

their mathematical reasoning confidently and justify the methods that they use to perform calculations. More able pupils look for patterns when investigating problems and express their findings correctly in simple algebraic terms.

In a majority of schools, there are important shortcomings in standards in ICT. Although most pupils use ICT appropriately for word processing, research and presentations, they do not develop their skills well enough in other elements of ICT, particularly modelling, and creating and using spreadsheets and databases, across the curriculum. Standards in ICT are good or better in only a minority of schools. Many pupils in these schools use a broad range of ICT skills to enhance their work across the curriculum. For example, they create interesting presentations that include hyperlinks and video, audio and interactive sources. They use quick response (QR) codes, and are beginning to develop simple programming skills. They use databases and spreadsheets to analyse costs and information for a class project.

Last year, we reported that standards in Welsh as a second language had not improved and this remains the case. This year, almost a third of English-medium schools inspected have a recommendation to improve Welsh as a second language. In these schools, pupils do not build on the Welsh that they learn in the Foundation Phase and do not use Welsh confidently outside formal Welsh lessons.

Wellbeing

Standards of wellbeing are good or better in a majority of schools and this is similar to last year. In these schools, many pupils have good independent learning skills and co-operate well in lessons. They use a range of learning resources efficiently without teacher direction. Most pupils understand the importance of healthy eating and regular exercise. Nearly all make healthy choices about the snacks they eat during school time and many explain the benefits of regular exercise and the effect this has on the body.

In most schools, pupils behave well during lessons and around the school. They treat adults and each other with respect.

In 2014-2015, there is a slight increase in overall attendance when compared with levels recorded last year. Even so, over a quarter of schools inspected this year still have a recommendation to improve attendance.

In most schools, school council representatives take their duties seriously and represent other pupils well. They lead on actions that improve the school environment and resources, such as introducing more activities at playtimes or choosing books for the school library. In a few schools, the school council is beginning to make suggestions about what is taught, though this is well established in only a very few schools. In these schools, pupils are involved in activities such as giving presentations to parents and sending out newsletters about their involvement in formulating child-friendly policies on equal opportunities, behaviour and anti-bullying.

Pupils working together to plan the curriculum for their school

Learners in **Gladestry Primary School** work with both teaching staff and each other to set learning targets and improve their school environment. As a result, pupils are highly engaged and attendance is well above average.

For more information, please click on the [case study](#)

Follow-up activity: primary schools

Primary schools

During 2014-2015, we revisited all of the primary schools that required special measures or significant improvement in 2013-2014. Inspectors have removed all of these schools from further follow-up. Most primary schools that required Estyn monitoring following inspection in 2013-2014 have made good progress and no longer require follow-up. A very few primary schools requiring Estyn monitoring during 2013-2014 have not made enough progress. They now require significant improvement. A few primary schools identified as requiring monitoring by their local authority in 2013-2014 have also made slow progress, particularly in improving pupils' attendance, and they continue to require monitoring.

Rogerstone Primary School is in Newport local authority. In December 2013, inspectors judged that the school needed significant improvement. In February 2015, inspectors found that it made very good progress and no longer requires monitoring.

A key factor in the school's progress has been the stability of leadership and management responsibilities, enabling leaders and teachers to develop their roles well. The remodelled self-evaluation and school improvement planning systems are robust and leaders and staff now understand the school's strengths and areas for development.

There is a clear annual assessment timetable. Teachers work with staff from other schools to standardise and moderate pupils' work, using portfolios of levelled work to ensure reliable and valid judgements. Teachers' predictions of what pupils will achieve are realistic and based on sound evidence. Teachers have an accurate picture of what pupils can do and clear expectations of what pupils can achieve.

Cross-phase curriculum teams for literacy, numeracy and ICT enable staff to share the responsibility for school improvement. Short-term plans provide a coherent and progressive approach to developing pupils' literacy, numeracy and ICT skills. Curriculum team activities enable staff to develop and refine their leadership skills and help to raise staff morale.

The school has raised the profile of the Welsh language across the school considerably. Pupils enjoy Welsh lessons, make good progress in speaking, reading and writing in Welsh and use the language confidently around the school.

Pupils now use the extensive school grounds effectively to enjoy a variety of play opportunities in a safe environment. Pupils recognise that changes have resulted in happier playtimes.

For more information, please click on the [monitoring visit report](#)