



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**

**Plasnewydd Primary School
Castle Street
Maesteg
CF34 9UN**

Date of visit: June 2019

by

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

Outcome of visit

Plasnewydd Primary School is judged to have made insufficient 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 maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

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.

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. as 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.

Progress since the last inspection

R1. Improve the quality of teaching and assessment in key stage 2

Across key stage 2, most teachers currently in school have begun to improve the quality of their classroom practice. For example, most lessons proceed at a suitable pace. These teachers expect their pupils to work hard and try their best, and there are productive professional relationships. As a result, most pupils behave well. Many work enthusiastically on the tasks that their teachers provide for them.

In upper key stage 2 particularly, teachers work collaboratively to plan and share their ideas and successfully improve the learning experiences for the pupils. As a result, pupils are better engaged in their learning and enjoy new opportunities to participate in exciting activities, such as drama and music.

In mathematics, teachers are beginning to match the tasks that they ask pupils to complete appropriately to pupils' different levels of ability. However, across the key stage, the tasks that teachers plan do not always challenge more able pupils in particular to make the progress that they should. In addition, work in pupils' books

over time shows that, in a few classes, less able pupils do not complete the work that they are asked to do, because it is too difficult for them to access, or they are uncertain how to begin. Often, this mismatch is because teachers plan learning objectives that focus on the activity, rather than the next steps in pupils' skills and learning. For example, teachers provide many opportunities for pupils to work collaboratively in groups to research and devise a presentation, with a focus on the finished product. This often provides good opportunities for pupils to develop their social and communication skills, but does not always challenge all pupils to develop their reading, writing and numeracy skills at the right level.

Teachers have worked to develop a consistent feedback system using pink, green and purple pens. Nearly all pupils understand the system and can explain the purpose of the different colours. A few pupils are beginning to take good account of ongoing feedback, for example editing their own writing during the redrafting process. Pupils in many classes respond to their teachers' helpful written feedback, especially in English. However this is not consistently the case across the key stage. In topic and science books, the quality of teachers' marking and feedback is more variable, and in a few classes, teachers do not provide pupils with regular enough feedback in these subjects.

R2. Raise standards in reading, writing and mathematics in key stage 2

Inspectors did not evaluate this recommendation during this visit.

R3. Revise the curriculum so that it is broad and balanced and meets the needs of all pupils

Across the school, teachers use the recently adapted planning format to cover the broad curriculum areas through topics over a three-year cycle. However, currently, there are inconsistencies in the curriculum provision, especially across the mixed-age classes. Leaders have recognised the need to review the coverage of science and religious education to ensure all pupils receive their entitlement. The school is beginning to consider the requirements of the new curriculum for Wales. For example, teachers refer to the four core purposes and areas of learning and experience in their termly planning. However, this work is at an early stage of development.

There are worthwhile opportunities for pupils to contribute their views to topic planning, and this engages pupils' interests well. Teachers are beginning to make effective use of visits and visitors to enrich learning experiences. Many teachers plan interesting opportunities to develop pupils' creative skills through art, music and drama. For example, in lower key stage 2, pupils develop their sketching and shading skills well, inspired by a falconry visit.

Planning for literacy and mathematical skills is systematic, and schemes of work support teachers to build upon pupils' skills appropriately in English and mathematics lessons. However, the opportunities for pupils to apply and consolidate their skills in a meaningful way across the curriculum remain underdeveloped. For example, pupils learn and rehearse their basic writing skills at an appropriate level during English lessons. Currently, however, they do not apply and consolidate these skills well enough, for instance through writing extended pieces in other subjects or areas of learning. The opportunities for pupils to develop their numeracy skills across the curriculum are at an early stage of development.

Most teachers are beginning to use the recently introduced system to track the planned coverage of the literacy and numeracy framework and to track pupil progress in these skills across the year groups. However, the system is very new, and leaders cannot yet evaluate its impact on pupils' progress.

Most foundation phase staff provide appropriate areas within their classrooms to develop and support pupils' independent skills. However, the tasks that teachers plan within the enhanced provision do not always provide enough challenge for the wide range of learners' abilities. For example, too often pupils of all abilities are provided with a printed picture to colour or decorate.

Across the school, most teachers continue to develop classrooms and communal areas as supportive learning environments. Teachers and support staff are beginning to consider how to use the outdoor area to enhance pupils' learning. For example, Year 1 pupils use the garden area to develop their listening skills appropriately and talk about their senses.

R4. Challenge more able pupils

Inspectors did not evaluate this recommendation during this visit.

R5. Strengthen the effectiveness of senior leaders in identifying and addressing shortcomings in standards and provision

The headteacher has continued her work with the local authority to consider ways to restructure the school's leadership, to reflect the changing needs of the school. There is a plan to expand the leadership team, to increase leaders' capacity to bring about change. However, this plan has yet to be implemented.

The governing body continue to develop their capacity to support and challenge the school appropriately. The chair has a clear understanding of the limited progress made to date and the barriers to further improvement. There is still a vacancy for a local authority governor.

Leaders monitor aspects of the provision conscientiously, for example through work and planning scrutiny, and listening to learners. They identify where teachers' work complies with the school's policies and procedures, for example regarding marking and feedback to pupils. However, too often the focus of monitoring is not precise enough to identify clearly where improvements to the provision result in improved pupil progress. Leaders recognise a need to revisit identified shortcomings routinely, in order to ensure that any agreed improvements have been implemented successfully. Currently, this does not happen consistently enough.

The headteacher has devised a detailed monitoring schedule to direct individual leaders' non-contact time. However, currently there is no cohesive overview to pull together the outcomes of the individual monitoring activities across the different priorities for improvement. As a result, there is no clear overall picture of where initiatives have been successful in improving pupils' outcomes, or strategy where further work is required. This means that the self-evaluation process is not yet secure enough to provide leaders with a well-evidenced understanding of the school's current performance.

Overall, individual leaders are now more actively involved in purposeful monitoring activities. However, collectively, leaders' monitoring and evaluation skills are not sharp enough to ensure that the provision and pupils' outcomes are consistently good. For example, monitoring is not tight and rigorous enough to identify where the curriculum coverage in individual classes falls short of pupils' full entitlement. On occasions, leaders' monitoring correctly identifies a shortcoming, but this is not followed through in order to rectify the problem. As a result, leaders do not always identify and address underperformance robustly enough, in a timely manner.

R6. Address the safeguarding issues identified during the inspection

Inspectors did not evaluate this recommendation during this visit.