

## **Re-inspection**

**of**

### **Eagleswell Primary School**

Eagleswell Road  
Llantwit Major  
Vale of Glamorgan  
CF61 2UE

**School number: 673 2180**

**Date of inspection: June 2009**

Eagleswell Primary School was inspected in March 2008 and judged as requiring significant improvement. As part of the Welsh Assembly Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in June 2009 focusing on the key issues identified in the section 28 inspection.

#### **Outcome of the re-inspection**

Eagleswell Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in March 2008. 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**

The school is making progress in:

### **Ensure statutory requirements for child protection and safeguarding children are met in full**

Procedures for child protection and safeguarding now meet statutory requirements.

### **Raise standards of achievement in those subjects where shortcomings in standards are identified**

Standards of achievement in religious education (RE) in key stage 1 have improved and are now good with no important shortcomings. Most pupils can successfully recall what they have learned about Judaism and retell stories about Jesus. They use religious vocabulary appropriately and talk about their own feelings, actions and opinions and those of other people. More able pupils can describe clearly how they reach these opinions.

In Welsh second language, key stage 1 pupils' oral responses are now good. Their speech is clear and they respond appropriately to simple phrases, instructions and questions. Most of the older pupils begin to show confidence in responding to simple question and answer sessions using the target language. Their pronunciation and intonation is good.

Most pupils reading and writing skills in Welsh for both key stages have improved since the last inspection. A majority of pupils read aloud accurately, fluently and with increasing use of expression. They use a range of strategies to establish meaning.

Pupils' writing is clear and organised in both creative and factual forms and on a variety of subjects. Their handwriting is legible. The work undertaken by Year 6 as part of their transition project was of good quality.

A small minority of pupils still lack the confidence to develop their reading and writing skills.

### **Provide clear, robust strategic leadership and management in directing the school's work**

Leaders and managers have firmly established a clear direction for the school that promotes and, importantly, sustains improvements. All staff comment how successful this has been in involving them in building and co-ordinating a team with a common sense of purpose that drives forward school improvement.

The Post Inspection Action Plan sets clear and realistic goals for the school although many of the targets therein do not sufficiently quantify the standards that the school expects pupils to achieve.

Performance management arrangements are now fully met for all staff. The school successfully links these procedures to the self-evaluation process and training and development plans. This has enabled staff to see successfully their part in the development of the school.

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

The school is developing a robust culture of school improvement. All staff are aware of their part in the process being fully involved in the evaluation of pupils' standards of achievement and in planning for improvement, although, in the early stages of development, there is evidence that the newly introduced processes are impacting on attainment and are becoming embedded in practice. These procedures form the basis for the production of the School Development Plan.

## **Ensure that tasks provide suitable challenge for more able pupils to ensure that they reach their full potential**

In most classes teachers provide a range of well differentiated activities for the pupils. Teachers in these classes successfully assess the pupils against national criteria. They use this information and other data effectively to provide work that enables pupils of all abilities to make good progress.

In a few classes, assessment procedures are less well developed and consequently teachers provide pupils with insufficient challenge to enable them to reach their full potential.

## **Improve provision and promote pupils' achievement consistently in the use and development of key skills, including bilingual competence**

The use and development of the key skills of numeracy, literacy and IT are now good.

The pupils' ability to communicate in a clear and succinct way is a strength. They listen purposefully and engage confidently with one another and the teacher using appropriate language. Most pupils make steady progress in developing their comprehension skills. They understand what they have read and can answer simple questions accurately, based on the reading text. More able pupils are able to develop their comprehension skills beyond the literal from a wide variety of text which include some which have a particular reference to Wales. Most pupils are confident to write in a variety of forms for different texts of increasing complexity. They are able to revise and re draft their writing to good effect.

Most pupils are confident to use the mathematical skills in other areas of the curriculum. Pupils' science and geography books contain good examples of numeracy.

IT skills are developing well as most pupils are able to present, process, share and exchange information accurately.

The key skill of bilingualism has good features which outweigh shortcomings. Although most pupils are confident to ask and answer questions in the class setting, this confidence is not transferred to everyday school life. Most teachers attempt to use basic commands in Welsh thus giving the pupils good role models to follow.

There are also good examples of bilingual signage throughout the school. Staff need to build upon these good practices.

Teachers make good reference to key skills during their lessons by continually reminding the pupils of the skills used. They are becoming increasingly successful in embedding this practice. The systematic planning for key skills appears in all teachers short and mid term plans. These good quality planning activities achieve continuity throughout the school.

### **Continue to improve assessment procedures and involve pupils more in the evaluation of their own work**

The school has made good progress in addressing assessment procedures for all pupils. Staff regularly assess pupils using national standardised tests. The data produced has recently been analysed and reports produced for the senior management team. Data analysis is in its infancy and the school recognises that this is an area that needs further development.

The recently introduced policies on 'Assessment and Recording' and 'Marking' are good quality and serve as a useful reference point for all staff.

Pupils are well aware of their personal targets for English, mathematics and personal improvement and use these targets to good effect in order to improve performance. Staff update individual pupil targets on a regular basis.

Talking partners, individual targets and the 'three stars and a wish' have improved pupils' awareness of assessment for learning. These systems, however, need to be embedded further in order to have a significant impact on pupils' attainment.

The school has continued to work on the development of portfolios of assessed work in English writing in conjunction with other local schools. The school recognises the need to further develop this and portfolios of work for both science and mathematics.

### **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, and ensure that they meet their statutory responsibilities regarding the provision of information**

Governors now meet their statutory responsibilities regarding the provision of information.

Governors have a good day-to-day knowledge of the school and the provision it provides. They have supportive working relationships with staff and pupils. Governors have visited classes and assemblies and taken part in the development of whole school self-evaluation process. This is good practice.

The headteacher and assessment co-ordinator provide the governing body with a wide range of information about pupil performance. Members have received training on understanding and analysing data but there is no clear evidence to show that they really provide the necessary level of challenge to drive up standards of pupil attainment.

## **Recommendations**

In order to improve, the school should:

- raise standards in the core subjects to improve the school's performance against similar schools;
- further improve standards in bilingualism;
- ensure all staff use and apply assessment procedures consistently in order to accurately evaluate pupil performance and raise standards;
- include quantifiable targets in school development planning to set challenging success criteria;
- continue to develop the use of data collection and analysis to inform the school self-evaluation process and development planning; and
- continue to develop the role of the governing body in effectively monitoring standards and challenging the school to raise pupils' attainment.