

SKETTY PRIMARY SCHOOL

Self Evaluation Summary Document
Based on Self-Evaluation Processes
July 2025

This Self Evaluation Summary Document is a summary of the self evaluation activities undertaken throughout each academic year. Its purpose is to identify the school's strengths as well as identifying areas for further development. When planning for improvement the school utilises the Annual School Development Plan (Including a 3 year plan) which are routinely monitored by school leaders (including governors).

Leaders across the school draw their conclusions from a wide range of evidence, including:-

1. Management by walkabout
2. Listening to learners and Book looks
3. Data – formative, summative, ipsative and diagnostic.
4. Teaching & learning observations
5. Teachers' planning
6. Listening to parents

The school reports against Estyn's 3 inspection areas.

Estyn Inspection Areas
IA1 Teaching & Learning
IA2 Wellbeing, Care, Support & Guidance
IA3 Leading & Improving

School Context

Sketty Primary School is situated in Swansea. currently, the school has 509 pupils on roll between the ages of 3 and 11, taught in 16 classes. Numbers remain steady with an average class size is 30, which is slightly above the Local Authority (LA) average of 27. The LA pupil admission number is 32. Pupil mobility is at 3% which is half the LA average. 74% of pupils living in the catchment area attend the school. Around 4% of the pupils on roll live in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas. Less than 5% of pupils are currently eligible for free school meals, which is significantly below the LA average.

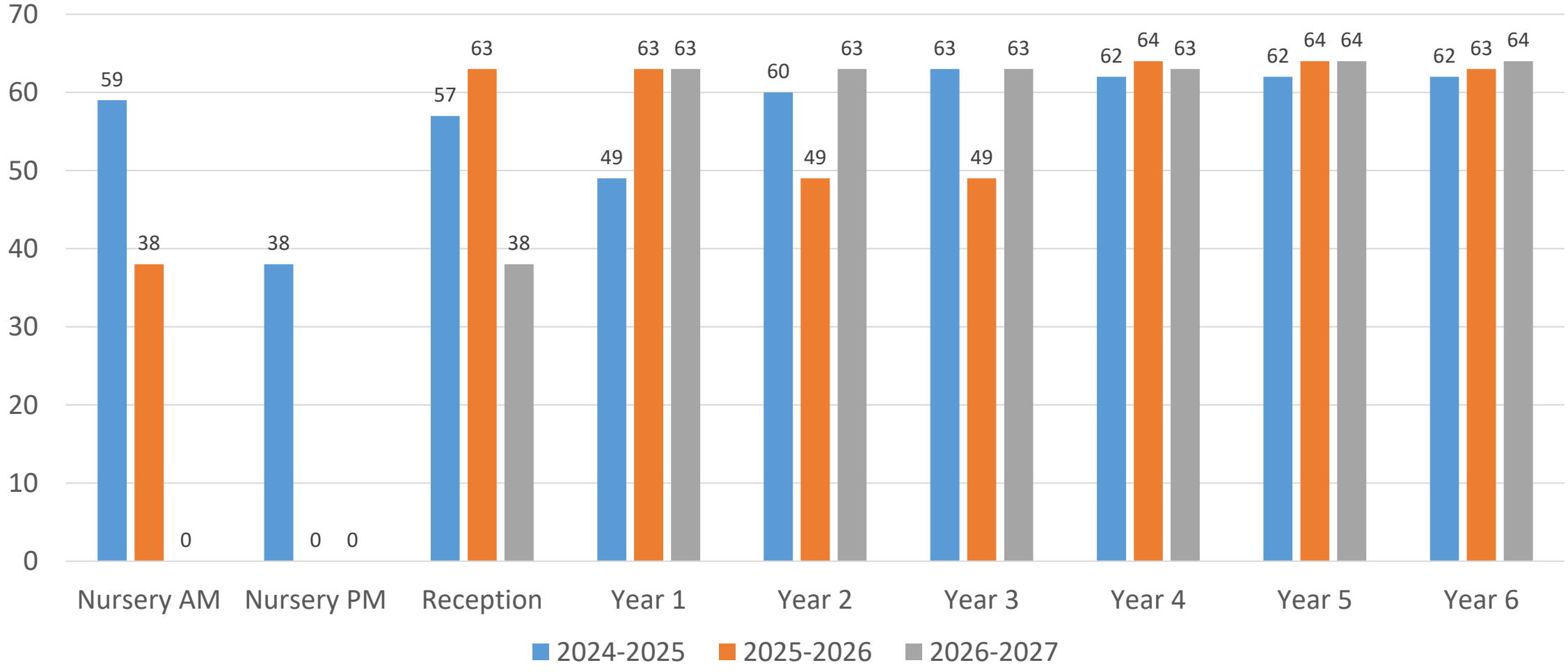


School Vision

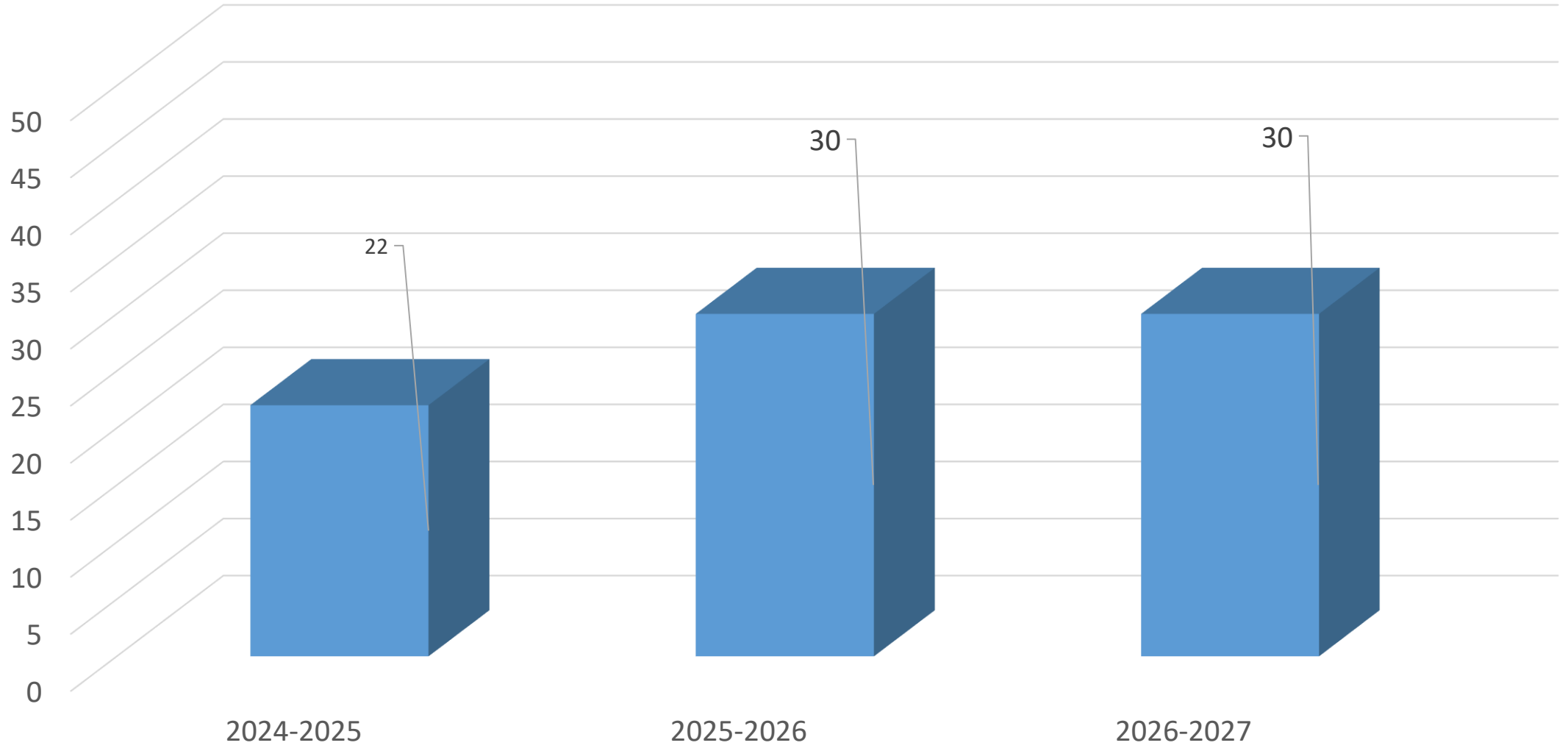
At Sketty Primary, our curriculum is child-led and rooted in the principles of the UN Convention on the Rights of the Child (UNCRC). We are committed to providing every learner with a progressive, skills-driven journey that nurtures curiosity, creativity, and a lifelong love of learning. Together, we shape a brighter future for our children ensuring that every child is inspired to become the best version of themselves epitomising our mission statement “Be the Best you can Be”.

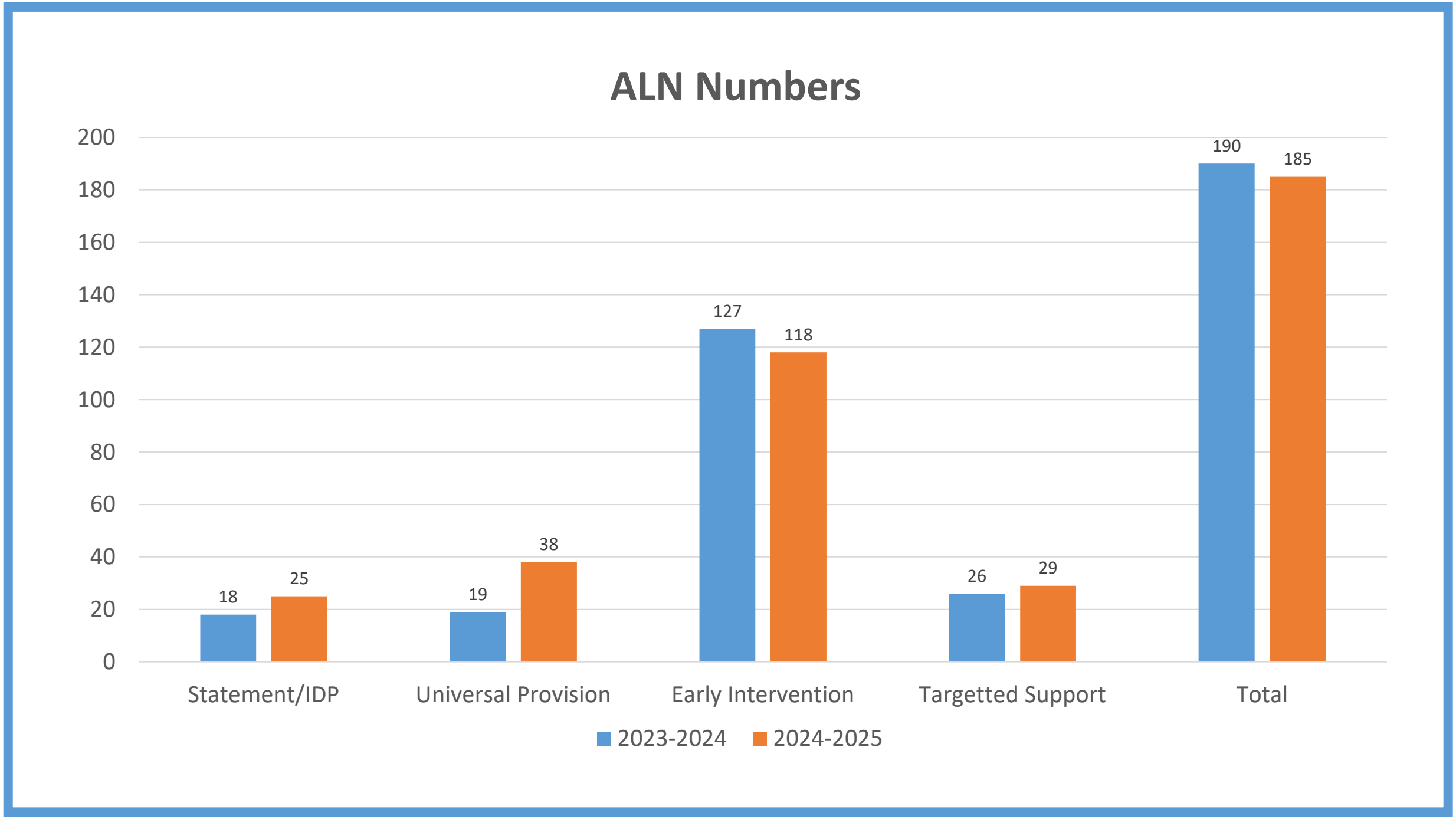
“Come to the edge," he said.
"We can't, we're afraid!" they responded.
"Come to the edge," he said.
"We can't, We will fall!" they responded.
"Come to the edge," he said.
And so they came. And he pushed them.
And they flew.”

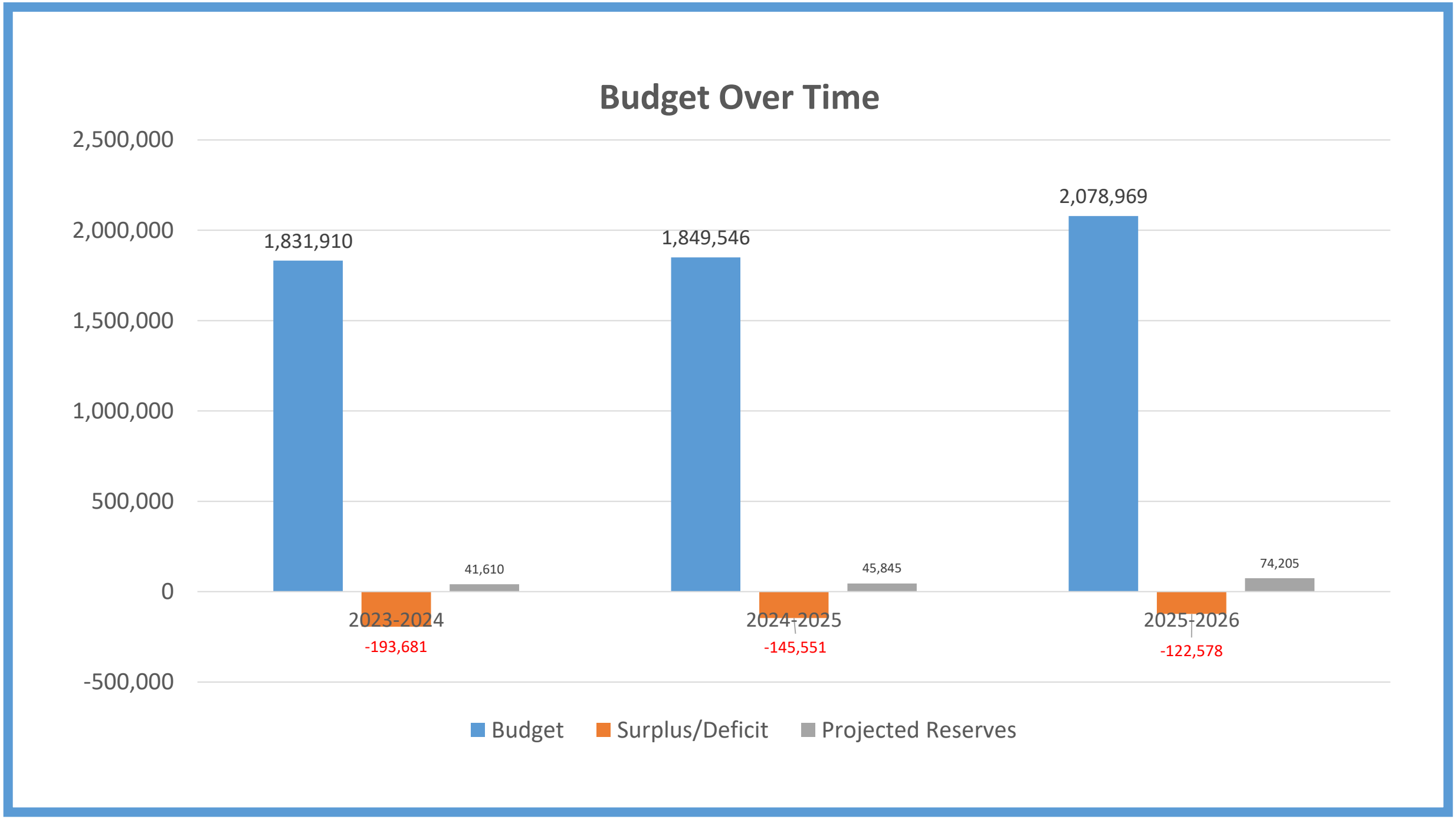
Pupil Numbers by Year Group



FSM Numbers


50
45
40
35
30
25
20
15
10
5
0
22
30
30
2024-2025
2025-2026
2026-2027


ALN Numbers
200
180
160
140
120
100
80
60
40
20
0
18
25
19
38
127
118
26
29
190
185
Statement/IDP
Universal Provision
Early Intervention
Targetted Support
Total
2023-2024
2024-2025


Budget Over Time
2,500,000
2,000,000
1,500,000
1,000,000
500,000
0
-500,000
1,831,910
1,849,546
2,078,969
41,610
45,845
74,205
2023-2024
2024-2025
2025-2026
-193,681
-145,551
-122,578
Budget
Surplus/Deficit
Projected Reserves

Summary of Priorities (2024-2025)

Priority	SI Overarching areas for Self Improvement			UNCRC Article
1. Continue to improve Welsh speaking skills across the school	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement	A3 – do the best for a child. A7– name and nationality A8 – belonging and identity A28 – have an education. A29 – be the best you can be
2. Develop Leadership Capacity within the school and the role of all staff in Self-Evaluation, Accountability and Improvement	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement	A3 – do the best for a child A28 – have an education
3. Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be.	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement	A3 – do the best for a child A12 – Say what you think should happen and be listened to. A28 – have an education A29 – be the best you can be
4. Review the teaching and learning experiences and assessment opportunities across the Science and Technology and Mathematics and Numeracy AoLEs.	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement	A3 – do the best for a child A12 – Say what you think should happen and be listened to. A28 – have an education A29 – be the best you can be
5. Review policies and procedures with an aim of raising attendance.	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement	A3 – do the best for a child A19 – be safe A28 – have an education



WHOLE SCHOOL EVALUATION

Inspection Area 1
Teaching and Learning

Whole School Evaluation

IA1 Teaching and Learning

During their time in the school, most pupils, including those eligible for free school meals make strong progress and use their knowledge and skills in their work across the curriculum highly effectively.

When pupils start school, staff skilfully ensure that their earliest experiences of education and highly valuable. Younger pupils benefit greatly from high quality learning opportunities to learn through play and in the outdoors. Early years staff make good use of the free flow outdoor learning environment to develop pupils' early communication, social and physical skills very effectively.

Across the school, teachers are highly-aware of the specific starting points of their pupils. Teaching is highly adaptive to the needs of pupils and the learning environment has a wide range of very relevant engaging prompts to support or challenge pupils. Nearly all pupils identified as having an additional learning need make strong progress from their individual starting points and make strong towards their individual targets.

Nearly all teachers and other practitioners have very high expectations of pupils in all aspects of learning and encourage them to 'be the best you can be.' Staff, especially in the older year groups, routinely use positive language within the classroom environment and encourage pupils to challenge and stretch themselves and move themselves out of the 'learning pit.' However, this still needs to be embedded across the school.

Nearly all teachers and staff use a variety of skilful questioning techniques that encourage and further develop pupils' answers and assess their understanding to identify precise next steps. Most staff routinely use effective questioning to extend pupils' thinking and check for understanding.

Whole School Evaluation

IA1 Teaching and Learning

Nearly all staff share clear learning intentions and give precise explanations that lead to effective learning. Teachers' feedback focuses on developing learner autonomy and pupils are encouraged to ask questions and respond to demonstrate their understanding. Most pupils, especially those in PS3, self-assess their learning well and can identify their 'next steps' with increased precision. Most pupils can describe the progress they have made and how the progress happened. Nearly all teachers systematically involve pupils in what and how they learn, ensuring learning is purposeful and meaningful. Independent activities are varied and support pupils to practice and apply skills well across all areas of the curriculum. Although mission work is established practice at Sketty, there is room for improvement in a few classes. The next step is to work in triads to use the principles of WG's enabling learning guidance and staff knowledge of child development to further develop pupil independence and interdependence to complement and strengthen pupils' learning (SDP Priority 2025-2026).

Most teachers use assessment outcomes within lessons to successfully inform future teaching and learning, and to help pupils understand their strengths and areas for self-improvement.

Most teachers analyse the outcomes of external assessments, and use them well to inform planning. Teachers use this information effectively to assess the progress of specific individuals and groups, for example those with ALN. Across the school, there are regular and well-planned occasions when pupils review progress, for example at the end of a Maths topic. Within these sessions, pupils reflect well on progress made. However, further work is needed to ensure consistency of approach across the school.

Whole School Evaluation

IA1 Teaching and Learning

The learning environment in all classes around the school is stimulating for pupils. There are a variety of suitable and engaging resources available within the classroom that are easily accessible to encourage pupils' independence. Most staff frequently adapt and develop the learning environment to respond to the views and ideas of pupils'.

The school meets the needs of most pupils with ALN successfully, pupils make strong progress. Robust and high-quality systems are in place to ensure that the needs of pupils' are well-understood and provision is adapted accordingly. Well-planned, regular reviews of ALN pupils' progress are held on a termly basis to ensure provision is enabling a positive difference for pupils.

Classroom provision ensures that nearly all pupils, especially those in PS3, show an excellent ability to learn independently. However, further work is required to explore the balance between independence and interdependence to further develop pupils' integral skills, learner effectiveness and holistic attitudes to learning. (SDP Priority 2025-2026).

Nearly all pupils collaborate well, listen carefully and respect the contributions of others such as when discussing ideas for lessons. Most pupils are beginning to challenge the views of others by finding common ground, or respecting the mutual perspectives.

Whole School Evaluation

IA1 Teaching and Learning

At the start of each new topic, all teachers routinely provide exciting and engaging opportunities to hook pupils into the learning and encourage them to influence what they learn, and how they learn. Most teachers use this information well to build interesting and challenging learning experiences that inspire and motivate pupils.

Support staff understand the importance of their role fully and work alongside the teachers very effectively to engage and support pupils. They are directed and listened to well so that the specific needs of individuals or groups are met. Support staff are encouraged to challenge pupils but also intervene at precisely the right time to ensure strong progress is being made.

Leaders and nearly all teachers develop their support team very well with a range of training opportunities and support as required to ensure they have very good curriculum knowledge. As a result, support staff across the school make a significant contribution to standards for all pupils across the curriculum.

Whole School Evaluation

IA1 Teaching and Learning

The school has a clear vision for the curriculum that stems from a strong culture of Cynefin, creativity and pupil voice. The curriculum at Sketty is dynamic, live and continuously evolving as teachers respond to pupils' interests. It is broad and balanced and builds systematically on pupils' existing knowledge, understanding and skills in more areas of learning and experience.

Teachers make excellent use of the locality, real Welsh people and current affairs to enhance and enrich pupils' learning and to give them the opportunity to develop as ethical and informed citizens. For example, Glenys Cour, a 101 year old local artist visited the school to see pupils' work she had inspired. In addition, pupils in Year 5 speak with enthusiasm about the 'Blue Planet' theme and the opportunities it gives them to deepen their understanding of pollution and the Nursery children enthusiastically share how their Market stalls topic helps them to be enterprising dragons.

The school's curriculum is supported by awareness days/weeks, which are built into the calendar year and coincide with national weeks/events such as whole school thematic days that focus on topics such as Black History Month and Mental Health awareness. This includes work to celebrate what it is like to live in modern day Wales where pupils and families readily share their language and culture or their work in the local community. The school's curriculum supports this work well with a scheme of activities, which help to develop pupils' understanding of equity and diversity. Teachers listen carefully to pupils' ideas and suggestions and this ensures that the curriculum is authentic and meaningful to pupils. As a result, nearly all pupils engage enthusiastically with their learning and they begin to develop appropriate aspirations for the future.

Whole School Evaluation

IA1 Teaching and Learning

The school provides valuable and authentic learning experiences through a range of beneficial themes that engage pupils well and either provide the hook for class topics or as end of topic celebration. For example, Year 1 visit Bracelet Bay to meet Mr Grinling for their Autumn Term topic 'As far as the eye can see' and Year 4 visit Caerleon at the end of their Civilizations topic. In addition, a range of visitors are invited to school to enhance learning and there are regular whole school enrichment opportunities and awareness days to enable pupils to be ethically informed citizens and understand the. The school enriches the curriculum successfully, through a wide range of additional clubs and activities that reflect the four purposes well including Tech, Drama, Rugby, Football and Art.

The school is highly aware of the current and emerging context and of learners' needs and is proactive in adapting the curriculum to meet the needs of learners. For example, Early Years provision has developed to focus on Building Under Developed Sensorimotor systems following the identification of a significant increase in ALN needs on entry to school. Leaders sought a programme that is the pre-cursor to interventions such as Squiggle and SKiP and compliment them effectively. As a result, the school has committed to the BUSS (Building Underdeveloped Sensorimotor Systems) programme. Staff integrate principles from BUSS, focusing on adaptive physical and emotional teaching strategies to meet learners' individual needs. This targeted approach has led to notable outcomes: twelve out of fifteen pupils identified for support have successfully integrated into mainstream provision without requiring referral to the Neurodevelopmental (ND) pathway. These pupils, initially considered for further assessment due to social, emotional, or behavioural challenges, have shown rapid and sustained improvement. Parental engagement has been a key factor in this success. In addition, the nursery teacher reinforces elements of the work through daily practice such as in PE sessions

Whole School Evaluation

IA1 Teaching and Learning

The school provides rich, engaging opportunities for pupils to develop an understanding of their community and the history and culture of Wales. For instance, older pupils research the impact of significant events such as the Battle of Swansea, Swansea blitz and Pembrokeshire oil spill with great interest and enthusiasm. Younger pupils learn about the local environment successfully, such as when they learn about Oystermouth castle for their Turrets and Towers topic in Year 2.

The curriculum and provision is reviewed and revised systematically over time in response to new ideas with innovative contexts sought and used. Pupil voice has a very strong influence on the direction of experiences provided. As a result, the curriculum and provision across the school continues to inspire and enthuse pupils love of learning.

Across the school, pupils undertake entrepreneurial projects whereby they visit local businesses such as the Co-op, Mission Gallery and Swansea market. All classes participate in enterprise projects to raise money for charity and also to sell products to generate profit, carrying out market research which enable pupils to develop and apply specific skills across the curriculum with purpose. They explore prices of products, how they are displayed for sale, and consider packaging. They explore their research in class and use this to design, make, advertise and sell their own products. Pupils in Nursery participated in the LA enterprise day which is a first in the history of the event. As a result, pupils deepen their understanding across a range of areas including personal and social, artistic and financial skills successfully.

Whole School Evaluation

IA1 Teaching and Learning

As they move through the school, nearly all pupils display a strong understanding of inclusion and diversity. For example, older pupils explain that it is okay to be different and understand the impact of kindness and equality. Nearly all pupils understand their rights as children. For example, when pupils discuss the United Nations rights of the child with their peers, they show understanding of the implications these rights have for their lives and for children around the world. The 'Rights Respecting' school ambassadors routinely attend Big Conversations run by the Local Authority and ensure that pupils are increasingly aware of local and worldwide issues. The school always responds to local and national issues with rich and relevant learning and promotes human rights exceptionally well through an explicit focus within rich and relevant themes.

Most pupils begin to develop their aspirations for the future and gain an understanding of the world of work. They value the extensive range of visits and visitors to the school that help to enrich their learning. For example, Year 6 routinely host a *Caffi Cymraeg* at the local church to parents and the local community, whilst all classes engage in enterprise activities to sell products to family and friends. However, work is needed to further raise pupils' aspirations for the world of work with plans for Autumn Term 2025 to link all classes to local businesses (SDP Priority 2025-2026).

Expressive Arts feature prominently across the school. For example, Year 3 and 4 pupils learn to play a tuned instrument (pbuzz, pcorn and pbone) and older pupils confidently perform on stage in front of large audiences in Primary Partners and the Taliesin Dance Project. Our choir has performed in St Marys church anf fund reaised with the LaDIES Excelsior choir in St Pauls for Maggies.

Whole School Evaluation

IA1 Teaching and Learning

Art skills are built progressively throughout the school. Staff provide an extensive range of opportunities to work with local artists such as Sarah Hopkins and Anne Blades, which supports pupils to learn a range new techniques successfully. The school continues to provide particularly strong provision for teaching ceramics, which builds on pupils' skills progressively as they move through the school. As a result, pupils create interesting and detailed work of a very high standard. For example, younger pupils create bold models of sea creatures with clear features such as tentacles whilst older pupils develop technical skills well such as slab building when creating Welsh cottages.

Pupil voice at Sketty is a strength. The Eco Committee, Criw Cymraeg, School Council and School of Sanctuary display boards are live exhibits that are used and referred to constantly by pupils, governors, staff and visitors to celebrate the highly extensive range of activities, experiences, projects and events undertaken by all pupils each calendar month through the year. They are an effective form of communication, highlighted by the external Eco Award assessor as good practice to share with other schools. The school has Eco Platinum status and is recognised as a School of Sanctuary.

Whole School Evaluation

IA1 Teaching and Learning

The UNCRC permeates school life at Ysgol Sgeti and promoting children's rights is prevalent in the school's ethos. Pupils inform decisions made that affect them and they have a say in what they learn during POP and EPIC planning sessions and the embedded classroom Mission approach. The school's excellent provision challenges an extensive range of stereotypical behaviours in pupils' attitudes, choices, and expectations. The school promotes human rights exceptionally well through an explicit focus within rich and relevant themes. For example, Lord Peter Hain visited the school to discuss equality and provided valuable first-hand insights into diversity and racism. The school continues to share its 'No outsiders' work with schools across the local authority, thereby influencing the practice of others. Learners often lead these sessions, impressing audiences with their maturely articulated opinions on diversity and equity. Pupils learn about those less fortunate through topics and current affairs. For example, in addition to the annual whole school charity (2024-25 being Action for Elders), each year group chooses a charity to support, that is linked to their class topic. Internet Safety is also addressed with pupils on a termly basis with a clear, relevant programme delivered relating to their online safety and what they should do. As a result, most pupils understand the importance of digital safety and know how to keep safe online.

Whole School Evaluation

IA1 Teaching and Learning

The curriculum successfully develops its pupils' ability to reflect on religious and non-religious responses, fundamental questions and their own beliefs or values. For example, the recently introduced Big Question approach has encouraged pupils to collaborate with each other, share their views and listen to other points of view in an open and respectful way.

The school curriculum encourages and promotes effective use of the Welsh language across the school. Across the school both inside and outside of the classrooms, the environment is Welsh language rich. Nearly all teachers use Welsh well in class daily and there has been a significant improvement in provision to develop pupils' Welsh second language skills, culminating in the school successfully achieving the Siarter Iaith Aur award in June 2025 which highlighted the school's outstanding commitment to promoting the Welsh language across the whole school community, with strong engagement from pupils, parents, governors and wider partners.

The curriculum has strong arrangements in place to support pupils with emotional, health an d social needs, so that they can positively engage with school life. For example, the school works closely with EHH, CAMHS EWO and Platfform to support referrals and facilitate sessions as required. The Pastoral Support Officer also delivers programmes to a number of pupils across the school and the ALNCo, who recently completed a Trauma Informed Diploma, supports a group of pupils from classes across the school with a PACE approach.

The school's curriculum helps nearly all pupils to develop their understanding of keeping healthy and they enjoy participating in the many physical activities that the school provides such as the daily mile., Nearly all pupils know the importance of eating a balanced diet and most pupils choose to eat a healthy snack during break.

Whole School Evaluation

IA1 Teaching and Learning

Across the school, staff are effective and engaging language role models. Pupils' oracy skills are very strong and pupils' express themselves clearly from an early age, and talk enthusiastically about their work. Younger pupils quickly learn to speak happily and naturally with others, including visitors to the school, explaining what they were learning and why. For example, as part of their helping hands topic, Nursery pupils in the vet role-play area explained how a vet makes animals who are ill better and the group undertaking a focussed task with an adult, explained how to look after a puppy. As they get older, most pupils speak confidently with a solid range of vocabulary. For example, the Year 5 pupils maturely and passionately share their views of the importance of friendship and kindness in response to their work from the author Onjali Q Rauf. By Year 6, most pupils are mature speakers and moderate their tone, expression and language depending on the audience. Nearly all pupils listen well and pay close attention to what others have to say. They think logically, and present their thoughts coherently. They ask thoughtful questions and make effective contributions to discussions.

Most pupils' reading skills across the curriculum are good. Most younger pupils develop a good understanding of letter sounds and use this well to help them to read. For example, most younger pupils can read their own names, start to blend sounds well and can read high frequency words. However, the school has identified a decline in reading ability, and the need to evaluate reading provision, particularly implementing a more structured approach to teaching and assessing phonics (SDP Priority 2025-2026). Most older pupils develop into confident readers using a range of reading skills, such as skimming and scanning texts, to extract information. Across the school most pupils have a love of reading, benefitting greatly from whole school texts and the class novel approach which is evident in all classes.

Whole School Evaluation

IA1 Teaching and Learning

Across the school, most pupils write exceptionally well in a variety of genres. Most of the youngest pupils develop their early pre-writing skills effectively such as when mark making using a variety of resources. Younger pupils write frequently and with increasing independence, enjoying the drawing club approach in early years which encourages them creatively record their responses before adding words. As they get older, most pupils develop appropriate sentence structures with accurate use of basic punctuation. By Year 6 most pupils' writing is fluid, extended and expressive. Pupils apply their writing skills across the curriculum highly effectively.

Across the school, most pupils develop a good understanding of number and apply their skills across the curriculum successfully. However, leaders are concerned about the strategies, or rather lack of consistent calculation strategies in number which hinders pupils' secure understanding of concepts and the speed and accuracy of counting and remembered facts. The Numeracy AoLE lead has researched resources to support this going forward and as a result, a new approach will begin from September 2025 which aims to secure basic number skills consistently across the school (SDP Priority 2025-2026).

Across the school nearly all pupils develop their digital skills successfully. The youngest pupils use a range of digital programmes well such as when using tablets to match pictures and words. By the time they reach Year 6, most pupils create and use spreadsheets successfully, including formulae, and use coding effectively to create sophisticated games. Most pupils are not only confident with technology, but they support others, including adults, in successfully developing their own skills.

Whole School Evaluation

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Most pupils' physical skills develop well. The youngest pupils develop their skills rapidly through a range of purposeful activities including balance bikes and agility courses. Older pupils build on these skills suitably during carousels of physical education activities such as collaborative team games.

Across the school, pupils demonstrate exceptional creative skills across a broad range of genres, including art, poetry, and music. Nearly all pupils produce high quality pieces of art. They display a range of skills and use a variety of media highly effectively. For example, as they move through the school pupils progressively develop their pottery skills well.

Most pupils' Welsh language skills are developed appropriately. Most younger pupils respond appropriately to simple Welsh phrases and vocabulary and sing Welsh songs enthusiastically. Older pupils understanding of year group patterns has developed significantly with most pupils able to converse appropriately with each other and adults.

Whole School Evaluation

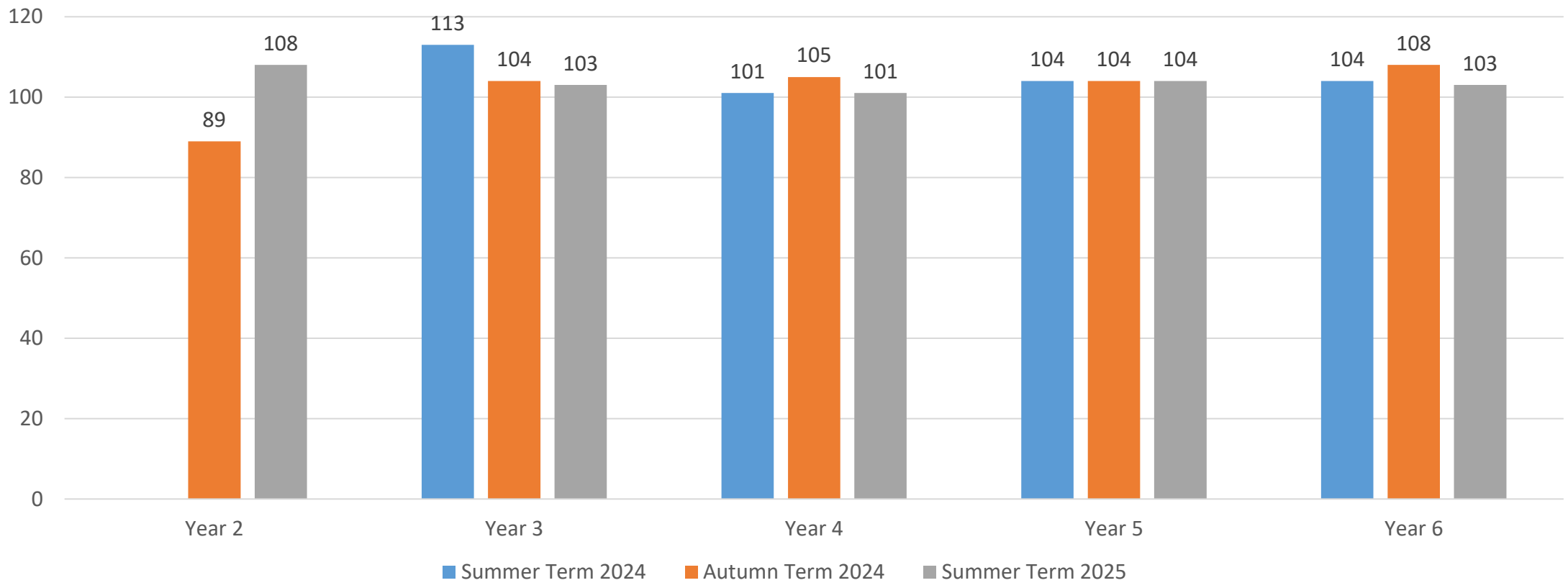
IA1 Teaching and Learning

The score range is 70–130 and the average is 100.

This graph shows the average score of each cohort across the school.

Individual pupils' scores may be above or below this.

Data Summary - Welsh Government Procedural Assessment



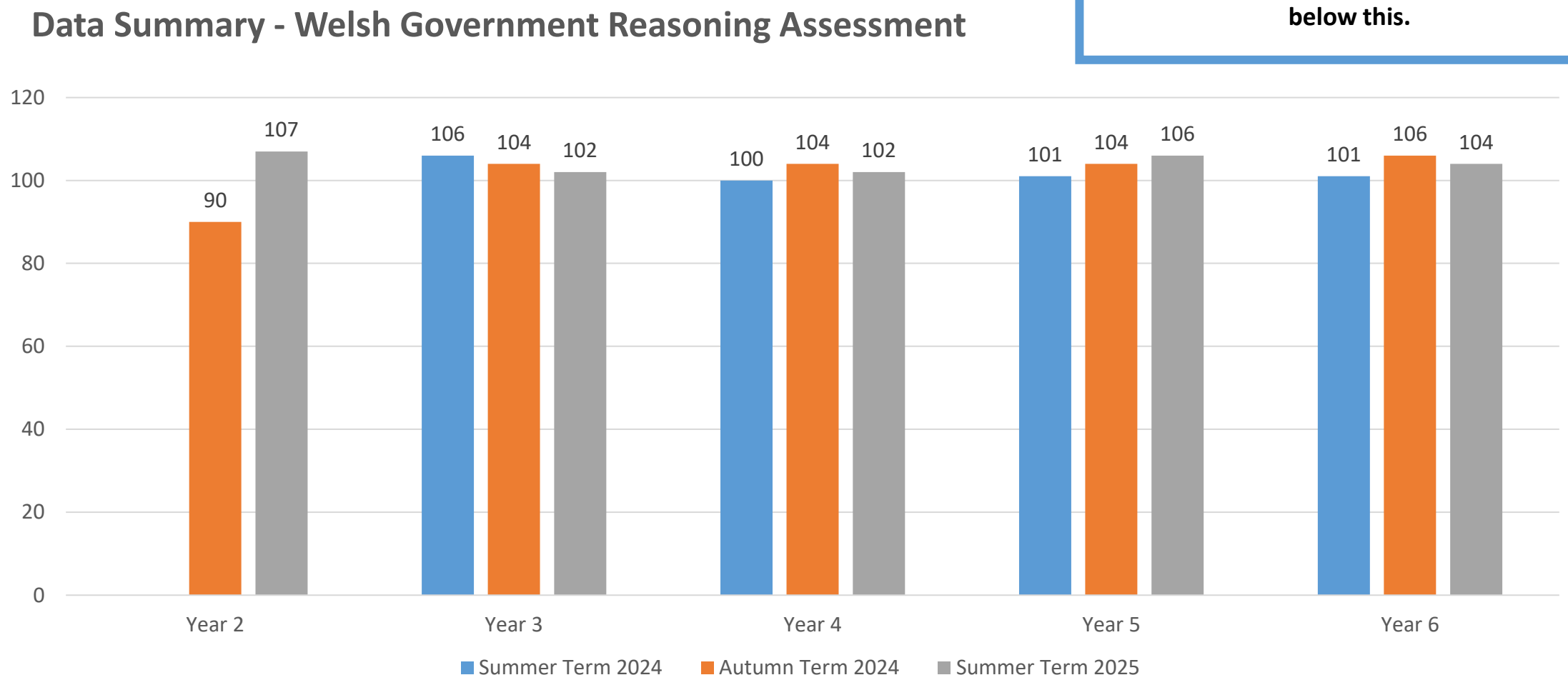
Whole School Evaluation

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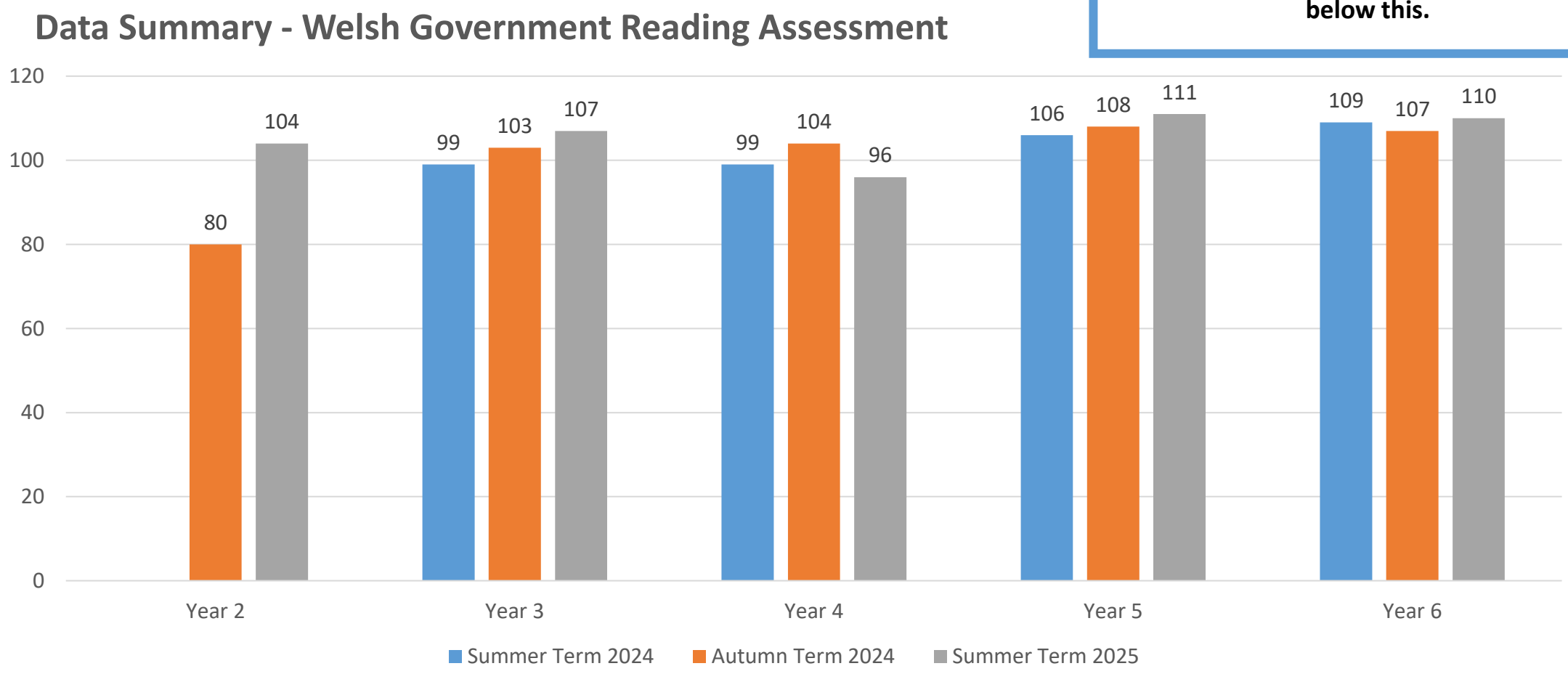
Whole School Evaluation

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WHOLE SCHOOL EVALUATION

Inspection Area 2

Well-being, Care, Support and Guidance

Whole School Evaluation

IA2 Well-Being, Care, Support and Guidance

Sketty Primary School is a caring, inclusive school that aims to support pupils to reach their full potential and 'be the best that they can be.' The school places strong emphasis on supporting the safety and well-being of all. The school adopts a strong multi-agency approach to provide appropriate help and to support the welfare of pupils and their families beyond the school day. As a result, nearly all pupils feel safe in school.

The school pays due regard to the impact of poverty on attainment and ensures that finance is not a barrier to learning. For example, when necessary, school trips are subsidised, and uniform costs are kept low through initiatives such as the school's recycled uniform scheme.

The school's provision for child protection, including the identification of, and the support for children in need, or at risk of significant harm is very good. All staff have received up-to-date training and leaders have accessed further training and know precisely what to do if they have concerns about a pupil, or about adult behaviour towards pupils. As a result, they take all actions necessary, record details well, all within a timely manner.

The school has comprehensive procedures in place to ensure the suitability of staff and other persons in contact with pupils. There is an up-to-date record of these checks. Induction for all staff provides good quality coverage of all relevant themes including Health and Safety, Security and Fire Safety.

Whole School Evaluation

IA2 Well-Being, Care, Support and Guidance

All pupils are central to devising, agreeing and enacting the rules, rewards and sanctions within their class. Across the school, pupils' behaviour is very good. Nearly all pupils readily support and care for one another. This supports the strong nurturing ethos of the school. Through the use of Restorative Practice and Emotion Coaching, teachers act proactively, and frequently intercede before issues arise. Teachers consistently recognise their responsibility to improve and manage behaviour and take necessary action to achieve this. Nearly all pupils readily support and care for one another which supports the strong nurturing ethos of the school. Nearly all pupils collaborate well, listen carefully and respect the contributions of others such as when discussing ideas for lessons. Most pupils play co-operatively, take turns and support each other well, for instance when playing games and socialising at break times. They understand rewards and show increasing maturity when talking through any disagreements with their peers. As a result, behaviour is consistently good.

The school's arrangements to promote and support a culture of anti-bullying and a positive approach to managing pupils are consistently developed and are very effective. For example, the School Council have been working on a child friendly anti-bullying policy and creating posters to encourage kindness.

The school keeps up-to-date and accurate records of any alleged incidents of bullying or bad behaviour, and uses its records to evaluate and improve provision. The school responds very well to, and manages, any alleged cases of bullying, harassment and discrimination related to prejudice, whether by staff or fellow pupils, including referral and reporting. It also does well in terms of action, outcome, records and follow up.

Whole School Evaluation

IA2 Well-Being, Care, Support and Guidance

The school provides good quality provision to develop pupils' knowledge and understanding of healthy and unhealthy relationships as well as the dangers of inappropriate online behaviour, discrimination and bullying. This is provided through awareness days, class themes and topics, as well as being taught explicitly when necessary. Pupils are encouraged to make healthy choices and there are many opportunities to exercise and develop good mental health. Pupil wellbeing features prominently on central displays around the school (for example, the blob tree), the common language used by staff and regulation stations in each classroom. All staff have received suitable training at the appropriate level as required and with necessary updates. New team members receive up-to-date planned induction.

Leaders, including School governors, and all teachers, understand their role in raising attendance. This is evidenced within whole school policies and practices. The school ensures a high-quality learning environment and experiences for all pupils to promote attendance across the school. The school promotes high attendance through a range of engaging and successful approaches including the attendance award. The school ensures parents are aware of the importance of good attendance.

The school keeps good-quality records for monitoring attendance and absences. Systems to support and challenge low attendance are good and are applied consistently by leaders and staff. The school identifies groups of pupils at risk of low attendance and tracks this well. The school has a clear understanding of the pupils who are persistently absent with approaches in place to support individuals. The school works effectively and proactively with other agencies to secure good attendance for pupils by establishing the correct balance of support and challenge for the family.

Whole School Evaluation

IA2 Well-Being, Care, Support and Guidance

The school has clear structures and procedures in place to identify pupils with ALN. The ALNCo has robust and high-quality systems in place to track the progress of pupils and monitor the impact of interventions to ensure they make a positive difference for pupils. The school engages well with a range of outside agencies, ensuring that support is tailored appropriately to meet pupils' needs.

Leaders adopt a person-centred approach with the needs of each pupil as a priority, ensuring that pupils, parents and staff have a voice that supports the school to identify the best ways to help each pupil with ALN to learn.

The teachers manage most behaviour very well. They act proactively, and frequently intercede before issues arise. Teachers consistently recognise their responsibility to improve and manage behaviour and take necessary action to achieve this through our restorative approaches. Nearly all pupils readily support and care for one another which supports the strong nurturing ethos of the school. Nearly all pupils collaborate well, listen carefully and respect the contributions of others such as when discussing ideas for lessons. Most pupils play co-operatively, take turns and support each other well, for instance when playing games and socialising at break times. They understand rewards and show increasing maturity when talking through any disagreements with their peers. As a result, behaviour is consistently good.

Whole School Evaluation

IA2 Well-Being, Care, Support and Guidance

Nearly all pupils, including those with ALN, readily take on a wide range of leadership roles and responsibilities, showing enthusiasm within their pupil voice group and positively influencing a range of aspects of school life. For example, the School Council work purposefully at making improvements to improve the school environment including successfully petitioning the Local Authority to install a pelican crossing to make entry to school safer for the children. In addition, the Eco-Council are proactive in ensuring the school is as eco friendly as possible and the Criw Cymraeg are committed to developing the Welsh language in school and across the community of Sketty. Most pupils fulfil their responsibilities conscientiously and are proud of their contributions and achievements, developing their leadership skills well. Consequently, pupils feel their views are valued and have high self-esteem.

Transition arrangements across the school are strong, with well-planned activities in place. Detailed information is shared focussing on well-being and academic skills, as a result transition between classes is seamless. Transition to secondary school is strong, with high-quality information provided to inform future provision, especially for vulnerable learners. Nearly all pupils move on very successfully and continue to progress very well, especially those with ALN.



WHOLE SCHOOL EVALUATION

Inspection Area 3
Leading and Improving

Whole School Evaluation

IA3 Leading and Improving

The Headteacher provides highly effective leadership which promotes the well-being of all successfully. The Headteacher and Senior Leadership Team (SLT) has a clear shared vision for the school based on raising standards and creating an inclusive learning environment to support pupils to 'be the best they can be.' This vision is shared effectively with staff, governors, pupils and parents. The SLT work collaboratively and successfully to engage all staff in helping to move the school forward.

A detailed annual self-evaluation timetable is in place and is enacted well by a range of staff. This includes learning walks, work scrutiny and formal opportunities to work alongside teachers to monitor progress in teaching and learning through the school's 'Teaching Triad' approach. Leaders collect and analyse evidence of standards, provision, including teaching, and by tracking the progress of all pupils from their individual starting points. Outcomes are nearly always evaluative, identifying strengths and areas for development accurately.

The school welcomes the views of all staff, most pupils and parents and carers. Governors are familiar with the school's strengths and areas for development and ask appropriately challenging questions of SLT and are involved in setting the school's strategic priorities. As a result of accurate self-evaluation, the school has clear processes to plan for successful improvement.

Whole School Evaluation

IA3 Leading and Improving

Leaders treat local and national priorities with importance and ensure that these are key features of whole-school improvement. For example, the school adopts a community-focused approach to supporting its pupils, parents and wider community. This supports the fully inclusive ethos of the school effectively. In addition, leaders have due regard for the impact of poverty on attainment and ensure that finance is not a barrier to learning. For example, when necessary, they subsidise school trips and they ensure that uniform costs are kept low through initiatives such as the school's recycled uniform scheme.

Good progress has been made in the planning and development of the Curriculum for Wales. The school's context has been well-analysed in terms of the needs of pupils, and opportunities are also offered within the local area. The school has developed the Four Purposes well, and shared this with pupils and stakeholders, who have a growing understanding. Staff have a clear awareness of the AoLEs, What Matters Statements and Progression Steps, through well-considered structures the school has put in place.

The Chair of Governors and Governing Body provide strong support to the Headteacher and other leaders. They are proactive in fulfilling their statutory obligations, and takes full account of relevant legislation and guidance. The Governing Body act as a critical friend, providing support and challenge to the Headteacher and Senior Leadership Team. They visit the school regularly and use their first-hand knowledge suitably to question leaders about school improvement.

Whole School Evaluation

IA3 Leading and Improving

The Headteacher works closely with Governors to monitor and plan the school budget. Detailed reports ensure that they have a suitable understanding of school's finances and grant spending such as the pupil development grant. Highly effective planning ensures that leaders target spending appropriately to enable school improvement such as investing in a non-teaching Deputy Head, non-class based Pastoral Support Officer and additional staffing across the school to support the needs of pupils. In addition, the investment in a full-time dedicated ALNCo. As a result, provision for ALN is a significant strength of the school.

The school provides a well-planned programme of induction and support for new, and established governors to develop their understanding of their roles and responsibilities. During such training they are made aware of statutory obligations and the need to take account of legislation and guidance. Attendance at training is monitored effectively by the Clerk to the Governors.

The school has a clear, up-to-date and well-aligned staffing structure in place, including a range of experienced staff to deliver the curriculum effectively. Roles and responsibilities are very clear to all and are shared with governors and external agencies, as necessary. All staff are deployed efficiently and they contribute positively to pupils' learning and wellbeing. Staff expertise and experience is used appropriately to further raise standards, support colleagues, and drive school improvement.

Whole School Evaluation

IA3 Leading and Improving

The Chair of Governors and Governing Body provide strong support to the Headteacher and other leaders. They are proactive in fulfilling their statutory obligations, and takes full account of relevant legislation and guidance. The Governing Body act as a critical friend, providing support and challenge to the Headteacher and Senior Leadership Team. They visit the school regularly and use their first-hand knowledge suitably to question leaders about school improvement. The school has robust systems in place for Performance Development of all staff, aligned to school priorities, teaching and staff development needs. This has had significant and sustainable impact on teaching and standards across the school.

Professional learning is an entitlement for all at Sketty. Leaders have innovatively restructured the school's weekly timetable to create valuable collaborative planning, preparation and monitoring time. Teaching Assistants (TAs) access one hour training or use the time for research or developing resources. For example, all TAs have undertaken Bell Foundation training which they are using to support pupils who have English as an additional language. Whole school training at the start of the academic year led by an external consultant, James Nottingham, focused on the 'learning pit' and re-energised staff regarding extending their teaching toolkit. Staff learned strategies for how to develop a strong sense of self-efficacy in pupils, encourage all learners to engage willingly in challenging tasks and to interact with empathy and respect. They also gleaned ideas to boost pupils' resilience, determination and curiosity and be critical, creative, caring and collaborative thinkers. This training compliments previous 'Teach for Purpose' and 'Pace and Challenge' professional learning delivered by Partneriaeth. As a result, staff use the innovative professional learning time to reflect on and strengthen, pedagogical approaches such as space and retrieval and effective feedback

Whole School Evaluation

IA3 Leading and Improving

A significant number of staff, from a range of roles, seek opportunities to develop their leadership capacity and have been given opportunities to improve their skills over the academic year. This supports the school's capacity and succession planning exceptionally well.

Leaders prioritise staff well-being and workload through a wide range of approaches, for both groups and individuals. For example, staff recently had the opportunity to attend sessions to develop pottery skills which was appreciated greatly by all. All staff know what to do if they have concerns about their own well-being, and that of others. As a result, nearly all pupils have high levels of well-being and all staff feel valued and supported to undertake their individual roles.

Leaders establish strong relationships with parents and carers based on mutual respect and trust. The school has highly effective lines of communication with parents and carers, including an open-door policy where parents/carers can raise any issues that may affect their child's learning and wellbeing. The school is highly effective in helping to develop the capacity of parents/carers to support their own children through workshops, parent/carer support groups and online platforms.

Whole School Evaluation

IA3 Leading and Improving

Sketty school is emerging as a community hub and hosts events that bring others together in a celebratory way. For example, when performing at a local venue, pupils took the opportunity to exhibit their work on apartheid which sent a clear message to the community on the pupils' views and vision for a future diverse society. Sketty is a school of sanctuary.

The school has established strong partnerships with partner schools that directly supports workload management and aligned practices. Good impact is apparent. There are good links with a wide range of community groups and the impact of this is clearly apparent in terms of improved provision and outcomes.

The school collaborates well with a range of external partners to provide enhanced opportunities for professional learning. For example, the school's work to provide international learning opportunities for staff enables them to undertake international research comparing practice overseas with their own. In addition, the school works closely with local universities and colleges to support the development of trainee teachers.

The school has a strong track record of making and sustaining improvements, which have made a huge impact on pupils' learning and wellbeing. The school has responded effectively to address any recommendations of previous Estyn inspections and those from strategic partners. The school's actions have resulted in highly effective and sustainable improvements, particularly with the appointment of the current Welsh language lead.

The school is successful in securing additional funding through various grant sources. For example, an Arts Council grant has been used effectively across PS3 which has impacted very positively on standards and wellbeing.