



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Oystermouth Primary School  
Newton Road  
Mumbles  
Swansea  
SA3 4BE**

**Date of inspection: January 2019**

**by**

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

## About Oystermouth Primary School

Oystermouth Primary School is in Mumbles in the Swansea local authority.

Currently, there are 230 pupils on roll aged from 3 to 11, including 31 nursery pupils who attend on a part-time basis. There are eight classes. The three-year rolling average of pupils eligible for free school meals is 5%, which is well below the national average of 18%. The school identifies around 8% of pupils as having additional learning needs, which is well below the national average of 21%. Nearly all pupils are from a white British background. No pupils speak Welsh at home.

The acting headteacher was appointed in September 2018. The school's last inspection was in December 2012.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Most pupils make good progress in developing their skills as they move through the school. They apply themselves well in lessons and benefit from teaching that stimulates and engages them well. The school provides a high level of care, support and guidance for pupils. Pupils feel safe and valued and they enjoy coming to school. Those with additional learning needs achieve well.

Most pupils behave very well and have positive attitudes to their learning. In lessons, most concentrate attentively and are eager to do well. They develop their personal and social skills to a high standard and display respect and concern for others.

The acting headteacher has a clear vision for the school and, in a short period of time, she has introduced appropriate strategies to improve provision. However, many leaders in the school are new to their roles and self-evaluation processes are at an early stage of development. Overall, it is too soon to see the full effect of new initiatives and strategies. Governors understand their role and support the school effectively.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Ensure that all leaders and managers monitor, evaluate and plan for improvement rigorously in their areas of responsibility
- R2 Increase opportunities for pupils to use their Welsh language skills outside of designated lessons, especially in key stage 2
- R3 Ensure that teachers' feedback in all classes enables pupils to understand clearly what they need to do to improve their work
- R4 Provide more opportunities for pupils to work independently and to make choices in relation to their learning

## **What happens next**

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

## Main findings

### Standards: Good

Most pupils start school with skills that are above those expected for their age. As they move through the school, most make good progress, including those with additional learning needs. Many pupils, particularly the more able, recall previous learning well and apply their skills effectively to new experiences and situations.

Most pupils listen attentively, express themselves clearly and use a wide range of vocabulary for their age. In the foundation phase, nearly all pupils make good progress in developing their speaking and listening skills. By Year 2, many provide convincing explanations in class discussions and more able pupils refer to various pieces of evidence when constructing an argument. Pupils continue to build on their strong communication skills and, by the end of key stage 2, nearly all pupils speak confidently and clearly. They work well together and respect each other's views.

Most pupils develop strong reading skills. By the end of the foundation phase, most read a suitable range of texts effectively. They use phonic strategies to decode unfamiliar words successfully. Many discuss the content of their books sensibly and respond sensitively to the feelings of their favourite characters. Most pupils in key stage 2 read fluently and accurately. They enjoy fiction books and use the internet purposefully to investigate various topics, such as the history of transport through the ages. Many older pupils formulate perceptive questions to ask one another about the books they are reading. The more able use techniques such as scanning and skimming successfully to deduce answers from texts.

Most pupils write well for a variety of purposes in English lessons and across the curriculum. By Year 2, many accurately discuss the features of particular genres and use them competently in their work. For example, they write stimulating poems on 'sparks in the sky' and create effective diaries. Year 2 pupils also write engaging reports on the SS Samtampa shipwreck disaster and the loss of the local lifeboat in 1947. Standards of writing by the end of key stage 2 are good, with more able pupils producing carefully structured pieces that contain a wealth of descriptive vocabulary. Older pupils explain why soldiers enlisted to fight for their country in the First World War and news reports discussing the plight of child workers in Cambodia.

In the foundation phase, many pupils respond enthusiastically to Welsh activities and singing. They ask and answer simple questions about themselves. The majority of pupils in key stage 2 express their likes and dislikes, count effectively and describe weather patterns successfully. However, most lack the confidence to sustain a basic conversation in Welsh and they do not extend their answers by giving a reason or adding further detail. Across the school, many pupils lack confidence in speaking Welsh outside of designated Welsh lessons.

Most pupils in the foundation phase make good progress in developing their mathematical skills across a broad range of topics and they apply these purposefully in age-appropriate activities that stimulate and engage them. By the time they reach Year 2, many pupils achieve well. They construct 3D shapes from nets, solve number puzzles using codes and measure accurately using centimetres. Most understand place value up to 100 and identify lines of symmetry in plane shapes.

Most pupils continue to make good progress in developing their mathematical skills in key stage 2 and they apply them purposefully in engaging activities. For example, pupils in Year 3 take part in a 'Great British Bake Off', measure ingredients carefully and compare their prices in different shops. By Year 6, most pupils are confident mathematicians. They understand and calculate the median, mode, mean and range of a set of data accurately, convert between different units of metric measurement and calculate fractions of quantities. They regularly apply their skills in purposeful contexts. For example, they interpret various percentages that relate to the health of the world's population.

Most pupils develop their information and communication technology (ICT) skills well in subjects across the curriculum. In the foundation phase, most are able to word process effectively and create pictures successfully. They create graphs and use ICT packages with increasing confidence to present their work for different purposes. In key stage 2, most pupils use the internet purposefully to search for information. Many develop a good understanding of how to use spreadsheets to explore patterns and relationships, for example when calculating tuck money in school over a period of time. Older pupils are proficient at searching for information. They create and interrogate databases confidently, for example when they input information and data following a trip to Bracelet Bay.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils show high levels of respect and concern for others. The behaviour of most pupils in lessons and around the school is consistently very good. They are very supportive of each other, for example the playground friends take care of the younger ones during break times. They support various charities and contribute to a range of activities in the community well, such as collecting produce for Swansea Foodbank. Through links with a school in Zambia, they acquire a suitable knowledge and understanding of the needs of pupils in other countries. The school's caring and inclusive ethos helps pupils to feel safe and secure and they know whom to approach for advice and support when they are worried about something. Pupils' awareness of road safety is particularly good. Most pupils know the importance of staying safe on the internet.

Most pupils display positive attitudes towards their work. Nearly all settle quickly at the start of lessons and work purposefully as they carry out tasks individually, in pairs or in groups. They sustain concentration for long periods and engage well throughout their learning activities. They listen carefully and with interest to the suggestions of other pupils. This contributes successfully to the ethos of effective learning within the school and has a positive effect on pupils' standards. Most pupils display an engaging curiosity during their lessons. For example, Year 4 pupils explore and use a range of components eagerly when creating electrical circuits. Most use different strategies well in order to succeed.

Most pupils have a clear understanding of the importance of making healthy choices to keep themselves fit. They discuss healthy food confidently and are aware of the importance of a balanced diet. Most pupils participate enthusiastically in sport activities in lessons and through a wide range of extra-curricular clubs, such as yoga and gymnastics.

Across the school, pupils have an increasing range of responsibilities and feel that they are beginning to have a voice in the school. For example, the pupil voice groups, playground friends and helpwyr heddiw make sound contributions to the life and work of the school. In September 2018, the school introduced the Oystermouth Senedd which gives pupils an increasing range of responsibilities. However, pupils do not have a significant voice in contributing to how and what they learn.

Many pupils are developing well as ethical citizens. For example, the newly formed rights respecting group has already led an assembly and displayed posters around the school to raise awareness of current issues. Many pupils understand how their personal choices can have an effect on the environment. Many understand the importance of sustainability and participate in a variety of eco initiatives, for example recycling and making and selling their own fair trade food products at Swansea Market.

Nearly all pupils understand the importance of attending school regularly. They relate positively to the various visual displays and competitions to encourage higher levels of attendance.

### **Teaching and learning experiences: Good**

Teachers use a suitable variety of strategies to engage pupils in their learning. They plan carefully and provide many stimulating opportunities for pupils to work collaboratively, for example on topics such as the First World War. Working relationships between staff and pupils are strong. Teachers manage pupils' classroom behaviour well and ensure that pupils are ready to learn at the beginning of lessons. Many teachers ask perceptive questions and promote pupils' thinking skills well. Many teachers ensure that lessons move at an appropriate pace for pupils. Teaching assistants work purposefully in partnership with teachers to enhance pupils' learning.

Across the school, teachers have good subject knowledge and link their lessons well with pupils' previous learning. The majority of teachers give pupils effective verbal feedback that encourages them to work hard and to persevere. However, the quality of written feedback is less consistent and, as a result, pupils do not always know what they need to do to improve their written work. The use of self and peer assessment by pupils is at an early stage of development.

Teachers' plans successfully incorporate the national literacy and numeracy framework. The school's schemes of work ensure a suitable breadth of activities that develop pupils' literacy, numeracy and ICT skills effectively through thematic work in a variety of curricular areas. The curriculum meets statutory requirements and provides a valuable framework for pupils' learning.

The principles of the foundation phase provide rich opportunities for pupils to develop their skills. Many teachers in the foundation phase have a secure understanding of how young children learn and they provide a stimulating learning environment indoors and outdoors. There is generally a sound balance between child-led and teacher-directed tasks. However, in both key stages, there are too few opportunities for pupils to influence and to make choices about what and how they learn.

Staff enrich the curriculum successfully with a wide range of visits relating to the school's work and by inviting visitors to the school, such as theatre companies, local businesses and members of the local community who speak about their wartime experiences.

The majority of staff use the Welsh language appropriately in their classes. However, in general, teachers do not create enough opportunities for pupils to use their Welsh beyond designated Welsh lessons and during the school day. The school gives pupils many opportunities to learn about their locality and the culture of Wales. For example, they visit many places of interest, such as the Waterfront Museum and the Glynn Vivian Art Gallery in Swansea. Key Stage 2 classes visit Swansea University for science lectures, Castell Henllys, the Big Pit Mining Museum and the National Botanic Garden of Wales. Pupils in the foundation phase visit the Gower Heritage Centre and St Fagans' National Museum.

### **Care, support and guidance: Good**

The school has a caring, inclusive ethos. Staff know pupils extremely well and provide a nurturing environment that builds pupils' confidence and self-esteem. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school develops pupils' spiritual, moral and social development successfully through a wide range of activities, visits and events. For example, the school promotes respect and tolerance effectively through planned lessons and many charity events. Regular visits by the leaders of different religious denominations and other members of the community help to deepen pupils' understanding of spiritual, moral and social issues successfully. The school promotes pupils' cultural development well through art, music and drama activities. For example, the school takes part in the Welsh Heritage Award and there are regular opportunities for pupils to visit the art gallery in Swansea and to experience the work of various theatre companies.

There are robust procedures to track pupils' progress and teachers identify the needs of individuals and groups of pupils at an early stage. They use the information well to help those pupils who may need additional support. A purposeful range of intervention programmes and strategies enables pupils with additional needs to make good progress in their learning. Individual education targets for identified pupils are specific and measurable. Pupils and parents play an important part in the process of reviewing and setting appropriate learning targets. All staff have undertaken training to manage pupils with autism. As a result, these pupils integrate well into the life of the school.

Within a short period, the acting headteacher has established strong working relationships with parents. As a result, parents and members of the community feel that they are an important part of the school and support it enthusiastically. For example, they recently helped to paint various parts of the school. Parents and grandparents take part in English and Welsh guided reading sessions, the Gardening Club and family reading projects. The parent-teacher association organises many successful fundraising events. These have helped the school to improve its resources, for example by purchasing outdoor buddy benches.

The school gives pupils many purposeful opportunities to learn about healthy eating and drinking. Various topics, physical education lessons and extra-curricular activities ensure that pupils understand the importance of exercise. There is a suitable range of initiatives to encourage pupils to learn about keeping themselves safe, for example the road-safety awareness activities.

Pupils benefit from many worthwhile activities that broaden their experiences. For example, the strong emphasis on enterprise events, family learning sessions and the 'Mad Scientist' project contributes to pupils' understanding of the world of work and future career opportunities. Extra-curricular clubs, such as French, gardening, mathematics, tennis, the school choir and Year 6 film club, contribute well to pupils' learning experiences and there are opportunities for pupils to compete in various local and national activities.

### **Leadership and management: Adequate and needs improvement**

The acting headteacher has a clear vision for the school that she communicates well. She leads by example and receives strong support from staff, governors, parents and pupils. She is committed to driving forward improvements in the school. For example, she has ensured that there are purposeful opportunities for staff and governors to look at pupils' books in order to identify strengths and aspects that need improvement. She has ensured that policies are up-to-date and that staff and governors review them in a rolling programme.

Staff have leadership roles and responsibilities that match their strengths, expertise and interests. However, many leaders at all levels are new to their role. Apart from two senior leaders, the remainder have had limited training for leadership and few opportunities to monitor or evaluate standards and the quality of provision in their area of responsibility. This limits the contribution they can make to the school's self-evaluation and their impact on school improvement. Senior leaders have correctly identified areas for improvement, such as Welsh and the quality of teachers' written feedback to pupils. However, these were recommendations after the previous inspection and the improvement measures taken at that time did not lead to sufficient, sustained improvement. The new senior leadership team has put in place appropriate plans for improvement, but they have had little time to make a substantial impact.

The governing body has a well-established and effective structure for managing its responsibilities. Governors visit classes each month according to a recently established timetable. This is beginning to inform governors appropriately about standards and pupils' wellbeing. Governors have managed a long period of uncertainty in leadership well. They are very committed and supportive of the school. They challenge the school effectively, for example by ensuring that the finance officer produces a number of options when making decisions about staffing. Effective financial controls keep finances on track and the governing body fulfils its statutory duties appropriately.

Leaders encourage staff to take part in purposeful professional learning. For example, all staff have undertaken training to manage pupils with autism. As a result, these pupils integrate well into the life of the school. Throughout the school, staff learn from one another and are open to change. For example, the acting

headteacher has trained staff on how to run enterprise projects. However, the school's procedures for the performance management of staff have not linked well enough in the past to school improvement priorities. Current staff targets link better to school improvement priorities, but they have had little time to make an impact on improving standards and the quality of provision.

Staffing and learning resources are sufficient to deliver the curriculum effectively. The school uses its indoor and outdoor environment well, making particularly good use of the adjacent wooded areas. The free flow of pupils between the inside and outside for the foundation phase is difficult to manage, but staff work hard to ensure that pupils make effective use of both areas during the school day. The school uses the pupil development grant appropriately to enhance the learning of the small proportion of pupils eligible for free school meals.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 12/03/2019