



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

9 August 2019

Dear

In accordance with Estyn's Freedom of Information policy, please find attached copy of the monitoring report as requested.

Yours sincerely

**Robert Gairey**

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

**Estyn**

**Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru**

**Her Majesty's Inspectorate For Education and Training in Wales**

**From:**

**Sent:** 09 August 2019 13:49

**To:** [enquiries@estyn.goc.wales](mailto:enquiries@estyn.goc.wales)

**Subject:** Request for Inspection Report

Good afternoon,

As a result of my telephone conversation with a member of staff this morning, I am requesting a Freedom of Information Enquiry in order to obtain a copy of the Re-Inspection Report 2013 for Southdown Primary school, Linderick Avenue, Buckley, Flintshire, CH72NP.

Many thanks for your co-operation in this matter.

Kind regards,



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report of Estyn monitoring**

**Southdown C.P. School**

**Linderick Avenue  
Buckley  
Flintshire  
CH7 2NP**

**Date of visit: November 2012**

**By**

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



**© Crown Copyright 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**The monitoring team**

Terwyn Tomos	Reporting Inspector
Richard Lloyd	Team Inspector
Dilwyn Jones	Local authority representative

## **Outcome of monitoring visit**

Southdown Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

## **Progress since the last inspection**

### **Recommendation 1: Improve pupils' standards in reading and writing across the school**

This recommendation has been largely addressed.

Pupils across the school make good progress in reading and writing. By the end of key stage 2, the standards of reading and writing are high, and pupils use their skills effectively in all areas of the curriculum.

Pupils of all ages read accurately and with appropriate meaning. They read a wide range of materials to support their learning in all subjects. They enjoy reading and discuss the contents of their reading material effectively. Results of reading tests during the past twelve months show that the number of pupils reading at, or above, their chronological age has increased across the school, with a significant increase from 57% to 83% in year 6.

Standards of writing across all the subject areas are consistently good. Pupils produce extended pieces of writing in a variety of genres in the context of different curriculum areas. There is a close match between the skills acquired in English and literacy lessons, and their use within the different subjects.

End of key stage 2 assessment results for 2012 show an improvement in standards in English from the previous year to near to the family average, and above the average for Wales. When compared to similar schools based on the entitlement of free school meals, the school is currently in the lowest 50%, having previously been in the lowest 25%.

### **Recommendation 2: Ensure that pupils continue to make progress in Welsh second language, particularly in upper key stage 2**

This recommendation has been fully addressed.

Nearly all pupils join the school with little or no previous competence in Welsh and achieve good standards. Pupils display positive attitudes and enjoyment in learning Welsh. Most make very good progress in speaking, reading and writing effectively in Welsh. They respond well in lessons, and can hold basic conversations in Welsh. A few pupils use Welsh spontaneously when talking to teachers.

The number of pupils achieving level 4+ at the end of key stage 2 has increased from 25% in 2010/11 to 54% in 2011/12.

Provision for Welsh is good. The Welsh co-ordinator has a pivotal role in planning and integrating the teaching of Welsh and is the key driver for the excellent progress made. This has included providing good quality support for non-specialist Welsh teachers and support staff.

The new scheme of work, which incorporates the resources provided by the Athrawon Bro service, has been further modified and is impacting on the quality of the short term plans in challenging all groups and abilities.

All pupils have increased opportunities to develop their use of Welsh in a range of situations beyond Welsh lessons and are supported with good displays that promote pupils' learning very positively.

The school has a clear vision and systems in place to nurture pride in the language, heritage and culture of Wales. All staff share this vision and as a result of the initiatives and continuous staff development, the use of incidental Welsh has increased greatly.

### **Recommendation 3: Improve teachers' planning to ensure progression in pupils' key skills across the curriculum**

This recommendation has been fully addressed.

Teachers' planning is of a very high standard across the school. All plans contain a clear focus on the development of key skills across the curriculum and link well to the skills framework. Teachers ensure that pupils have the opportunity to acquire and develop skills progressively throughout their time at the school. The quality of planning has had a direct and positive impact on pupils' outcomes.

The school's plans to develop writing skills are detailed and effective. This reflects a recent, successful drive to raise standards and provide opportunities for extended writing across the curriculum.

The school leadership has put in place highly effective monitoring systems. For example, the general monitoring and evaluation forms completed by subject leaders clearly focus on how well teachers have planned for writing across the curriculum and how well pupils can write as a result. The school uses findings from monitoring activity well to improve planning, provision and standards.

### **Recommendation 4: Ensure that teaching offers enough challenge to pupils of all abilities so as to raise standards**

This recommendation has been fully addressed.

The school has developed clear, consistent and effective strategies to offer the appropriate levels of support and challenge to nearly all pupils. Levels of support and challenge are well-informed by teacher assessment and supported by results from standardised tests. This enables teachers to plan provision effectively, for example, pupils on the more able and talented register have individual action plans that clearly identify their needs and the provision they will receive. As a result, many pupils that are more able are making very good progress.

There is a whole school ethos of high expectations with tasks planned for the more able pupils and adapted suitably to meet the needs of nearly all pupils.

Teachers' planning is well-differentiated in the medium and short term, particularly for the core subjects. Pupils' learning activities are effectively differentiated using a range of strategies that include direct support from adults, the adaptation of a task or the use of specific resources such as word fans.

The level of differentiation enables most pupils to achieve success frequently and make good progress overall. Good differentiation promotes independent learning well in nearly all lessons.

**Recommendation 5: Improve the quality and consistency of marking to ensure that pupils know more clearly how they can improve their work**

This recommendation has been fully addressed.

Marking of pupils' work has improved considerably over the course of the past two terms. It is now consistently good across the school and in all areas of learning. The whole school approach set out in the reviewed marking policy has been introduced to ensure pupils are clear about what they are expected to achieve and what they have to do to meet these expectations.

Teachers in all classes ensure that their written feedback is informative and constructive, confirming for pupils what they have done well and explaining clearly the next steps on how to improve.

Pupils respond positively to teacher comments, and are well able to correct their own and other pupils' work. They are gaining the confidence to check and improve their work themselves, based on agreed and clear success criteria for nearly every task.

**Recommendation 6: Improve self-evaluation systems to enable effective assessment and monitoring of pupil and teacher performance**

This recommendation has been fully addressed.

The school is developing a strong culture of self-evaluation. The governors, head teacher and the senior management team work together very well to analyse and evaluate data and monitor provision. This leads to a good understanding of how well

the school is performing, and clearly identifies priorities for the school development plan.

The governing body, under the leadership of its chairman, has a clear understanding of how the school works, and involves itself effectively in the process of self-evaluation. Individual governors are linked to specific subject areas and observe lessons in the school, producing good quality written reports that include recommendations that are discussed by the curriculum sub-committee and the full governing body. Similarly, governors discuss the outcomes of learning walks that members of the governing body undertake.

Following local authority training, the senior management team now monitor lessons very robustly, providing feedback for teachers and useful recommendations and development areas for school improvement. They work together well as a team, and have developed a strong collaborative ethos with all the teachers. As a result, all teachers now have a clear understanding of performance data, and the school's strengths and shortcomings, and take part in discussions which impact on priorities of the school development plan.

The vision and leadership of the headteacher and the senior management team is shared by all staff and governors, and is having a positive impact on provision and standards.

## **Recommendations**

In order to build on this progress, the school should continue to work towards meeting the inspection recommendation that has not yet been fully addressed.