

For Information

**A. Estyn Inspections Summary**  
(Published since your update on 20 September 2017)

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School	Date published	Schools Current Perf. and prospects for improvement	Previous Estyn Inspection outcome	Estyn Recommendations
YGG Pontybrenin <a href="#">Link</a> to Estyn Report	Jul 17	Good / Good	Mainly grade 2's in old inspection regime (2010)	R1 Ensure consistent and systematic opportunities to develop pupils' numeracy skills across the curriculum R2 Strengthen teachers' use of summative data in order to plan purposefully for individuals and specific groups of pupils
Burlais Primary School <a href="#">Link</a> to Estyn Report	Aug 18	Adequate / Adequate	School newly formed in 2012	R1 Raise standards of pupils' writing R2 Improve pupils' ability to apply their literacy, numeracy and ICT skills across the curriculum R3 Improve pupil attendance R4 Improve the quality of teaching and teachers' use of assessment to meet the needs of all pupils R5 Focus senior leadership roles and performance management procedures on improving teaching and learning R6 Ensure that the processes for self-evaluation and improvement planning focus robustly on raising pupils' standards
Llanrhidian Primary School <a href="#">Link</a>	Sep 18	Excellent / Excellent	Mainly grade 2's in old inspection regime (2010)	R1 Share the best practice in teaching and learning across the school to improve standards further R2 Expand the opportunities to improve pupils' oracy skills in Welsh

## Useful Information / Background Reading

Schools should provide more opportunities for pupils to develop and use their financial skills (Estyn July 2017)

A minority of primary schools and a majority of secondary schools do not provide pupils with enough opportunities to develop and apply their financial skills in challenging and relevant activities across the curriculum.

A report published today by Estyn on financial education in primary and secondary schools in Wales found that recent changes to the curriculum have helped most schools identify opportunities for pupils to develop their financial skills in mathematics lessons and in other subjects. In the best schools, teachers plan a variety of activities that match pupils' age and ability and challenge them to develop their financial skills across the curriculum. For example, in one primary school, pupils attend a weekly savings club where they bank and keep track of their savings and play games that develop their skills with money.

Meilyr Rowlands, Chief Inspector, says,

*“Schools have a responsibility to ensure that pupils develop the knowledge, skills and attitudes to be able to manage money confidently. To do this, they should provide enough opportunities for pupils to develop and apply their financial skills across the curriculum. For example, in primary school geography pupils could compare different websites to plan a holiday and learn about budgeting and value for money.”*

The report also found that, while the majority of schools assess numeracy skills, very few focus specifically on financial skills. The report recommends that schools should monitor and evaluate the quality of teaching and learning in this area more closely.

Some of the Schools that participated in the telephone survey:

- Bishop Hedley Catholic High School, Merthyr Tydfil
- Blackwood Primary School, Caerphilly
- Fitzalan High School, Cardiff
- Kymin View Primary School, Monmouth
- Pontarddulais Comprehensive School, Swansea
- Ysgol Golwg y Cwm, Powys
- Ysgol Gyfun Gymraeg Glantaf, Cardiff

Link to report: [Managing money: Financial education in primary and secondary schools in Wales](#)

## **Primary schools need to identify their strengths and weaknesses better in science and in design and technology – Estyn July 2017**

By the end of primary school, many pupils across Wales have developed a good understanding of basic science concepts such as gravity and magnetism. Nearly all pupils understand the importance of undertaking investigations carefully, and many pupils develop their thinking skills well in science. However, according to a report published today by Estyn, primary schools should ensure that science lessons challenge all pupils, particularly the more able, and reduce the achievement gap between pupils eligible for free school meals and their classmates.

Estyn's report, *Science and design and technology at key stage 2*, focuses on standards, provision and leadership in science and in design and technology in primary schools in Wales. It recommends that schools should make sure that they teach all areas of the design and technology curriculum. The report found that the schools that do not, tend to leave out the 'systems and control' area of the curriculum, where pupils use computer-controlled items, such as programmable toys, and control them by creating instructions.

Meilyr Rowlands, Chief Inspector, says,

*"In order for schools to identify where their strengths and weaknesses lie in science and in design and technology, they must have strong self-evaluation processes in place. Our report includes fourteen self-evaluation questions that schools can use as a starting point for reviewing their current practice."*

According to the report, schools should also ensure that pupils know and understand what they need to do to improve. In an example of best practice at Ysgol Gynradd Castell Nedd in Neath, a teacher's evaluation found that the majority of pupils had difficulty in deciding the best type of graph to use to present different types of science data. This led to a series of lessons to address the issue and nearly all pupils became confident in drawing the right graph when they carried out their next investigation.

The report also recommends that local authorities and consortia should provide more training opportunities for teachers to improve their teaching and assessment in science and in design and technology and facilitate sharing good practice.

The [Report](#) was published on 13 July 2017.