



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 of visit
Level of follow-up: significant improvement**

**St Mary's Catholic Primary School
Havard Road
Llanelli
Carmarthenshire
SA14 8SD**

Date of visit: December 2013

by

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

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The monitoring team

Richard Hawkey	Reporting Inspector
Rebecca Lawton	Team Inspector

Outcome of monitoring visit

St. Mary's Catholic Primary School, Llanelli, is judged to have made sufficient progress in relation to the recommendations following the core inspection in May 2102.

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: Improve the standard of pupils' literacy and numeracy skills across the curriculum

This recommendation has been fully addressed.

The school has introduced useful new formats for weekly planning, with a clear focus on skills. These help staff to meet the needs of pupils in need of extra support or further challenge well.

Most pupils have a good understanding of the characteristics of different forms of writing. There are good examples of pupils producing different types of well-crafted, extended writing across the curriculum and across the school, for example a study on Macbeth.

There is good use of oral and partner activities prior to pupils' drafting an initial version of their work. Older pupils have clear success criteria through which to review their work. There are frequent opportunities for pupils to assess their own work and that of others before producing a final copy in their exercise books.

In most cases, pupils' work shows a good grasp of sentence structure, punctuation and a growing range of vocabulary. Older pupils use complex sentences effectively to express ideas and opinions and give clear explanations. They are developing a good sense of the purpose and audience for their writing. Many pupils read well, with fluency and understanding.

Many teachers plan effective opportunities for pupils to use their numeracy skills across the curriculum. There are good examples of pupils applying their numerical skills an appropriate level in geography, science, history and personal and social education.

Recommendation 2: Challenge more able pupils effectively

This recommendation has been largely addressed.

The school uses a range of assessments to identify more able pupils successfully. Teachers review assessments on a termly basis and measure pupils' performance effectively using an electronic tracking system.

The school's policy for more able and talented pupils provides useful guidance for all staff. The more able and talented co-ordinator has attended training and has provided staff with appropriate feedback. Teachers access information with regard to best practice in relation to more able pupils from the internet, and a local authority officer has discussed the work of other schools with staff. Teachers have visited other schools to view best practice but do not always use this information well enough to improve the provision for more able pupils consistently.

Most teachers plan well to challenge more able pupils effectively and work scrutiny shows that most pupils receive appropriate levels of challenge. In a few lessons in the Foundation Phase, teachers do not focus clearly enough on what they want more able pupils to achieve by the end of the session.

Recommendation 3: Develop robust systems to monitor teaching and learning and act upon the outcomes

This recommendation has been largely addressed.

The school has good processes for identifying its strengths and areas for improvement in teaching and learning. This evidence includes lesson observations, scrutiny of pupils' work, the evaluation of teachers' planning, and listening to the views of pupils. There is an appropriate timetable for carrying out these self-evaluation activities throughout the school year. These processes now focus more clearly on pupils' standards and progress rather than provision.

Senior leaders have undertaken shared observations with local authority staff successfully and have developed useful documentation to record their findings and feedback effectively to teachers. Leaders use lesson observations well to identify strengths and shortcomings in teaching. They are beginning to use this information effectively to improve the quality of teaching in the school.

Subject co-ordinators compile useful, summary reports relating to subject areas that identify strengths, areas for improvement and suggestions for the school development plan. The reports make effective use of first-hand evidence and help improve teachers' planning for pupils' literacy and numeracy skills.

Recommendation 4: Set clear, prioritised targets for improvement in standards with measurable success criteria

This recommendation has been fully addressed.

The headteacher has undertaken an effective analysis of a range of data. She has used this well to set quantifiable and achievable targets for pupils' attainment in 2013-2014.

The headteacher has worked effectively with the senior leadership team to improve their ability to analyse and use a range of data to monitor and set appropriate targets to improve pupil attainment in the areas for which they are responsible.

The school makes good use of an effective post-inspection action plan. It has identified actions and success criteria that enable senior leaders and governors to monitor progress regularly and robustly.

Recommendation 5: Improve the quality of teaching, marking and assessment to ensure that pupils have a clear understanding of what they need to do to improve

This recommendation has been largely addressed.

Teaching is good in many lessons. The effective features of these lessons include teachers providing challenging activities and open-ended questions that encourage pupils to think for themselves. Most staff plan good opportunities for pupils to develop their literacy and numeracy skills effectively, and for pupils to discuss and develop their understanding of topics. In a few lessons, in the Foundation Phase, the pace is slow and teachers do not use additional adults effectively.

Nearly all teachers mark pupils' work well. They provide effective feedback to pupils so that they know what they have done well and what they need to do next to make further progress. Most teachers give good opportunities for pupils to reflect on and evaluate their own work successfully through a wide range of strategies including assessing each other's work and 'learning logs'.

In the lower Foundation Phase, staff make good use of assessment sheets to measure pupil progress in enhanced and continuous activities. These sheets help staff to link assessments to the next steps in pupils' learning successfully.

Staff use an electronic tracking system to identify pupils' achievement well. They set quantifiable targets for individual pupils using this system. This is helping teachers to better identify pupils' progress and learning needs and to target work and support more effectively.

Recommendations

In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.