

MONITORING
OF
MANSELTON PRIMARY SCHOOL
MANOR ROAD,
MANSELTON,
SWANSEA.
SA5 9PA

SCHOOL NUMBER: 6702037

DATE OF SECTION 28 INSPECTION: NOVEMBER 2010

Manselton School was inspected in November 2010 and judged as requiring Estyn monitoring. Estyn undertook a monitoring visit in January 2012 focusing on the key issues identified in the Section 28 inspection.

Outcome of the monitoring visit

Manselton School has not made enough progress in the key areas for action identified in the Section 28 inspection of the school in November 2010. As a result, and in accordance with the Education Act 2005, Her Majesty's Chief Inspector of Education and Training in Wales is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress 12 months after the publication of this report.

Progress since the last inspection

Recommendation 1: Improve boys' performance, particularly in English at key stages 1 and 2

This recommendation has been partly addressed.

Boys' performance at key stage 1 is good. Last year, boys' performance improved significantly at key stage 1. Ninety per cent of boys achieved the expected level (level 2) or above in English, and 26% achieved level 3. These

results are the second best in the family of schools and places Manselton in the second quarter when compared to similar schools.

At key stage 2, results in English have improved but the gender gap is still significant, particularly in oracy. The proportion of boys achieving the expected level (level 4) or above in English is below the family average. Thirty-three per cent of boys achieved level 5, which is the second best in the family of schools. However, results in English continue to be in the lowest quarter when compared to similar schools.

The school has introduced teaching strategies and resources which have helped to improve boys' performance at key stage 1. The school has also provided targeted additional support for boys in Year 2 and Year 6. Boys' progress is monitored and tracked thoroughly during the year. Boys respond positively to these strategies and resources, but the school has not evaluated their effectiveness sufficiently.

At key stage 2, improvement strategies have not impacted sufficiently on outcomes for boys.

Recommendation 2: Prioritise areas for improvement in the school development plan and ensure that these are appropriately costed, monitored and evaluated to assess their effectiveness

This recommendation has been partly addressed

The school has reduced the number of priorities in its development plan to focus on the recommendations from the 2010 inspection. Senior leaders have identified strategies to promote improvements, for example in boys' literacy at key stage 1. However the school's self evaluation processes and procedures for improvement are not effective in clarifying whether these strategies are successful.

The improvement targets in the school development plan are not focused enough, nor are they specific or measurable in most instances. This makes it difficult for the governing body to hold the school to account for the standards achieved and for the school to monitor the impact of strategies. The headteacher's report to governors refers to strategies deployed by the school to address the recommendations. However, the impact of these strategies is not sufficiently evaluated.

Recommendation 3: Improve standards in pupils' speaking skills, particularly in key stage 2

This recommendation has been partly addressed.

The literacy coordinator has reviewed the development of speaking skills across the school and has identified strategies to improve teaching and outcomes for pupils. As a result, the staff apply an appropriate range of approaches to improve pupils' oracy, for example role play and the effective modelling of language by teachers and support staff. As a result, pupils' speaking skills have improved, particularly in key stage 1.

However, senior leaders do not know which strategies work well and which approaches are having the greatest impact on standards.

Recommendation 4: Share best practice in teachers' use of different methods and resources to improve lessons and to increase pupils' enthusiasm for learning.

This recommendation has been partly addressed.

Although teaching at Manselton has improved, there are still too many shortcomings.

The school and the local authority have carried out a series of lesson observations. This has enabled the senior managers to identify more clearly the strengths and weaknesses in the quality of teaching across the school. However, the school has not analysed the outcomes of the observations sufficiently well to identify what needs to be done to bring about further improvement.

There is anecdotal evidence that pupils' enthusiasm for learning has improved although this has not been systematically evaluated across the school.

Recommendations

In order to improve, the school should:

R1 improve boys' literacy at key stage 2;

R2 analyse the strengths and weaknesses of teaching and put strategies in place to bring about improvement;

R3 review self-evaluation procedures and ensure there is a greater focus on identifying the strengths and areas for improvement; and

R4 make sure that the school development includes specific and measurable targets with milestones to support regular monitoring.