

Report following monitoring

Level of follow-up: Significant improvement

Ty Sign Primary School

**Elm Drive
Risca
NP11 6HJ**

Date of visit: May 2025

by

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

Outcome of visit

Ty Sign Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His 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

R1. Improve self-evaluation and school improvement processes so that they focus on the school's immediate needs and fully include all staff and governors

Leaders have established a robust and well-considered approach to self-evaluation that supports school improvement purposefully. As a result, leaders and staff have a good understanding of what the school does well and what needs to improve. Senior leaders have prioritised the development of other staff, successfully coaching and supporting them to enhance their confidence in carrying out and leading self-evaluation. All staff now contribute to self-evaluation and this beneficial work has established a shared responsibility for assessing the work of the school.

The school has maintained a sharp focus on addressing the recommendations from the last inspection. Leaders diligently review improvement work, professional learning and partnership working and make appropriate refinements as needed. Leaders ensure that they share and celebrate successes with staff and discuss, plan, action and evaluate ways forward accordingly. The school has been particularly successful in its work to improve pupils' writing skills through a model that it can use to support improvements in other areas of the curriculum.

There is a strong and purposeful culture of professional discussion and reflection. Leaders are adept at posing useful questions that help them to interrogate their self-evaluation findings so that improvement work is sharp and successful. Regular whole-staff meetings focus on school improvement priorities and ensure that all staff can contribute and share their thoughts, ideas and reflections.

The governing body is beginning to become more actively involved in the school's self-evaluation work. Link governors meet with leaders to discuss the progress the school is making in specific aspects of its work and there have been a few opportunities for

governors to join staff on monitoring activities. These activities are starting to ensure that governors develop a first-hand understanding of the quality and impact of the school's work.

R2. Improve attendance and punctuality

Leaders have implemented a clear and effective strategy to improve attendance. The school employs a family engagement officer to provide valuable support with tackling low attendance and reducing rates of lateness. This enables the school to work effectively with staff, parents and pupils to raise rates of attendance and improve punctuality. Staff benefit from relevant professional learning to support them in their roles. They carry out their duties effectively and are positive role models for pupils and their families.

The school works well with a range of partners to improve attendance and punctuality. For example, it collaborates with other schools in the locality to ensure that there is a consistent approach to encouraging and managing attendance. This is helpful for families who have children in more than one school. In addition, the school benefits from helpful support from the local authority and its education welfare officers.

Leaders encourage pupils to have a role in supporting improvements. Together, pupils and staff have devised a range of incentives that encourage and reward good attendance as a positive habit for life. Classes are set challenges, such as the best rates of attendance, and pupils help leaders to compare these. The whole-school comes together to celebrate achievements.

Leaders monitor pupils' attendance and punctuality robustly. They gently offer support to families and explain why attending school regularly is important. Small groups of vulnerable pupils benefit from frequent short-burst interventions to help them to improve their attendance. Overall, the school's actions are effective in encouraging and supporting pupils to attend school regularly and on time. Persistent absenteeism is decreasing, and the school has ensured that pupils eligible for free school meals, and those from low-income households, are attending school more regularly and on time.

R3. Ensure that all staff engage in high quality and strategically planned professional learning that supports whole school improvement, in particular by addressing inconsistencies in teaching

Staff development, through regular, purposeful professional learning, has a high profile in the school. Leaders recognise and value the range of skills and experience that staff have and are committed to ensuring that all staff benefit from high quality opportunities to develop these further.

The school's approach to professional learning is well-considered. A 'professional learning menu' allows staff to choose and engage with opportunities that are relevant to them and link to whole-school priorities. Staff enjoy and value the opportunities they have to carry out action research. This work has led to refinements to how teachers plan and to the development of a consistent approach to the use of displays to support and scaffold pupils' learning across the school.

There are robust performance management processes for all staff. Through these, staff and leaders further identify and facilitate professional learning that meets both individual and whole-school needs. Following engagement with professional learning, staff reflect on what they have learnt and share their findings with their colleagues. This helps to ensure that all staff consider valuable and relevant messages and that these in turn have a shared benefit across the school.

The school works diligently with external partners such as other schools and regional support officers. Staff appreciate the opportunities they have to visit other schools and use these visits to reflect on, and refine, their own practice successfully. Work with the regional literacy adviser has been highly productive. There is now a developmental approach to the teaching of writing that has successfully ensured greater consistency and accuracy in the teaching of writing across the school. As a result, there has been a significant improvement in pupils' writing skills and writing has a high and visible profile across the school.

R4. Develop a whole-school understanding of, and plan for, progression in the curriculum to improve the progress pupils make as they move through the school

Leaders have worked with staff to develop a whole-school approach for delivering Curriculum for Wales that is beginning to ensure that pupils make the progress they should. There is a whole-school approach to delivering interesting topics that fire pupils' imagination and encourage deeper engagement in their learning. Initial work has focussed on the development of pupils' writing skills. This work has brought about significant and beneficial improvements to the school's approach to teaching different genres. Nearly all teachers plan interesting sequences of lessons that build upon pupils' prior learning well. They challenge pupils appropriately and use questioning effectively to deepen pupils' learning.

Leaders ensure that pupils develop their basic skills in a progressive manner through the clear plans staff have worked on. This ensures a consistent approach to teaching that develops over time. As a result, most pupils make sound progress in developing their spelling, punctuation and grammar skills. However, a few older pupils' spelling is

underdeveloped, and over time pupils do not always maintain the improvements they make to their presentation.

Overall, across the school, the revised curriculum, particularly the sharp focus on writing, has a positive impact on pupils' engagement and the progress they make. Most pupils are developing strong writing skills that they apply across the curriculum in a meaningful and successful way. Teachers and leaders carefully monitor the progress that pupils make and adjust their provision accordingly.

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