



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: significant improvement**

**Danygraig Primary School
Ysgol Street
Port Tennant
Swansea
SA1 8LE**

Date of visit: September 2016

by

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

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The monitoring team

Mrs Jane McCarthy	Reporting Inspector
Mrs Sheila Birkhead	Team Inspector

Outcome of monitoring

Danygraig Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2016.

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 outcomes for boys

Strong progress in addressing the recommendation

Overall, the work in pupils' books and the standards in lessons indicate that many boys make good progress in their learning as they move through the school. Many are confident and articulate when speaking in class and to visitors. Most boys engage well with their tasks and activities. For example, they show interest in learning about predatory creatures and ask relevant questions when discussing birds such as the peregrine falcon. The more able boys use their reading skills well, for example when using the internet to research information about tigers. Boys, in particular, have benefited from the more structured approach that the school has adopted to writing. Many boys have a better understanding of how to plan their writing and this has led to more enjoyment in writing as well as to improved skills. Boys have developed a wider range of skills through their mathematics work. For example, in Year 6 they use algebra to find missing numbers and use grid references to identify features on a plan of the new school garden.

The school has implemented a wide range of strategies to engage boys in their learning, for example implementing the Premier League Reading project and the use of male role models such as librarians and police officers. These initiatives have helped to improve the motivation and engagement of boys. As a result, nearly all boys are positive about school and the learning experiences provided for them.

There are no clear trends in the attainment of boys when compared to girls in the end of key stage data in 2016. In the Foundation Phase, boys performed better than girls in mathematical development but less well than girls in literacy at the expected level. Girls performed slightly better at the higher-than-expected level. In key stage 2, boys performed better in mathematics while girls performed better in English at the expected level. The performance of boys and girls at the higher-than-expected level in both subjects was the same. The school's reading test data shows that average scores for boys improved in all year groups. Boys' attainment in the mathematics tests is more variable across the school. Improving outcomes for boys remains a key priority for the school.

Recommendation 2: Improve the quality and standard of pupils' writing

Satisfactory progress in addressing the recommendation

Throughout the school, pupils write at length more often and for a wide range of purposes. For example, pupils in Year 2 write diary entries about their day in school and make lists of items needed to celebrate a birthday party. In Year 6, pupils write biographical and autobiographical accounts giving relevant detail. Nearly all pupils have a much better understanding of the processes of writing and they use this knowledge effectively to improve their written work. For example, they generate relevant success criteria when writing instructions for making a bug hotel and use these criteria effectively to check the structure and content of their work. They take good account of the audience for their writing during the planning process, for example using diagrams to explain instructions for younger pupils. Teachers provide fewer worksheets for pupils and as a result, pupils write freely more often.

Standards in presentation have improved across the school and pupils and teachers take pride in the way work in books is presented. Many pupils in the Foundation Phase learn to form letters well using exit and entry strokes to help them join their writing at an appropriate stage. However, across key stage 2, many pupils print rather than use a joined handwriting style.

In the Foundation Phase, many pupils use their knowledge of letters and sounds appropriately when writing. The more able pupils in Year 2 spell a good range of high frequency words accurately and use their phonic knowledge to try to spell unfamiliar words. In key stage 2, the more able pupils spell a good range of vocabulary including words relating to their topic work accurately. However many pupils make too many errors when spelling common words and most pupils do not use a sufficient range of strategies to help them spell correctly.

Although improvements in pupils' writing in their books are evident, it is too early to see the impact of this work on pupils' writing outcomes at the end of the key stages.

Recommendation 3: Develop long-term planning that ensures the systematic coverage of the curriculum throughout the school

Very good progress in addressing the recommendation

The school has improved its long-term planning to ensure that it meets the full requirements of the curriculum. Teachers have produced schemes of work for English and mathematics that provide progression in developing pupils' skills. Leaders have identified subject areas that the school's thematic plans do not cover fully, for example science, Welsh and religious education and have addressed this by implementing new schemes of work. As a result, planning now ensures the systematic coverage of the curriculum throughout the school including the requirements of the Literacy and Numeracy Framework. Work in pupils' books shows that they are benefiting from the improved curriculum plans. For example, they have greater opportunities to apply their literacy and numeracy skills across the curriculum.

Recommendation 4: Ensure that all learning in the Foundation Phase reflects Foundation Phase principles

Strong progress in addressing the recommendation

Leaders and teachers have worked hard to develop their understanding of good Foundation Phase practice. Teachers and teaching assistants have benefited from training opportunities and visits to other schools to extend their knowledge and understanding. The school has adopted a 'Foundation Phase Policy', which sets out clear expectations for good practice, establishing a strong basis for the school's work.

Throughout the Foundation Phase, teachers have developed learning environments that reflect Foundation Phase principles appropriately indoors and outside, making the most of the space available. Space is limited in older pupils' classrooms and teachers have used a designated room to ensure that all pupils have regular access to activities that enhance their learning, including sand, water and role-play activities. These give pupils suitable opportunities to practise and refine their skills. However, opportunities for pupils to develop as independent learners and make choices about where and how they learn are limited. Pupils in the nursery and reception classes benefit from designated outdoor areas and the school has developed an attractive new outdoor area for older pupils to use on a rota basis. These are interesting and well resourced. However, teachers tend to limit access to outdoor learning to small groups of pupils.

Pupils throughout the Foundation Phase benefit from useful opportunities for active learning, such as when they plant bulbs in the outdoors and play lotto games to learn letters and sounds. Class teachers plan carefully to develop pupils' skills and provide opportunities for them to practice and embed these in continuous and enhanced provision areas. The school has sufficient resources of suitable quality. However, occasionally teachers do not manage resources well enough to promote pupils' independent learning fully. Practitioners generally question pupils carefully and this develops their thinking skills well. Teachers have begun to take account of pupils' interests, for example through encouraging them to choose resources for the home corner and developing the new outdoor areas. However, opportunities for pupils to contribute their ideas and interests to planning their learning are at an early stage of development.

Recommendation 5: Ensure that all teachers plan learning that meets the needs of all pupils, including the more able

Strong progress in addressing the recommendation

Teachers have refined plans to ensure that they include specific reference to how tasks and activities are adapted to meet the needs of all pupils, including the more able. This new approach has raised teacher expectations of what pupils can achieve and ensures that teachers consider carefully the level of support and challenge that individual pupils need. The executive headteacher monitors the quality of teachers' lesson plans each week, checking that provision to meet individual pupils' needs is evident. Scrutiny of monitoring records and work in pupils' books shows that most

teachers have improved their strategies for meeting the needs of all learners, including the most able pupils. However, this practice is not yet consistently good across the school.

Teachers make good use of data, including from national tests, to help identify pupils' learning needs accurately. Work to refine the curriculum following the core inspection, including producing new schemes of work in English and mathematics at key stage 2, means that more able pupils have greater opportunities to develop their skills, such as writing at length and for a variety of purposes.

Recommendation 6: Address the health and safety issues identified by the team during the inspection

Very good progress in addressing the recommendation

School leaders have addressed the health and safety issues noted during the school's core inspection. In addition, they have put effective processes in place to maintain and improve the school building and site.

Recommendation 7: Ensure that all leaders carry out their strategic roles fully and tackle underperformance robustly

Strong progress in addressing the recommendation

The executive headteacher has established strong lines of communication within the school and clarified staff roles and responsibilities. This has empowered leaders at all levels to embrace their strategic roles fully. Through weekly senior management team meetings, robust monitoring procedures, and purposeful performance management, the executive headteacher holds leaders to account effectively. This has contributed significantly to raising expectations and to the steady progress made against the recommendations from the core inspection. For example, curriculum leaders now have a comprehensive understanding of the curriculum, and have updated their curriculum plans to meet pupils' needs effectively.

School leaders keep the governing body well informed about the school's work. The chair of the governing body visits the school weekly to ensure that he has a sound understanding of all aspects of the school's work. As a result, the governing body now provides more robust challenge, particularly in relation to financial management and the school's progress against the inspection recommendations.

Leaders have worked with the regional consortium to identify and deal effectively with aspects of teaching requiring improvement. The executive headteacher has revised performance management procedures to link more closely with the school's priorities. A comprehensive monitoring programme is in place to ensure that leaders review standards of teaching and learning regularly. These are recent developments and, although improvements in provision are evident, it is too soon to judge their full impact on outcomes for learners.

Recommendation 8: Ensure that the headteacher and the governing body allocate the school’s financial resources suitably to meet the full needs of the school

Strong progress in addressing the recommendation

School leaders have established sound procedures that ensure effective management of the school’s finances. The school’s ‘Budgeting and Financial Planning Policy’ establishes roles and responsibilities clearly. It sets firm expectations for good practice and ensures that there are robust systems for managing spending within the school. Leaders have reduced the amount that the school pays for staffing costs, and the school now has an appropriate number of teachers and teaching assistants to meet the needs of the pupils. Spending now links clearly to the school’s priorities for improvement, for example in developing and resourcing the Foundation Phase outdoor areas and improving the school site.

The executive headteacher ensures that governors are well informed about the school’s financial situation. Governors have received training on school finances and as a result, they are able to monitor spending efficiently.

The school has an appropriate plan in place for the use of the Pupil Deprivation Grant. Teachers identify the needs of pupils eligible for free school meals and track their progress regularly. The executive headteacher oversees the use of the grant and the governing body monitors the spending in their regular finance meetings. The school uses the grant well to provide intervention and support for pupils eligible for free school meals. This includes ensuring sufficient challenge for more able pupils and providing nurture groups to improve vulnerable pupils’ wellbeing. This more focused use of the grant is recent and it is too early to judge the impact on outcomes for learners.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.