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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Nantyffyllon Primary School
Garnwen Terrace
Nantyffyllon
Maesteg
Mid Glamorgan
CF34 0ET**

Date of inspection: 1 - 3 February 2011

by

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for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Nanttyffyllon Primary School is situated in the village of Nanttyffyllon on the northern outskirts of the town of Maesteg. There are 283 pupils on roll aged between three and eleven years. Since the last inspection in 2005 the number of pupils and organisation of classes has remained similar. The head teacher was appointed in January 2002. Pupils are taught in 10 classes in three traditionally designed buildings opened in 1896. Improvements in the accommodation provide for the Foundation Phase. The school holds the Basic Skills Quality Mark and national accreditation for its work in planning for the development of information and communications technology (ICT) skills.

The school describes the locality it serves as socially and economically disadvantaged, although pupils have a range of backgrounds; twenty-four per cent receive free school meals, which is above national and local averages. A very few are looked after by the local authority (LA). Twenty-five per cent have additional learning needs (ALN); none has a statement of special educational needs (SEN). Ninety-eight per cent of pupils are White British, two per cent have mixed ethnic backgrounds and a very few have English as an additional language. Very few pupils are fluent in Welsh.

The 2010-2011 individual school budget per pupil for Nanttyffyllon Primary School is £2,893 which compares with a maximum of £4,826 and a minimum of £2,758 for primary schools in Bridgend. The school has the 48th highest budget per pupil out of the 52 primary schools in Bridgend.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

There are strengths in care, support and guidance and partnerships, but overall performance is adequate because:

- the impact of initiatives is slow to raise standards across the school in English and mathematics;
- the success of learning experiences in catering for the range of pupils' needs is uneven;
- teaching is not always fully effective; and
- 'best practice' is not consistently established.

Prospects for improvement

Leadership is successful in promoting wellbeing, but prospects for improvement are adequate because:

- procedures for monitoring and evaluation lack rigour;
- actions to secure the implementation of priorities in the school development plan (SDP) are insufficiently formalised;
- the role of senior managers in leading initiatives is not sharply enough focused on raising standards.

Recommendations

In order to improve further, Nanttyffyllon Primary School needs to:

- R1 improve pupil performance in English and mathematics;
- R2 ensure more able pupils achieve their potential and the progress of all pupils is consistently good in the full range of skills;
- R3 develop learning experiences in line with the Foundation Phase and skills framework to cater fully for pupils' differing needs and ensure adequate lesson time is given to all areas of the curriculum;
- R4 promote greater consistency in teaching;
- R5 ensure senior managers have a sharper focus on standards in managing resources to secure the school's goals.

What happens next?

In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?	Adequate
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Standards: Adequate

The results of teacher assessment in 2010 show an improvement in performance compared with the previous year. Many pupils' results at the end of key stage 2 (KS2) represent good added value compared with their results in key stage 1 (KS1).

In KS1 there is an upward trend in results in English. However, the trend is downward in mathematics, science and in the proportion attaining at least the expected level 2 in all three subjects. In 2010 the proportion attaining at least the expected level 2 was above average in English and below in mathematics and science, when compared with the family of schools with similar characteristics. In each subject these results were below the figures for Wales and the LA. The proportion attaining level 3 in all three subjects was also well below figures for these comparators. In KS2 the trend in results at level 4 fluctuates and low performance at level 5 is a consistent feature. In 2010 results in English, mathematics and science were below figures for the family of schools, Wales and the LA. In both key stages boys outperform girls in the core subjects.

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National benchmarks for schools with between 24 and 32 per cent free school meals place the school's performance in KS1 in the highest 50 per cent of schools in English and the lowest 50 per cent in mathematics and science. In KS2 results are in the lowest 50 per cent in English and mathematics and the bottom 25 per cent in science. In both key stages the proportion attaining expected levels in all three subjects is below average.

In the Foundation Phase and by the end of both key stages many pupils achieve expected standards in literacy and numeracy, but progress is uneven. Pupils with ALN achieve well in relation to their targets, but more able pupils seldom achieve high standards consistently. However, in older KS2 there is strong evidence of progress and improvement in literacy. These pupils increasingly use thinking skills and evaluate their progress.

Across the school progress is variable in literacy, numeracy and ICT. Many pupils' competence in speaking and listening is good, but skills in reading, writing, numeracy and ICT are sometimes less secure. In Year 2 and Year 6 a majority of pupils read and write well and a few achieve high standards in writing and ICT. Taken overall, progress is held back for many pupils in the Foundation Phase and KS1, because their skills of independence and making choices are underdeveloped.

Standards in Welsh Language Development in the Foundation Phase and KS1 are good. Children are confident in asking and answering questions. In KS2, standards are adequate, but improving as competence in communication skills grows in everyday contexts.

Wellbeing: Good

Nearly all pupils have positive attitudes to keeping healthy and feeling safe and understand the importance of exercise and eating a healthy diet. Most pupils' views are positive about school life. They feel safe in school and express confidence in the way staff deal with issues that concern them. Their confidence and self-esteem is promoted successfully and they feel proud of their school.

Attendance is below the national average and below the average for similar schools. Most pupils arrive punctually.

Nearly all pupils behave well in lessons and around the school. They have good relationships with each other and demonstrate a high level of consideration, courtesy and respect for other pupils and adults. They participate well in a range of tasks and their enthusiasm is reflected in good levels of motivation in lessons that engage them fully. In older KS2 most pupils' independent learning skills develop well.

In a few classes pupils are becoming more involved in planning what and how they learn. They are encouraged to evaluate their work and to plan the next steps, but in most classes this aspect is underdeveloped.

Nearly all pupils develop good social and life skills. Across age groups pupils eagerly take on appropriate responsibilities and play an effective part in the school and wider community. They participate well in decision making, for example through the school councils, through the organisation of fund raising for charities and positions of

responsibility including playground peacemakers, prefects and Helpwr y Dydd. By the end of KS2 most are well prepared for the next stage of their education.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school plans a suitable range of learning experiences to engage the range of pupils. There are examples of collaboratively planned topics that encourage the contribution of families and the community. Although the provision is sufficiently broad the Foundation Phase principles are not securely embedded. Furthermore, in KS2 insufficient time is given to develop the full range of skills.

In the Foundation Phase planning based on broad themes is appropriately linked to areas of learning and in KS2 subject programmes are being developed in line with the skills framework to assure progression. The provision to develop literacy, numeracy and ICT skills is well structured, but the emphasis given to promoting these skills in cross-curricular contexts is uneven. The provision to develop Welsh language skills is good and activities that reinforce pupils' understanding of their Welsh heritage are very well developed.

There is good provision to promote awareness of healthy living, sustainable development and global citizenship. The school acts sustainably and successfully involves pupils in recycling initiatives and organic gardening. Eco committee members have a good understanding of why these measures are important. Pupils' understanding of the needs of others in the wider world is developed through links established with other countries.

Teaching: Adequate

Teaching successfully promotes good working relationships and lesson planning identifies broad learning objectives. A range of teaching strategies is used and the management of behaviour is good. The strong contribution of skilled support assistants to teaching is maximised where they develop learning alongside the teacher.

Teaching is good where expectations of achievement are high, planning is rigorous and a range of strategies is used to ensure tasks are appropriately challenging. As a result pupils are motivated, engaged and achieve highly. Structured planning, particularly in English and mathematics, supports well the identification of skills and a range of activities. In a few classes there is good practice in implementing lesson plans in a lively and interesting way. Teaching is adequate where lessons lack pace and teachers do not challenge pupils enough to make progress. Not all teachers evaluate progress thoroughly in order to plan subsequent work and too many lessons are over directed.

The use of assessment for learning strategies is at an early stage. In a few classes pupils know how well they are doing, what they need to do to make progress and

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they are encouraged to discuss their learning targets. Oral feedback and marking is positive, but written comments are seldom linked to specific objectives.

Across the school there are good systems to collate assessment data, track pupils' progress and set individual targets. In a few classes the analysis of data is used well to focus learning. The school is involved in standardising assessments in core subjects with other schools. This is beginning to ensure greater consistency in the KS2 teacher assessments. Annual reports to parents meet statutory requirements and nearly all parents indicate that they are kept well informed about their child's progress.

Care, support and guidance: Good

There are effective arrangements to promote healthy living and wellbeing. Pupils have a strong sense of involvement and enjoy school life. Nearly all state that they feel safe in school and are confident about talking to an adult about issues of concern to them. A good behaviour policy, based on a strategy of rewards and sanctions, is in place and is perceived to be fair by pupils. A well structured personal and social education programme contributes effectively to their personal growth, including spiritual, moral, social and cultural development. All relevant aspects of health, including sex and relationships education and issues of substance misuse and drug prevention are addressed. There are robust procedures to promote attendance and monitor punctuality.

There is effective collaboration with specialist agencies to provide appropriate information, guidance and support for individuals where needed. The wellbeing of all pupils, including the very few looked after by the LA, is carefully monitored.

The school has an appropriate policy and has procedures for safeguarding.

The provision for ALN is carefully organised and arrangements comply with the SEN Code of Practice. The identification of needs is based on the sound principle of early recognition and involves a range of external services as well as structured assessments. Individual education plans (IEP) identify appropriate strategies for intervention and targets for learning. These are discussed with parents and progress is reviewed regularly. Most teaching support is delivered through withdrawal groups and specialist programmes are delivered well by trained support staff. This provision impacts well on progress towards IEP targets, but sometimes limits pupils' access to work in their class.

The school identifies more able and talented pupils, but provision to increase levels of challenge for them is underdeveloped.

Learning environment: Adequate

The school is an inclusive community with a distinctive family ethos and a strong emphasis on raising aspirations. The provision ensures equality of access, challenges stereotypes, celebrates diversity, promotes good race relations and strongly discourages bullying and harassment. An appropriate disability equality scheme is in place.

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The quality and range of learning resources is adequate, but their use and accessibility is not always maximised. The accommodation is well maintained. Seating, planters and playground marking for sports enhance outdoor areas. Despite good efforts to make best use of the indoor and outdoor environments the provision of integrated areas for learning in the Foundation Phase is not well established. Displays and the organisation of resources are not always successful in promoting exciting and interactive learning opportunities. Furthermore, the two halls and the resources room that includes a staffroom, library and computers, are cluttered.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

Leadership successfully promotes pupils' wellbeing. The head teacher is particularly effective in this regard and good team working results from distributed leadership. Roles are well understood, but the responsibility of senior teachers for standards and the quality of learning is not sufficiently evident. Performance management is implemented in line with requirements, but there is little evidence to show the impact on standards. Procedures for appraisal have been extended to all members of staff.

Clear strategic thinking is evident in the self-evaluation report. Furthermore, detailed analysis of performance data is undertaken and shared with staff. Discussion of pupil outcomes raises staff awareness of important issues and the SDP includes targets to raise standards. Regular staff meetings provide the main forum to share good practice, but although good initiatives are promoted their impact is uneven. In 2010 the school exceeded its targets in KS1, but missed them in KS2.

The school's response to local and national priorities is positive. Useful work is undertaken on transition and the moderation of standards. However, progress in implementing the Foundation Phase is slow and there is limited awareness of the school effectiveness framework.

The governing body (GB) is well informed, well led and has a sound understanding of how the school is performing. It sets appropriate targets for standards, but its role in reviewing the impact of initiatives in the SDP is limited by the absence of focused success criteria.

Improving quality: Adequate

There are established procedures to involve staff and governors in self-evaluation. These arrangements are clearly understood and support the school in identifying both strengths and weaknesses. Seeking the views of parents through a questionnaire is a recent initiative. The school is beginning to use performance data to identify trends in performance, set targets and raise teachers' awareness of variations in progress. The systems to develop improvement planning are wide ranging, but there is little to show that evaluations are based on first hand evidence

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and linked securely to specific criteria. The role of senior managers in driving forward initiatives to raise standards is underdeveloped.

The SDP includes a three-year overview of developments, identifies a narrow range of targets for the current year, but sets few measureable targets. Arrangements to monitor and assess the impact of initiatives are insufficiently rigorous. Since the previous inspection standards have declined and the impact of improvement strategies is uneven.

The school takes an active role in a number of professional learning communities involving the LA and a cluster of schools. For example, the focus on provision in the core subjects and Welsh enables teachers to develop and share good practice. This impacts well on learning outcomes in a few classes.

Partnership working: Good

The school has strong partnerships with community organisations and with parents and carers. Nearly all parents indicate very positive views about the school and say they value the approachability of staff.

Arrangements for partnership working with LA agencies and the local cluster of schools are productive. Teachers collaborate to moderate assessments of pupils' work and joint training is arranged for staff. Furthermore, the school is developing links with a few members of its family of schools to share good practice. Effective liaison with pre-school settings and the secondary school ensures parents are well informed about induction and transfer arrangements. The school has strong links with further education providers and has good systems to support students.

Resource management: Adequate

Staffing is sufficient to teach the curriculum and the management of staff, time and finance is generally appropriate, but in a few aspects the impact on standards is limited. The contribution of support teaching is reduced by an imbalance between teaching and administration and the deployment of support assistants to deliver specialist programmes limits their availability in older Foundation Phase classes. Furthermore, timetables and routines are not always rigorous enough in ensuring the maximum impact of contact time on standards.

In line with statutory requirements there is appropriate provision for planning, preparation and assessment (PPA) time and all aspects of the workload agreement. Talented support assistants plan and deliver much of the teaching cover during PPA time, but there are no effective arrangements to monitor the impact of this provision.

The GB is appropriately involved in resource management. Financial planning prioritises the maintenance of good levels of staffing. However, in recent years this has limited the funds available to improve learning resources. Current spending relates well to priorities in the SDP, but procedures to evaluate the impact of spending decisions using measurable criteria to judge value and impact are not well developed.

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The impact of resources on wellbeing is good and overall performance is adequate.
The school provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty-eight parents completed the questionnaire and twenty attended the pre-inspection meeting. These parents expressed very positive views about the school. Nearly all say that their children are happy, well behaved and feel safe in school. They indicate teachers are very approachable and feel their children are treated with fairness and respect. Parents are proud of their children's achievements, express confidence in the headteacher and say the school is well run. In the questionnaires a very few wished to see a greater range of activities and visits for children and at the meeting around half of those present said children would complain about the amount of homework. Mixed views were expressed about the activities provided for children at lunchtime. There was general agreement that the school could do more to involve parents, take account of their views and that children are not given enough choice in learning.

Responses to learner questionnaires

A large sample of pupils completed the questionnaire and inspectors talked with a representative sample of pupils during the inspection. These pupils say that they feel they are treated well and the school is a happy place in which they feel safe. They know who to talk to if they are worried or upset and say that the adults in school help them to learn and progress. Nearly all pupils think that the school teaches them about how to be healthy and say that they have plenty of opportunities for exercise. A few pupils stated that the behaviour of some children stopped them from getting on with their work and that misbehaviour at playtimes causes them concern. The predominant view of pupils in discussions is that misbehaviour is dealt with fairly and the rewards for good behaviour are effective.

Appendix 2

The inspection team

Mr Michael T. Ridout	Reporting Inspector
Mr Michael Thomas	Team Inspector
Mrs Rhiannon Boardman	Lay Inspector
Mr Paul Samuel	Peer Inspector
Mr Malcolm Davies	School Nominee

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11