



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

A report on

**Terrace Road Primary School
Terrace Road
Mount Pleasant
Swansea
SA1 6JD**

Date of inspection: May 2018

by

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

About Terrace Road Primary School

Terrace Road Primary School is in the Mount Pleasant area of Swansea.

There are currently 358 pupils on roll between the ages of three and eleven. There are 12 classes in the school which includes four mixed age classes and a nursery class with 64 part-time pupils. The three-year rolling average of pupils eligible for free school meals is 37%, which is well above the national average of 19%.

The school identifies around 29% of pupils as having additional learning needs. This is above the national average of 21%. A very few pupils have a statement of special educational needs. A very few pupils are cared for by the local authority.

The school serves a diverse ethnic community and 45% of pupils have English as an additional language. Between them, pupils speak 29 different languages in addition to English, although no pupils speak Welsh as their first language.

The school was last inspected in October 2010. The headteacher took up her post in January 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The ethos in Terrace Road Primary School is highly inclusive and caring. The school places pupils' wellbeing at the centre of its work. Pupils have a strong say in many areas of the school's provision. This is a notable feature and encourages pupils to develop exemplary attitudes towards learning. The headteacher provides strong and effective leadership and promotes an appropriate teamwork approach amongst all staff. Although most pupils start school with skill below the levels expected for their age, they respond well to the school's good quality provision. Most make at least the expected progress in acquiring skills in literacy and numeracy, which they apply effectively across the curriculum. Most pupils with English as an additional language progress well. Teaching is good and the curriculum provides a broad and balanced range of interesting learning opportunities. Nearly all pupils' behaviour is exemplary. They enter the school building every morning with enthusiasm and pride for their school.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Improve the standards of more able pupils
- R2 Ensure that the independent learning opportunities for pupils in the foundation phase are sufficiently challenging
- R3 Improve the standards of writing in the foundation phase

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Most pupils make good progress as they move through the school and achieve at least the level expected by the end of key stage 2. This is a notable achievement given that most pupils start school with skills that are below those expected for their age and a minority have English as an additional language. Most pupils with additional learning needs achieve very well in relation to their personal targets. However, across the school, a few more able pupils do not make enough progress.

Most pupils develop high standards of oracy. They express their ideas clearly and enjoy talking about their work and the life of the school to visitors. For example, pupils in Year 1 talk with enthusiasm about the secret message they have received from Tinkerbell. As pupils progress through to key stage 2, nearly all have mature oracy skills and incorporate emotions and reasons very well when discussing who should have the last seat on one of the Titanic's rescue boats. Progress in pupils' Welsh oracy skills is good. By Year 2, most use familiar phrases regularly and respond well to instructions from staff. Most pupils in key stage 2 speak confidently, with expression, and good pronunciation, when describing themselves and their hobbies.

In the foundation phase, many pupils develop their early reading skills effectively. By the end of the foundation phase, many read fluently and re-tell stories confidently. Most pupils use their phonics skills successfully when reading unfamiliar words. By the end of key stage 2, many pupils read well with an understanding that is consistent with their age and ability. Most pupils gather information from different sources independently and successfully, for example to write a factual report on the functions of the heart. Many pupils are developing confident reading skills in Welsh and are able to discuss the book with ease and interpret text to gather information.

Many foundation phase pupils are beginning to write confidently for a range of purposes. For example, in Year 2 they use imaginative vocabulary when re-writing the history of the Chinese dragon. However, their ability to write well at length is underdeveloped. Many key stage 2 pupils use creative and descriptive language very effectively to engage the reader, for example when writing about the experiences of Victorian street children. Most pupils progress from using basic punctuation in the foundation phase, to crafting their writing carefully at the end of key stage 2, organising it in paragraphs and punctuating correctly. Many pupils show a clear understanding of different writing styles, for example when sharing facts and viewpoints about whether pig hearts should be used in transplants. They use the writing skills they learn in language lessons to good effect in other subject areas. Many pupils in key stage 2 are developing effective writing skills in Welsh, particularly in Year 5 and Year 6.

Most pupils develop a good understanding of the different areas of mathematics, such as measures, number and shape, and use their skills well independently. For example, in Year 2, pupils successfully create a bar chart of their favourite farm animals, to determine the most and least favourite. In Year 6, pupils calculate missing angles and the circumference and radius of common objects confidently.

Across the school, many pupils make good progress in developing their mental calculation skills and recall of key number facts. Most develop their mathematical skills effectively and apply these skills purposefully in many problem-solving activities.

Most foundation phase pupils use their numeracy and literacy skills flexibly in a range of meaningful activities in other areas of learning. For example, they measure the strength of different styles of bridges accurately. Most pupils in Year 3 and Year 4 use their literacy, numeracy and thinking skills effectively when planning the school's peace garden.

Most pupils develop effective information and communication technology (ICT) skills. Many younger pupils in the foundation phase use software accurately to resize text, add illustrations and give instruction to move the wolf around the houses of the three little pigs. In key stage 2, most pupils can order and programme instructions confidently to create animations. They develop their multimedia and word processing skills to a good standard, for example when presenting on a topic of their own choice.

Wellbeing and attitudes to learning: Excellent

Pupils' standards of wellbeing and their attitudes towards learning are outstanding features of the school. Nearly all pupils take the many opportunities given to them to influence key aspects of their learning, such as improving the ethos and creating a positive learning environment. Nearly all pupils feel safe and valued. They are exceptionally polite and respectful to each other and visitors.

Nearly all pupils are very skilful in improving their own and others wellbeing. For example, the behaviour buddy group helps to create a calm environment indoors and improve pupils' interaction during playtimes. As a result, working relationships and behaviour around the school are exemplary.

Nearly all pupils show enthusiasm for taking on additional responsibilities, such as becoming part of the extensive pupil voice groups within school. The healthy schools group, in conjunction with the sporting ambassadors, identifies key resources to help improve physical activity during the school day. For instance, it identified the need for more sporting clubs and that pupils needed more equipment from which to choose when exercising at breaktimes. These additions have improved pupils' attitudes to keeping fit and their levels of fitness notably. Nearly all pupils understand the importance of keeping healthy by eating and drinking sensibly. Many key stage 2 pupils participate in local athletics competitions, which contribute very positively to the development of their fitness, self-esteem and social skills.

Many pupils are developing highly effective leadership skills. The digital leaders improve standards and provision of ICT across the school by working alongside both pupils and staff. They also share their learning successfully with local schools. Nearly all pupils have a very secure understanding of how to keep themselves and others safe online.

Nearly all pupils have a comprehensive understanding of their personal learning targets and know what they need to do to improve. They reflect on their own learning extensively and set their own challenging targets independently. Across the school,

pupils influence how and what they want to learn regularly. As a result, they are highly enthusiastic about their work and demonstrate high levels of determination to succeed. From an early age, pupils show resilience in their work, particularly when faced with a challenge. For example, if most pupils are unsure about how to complete a task they put their name on the class help board and the initial response is always from other pupils. This allows pupils to remain on task and overcome obstacles to their learning successfully.

Most pupils have a very strong understanding of their responsibilities as global citizens. Through the extensive work of the pupils' right and values group, nearly all pupils have developed a broad understanding of the needs of others. They celebrate how they demonstrate a weekly value by writing them on leaves and placing them on the whole school 'Coeden Gwerthoedd' (values tree).

Year 6 pupils demonstrate a very strong awareness of their rights and share this through a self-made anti-racism movie. They have reinforced this message by organising a multicultural day where all pupils celebrated their own religion and culture. Across the school, pupils demonstrate tolerance and acceptance to a very high level and they successfully co-operate and collaborate in nearly all lessons.

Pupils' attendance rates place the school consistently above the average when compared with similar schools. Most pupils are punctual in the morning.

Teaching and learning experiences: Good

Overall, the quality of teaching is good. All staff manage pupils' behaviour well, and as a result the atmosphere in classrooms is calm and very productive. All learning activities have purposeful objectives, which staff communicate clearly to pupils. Learning experiences stimulate and engage most pupils well. They build on pupils' prior learning and proceed at a brisk pace.

Throughout the school, teachers work together to plan a broad and balanced curriculum, which includes rich and creative learning experiences. For example, Year 4 participate enthusiastically in researching, planning and budgeting for their class teacher's wedding. In most sessions, learning is fun, activities are interesting and, as a result, pupils make good progress. Teaching assistants know when to intervene and provide very effective support to individuals and groups of pupils. Pupils across the school have an increasing opportunity to make decisions and choices about what and how they learn. For example, in the foundation phase the teachers have responded to the pupils' request to create a pirate boat based on their current topic. In many classes, teachers remind pupils of the purpose of the lesson effectively and use 'pit-stops' to ensure that pupils are on track to achieve their objectives.

Staff provide pupils with useful feedback about how well they complete their task and celebrate the good features of a piece of work. They give pupils time to reflect on their work and the comments and symbols used help pupils to understand how to improve their work successfully. Teachers' assessment of pupils' work is generally accurate and they use these appropriately to set suitable targets for pupils. However, in the minority of classes, the challenge for a few more able pupils is not always high enough.

Schemes of work have a firm focus on enabling pupils to use their skills competently in all areas of the curriculum. The school plans a number of visits, which broaden all pupils' knowledge of the local community and wider world. For example, pupils in the foundation phase visit local parks and beaches, and pupils in key stage 2 meet with Chinese visitors. The younger pupils visit a local coastal heritage centre, which broadens their understanding of the topic they are studying. The residential course to Rhossili develops pupils' team building skills and an appreciation of different environments.

Across the school, effective plans are in place to develop pupils' literacy skills. Staff work conscientiously to improve pupils' writing skills. However, pupils in the foundation phase have too few opportunities to write at length and practise their extended writing skills. The school is beginning to plan appropriately for the digital competency framework and most teachers provide regular opportunities for pupils to develop their ICT skills successfully. Teachers plan mathematics lessons well and the provision for pupils to reinforce and develop their numeracy skills in other areas of learning is purposeful.

Teachers in the foundation phase plan suitable opportunities for pupils to develop their imaginative, creative and investigative skills, for example when immersing pupils in the pirate topic. There are regular opportunities for pupils to make decisions about the challenges they would like to complete in the future. However, daily activities are often too adult directed and expectations of how well pupils can achieve across the phase are not always high enough.

Provision to develop pupils' Welsh language skills is successful. Teachers incorporate everyday Welsh in classrooms and around the school well. There are sound opportunities for pupils to speak and read Welsh, for example in specific lessons and in daily 'Helpwr Heddiw' sessions.

Care, support and guidance: Good

The school has a highly inclusive ethos with a clear emphasis on promoting moral values and rights across the school. This makes a significant contribution to pupils' wellbeing, personal development and the good standards that they achieve. The caring relationships that staff build with pupils and their families are exemplary. Each pupil is made to feel special and, as a result, nearly all pupils are happy and confident individuals.

The school has an effective system to track and monitor pupils' progress and wellbeing. Overall, teachers and senior managers use this information suitably to plan the next steps in pupils' learning.

The highly effective additional needs co-ordinator works diligently with the teaching assistants to implement a wide range of relevant intervention programmes to a very high standard. She provides valuable training for staff and ensures that provision for additional needs across the school is making a positive impact on improving standards. All pupils with additional learning needs have a person-centred plan that is very detailed and sets out clear achievable targets for improvement. The bespoke support for these pupils to develop their basic skills and emotional wellbeing is highly successful. Comprehensive systems are in place to monitor the personal plans, in consultation with the pupils and their parents.

The school's family liaison officer and the additional needs co-ordinator work together and with families very effectively to address the holistic needs of each pupil. As a result, the school addresses pupils' wellbeing and learning needs at the same time. This is particularly effective in supporting the progress of pupils who are learning English as an additional language.

The school has a successful parent support programme. Senior leaders provide effective opportunities for evaluative feedback from parents through questionnaires and the parent forum. The school's informal community activities, such as regular coffee mornings, parent open days and workshops, provide parents with valuable additional resources and information. This helps them to support their children's learning at home.

The school places a high priority on improving pupils' mental health and emotional wellbeing. For instance, the pupils' daily feelings and emotions check-in routine enables the staff to quickly provide effective support. The school gives pupils a choice between eating their lunch in the 'cosy café' or the school hall. This ensures that pupils eat their lunch in a calm and quiet environment and has a very positive impact on pupil behaviour and wellbeing during this time.

The school offers extensive opportunities for pupils to take on responsibilities and become active citizens by becoming involved in influential groups, such as the school and eco council. These develop pupils' leadership skills effectively and influence decisions about school life. For example, the eco committee's gardening club and pupils' involvement in planting in the raised beds have provided worthwhile opportunities for pupils to appreciate the outdoors.

The school encourages all pupils to eat and drink healthily and stay fit by providing them with a variety of physical activities. This beneficial provision impacts also on the pupils' healthy lifestyles at home by helping them to make informed choices about what foods to eat. The range of extra-curricular activities for all ages is a notable feature of the school. For example, pupils benefit from the 'Fitness Fun Day' and taking part in 'run a kilometre a day' challenge.

The school offers a few activities for developing pupils' creativity and awareness of cultural diversity. For example, pupils take part in a local theatre production annually and celebrate African culture through music and dance. The school's provision to develop pupils' spiritual understanding is less well developed. The school provides a few opportunities for pupils to reflect on events happening in the wider world. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher provides effective and supportive leadership. She has established and communicated a clear vision for the school that is strongly focused on promoting the wellbeing and achievement of all pupils. This vision is shared effectively with pupils, staff, parents and governors and is reflected in the highly inclusive and caring environment that exists within the school, where all pupils are valued, and diversity is celebrated.

The headteacher, supported effectively by the deputy head, has set a clear strategic direction of the school. Together, they have ensured that improving pupils'

standards, wellbeing and social skills has remained as the school's focus during the establishment of a new senior team. The team are developing their leadership responsibilities effectively and are supporting the headteacher purposefully. For example, they are leading the implementation of a new whole school curriculum planning programme, which is improving the quality of pupils' learning experiences. However, it is too early to see the impact of this on standards and on the attainment of more able pupils.

The school has clear arrangements to evaluate its work. Focused staff meetings provide all staff with good opportunities to evaluate progress towards achieving agreed improvement priorities. The school's self-evaluation report highlights the good features and areas for improvement suitably. As a result, the school's provision for mathematics and numeracy has been adapted successfully and this has improved pupils' standards and progress. Pupils contribute meaningfully to the school's self-evaluation and improvement processes through the work of pupil groups. For example, pupils have worked in partnership with governors and parents to review the school's behaviour policy.

There is a purposeful link between the outcomes of the self-evaluation document and areas for improvement in the school development plan. The plan sets out staff responsibilities and financial requirements clearly, together with appropriate timescales for the planned actions. However, the plan has too many targets, which means that the school's main priorities are not always clear enough or sharp enough to be able to measure progress against them effectively.

The governing body is very supportive of the work of the school. Governors co-operate closely and effectively with leaders to ensure a clear strategic direction. They update their knowledge suitably by attending relevant training. Regular meetings and curriculum updates allow them to challenge leaders where appropriate, for example in relation to the potential impact of the mental maths strategy on the wellbeing of pupils.

The school has an appropriate level of staff and resources of good quality to meet the needs of the curriculum. The headteacher arranges teachers' planning, preparation and assessment time sensibly to ensure consistency in planning, and to make effective use of staff expertise and experience. The school has rigorous performance management arrangements that benefit staff's professional development successfully. For example, staff training in the use of phonic strategies is having a positive impact on the development of pupils' early reading skills.

The school uses its indoor environment to promote learning successfully. It is very stimulating and engaging, with many colourful displays that celebrate pupils' learning well. However, provision for learning in the outdoor area is generally limited.

The headteacher, with the support of the governing body, manages the school budget suitably. However, over the last few years the school has held a surplus budget beyond the recommended amounts. Leaders target finances well to meet pupils' needs and to support priorities in the school's development plan. For example, purchasing additional ICT resources has improved pupils' ICT skills. The school allocates its pupil development grant to a wide range of activities that raise the standards of pupils who are eligible for free school meals. For example, pupils benefit from a number of successful interventions that focus on developing their literacy and numeracy skills.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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