

## Section 2

# Sector summaries: Primary schools

### 2

#### Context

In January 2019, there were 1,247 primary schools in Wales. This is 25 fewer than in January 2018, when there were 1,272 (Welsh Government, 2019m). The number of primary schools working as federations is increasing with 65 primary schools working within 29 federations. The number of primary school pupils has fallen from 277,910 in January 2018 to 275,478 in January 2019 (Welsh Government, 2019m).

Between September 2018 and July 2019, 188 schools were inspected. The findings from all inspections have informed this report.

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### Standards

Standards are good or better in around eight-in-ten primary schools. This proportion is similar to last year. The proportion of schools with excellent standards has continued to increase with one-in-ten schools receiving the highest judgement.

In high performing schools, nearly all pupils, including those with additional learning needs or who are eligible for free school meals, make at least good and often very good progress as they move through school. In weaker schools, pupils do not generally make enough progress from their individual starting points, particularly in relation to their acquisition and application of skills. Often, in these schools, pupils who are more able and those with additional learning needs do not make the progress they could.

In many schools, girls develop their literacy skills more quickly than boys, although in the very best schools there is little difference in the performance of boys in comparison with girls. Pupils eligible for free school meals make progress in line with their peers and make at least good progress by the end of Year 6. Pupils with additional learning needs often make strong progress from their individual starting points and achieve well. In less successful schools, more able and/or less able pupils do not achieve well enough or make the progress they could.

In around one-in-ten schools, pupils acquire and apply their language skills particularly well. This underpins their capacity to access wider learning at a high level, for example to sift information to find what is relevant to the task and to make sense of what they are being asked to do. They apply language and mathematical skills exceptionally well in real-life contexts, for example to pitch their ideas to local business people or to estimate pollution levels in the oceans using their knowledge of percentages.

In schools where standards of language are good or better, most pupils speak confidently and clearly when presenting their ideas or when working collaboratively with others. For example, foundation phase pupils discuss strategies when building obstacle courses in outdoor areas. They use vocabulary well to add detail when speaking about specific subjects. However, pupils rarely apply higher-order thinking skills within their oral work, for example when debating issues. Most pupils write well for a range of purposes using a variety of genres in literacy lessons and in their work across the curriculum. In nursery classes, they use a variety of material to make marks and learn that marks convey meaning. As they move through the foundation phase, they progress from writing simple words and phrases to writing for different purposes. They spell frequently occurring words accurately and use basic punctuation well. In key stage 2, they develop a strong understanding of the purpose of their written work and effective spelling strategies, and they punctuate and organise their work well. In a minority of schools, pupils develop useful editorial skills that help them to improve the quality of their work, for instance in response to teachers' feedback. But this is not common practice, even in good schools. Pupils' editorial work is often limited to correcting spellings or amending basic grammatical errors. Pupils who write well towards the end of key stage 2 often struggle to know how to extend their skills further and remain at



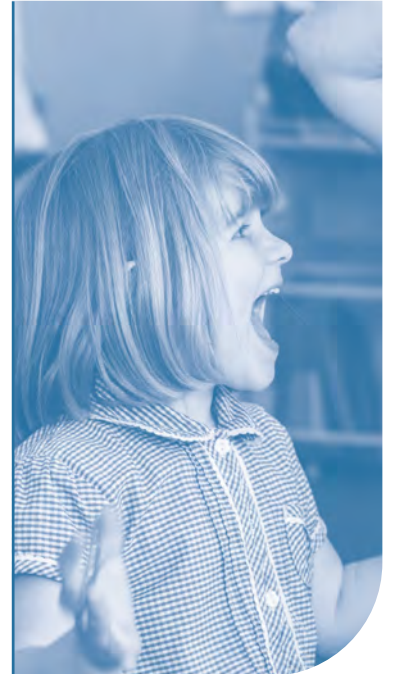
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the same level for too long. Most pupils develop good reading skills and positive attitudes to reading from an early age. They develop a secure understanding of the relationship between letters and sounds at an early age and progress to apply reading skills independently in their work across the curriculum. In the highest achieving schools, pupils benefit from a rich diet of reading, which informs the quality of their language work, particularly their writing. As a result, they make better vocabulary choices and structure their writing for specific effects well. In schools where standards have important aspects that require improvement, there are gaps in pupils' skills and in the way that pupils use their skills. In these schools, pupils often have a restricted vocabulary when speaking, lack comprehension and higher-order reading skills, have a limited understanding of the characteristics of different styles of writing, and make unambitious vocabulary choices.

Generally, most pupils in English-medium schools have positive attitudes to learning Welsh. In a very few schools, where Welsh is embedded in the school's day-to-day work and ethos, pupils make strong progress in learning and using the language both in Welsh lessons and in their work in other subjects. Pupils often contribute to setting expectations about using Welsh across the school. In these schools, pupils make very good progress in their speaking skills and use the language confidently, for example in response to questions. They use the past, present and, occasionally, the future tense appropriately and have a good command of vocabulary that is relevant to day-to-day learning and their topic work. Most make sound progress in developing Welsh reading skills by the end of key stage 2. In too many schools, pupils' Welsh speaking skills are weak, and Welsh does not have a high enough profile. Pupils often develop a suitable understanding of basic questions and vocabulary in the foundation phase, but this good early progress stalls in key stage 2. Pupils lack the capacity to speak confidently. This often reflects the weak quality of provision and the limited confidence of teachers in speaking the language in a range of situations. In schools where standards of Welsh are weak, teachers do not focus sufficiently on developing pupils' speaking and listening skills. The standard of pupils' writing in Welsh is not always a true reflection of their Welsh language competence, grammatical understanding or writing ability. They tend to rely too heavily on writing frameworks, which reduces much of their writing to a copying exercise.

Standards in mathematics are good or better in many schools. In these schools, pupils in nursery and reception know and join in confidently with a wide range of number songs and rhymes. They use practical equipment confidently to develop their understanding of concepts, for instance comparing sizes of objects using the correct associated vocabulary. Where young pupils become successful mathematicians, they enjoy mathematical experiences and activities from an early age including solving real-life problems, for example when sorting socks from a washing machine into pairs. Older foundation phase pupils identify the mathematics required for tasks, make decisions with growing independence and simplify tasks, for example by breaking problems down into manageable steps or by using facts they already know, such as  $3 + 3 = 6$  to work out that  $300 + 300 = 600$ . They make sensible predictions and are beginning to explain their thinking using correct mathematical language. In key stage 2, most pupils understand and apply their knowledge of number well in the context of



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mathematics lessons and, where provision allows, in their work across the curriculum. Pupils use mental and written strategies well to solve multi-step problems. In a few instances, pupils use strategies effectively to check their answers. For instance, they apply the inverse operation to confirm that they have calculated a fraction of a total correctly. However, more able learners do not always make as much progress as they could. They generally complete tasks correctly, but do not often receive a level of challenge that leads them to extend themselves fully. Very few more able pupils attempt work at the limit of their ability where they start to make mistakes, and few apply their skills independently in a broad enough range of contexts. In schools where standards of mathematics are not as strong, foundation phase pupils lack confidence in using numbers and do not seek equipment, such as blocks or measuring resources, independently that could support their task and develop their thinking. They tend to complete pages of similar sums in isolation and do not relate their mathematical thinking to practical tasks or real-life problem solving well enough. In key stage 2, pupils generally make suitable progress in developing their skills, for example in number, shape and measure. They develop procedural skills that enable them to answer questions, but do not always develop skills that enable them to check whether their answers are reasonable. Pupils in these schools do not always have well-honed mental maths skills. This limits their capacity to solve problems quickly, and their application of numeracy skills across the curriculum continues to be a weakness.

This year there have also been improvements in pupils' use of ICT skills and in the range of skills they use. Where ICT skills are good or better, pupils use a wide range of competencies, such as developing and using databases, to support their work across the curriculum. In a few instances, pupils use ICT exceptionally well to enhance learning. In schools where standards of ICT are not as strong, pupils tend to have a narrow range of ICT skills and do not use ICT to support their learning in other curriculum areas.

Additional factors contribute to the differences between pupils' standards and progress in the most and least successful schools. These include pupils' capacity to work independently, for example to refine or extend pieces of written work, and the inconsistency of progress from one year group to the next or from one key stage to the next.

### Wellbeing and attitudes to learning

Standards of pupils' wellbeing in primary schools across Wales are good or better in around nine-in-ten schools. They are excellent in almost two-in-ten schools. Where standards of wellbeing are high, pupils develop a very strong understanding of values, such as honesty, fairness and equality, and they apply these in their day-to-day work and to interactions with others at school, for instance when debating the importance of equality in society. Many pupils learn the importance of their role in contributing to society, for example through charity work or by participating in local community engagement initiatives.

Many pupils show high levels of engagement in learning. They are keen to undertake new challenges and they talk positively about their learning experiences and progress. Many undertake challenges enthusiastically and show pride in what they do when working individually or in groups.

### St Julian's Primary School, Newport

Pupils at St Julian's Primary School have become more independent in their use of IT, thanks to the school's digital competence framework. Pupils are using IT more purposefully and are better applying their digital skills in class.

For more information, please read our [case study](#)



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### St Mary's C in W Voluntary Aided School

Pupils at St Mary's Church in Wales School visit a local care home each week for a joint choir rehearsal with the residents. The school aims to give back to the community and improve the health and wellbeing of the older adults.

For more information, please read our [case study](#)





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They sustain effort and concentration well to complete tasks, consider and present alternative solutions to problems and explain their reasoning well. They understand that making mistakes is an important part of the learning process and work positively to address any errors they make and learn from any misconceptions they have. However, in around a half of schools, pupils' independent learning skills remain an area for development. In these schools, pupils do not routinely transfer prior learning from one subject area to another or improve the quality of their work independently.

Pupils' behaviour in most primary schools is very good. Most pupils demonstrate care for their fellow pupils and show respect for adults. Overall, working relationships between pupils and between staff and pupils are very positive in primary schools. This important feature ensures that most pupils feel safe and happy at school. In a few schools, pupils develop skills to support their own wellbeing. For example, they understand the importance of talking about their feelings and of how this can help them.

Nearly all pupils have a good understanding of the importance of eating healthy food, drinking plenty of water and taking regular exercise, though not all act on this knowledge. Most understand how to stay safe, including when using the internet. Where levels of wellbeing are very high, pupils often have a well-developed understanding of the rights of children and take positive action to uphold these. In a few instances, pupils apply their understanding of their rights particularly well to identify things they would like to learn more about.

In most schools, pupils take on additional responsibilities by participating in a variety of pupil voice groups, such as the school council. In a few instances, where the school's culture allows, pupils working on these groups are highly influential in shaping important aspects of the school's work. They represent their fellow pupils very well to ensure that the school listens to their views and acts upon them, where appropriate. They bring about practical change to the school and wider environment, as well as the skills and dispositions of pupils and staff, and influence positively the quality of teaching and learning. Overall, pupils that contribute to pupil voice groups value the experience that such opportunities offer. However, in many schools, pupil voice groups do not have enough real influence on important matters that affect them. In too many schools, even where pupils achieve well overall, pupils do not have enough influence over what and how they learn.

Most pupils attend school regularly and understand the importance of doing so. Nevertheless, there is a continuing trend of lower attendance, with increased numbers of pupils who are persistently absent, in schools serving areas of social disadvantage. These absences make it more difficult for learners from disadvantaged backgrounds to make progress and achieve the standards that they otherwise might during their primary school years.

### Ysgol y Foryd

Ysgol Y Foryd supports pupils' progress and development as independent learners by using assessment for learning strategies. Staff teach the pupils to face challenges and use mistakes as learning opportunities.

For more information, please read our [case study](#)



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### Ysgol Gynradd Gymraeg Llwynderw

Ysgol Gynradd Gymraeg Llwynderw have embedded children's rights into its culture, raising pupils' wellbeing. Pupils have a sense of ownership of their school and contribute to its improvement.

For more information, please read our [case study](#)



### St Joseph's RC Primary, Newport

Pupils at St Joseph's RC Primary School are encouraged to take on a wide range of responsibilities to improve their leadership skills. Children from Year 2 to Year 6 make up the School Parliament.

For more information, please read our [case study](#)



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### Teaching and learning experiences

Teaching and learning experiences are good or better in approximately three-quarters of primary schools. They are excellent in around one-in-ten schools. Around two-in-ten schools received adequate judgements. Instances of unsatisfactory teaching and learning experiences are rare in primary schools.

This year, inspectors have identified that more schools where teaching and learning experiences are good or better are adopting a creative approach to the curriculum and are providing engaging learning experiences that inspire and motivate pupils. The use of 'rich tasks' and real-life tasks, and the development of links to creative art, drama and dance projects, is a growing trend in preparing for the new curriculum. In the best examples, planning takes full account of pupils' interests and individual needs, is flexible, and builds on pupils' prior learning very effectively. As a result, nearly all pupils apply themselves fully to their tasks, concentrate for extended periods and show a high level of motivation. In the best examples, the curriculum is broad and balanced and takes good account of the need to nurture pupils' creative, physical and entrepreneurial skills. These schools often use a wide range of learning contexts to develop and extend pupils' literacy, numeracy and ICT skills.

In many schools, teachers create learning experiences that offer suitable levels of challenge for pupils. Careful planning and effective use of ongoing assessment ensure that most pupils receive suitable levels of challenge in their learning. In a few instances, teachers use assessment particularly well to respond to pupils' needs and to support them to make strong progress, for example by adapting the difficulty of questions or tasks to challenge more able learners. Overall, teachers are beginning to provide increasingly effective opportunities to link learning to real-life contexts. They are also beginning to plan experiences that align with the four purposes set out in the new curriculum for Wales. They are adapting approaches to teaching by developing pupils' skills to assess and improve their own learning, and by using the outdoor learning environment to promote pupils' curiosity and active learning. These teachers have high expectations of all pupils and use strategies such as questioning successfully to challenge pupils further to deepen their understanding of key concepts.

Many teachers provide useful feedback to pupils during lessons to challenge misconceptions they have and to support them in improving their work. They also provide useful, reflective written feedback. This practice is effective when marking has a clear purpose, identifying what pupils have done well and what they need to do to improve and when teachers give pupils time to reflect and act on the feedback. However, even in schools where teaching and learning experiences are strong, teachers do not always use these feedback strategies well enough to promote pupils' skills as independent learners. For example, they do not always have high enough expectations of pupils when they edit their own written work following feedback. In around a quarter of schools, teachers do not use assessment to inform learning well enough, the pace of learning is too slow, and pupils



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spend too much time completing or repeating low-level activities. In these cases, teachers generally provide too much scaffolding for learning, which limits pupils' independence and hinders their learning.

In most schools, positive working relationships between staff and pupils combined with engaging learning experiences mean that instances of poor behaviour are rare. When the need arises, staff generally use behaviour management strategies well to support pupils to reflect upon their behaviour and to consider how they might change their actions in the future.

Provision to develop pupils' Welsh language skills continues to be too variable in English-medium primary schools. Many schools have strategies to promote the use of Welsh such as 'helpwr heddiw'. In most foundation phase classes, adults use the Welsh language regularly in their interaction with pupils. As pupils move through key stage 2, the majority of schools do not build well enough on pupils' early acquisition of the language. There is too little emphasis on developing pupils' speaking and listening skills. Very few schools incorporate Welsh effectively into other areas of the curriculum or into the daily life of the school. Factors that influence the quality of Welsh language provision include teachers' capacity and confidence to use the language. Often, the most significant factor in the quality of Welsh language provision at a school is the high importance that leaders attach to teaching the Welsh language. In schools where this is the case, standards of Welsh and the Welsh ethos of the school flourish.

In around seven-in-ten schools, teachers understand and deliver the pedagogy of the foundation phase effectively. This is an improvement from last year when only around a half of schools were providing active and experiential learning, particularly in Years 1 and 2. They ensure a good balance of adult-initiated and child-led activities and make effective use of the indoor and outdoor environments to provide high-quality learning experiences. In the remaining schools, teaching is often too formal and there is too much emphasis on preparing pupils for tests or in 'readying' them for key stage 2. This leads to a disproportionate emphasis on overly direct teaching of literacy and numeracy skills and a lack of opportunity for pupils to develop or apply these skills. In schools where provision is weak, teachers' use of the outdoor environment is ineffective and they plan tasks that could just as easily be completed inside.

Many teachers across Wales engage in or with educational research to improve their professional practice. In schools where this works well, teachers receive dedicated time to take part in peer observations and action research, and they use research findings to inform the decisions and strategy for their school. A series of case studies within [Improving teaching](#) (Estyn, 2018c) exemplify the impact of this work. The impact of the research is variable. Where the purpose and parameters for engaging in or drawing upon research are unclear, practitioners do not focus sufficiently on the impact that research-driven changes in pedagogy have on outcomes for pupils.



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### Care, support and guidance

The standard of care, support and guidance of pupils is at least good in nine-in-ten primary schools. It is excellent in almost two-in-ten schools. In these schools, leaders and staff understand that getting this aspect of the work right is very positive for pupils' overall progress and wellbeing. They ensure that pupils receive the timely care, support and guidance to help them thrive in school.

Nine-in-ten primary schools establish an ethos and culture where all members of the school community are valued equally and feel safe from harm. These schools nurture positive attitudes in pupils towards learning and living healthy lives. They teach pupils to understand their rights and to value diversity in school and in society more widely.

In nearly all primary schools, relationships between staff and pupils are positive. Leaders, teachers and other staff generally know the pupils, their needs and interests well. They draw on this knowledge successfully, for example to adapt the tone of their interaction with individual pupils or to plan specific activities. Nearly all primary schools have positive approaches to behaviour management and to developing pupils' social and emotional skills. These arrangements contribute positively to the friendly and caring atmosphere that is evident in most primary schools.

Nearly all schools provide opportunities for pupils to take on additional responsibilities through participating in pupil voice groups. The extent to which schools empower such groups varies greatly. In around two-in-ten schools, the work of pupil voice groups is highly influential. In other schools, these groups do not have sufficient autonomy and schools do not attach enough importance to enabling learners to influence school life. Many schools promote a community spirit successfully through encouraging pupils to give of their time, effort and their talents, for example by creating a community choir for children and senior citizens.

In around nine-in-ten primary schools, staff support learners to understand the importance of perseverance to complete tasks. In around half of schools, staff support pupils to develop well as independent and confident learners. They teach pupils strategies and skills that enable them to reflect on how they might overcome a challenge or improve their work. In the remaining half of schools, staff do not invest enough time in nurturing these skills.





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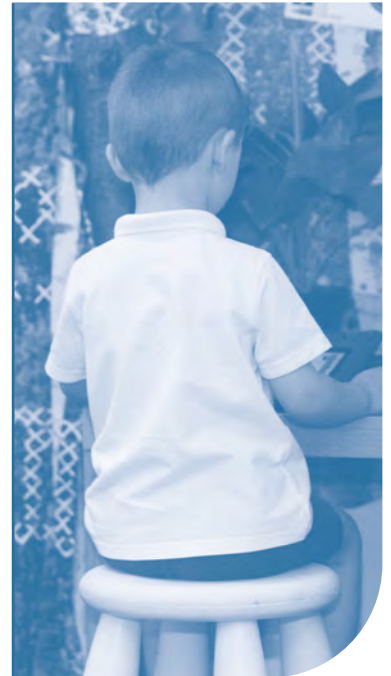
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Most schools gather and monitor an appropriate range of information about pupils' progress and wellbeing. In around eight-in ten schools, staff use this information well to identify pupils that require additional support and to inform their approaches to providing extra help, for example to assist them in selecting the most suitable intervention strategy or the most suitable external agency to engage with.

Nine-in-ten schools work effectively with partners to enhance the care, support and guidance of pupils. In primary schools, relationships and communication with parents are often a strength. This partnership is particularly effective in helping parents to support their child to learn at home or, in cases where pupils' needs are greater, in enabling parents to access agencies that offer more specialised help. In around two-in-ten schools, there are outstanding home school relationships. This is often a particular strength in schools serving disadvantaged communities. Over three-in-ten schools that serve pupils from the most socially disadvantaged backgrounds in Wales provide excellent care, support and guidance for pupils. In these instances, initiatives such as the development of family engagement officers are highly effective. They enable schools to become a positive hub of community activity and a gateway to services that are needed by pupils and their families. These schools work hard to nurture ambitious learners and families, for example by providing access to cultural events such as theatre visits.

Nearly all schools have good arrangements in place to support pupils to understand the importance of healthy eating and drinking. Most provide pupils with regular opportunities to exercise through formal physical education lessons, activities such as the 'daily mile' and a range of extra-curricular activity clubs.

Nearly all primary schools comply with the requirement to provide a daily act of collective worship. Safeguarding arrangements in nearly all schools meet requirements and give no cause for concern.



### Glenboi Primary School

Glenboi Community Primary School appointed a Family Engagement Officer to promote family involvement, which has had a very positive impact on pupils' attitudes to learning and wellbeing.

For more information, please read our [case study](#)



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### Leadership and management

Leadership is good or better in eight-in-ten primary schools. It is excellent in nearly two-in-ten schools. Many traits of effective leadership and management in schools that receive good or better judgements have remained the same over recent years. These include establishing a shared vision for the wellbeing of pupils, the progress they make, and the standards they achieve. In these schools, there is usually a sustained commitment to making this vision a reality through a culture of high expectations, close collaboration between staff, and a readiness to innovate. For example, in English-medium schools where the standards of Welsh are good or better, leaders ensure that the Welsh language and culture have a prominent status in all aspects of the school's work. Similarly, effective leadership is highly influential in schools that are making good progress in laying the foundations in preparation for the new curriculum for Wales. In these schools, leaders provide teachers with confidence and opportunities to try out new ideas and approaches to engage pupils successfully in their learning. In the very best schools, leaders focus primarily on raising the standards that pupils achieve through fostering highly effective teaching and engaging learning experiences. Increasingly, the best leaders promote professional learning that responds to the needs of staff as individuals and groups. They encourage and support teachers to take account of relevant research findings to enhance their classroom practice and pupils' learning. Such a learning culture helps staff to feel valued and empowered. Important features of this culture include involving pupils in identifying what and how they would like to learn. The best headteachers and senior leaders distribute opportunities for leading initiatives among their staff at all levels. This enables schools to accelerate progress in more areas of their work and to nurture the leadership skills of a wider group of staff.

Effective leaders consider a range of evidence when evaluating the difference that new approaches make to their pupils. In schools where there are shortcomings in leadership, the opposite is often true, and leaders' evaluation of the school's work is limited and leads to a flawed picture of the school's strengths and areas for development. Common weaknesses include placing too much emphasis on writing overly detailed reports for external audiences for accountability purposes. These reports do not always reflect the quality of the school's work honestly enough and do not make a direct impact on improving the school's provision or on raising pupils' standards.

Where leadership is ineffective, there is often a lack of a strategic focus on improving teaching. These leaders do not understand well enough the link between effective teaching and effective learning. In a few instances, leaders struggle to identify strengths and shortcomings in teaching. This limits their capacity to improve the quality of teaching at individual or whole-school level. In these schools, leaders rely on generic and unhelpful tick sheets when making judgements about teaching. Arrangements to quality assure the work of leaders involved in evaluating teaching are weak. This drives a culture where leaders focus on compliance with agreed protocols rather than considering the impact on pupils' progress.

### Ysgol Bryn Tabor

Pupils at Ysgol Bryn Tabor are encouraged to share their opinion about school life. They're asked to bring in three objects to represent what they would like to learn more about.

For more information, please read our [case study](#)



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In these schools, classroom practice does not benefit from being the focus of well-planned professional learning or staff meetings. Where such professional learning does take place, leaders do not promote a culture of reflection to support staff to consider the quality of their work. For example, leaders regularly allocate time and resource to well-intentioned activities, such as peer observations or 'learning triads', and teachers generally welcome these experiences, but when these activities lack purpose they do not result in improved quality of teaching and learning.

### Follow-up activity

Around two-in-ten primary schools inspected this year require further monitoring by inspectors through follow-up. This proportion is similar to last year. This year, four schools require special measures, one requires significant improvement and 31 schools require Estyn review following their core inspection.

In all of the primary schools requiring statutory follow-up this year, the quality of leadership and management is unsatisfactory and requires urgent improvement. In these few schools, senior leaders do not provide effective strategic direction to the school. For example, too often their monitoring does not focus sharply enough on the quality of learning and the impact of classroom practice. As a result, the quality of teaching across the school over time is too variable. Where leaders' monitoring identifies underperformance in the quality of classroom practice, leaders do not always challenge and support their staff well enough to bring about the required improvements.

In some of the schools identified as requiring special measures this year, the provision for teaching and learning experiences, or care, support and guidance, is also unsatisfactory and requires urgent improvement. Often, teachers' and leaders' expectations of what pupils can achieve are not high enough, and staff morale is low. As a result, in these schools, pupils' achievement and standards of wellbeing are at best adequate and need improvement. The curriculum does not engage learners well enough and teachers provide too many low-level activities that are not thought through well enough to enable pupils to develop and practise important skills.

In September 2018, eight primary schools remained in special measures following core inspections in 2016-2017 and 2017-2018. Following monitoring visits, five of these had made enough progress against the recommendations and were removed from special measures. Generally, primary schools in special measures take around two years to make the required improvements.

Most of the schools requiring significant improvement make the necessary improvements in around a year to 18 months. This year we monitored the four schools identified as needing significant improvement during the summer term of 2017 and removed them from further follow-up activity. We also removed four of the seven schools placed in significant improvement last year from further monitoring. In one school, we identified that progress was too slow, and we identified that the school needed special measures. In addition, one school requires a further period of time in order to embed recent improvements and changes to the school's leadership.



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Around one-in-six primary schools inspected this year require Estyn review. This proportion is a little higher than last year, when one-in-seven required Estyn review. In these schools, pupils generally achieve adequate standards, and in around one-in-five of these schools standards are good. In about three-quarters, wellbeing and attitudes to learning and care, support and guidance are good. However, in many cases, teaching and learning experiences in schools requiring Estyn review are adequate and need improvement. The quality of teaching is often inconsistent and teachers do not always meet all pupils' needs successfully. Often, the curriculum is not planned well enough to ensure that pupils acquire the skills they need progressively. In all of these schools, the quality of leadership and management is adequate and needs improvement. Leaders' actions are not always well-focused enough to identify whether the school's provision is consistently good, and whether all pupils make the progress that they could, given their starting points. For example, leaders' monitoring does not always evaluate sharply enough where pupils make the best progress and why.

We have continued with our streamlined procedures to monitor all schools placed in Estyn review through a desk-based review. Inspectors visit a sample of these schools, including schools where the evidence suggests that progress in addressing the recommendations is not urgent enough. This year, over half of schools placed in Estyn review during 2017-2018 have made enough progress and do not require continued follow-up activity. However, we found that two schools inspected in 2016-2017 had not made enough progress against their recommendations and identified these as requiring significant improvement.

At the end of the academic year 2018-2019, there are eight primary schools in special measures, five requiring significant improvement and 43 requiring Estyn review.

