

Report removing a school from significant improvement.

RE-INSPECTION

OF

**Crymlyn Primary School
School Road,
Jersey Marine, Neath
SA10 6JJ**

SCHOOL NUMBER: 6712134

DATE OF INSPECTION: 8/2/11

Crymlyn Primary School was inspected in February 2010, and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in June 2011 focusing on progress in addressing the key issues identified in the section 28 inspection.

Outcome of the re-inspection

Crymlyn Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in February 2011. As a result of this progress, 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

R1: Raise standards of achievement in those subjects where shortcomings are identified

The school is making good progress in raising standards in science, information technology, design technology and history.

Standards in history at key stage 2 have improved and the shortcomings identified in the inspection report have been addressed. Most pupils are more secure in their knowledge and understanding of historical periods. Pupils in Years 3 and 4 use secondary sources well to research the translation of the first Welsh Bible. Most pupils in Years 5 and 6 use a range of primary and secondary sources well to research aspects of local history in the Victorian era.

Shortcomings in design and technology at key stage 2 have been addressed. Pupils of all age groups now undertake the full range of activities relating to research, design, making and evaluating.

There is a clear improvement in the standard achieved by pupils in science at key stage 2. Pupils have an appropriate understanding of the world around them, including the world of plants and animals, and plan and carry out investigations effectively in a range of scientific topics.

The standard of handwriting is inconsistent. Many pupils do not take sufficient pride and care in the presentation of their work.

R2: Provide clear robust strategic leadership and management in directing school work

With local authority and peer support, the head teacher gives the school a clear direction and a shared sense of value. There is clear internal communication that ensures that staff have a shared vision for the school. Job descriptions have been clarified and agreed, and are well-understood.

Progress in addressing this recommendation has been slower than expected because of the long-term absence of a senior manager. However, improved data analysis has resulted in a better understanding of the school's performance when compared with the family of schools. This has helped school leaders and governors to plan more effectively for improvements.

R3: Develop arrangements for self-evaluation that are comprehensive, systematic, based on first-hand evidence and linked to the school's key priorities

The school has implemented a thorough self-evaluation system that involves all the staff and the governing body. The outcomes of lesson

observations by staff and governors have a positive impact on provision and standards.

R4: Ensure that tasks provide suitable challenge for more-able learners to ensure that they reach their full potential

The school has appointed a more-able and talented champion to develop this aspect. However, progress against this recommendation has been limited due to the long-term absence of a member of staff.

The school has devised and is implementing a suitable policy for more-able and talented pupils. It has identified more-able and talented pupils in each class and there are strategies in place to monitor their progress. However, not all teachers differentiate the work effectively to challenge more-able pupils.

R5: Improve provision and promote learners' achievement consistently in the use and development of all key and basic skills, including bilingual competence

Generally, pupils make progress in developing their skills. Most pupils communicate with confidence and use their numeracy skills well in a range of contexts. Most pupils use a good range of skills in Information Communication Technology for different purposes.

Standards in bilingualism are improving. Most pupils make good progress in using Welsh in everyday contexts. They demonstrate increasing confidence and ability in speaking and understanding Welsh. Most pupils can ask, answer and use basic language patterns with developing accuracy. However, most pupils do not have enough opportunities to write in their own words in different contexts.

In some of the lessons observed during the monitoring visit, standards of teaching were inconsistent. At times, the pace of work was slow and not all pupils were sufficiently challenged.

R6: Develop curricular provision to ensure continuity and progression in subject-specific knowledge and skills

The school has made good progress in improving curriculum planning. It has reviewed its long and medium term plans to ensure better continuity and progression in subject specific skills. However, there is some inconsistency in the planning for skills development across the curriculum in key stage 2.

R7: Continue to improve assessment procedures and involve learners more in the evaluation of their own work

There is a clear and appropriate assessment policy in place.

The school has introduced new pupil tracking procedures. Regular assessment and the tracking of pupils' progress have resulted in improvements in target-setting and the way the school identifies and tackles underachievement.

Teachers respond well to pupils' written work in identifying what needs to be done to improve. However, not all staff complete the assessment for learning reviews effectively to identify the next steps in learning.

Pupils' self-assessment is helping them to understand what they need to do to improve their work. This is supported by a review of progress at the end of lessons.

Procedures for standardisation and moderation of pupils' work have been established. All staff are involved on a regular basis in levelling and moderating examples of pupils' work. This has helped raise expectations and ensure better consistency.

R8: Continue to develop the role of the governing body, ensuring that governors become more pro-active in matters of monitoring standards and the quality of provision

The role of governors in challenging the school is developing well. Governors have a clear understanding of school performance data and, as a result, they are now more rigorous in terms of monitoring and evaluating. Subject responsibilities have been allocated. Monitoring visits by governors have a specific focus and records are kept of the findings.

Recommendations

In order to build on the progress made, the school should:

- R1 ensure the full commitment of all staff to self-evaluation and planning for improvement;
- R2 ensure further improvements in standards across areas of learning and subjects;

- R3 improve the quality of teaching and the marking of pupils' work;
- R4 provide an appropriate level of challenge for more-able pupils; and
- R5 improve the planning for the development of skills.

