



*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 visit**  
**Level of follow-up: significant improvement**

**Portmead Primary School**  
**Cheriton Crescent**  
**Portmead**  
**Swansea**  
**SA5 5LA**

**Date of visit: April 2014**

**by**

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

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**The monitoring team**

Jane Rees	Reporting Inspector
Rebecca Lawton	Team Inspector

## Outcome of monitoring visit

Portmead Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in January 2013.

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: Raise standards in writing, numeracy, ICT and Welsh across the curriculum**

This recommendation has been largely addressed.

Standards in writing have risen across the school due to a well-implemented series of actions and a whole-school focus on improving opportunities for pupils to engage in writing in a range of contexts across the curriculum. As a result, nearly all pupils have improved their writing skills since the last inspection. Work in books shows that many pupils' ability to use expressive and descriptive language has improved, and most pupils are making good progress in developing their punctuation, grammar and presentation skills. Writing covers a wide range of genres and styles, and pupils draft and improve their work successfully.

Across the school, pupils generally use their numeracy skills at an appropriate level. For example, in the Foundation Phase, they extract and interpret information from lists and tables and use different combinations of money to pay for items in the 'Post Office' role play area. In key stage 2, pupils apply numeracy skills to an increasing range of real life problems successfully. For example, pupils use stopwatches to time events in minutes and seconds accurately and put the duration of events in order. They investigate how many safety mats they need to place alongside balance beams at a gymnastic event to ensure that participants are safe. More able pupils generate an algebraic formula for any size of beam and use this information effectively to provide useful advice to the event organiser. However, the school has not yet planned sufficient opportunities for pupils to apply all of their numeracy skills effectively across the curriculum.

Standards in information and communication technology (ICT) have improved since the last inspection. Pupils have good access to a range of ICT resources and use these opportunities well to practise their skills and enhance their work across the curriculum. Most pupils develop good skills in the Foundation Phase by using a wide range of equipment, including metal detectors, recording and listening equipment, word processing software and touch screen applications at a suitable level. In key stage 2, pupils develop their word processing skills well, and make steady progress in using complex data handling and graphing programmes to analyse information. By the end of key stage 2, a majority of pupils create and interpret spreadsheets and use animation and publishing programmes effectively.

The school has made very good progress in increasing pupils' use of Welsh in all aspects of its life. Most pupils' oral skills in Welsh have improved considerably in a

relatively short time. Older Foundation Phase pupils ask visitors a good range of simple questions confidently. Pupils answer questions about themselves and their likes and dislikes using sentence patterns correctly and providing suitable detail. In key stage 2, pupils' oral skills are very well developed. They talk confidently on a range of subjects, linking sentences and giving their opinions. For example, they talk about what they prefer to eat and wear and why they admire different sports people. Pupils make good progress in acquiring reading and writing skills. Older key stage 2 pupils write at length using a wide range of sentence patterns and a varied vocabulary to sustain the interest of the reader. Pupil 'ambassadors' successfully encourage pupils to use Welsh around the school with weekly awards for pupils who use it consistently.

**Recommendation 2: Improve the quality of teaching so that it consistently challenges pupils of all abilities**

This recommendation has been largely addressed.

Since the inspection, the headteacher has involved all senior leaders and the local authority in reviewing teaching across the school and observing lessons. As a result, leaders and managers have a clear picture of teaching across the school. Leaders and managers have reviewed the school's teaching and learning policy to ensure that it makes expectations clear to all staff. Improving the quality of teaching is a regular focus for staff meetings. Staff have made good use of opportunities to share good practice within their own school and following visits to other schools.

Senior leaders have provided effective support to teachers in planning and delivering tasks suited to pupils' ages and abilities. The school has improved its monitoring procedures to ensure that teachers plan effectively for different groups of pupils and match tasks to pupils' abilities appropriately. Teachers have worked alongside the assessment coordinator to identify different groups within their class effectively and to match suitable work to each group. This has helped to make sure that tasks are consistently challenging for all groups of pupils. However, in a few lessons, in key stage 2, teachers do not match tasks to pupils' abilities well enough to ensure that they make appropriate progress.

**Recommendation 3: Strengthen assessment procedures and assessment for learning across the school**

This recommendation has been partly addressed.

Processes to assess pupils' skills on entry to school are effective and allow teachers to evaluate the progress pupils make over time. The school collects a wide range of data on pupils' achievements. Leaders with responsibility for assessment regularly analyse this data and meet with teachers to agree the next steps for groups of pupils based on this analysis. As a result, they have a good understanding of the progress pupils make over their time at the school. However, the large number of systems for assessing progress is too complex and teachers do not have a clear understanding of the progress individual pupils make in the short-term. Teachers do not use the data sufficiently well to identify where there are gaps in pupils' learning.

The school has effective procedures to moderate the assessments of standards pupils achieve and to check that assessments at the end of the Foundation Phase and key stage 2 are accurate.

In lessons, pupils receive good feedback on their learning, and marking in books shows that teachers provide clear advice on how to improve consistently. Most teachers identify what pupils have done well and what they need to do to improve. Most pupils have targets that they review with teachers regularly. These indicate appropriately what pupils need to do to improve their work. However, in a few classes, this is not consistent and in a very few cases targets are too broad. Teachers are beginning to use peer and self-assessment as a tool to help pupils to improve their own work. However, this is at an early stage of development and is not consistent across the school.

**Recommendation 4: Improve further the quality of leadership and management at all levels**

This recommendation has been fully addressed.

Since the core inspection the headteacher and governors have restructured the senior leadership team to include all members of staff with teaching and learning responsibilities. This has ensured that the senior management team has a good balance of knowledge across areas of learning and curriculum subjects and expertise in the Foundation Phase and key stage 2. All staff have clear job descriptions and a better understanding of their roles and responsibilities.

Senior managers now work collaboratively and have a clear focus on school improvement issues. They hold regular meetings that address areas of the post inspection action plan effectively. They share the outcomes of meetings appropriately with other staff to ensure that everyone is consistent in implementing agreed actions. This has helped to develop a shared understanding of the need to improve pupil outcomes.

Teaching assistants take responsibility for planning and delivering specific intervention programmes. They take a lead role in training and share their expertise with other staff to ensure that they implement programmes effectively.

**Recommendation 5: Develop a robust monitoring system and ensure that self-evaluation is systematic and rigorous and focuses strongly on pupil outcomes**

This recommendation has been fully addressed.

The school now has a suitable timetable for self-evaluation with a clear focus on the use of first-hand evidence to inform the process. Leaders and governors take account of the views of staff and pupils successfully. They use information on pupils' standards well to prioritise areas for improvement. There is a clear focus on improving pupils' outcomes and raising the quality of provision for all learners.

This has resulted in improving standards in writing, numeracy, ICT and Welsh across the curriculum.

Most staff and governors play an active role in rigorous self-evaluation and senior managers take responsibility for systematically monitoring specific areas of the curriculum. The self-evaluation process draws directly on evidence from session observations, scrutiny of pupils' work, listening to learners, reviews of planning and an analysis of data. Leaders and managers make effective use of the information gathered to develop a clear picture of the school that identifies its strengths and weaknesses appropriately.

The findings of self-evaluation feed directly into the school development plan which has a clear focus on and appropriate timescales for improving pupils' outcomes.

**Recommendation 6: Develop further the role of governors as critical friends in self-evaluation and school improvement**

This recommendation has been fully addressed.

Governors have attended a range of training since the core inspection and, as a result, have a greater understanding of their roles and responsibilities. Governors are now more fully involved in self-evaluation and make valuable contributions to the process through their involvement in monitoring activities.

The governing body has received specific training in relation to analysing data and now analyses a comprehensive range of data well. Governors use this information effectively to act as a critical friend and to challenge the school about the standards it achieves. For example, in relation to standards at the end of the Foundation Phase and levels of writing and ICT at key stage 2. As a result, the school has set specific targets for improving these areas and governors monitor progress appropriately. Link governors liaise effectively with subject coordinators to monitor standards of attainment and to assess the impact of new initiatives.

<b>Recommendations</b>
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In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.