



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

A report on

Pengelli Primary School

**Station Road
Grovesend
SA4 4GY**

Date of inspection: November 2024

by

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

About Pengelli Primary School

Name of provider	Pengelli Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	111
Pupils of statutory school age	101
Number in nursery classes	10
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	10.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	14.4%
Percentage of pupils who speak Welsh at home	4.7%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/04/2014
Date of previous Estyn inspection (if applicable)	
Start date of inspection	04/11/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Pengelli Primary School is a happy and inclusive community where pupils feel a strong sense of belonging. Most pupils, including those with additional learning needs (ALN) and those from low-income households, make good overall progress during their time at school. Relationships between staff and pupils are exceptional, and the time and care pupils receive results in consistently good standards of behaviour and positive attitudes to learning.

Leaders put pupils at the heart of the school's work and set high expectations for all. Senior leaders work effectively to create a learning culture of continuous school improvement. Staff value the school's reflective approach to professional learning that enables them to support pupils' progress and improve their well-being. They understand the pupils and the community they serve well, and support families' needs effectively. The school's governors are supportive and undertake their duties diligently but generally make limited contributions to setting and evaluating the school's priorities for improvement.

The school's provision for pupils with ALN is exemplary. Pupils with ALN develop confidence and make good progress towards their individual goals. The school's provision for pupils who need a little more support with their learning ensures that they engage well and those who need emotional support feel safe to express themselves.

Teachers use highly effective approaches to ensure that the youngest pupils settle well and make rapid progress. Across the school, staff are developing a good understanding of how pupils make progress in their learning but do not always ensure that older pupils understand how to improve their work.

The school's curriculum includes a rich and authentic range of learning experiences. Teachers thoughtfully and creatively develop pupils' skills well across the breadth of Curriculum for Wales. Through the school's focus on topical issues, many pupils develop as effective and considerate citizens and creative thinkers. Staff develop pupils' speaking and listening skills, digital skills and mathematical knowledge well. However, older pupils do not always make the progress they could in a few important aspects of their learning such as writing and numeracy. They do not have enough opportunities to develop a secure knowledge of the Welsh language.

Recommendations

We have made two recommendations to help the school continue to improve:

R1 Improve the quality of teaching to ensure that older pupils make effective progress in literacy, numeracy and Welsh and understand how to improve their work

R2 Strengthen the role of governors in supporting the school's work

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Leaders at Pengelli Primary School have established an inclusive environment where pupils feel valued and listened to. All staff share a vision to ensure that pupils develop confidence, resilience and effective communication skills. They work effectively to support and improve pupils' well-being and have high expectations for pupils' behaviour. As a result, nearly all pupils are welcoming, caring and respectful. Most pupils engage well with their learning experiences and relish opportunities to influence the wider life of the school. Many pupils, including those with additional learning needs (ALN), develop effective leadership skills and take responsibility for improving aspects of the school's work. Pupils in the Eco Group, for example, pick litter, plant trees and achieve their aim to construct a scooter shelter.

Leaders use resources effectively to support pupils with ALN. They use grant funding such as the Pupil Development Grant and the ALN Grant to ensure that staff develop the skills they need to support pupils appropriately. They create purposeful spaces, such as a sensory room to help vulnerable pupils to manage their emotions effectively.

Spotlight: Effective provision for pupils with ALN

The school's provision for pupils with ALN is strong. Staff work effectively with parents and agencies to provide sensitive, tailored support for pupils' individual needs, enabling them to engage as confident learners in lessons. Leaders and staff ensure that pupils with ALN can communicate effectively, trusting that they will be listened to and supported. They feel able to share their feelings and worries and to talk about their personal circumstances to help others understand and empathise.

Leaders have successfully implemented many national education priorities. They work effectively to address any barriers to learning, enabling pupils' participation in the life of the school and improving attendance. Leaders and staff have been effective in developing the school's holistic curriculum and recognise where further work is needed to ensure that all pupils make suitable progress in all areas of learning.

The school has developed a rich and meaningful range of learning experiences that engage pupils well. Teachers carefully consider how to plan learning that supports pupils to develop their knowledge, values and creativity. Teachers use the school's immediate locality and its surrounding city landscape effectively to help pupils learn about the history of Wales, and the people and places that shape its culture. Most staff use the Welsh language in their daily routines. Younger pupils exchange greetings and answer basic questions, and a few older pupils make good attempts to engage in simple conversations. Despite these positives, overall, pupils do not make

sufficient progress in developing their Welsh speaking skills as they move through the school.

Pupils benefit from many opportunities to develop and refine their physical, creative and artistic skills. They regularly experiment with a variety of art techniques, for example with paint, chalk, digital imagery and natural materials collected outdoors. They draw on known artists' work and enjoy conveying their knowledge, for example of science and technology, through art.

The school's clear focus on developing pupils' spiritual, moral, social and cultural awareness helps them understand how their own behaviours and values make a difference to society. Teachers plan highly effective learning experiences that support older pupils to deepen their knowledge of topical issues such as climate change and discrimination. They consider the impact of injustice on people across the world and think about how they can advocate for change.

Leaders and teachers are trialling a cohesive approach to developing pupils' skills in many aspects of their learning. The school's focus on improving pupils' speaking and listening skills results in many pupils making good progress in developing their verbal and non-verbal communication, acquiring a purposeful range of vocabulary and using talk effectively. From an early age, pupils collaborate during imaginative play and ask and answer questions that extend their understanding. As they move through the school, they build on these positive experiences to adapt their talk for a variety of purposes, including presenting their ideas and taking part in discussion and debate. Many pupils are competent, enthusiastic readers who enjoy choosing from the school's well-stocked library. Older pupils use a range of strategies to help them read unfamiliar words and identify useful information during research tasks.

Across the school, most pupils develop suitably as capable mathematicians with a sound understanding of number. They occasionally apply this knowledge in authentic situations, for example when calculating profit from sales at the community fayre.

Although leaders and staff are developing a good understanding of how pupils make progress, and there are useful plans in place to support this work, these plans are at an early stage of implementation. Younger pupils develop their early writing skills well and nearly all pupils make good progress in developing and applying their digital skills. However, teachers often miss meaningful opportunities for older pupils to apply and extend their literacy and numeracy skills in their work across the curriculum and do not always plan effectively for pupils' individual next steps in learning. Older pupils do not have a secure enough understanding of the purpose of their work or how to improve it. As a result, they do not always make the progress they could in developing these skills.

Leaders and staff accurately identify many of the school's strengths and areas for improvement. Leaders use a worthwhile range of monitoring processes to ensure there is a suitable focus on meeting pupils' well-being needs and improving teaching and learning. They encourage staff to explore approaches without fear of failure. This whole-school approach to school improvement has had a significant impact on improving provision for younger pupils.

Spotlight 2: Developing younger pupils as highly effective independent learners

Teachers and teaching assistants use a thoughtful range of approaches, including intuitive questioning, observation and insightful interaction, to support younger pupils' learning. From a young age, pupils voluntarily explain what and how they are learning and point out relevant links to their lives outside school. Most younger pupils develop as effective independent learners and often lead their learning and play, planning activities, organising themselves and testing out their theories. Pupils in the Reception class, for example, use chalk and wooden implements to construct and carry out an investigation into who is the strongest by observing who breaks the chalk in two first.

Pupils are proud of their school and value the skills and knowledge they gain that will help them in future. They benefit from purposeful opportunities to visit the local secondary school, experiencing the environment, meeting teachers and gathering the information they need to ensure a successful start to their next stage of learning.

The school's governors are supportive and undertake their duties diligently. They appreciate the detailed information they receive from senior leaders but do not have enough first-hand experience of the school to contribute effectively to setting and evaluating the school's priorities for improvement.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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