

## Appendix B

### PROGRESS REPORT: SCHOOLS REQUIRING SPECIAL MEASURES

**Name of school: Plasnewydd Primary School**

**Date of inspection: January 2018**

**Level of follow-up monitoring: Special Measures**

**School's current categorisation:**

**Improvement capacity: D (2018 categorisation)**

**Support category: Red (2018 categorisation)**

#### 1. Context

- 1.1 The school continues to make progress through the actions identified in the Post Inspection Action Plan.
- 1.2 The majority of milestones are currently actioned in line with the timeframes in the PIAP and many middle leaders are starting to take greater ownership of the actions required to make progress.
- 1.3 The chair of governors works closely with the headteacher providing a wide range of support and challenging underperformance. They attend LA progress review meetings and understand the need for the school to make significant improvements quickly.
- 1.4 Governance has been enhanced through the addition of a new parent governor who has experience of performance improvement in an industry context. This has improved the level of challenge at the half-termly curriculum and standards committee meetings.
- 1.5 The consultant governor has provided a range of training for the headteacher and governors. This includes improving the quality of the headteacher report to governors and the questions governors should be asking of performance and improvement at termly meetings.
- 1.6 The impact of the training remains limited. Questions for the headteacher are now invited from the governors prior to curriculum and standards meetings, once governors have received the improvement report from the headteacher.
- 1.7 This is beginning to have an impact on the level of scrutiny. Middle leaders have begun to provide feedback at these meetings, although the level of strategic understanding remains limited.

1.8 The Challenge Adviser attends termly curriculum and standards committee meetings to support governors in their challenge role.

1.9 The school is receiving a significant package tailored to the address the priority areas in the PIAP. This includes:

- Red Support Challenge Advisers (CA) supporting with all areas of PIAP and monitoring progress and supporting Headteacher wellbeing
- Central South Consortium literacy and numeracy support team supporting with curriculum, teaching and learning
- Local primary schools to share good practice and support with wider curriculum developments

## 2. Progress report against the inspection's recommendations

**Recommendation 1:** Improve the quality of teaching and assessment in key stage 2

The local authority judges the school to have made **satisfactory** progress in this recommendation.

- Joint lesson observations focussing on literacy and numeracy across the curriculum were carried out in June 2019.
- Observations across the curriculum identified that 60% of teaching is good, 20% is adequate and 20% is unsatisfactory and in need of significant improvement.
- The headteacher has implemented support plans for teachers where teaching and learning remain unsatisfactory.
- All staff have visited local schools to observe good practice. The focus has been on lesson pace, learning objectives and success criteria, feedback and differentiation. All staff have identified strategies that they will develop in their classrooms and feedback has been shared with all staff.
- All staff have received one to one support from the C.A. discussing their well-being, workplace relationships and development of teaching skills.
- All teaching staff use the online Teaching Continua to review their current practice.
- Differentiation remains a significant area of focus and development.
- The new marking policy is being implemented suitably in many classes and a majority of pupils are able to accurately explain the use of green and pink pens.

- FIT (Fix It Time) has been introduced giving pupils time to respond competently to marking feedback. This is evident in most classes.
- Staff have planned for their termly topics with the pupils, giving them input into what they would like to learn and enabled them to engage more purposefully in their learning.
- Termly planning overviews continue to develop and help ensure a greater breadth of learning experiences are accessed by most pupils. AoLEs have been included in the termly planning overviews to move thinking away from the National Curriculum subjects and into the New Curriculum for Wales.
- AFL strategies are used appropriately by all teaching staff but not always in a cohesive way.

**Recommendation 2:** Raise standards in reading, writing and mathematics in key stage 2

The local authority judges the school to have made **limited progress** in this recommendation.

- All staff have had Guided Group Reading training with CSC literacy lead. This is beginning to impact on the quality of provision.
- Extended writing now has a higher priority within termly planning. There is evidence in a majority of classes of pupils having greater opportunities to write at length in an increasing range of genres. However, standards still need to further improve and staff still need to understand higher order writing skill development.
- A majority of staff are beginning to address numeracy skills appropriately in other curriculum areas.
- In most mathematics books, there were opportunities to develop reasoning skills at an appropriate level.

**Recommendation 3:** Revise the curriculum so that it is broad and balanced and meets the needs of all pupils

The local authority judges the school to have made **satisfactory** progress in this recommendation.

- A new planning template, based on areas of learning and experience, is being successfully used by most staff.

- Many pupils have opportunities to input into the termly planning as a result pupil voice in developing the curriculum is becoming more meaningful.
- Coverage of the statutory RE curriculum is now evident in most books.
- Many children are more engaged in their learning as it's been increasingly driven by their input.
- Most staff plan using the theme matrix with pupils working in groups to give input.
- Book scrutiny shows most staff are beginning to plan opportunities for using literacy, numeracy and ICT skills across the curriculum.
- Pupils in most classes have had experience of art, music and drama to promote cultural development.
- Evidence from monitoring activities demonstrates an increasing broader curriculum is being planned for and delivered.

#### **Recommendation 4:** Challenge more able pupils

The local authority judges the school to have made **limited progress** in this recommendation.

- Whilst staff know who the more able (MA) children are in their class, planning and provision for the more able does not consistently provide higher levels of challenge.
- The “Chilli Challenge” has been introduced in a majority of classes in key stage 2 and learning objectives (LO) have been differentiated to address the needs of MAT pupils. However, the challenges set are not sufficiently aspirational to challenge all more able pupils.
- Book scrutiny shows many teachers are now beginning to differentiate to add challenge for MAT pupils.

**Recommendation 5:** Strengthen the effectiveness of senior leaders in identifying and addressing shortcomings in standards and provision

The local authority judges the school to have made **limited progress** in this recommendation.

- Overall, management process have insufficient rigour and remain inconsistent across the school.
- The change management process lacks pace and drive and progress against many of the recommendations remains limited.
- Senior leaders need to develop a sense of urgency about the pace of progress and hold themselves and their middle leaders to account for the lack of progress.
- The senior leader is working closely with HR on a range of issues to develop their understanding of capability processes to challenge underperformance at all levels. However, these processes remain at an early stage.
- The strategic role for the majority of middle leaders is under developed.
- SLT members have worked with TLR post holders at partner support schools to develop their understanding of the expectations of middle leaders. However, the impact of this support remain limited.

**Recommendation 6:** Address the safeguarding issues identified during the inspection

The local authority judges the school to have made **good progress** in this recommendation.

- Maglock and video intercom fitted to main school gate. All access controlled and monitored by school staff.
- All access to Flying Start controlled by their staff using identical system to above.
- CCTV extended and can be added to if necessary.
- All staff Team Teach trained by the start of the academic year.
- All staff able to keep appropriate records, including the Bound and Numbered book which is kept securely in the HT office.
- Site secure

- Staff appropriately trained.
- Record keeping appropriate and in line with policy.

### **3. The local authority’s view of the school’s progress in summary and the school’s capacity to secure further improvement**

- 3.1 The local authority judges the school to have made limited progress in three of its recommendations, satisfactory progress in two recommendations and good progress in one recommendation.
- 3.2 The school has begun to address many of the actions identified in the PIAP but currently there is insufficient evidence to show anything more than limited progress overall.
- 3.3 The school’s capacity to improve has been strengthened with a new CoG and new parent governor. The headteacher and SLT have begun to take action in addressing priority areas however, there is still much to be done.

### **4. Further action the consortium and local authority will take to support and challenge the school**

- 4.1 The local authority and consortium will continue to provide ongoing, intense support to the school to address and progress all priorities in the PIAP.
- 4.2 A significant and pressing area for development during the next two terms will be leadership and governance.
- 4.3 The LA have issued a formal warning letter to the headteacher and chair of governors.

**Challenge Adviser:** Simon Phillips (substantive) / Jonathan R Davies (interim)

**Signed:** *Simon Phillips*

**Date:** 13<sup>th</sup> March 2019

**Director of Education:**.....

**Signed:** ..... **Date:**.....