadly similar to last year. However, the proportion achieving the higher level in both subjects is set to decline, particularly in mathematics.

Recommendation 2: Improve standards in Welsh

Satisfactory progress in addressing the recommendation

There is now better organisation and planning for the delivery of Welsh across the school. Teachers have received regular and influential support from the local authority since the core inspection through adviser visits and training. Teachers know the language patterns to teach as pupils progress through the school and they have established short, daily opportunities for pupils to practise and develop their skills. Teachers have identified opportunities for Welsh in the topics they teach and a few use Welsh phrases regularly in lessons. The school has established Welsh ambassadors (Cryw Cymraeg) and a few pupils are confident in using the Welsh phrases that they have learnt in specific Welsh lessons.

Overall, pupils make good progress in the Foundation Phase. They use simple phrases well and they develop and recognise a basic range of vocabulary. The written work of pupils in key stage 2 is satisfactory overall. In a few instances, teachers are developing pupils' use of the language well, for example when encouraging pupils to offer their opinions in Welsh. However, pupils' written work does not move enough beyond a relatively narrow range of set phrases or show the influence of their reading in Welsh as they move through key stage 2.

Recommendation 3: Further improve attendance

Strong progress in addressing the recommendation

Since the core inspection, the school has employed a wide range of strategies to promote increased levels of attendance. Staff monitor class registers and analyse attendance data regularly. They use this information well to identify instances of weak attendance by individuals and patterns of attendance by groups of learners. They use the information well to target pupils and families in need of challenge and support. For example, they hold regular meetings with the parents of pupils whose attendance rate falls below 90%.

Leaders identify all occurrences of unauthorised absence effectively. For example, the school expects evidence of appointments in order to authorise absence for medical reasons. School leaders take all absence from school seriously. They track their communication with parents carefully. As a result, they are able to increase the level of intervention with parents and pupils appropriately.

School leaders communicate important information to parents and pupils about attendance at school well, using a wide range of channels, including assemblies, the school website and regular newsletters. These messages include informing parents about the relationship between school attendance and pupil progress, and letting parents know when pupils' attendance is excellent. As a result, there is a greater awareness of the importance of attendance among pupils and parents.

School leaders link well with external services, such as the local education welfare officer. This helps to ensure that the school deals with more complex and long-term cases of absenteeism appropriately.

Attendance data for 2014-2015 shows a reduction in the percentage of absence due to holidays and a decrease in the percentage of persistent absenteeism. The overall attendance rate for last year shows that the school was in the lower 50% when compared with similar schools. However, the overall attendance rate for this year shows a notable increase and currently stands at just over 95%.

Recommendation 4: Ensure that learning in all Foundation Phase classes reflects Foundation Phase principles

Strong progress in addressing the recommendation

Throughout the Foundation Phase, teachers generally plan learning activities that engage and interest nearly all pupils well. They reflect the principles of the Foundation Phase effectively. They ensure that in most sessions there is a suitable balance between child-initiated and adult-led activities. All teachers ensure that they plan nearly all activities to develop pupils' literacy and numeracy skills well. However, in a very few lessons, enhanced and continuous learning activities do not always engage pupils effectively enough. In a very few Foundation Phase classes, teaching assistants do not always engage with pupils strongly enough.

Nearly all Foundation Phase staff have made beneficial visits to a range of other schools to enhance their understanding of the Foundation Phase. As a result, they have incorporated a range of useful ideas into their practice.

There is now a much better range of resources of good quality that assists in the effective delivery of Foundation Phase practice. This has resulted in improved indoor and outdoor provision. All classes have well-organised areas for learning. Many resources are accessible by pupils, which helps them to develop their independence and allows them to make choices about their learning effectively. The setting makes strong use of the outdoor area to develop skills in all areas of learning.

A wide variety of interesting displays provides a stimulating environment and celebrates children's achievements. 'Choice boards' encourage pupils to select individual activities they would like to pursue. As a result, nearly all pupils engage enthusiastically in learning activities.

Recommendation 5: Develop long term planning that ensures the systematic and progressive development of pupils' skills in literacy, numeracy and information and communication technology

Strong progress in addressing the recommendation

The school has clear, purposeful long-term plans to guide the teaching of English, mathematics and information and communication technology (ICT). These ensure

that all teachers share consistent information on how to plan for pupils' progression in these subject-specific lessons. As a result, all pupils have systematic opportunities to develop skills in these areas. In many cases, teachers' short-term plans identify clearly a useful range of opportunities for pupils to develop their literacy, numeracy and ICT skills systematically each week.

In the Foundation Phase and key stage 2, long-term and medium-term plans outline suitably the literacy and numeracy skills from the national framework that teachers need to focus on across the curriculum in each half term. However, plans for pupils to use and to develop their ICT skills across the curriculum are less well developed.

Recommendation 6: Ensure that teachers plan and deliver good quality lessons consistently

Satisfactory progress in addressing the recommendation

School leaders have used regular, systematic monitoring of lessons, undertaken internally and by the regional consortium, to identify strengths and areas for development in the work of individual teachers. They have used guidance and training from the local authority/regional consortium well to increase the range of teaching approaches and to develop the capacity of staff to reflect critically on their own teaching. Staff have benefited from visiting other schools, both within and outside the local authority, to learn from other teachers. There is also more of a shared understanding among staff of the features of effective teaching than at the time of the core inspection. Overall, there are consistent systems and processes in place across the school to support teaching staff.

Teaching in the Foundation Phase has improved and it now reflects the principles of the Foundation Phase far more. For example, there is greater consistency in the provision of independent learning, use of the outdoors and better continuous and enhanced activities to enhance pupils' skills. Teaching assistants generally provide effective support for pupils' learning, but, in a few instances, the quality of interaction and questioning between adults and pupils is not always as strong as it could be.

The quality of teaching in Year 6 is good and evidence in pupils' work indicates that staff plan a beneficial variety of learning experiences for pupils. There is a strong emphasis on pupils undertaking active learning which engages their interest well. At times, there is scope for more direct teaching to drive pupils' learning forward more quickly and effectively. The evidence from scrutiny of pupils' work across the remainder of key stage 2 shows inconsistencies in the extent to which teachers adapt work for pupils of different abilities and provide activities that challenge more able pupils. In addition, the quality of feedback to pupils varies too much and there is not enough focus on extending pupils' learning further.

Recommendation 7: Ensure the accuracy of all teacher assessments

Strong progress in addressing the recommendation

All teachers use a school-wide, electronic tracking system that enables them to record all pupils' progress across a range of subjects and areas of learning efficiently and to log significant examples of pupils' work. Leaders check teachers' recorded judgements against other performance indicators, such as standardised tests. Where significant mismatches occur, they evaluate evidence from pupils' work to ensure that the assessments are accurate.

School leaders organise an effective range of opportunities for teachers to scrutinise pupils' work and use this to standardise judgements about pupils' achievements. This is beginning to ensure that all staff have a similar understanding of the expected standard of pupils' work at each level.

Overall, the arrangements for assessing pupils' work at the end of the Foundation Phase and key stage 2 are more secure than at the time of the core inspection. School staff take part in the moderation of teacher assessments at the end of the Foundation Phase and key stage 2 with other local schools. This helps to ensure that the judgements awarded for scrutinised work are reliable and accurate. However, the school moderates only a limited proportion of teacher assessments internally and leaders do not check teachers' input into the tracking system robustly enough. As a result, in a few cases, teachers' assessments of pupils are still too generous.

Recommendation 8: Develop more effective leadership throughout the school to meet agreed priorities for improvement

Strong progress in addressing the recommendation

Since the core inspection, there has been an effective reorganisation of leadership roles and responsibilities. There is now a more extensive senior leadership team after the appointment of two members on a temporary basis. This has supported greater distribution of leadership roles and engaged more staff in strategic planning and decision-making. The senior team is now fit for purpose and focuses more closely on meeting school priorities. There are well-established plans to reconfigure leadership and teaching roles further from September 2016.

The delivery and monitoring of the post-inspection action plan has been well organised and systematic. The sequencing of improvement actions and the strategies for monitoring progress have been particularly good. Senior leaders have shown effective skills in managing change and in driving forward improvement in key areas, for example in the work on the Foundation Phase and developing teachers' long-term planning for literacy and numeracy. The new mission statement is aspirational and focuses sharply on maximising pupils' potential.

Overall, the work of the headteacher reflects good improvement planning principles, and he has shaped the school's response to the large number and wide range of the post-inspection recommendations well. He has provided detailed, regular reports on the school's progress in implementing the post-inspection action plan to the monitoring sub-committee of the governing body. Staff with leadership responsibilities have made presentations to the sub-committee, and to a meeting of parents, on the aspects of the improvement plan for which they are responsible. The governing body has challenged aspects of the action plan and the work of senior leaders effectively.

The performance management of teachers and support staff has improved very well and the processes are systematic and well organised. The development priorities for staff focus well on the school's strategic priorities.

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.