



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**  
**Pengelli Primary**

**Station Road  
Grovesend  
Swansea  
SA4 4GY**

**Date of inspection: November 2010**

**by**

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



**INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL**

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:

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

Pengelli Primary School is situated in the village of Grovesend, an ex-mining village between Gorseinon and Pontarddulais north of Swansea. The school catchment is semi-rural and the housing within the area is generally owner-occupied and mainly terraced or semi-detached. Fifteen percent of the pupils are entitled to free school meals.

The school was opened in 1916 in response to the demands of the mining families and has remained a focus for the village ever since. The building is of traditional construction and has not changed externally although there was some modification of classes during the 1970s when four smaller classes were modelled into two larger ones. Pupils are based in four mixed-aged classrooms. There is a large hall and the school also benefits from a large playground, with a separate area for the Foundation Phase. The school also has a Nature Reserve and an extensive field which is currently being developed into an extension of the outdoor learning resource.

There are currently 92 pupils on roll including five part-time nursery children. Approximately 29% of pupils have additional learning needs (ALN). There are no children from ethnic minority backgrounds currently on roll and all of the pupils are from English-speaking homes. Pupils normally transfer to Pontarddulais Comprehensive School at the end of key stage 2.

The present headteacher was appointed to her post in 2005.

The 2010-2011 individual school budget per pupil for Pengelli Primary School is £4,054, which compares with a maximum of £5,744 and a minimum of £2,550 for primary schools in Swansea. The school has the 14th highest budget per pupil out of the 89 primary schools in Swansea.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- most pupils make good progress in relation to their ability, interests and previous performance;
- pupil behaviour is very good;
- teachers provide a good range of stimulating and enriching learning experiences within and beyond the school which meet the needs of nearly all pupils; and
- the quality of teaching is good.

### Prospects for improvement

The prospects for improvement of the school are good because:

- the headteacher and senior management team provide effective leadership and the school has a strong commitment to promoting improvement;
- the school is receptive to new ideas that improve its provision;
- the school has made very good progress in implementing the recommendations of the previous inspection; and
- the governing body is well-informed about the performance of the school in comparison to similar schools and understands the issues that affect it.

## **Recommendations**

In order to improve the school needs to:

R1 ensure that work and learning activities are well-matched to pupils' individual learning needs;

R2 improve pupils' standards in reading and writing in Welsh; and

R3 ensure that the improvement strategies already implemented are appropriately consolidated and become part of the school's working life.

### **What happens next?**

Pengelli school will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils make good progress in relation to their ability, interests and previous performance. Nearly all pupils are keen and enthusiastic learners who enjoy school life. Many pupils have good recall of previous learning. They work together well to solve problems and learn from their mistakes. Many pupils are skilled at generating questions and ideas. Pupils work well with others and their independent learning skills are developing appropriately. Pupils in Years 5 and 6, for instance, work successfully with a partner to plan their own learning about Victorian life and times.

At key stage 2, the outcomes in 2010 were good with nearly all pupils attaining the core subject indicator (CSI). The CSI represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination. The CSI has consistently improved over the last four years and has been above the level for the family of schools and other comparators for the last three years. Since 2007 there has been a significant improvement in standards of attainment at key stage 2 in the three core subjects and performance is now above that of the family of schools in each case. In English and mathematics nearly all pupils attain expected levels and, in science, all pupils do so. There is an upward trend in the number of pupils attaining results at level 4 and level 5 which again compares favourably with the family of schools. When compared with schools with similar numbers of free school meals the school is in the upper quartile for the CSI and all core subjects and has been in the upper two quartiles for each of the last three years.

At key stage 1 the performance in 2010 for the CSI and for individual core subjects is generally in line with the family and other comparators. Performance over the previous three years has been variable. However, where the school has underperformed in relation to its family more detailed analysis shows that this can be explained by factors relating to cohorts of pupils and staffing changes at the school. Performance at level 3 or above has been above the family's performance in English and mathematics for each of the last three years. For science it was above the family's performance for two of the last three years. The school's benchmarked performance over the last three years has again been variable. In 2010, the performance was generally in the third quartile with the exception of science which was in the second.

Cohort sizes are relatively small and the gender mix is changeable. This means that it is difficult to identify specific trends. Over time, girls in both key stages generally perform better than boys in attaining the expected level for their age in English. However, in key stage 2, boys' performance in English at the expected level compares favourably with national and local comparators. Pupils with additional learning needs achieve well against personal targets and make appropriate progress relative to their ability. Most pupils entitled to free school meals and more able and talented pupils make good progress in line with their ability.

Nearly all pupils speak confidently and listen well. Many pupils read an appropriate range of texts accurately and with expression. Older and more able pupils use inference and deduction well when engaging with text. More able pupils of six and seven years of age generally read accurately but are less confident in discussing the content of what they read. Pupils across the school write for a variety of purposes and genres. Skills learned in English are often applied appropriately in thematic work. For instance, pupils in Years 3 and 4 use their skills in instructional writing to produce instructions for making a Roman road in their project on Romans.

Considering the linguistic background of the pupils, many pupils make good progress in their Welsh oral skills. Pupils' ability to read and write in Welsh is developing slowly. Pupils' awareness of Welsh geography, history and culture is generally good.

### **Wellbeing: Good**

Pupils are well aware of the need to eat healthily and understand why. Many are active, enjoy the many activities on offer and benefit from the many after-school clubs. Almost all feel safe and know how the anti-bullying policy works. Most are confident and happy to talk to visitors.

Pupil behaviour is very good in the classroom and around the school environment. Pupils' attendance has remained consistent for the past three years and compares favourably to other schools locally and nationally. The majority of pupils contribute to decisions about the development of the school through their representatives on the school council. The council and eco committee are active members of the school community and they value their involvement in decisions which support the school vision.

Nearly all pupils demonstrate respect, care and concern for others and are developing their skills to debate and resolve problems. They understand the importance of the school's involvement with the wider community through activities such as participating in school fairs and visits linked to the Urdd. They also develop skills necessary for life and work outside school by managing the tuck shop and participating in the Enterprise club.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Teachers provide a good range of stimulating and enriching learning experiences within and beyond the school to meet the needs of nearly all pupils. Lessons are planned well, using a range of interesting activities that contribute significantly to pupils' understanding and enjoyment in learning. The curriculum requirements of the Foundation Phase, key stage 1 and key stage 2, including religious education, are well met.

Pupils are provided with good opportunities throughout the school for developing their speaking and listening skills. Paired work is a regular feature in all classes and effectively encourages pupils to listen to others and respond appropriately. For instance, reception children work confidently with a partner to decide on what pattern

to make with coloured shapes. Older pupils are regularly encouraged to explain their ideas and to set their own research questions. Provision for the development of pupils' writing skills is generally good. Well-planned and relevant activities ensure that pupils apply their skills across the curriculum. In key stage 2, pupils' reading experiences encourage them to question what they read. However, in key stage 1, there is not enough emphasis on reading with individual children to encourage pupils to discuss what they read.

Provision for the development of pupils' Welsh oracy skills is good. All adults use Welsh effectively around the school and this enhances the progress that pupils make. Staff provide a good range of opportunities for pupils to learn about the local area and the art, music, and culture of Wales.

The school has strong links with many outside agencies and community groups, including Careers Wales, the community council, youth service and a local home for elderly residents. Visits by groups from the Chinese and Indian communities in Swansea enhance the pupils' understanding of the wider world.

The school eco committee is very aware of the need to encourage sustainable development. For example, it is working to get more recycling bins put in the playground. It also works to raise awareness of relevant issues by means of questionnaires to local homes. Committee members consult their fellow pupils on relevant issues and report back to their class and in whole-school assemblies. Nearly all pupils feel that the school benefits from the committee's work.

### **Teaching: Good**

The quality of teaching is good. Teachers demonstrate up-to-date subject knowledge and most teaching ensures that pupils are motivated and engaged. Teachers share the learning intentions of lessons with pupils consistently and they use a wide range of effective questioning strategies to encourage development of pupils' wider thinking skills. Teachers have positive working relationships with the children and this fosters a very good working environment. Teachers in the Foundation Stage and key stage 1 make highly effective use of the outdoor learning facilities to promote pupils' creative and investigative approach to learning. Learning support staff are utilised effectively to support pupils' learning in key stage 2, and they make a significant contribution to enhancing pupils' learning opportunities in Foundation Phase and key stage 1.

Many key stage 2 pupils set and review their own targets for improvement and this helps to secure good progress in learning. Teachers in the Foundation Phase and key stage 1 are continuing to develop pupils' involvement in target setting processes. Effective feedback helps pupils to know how well they are doing and what they need to do to continue to progress. Teachers make good use of peer-partner activities to further develop pupils' peer and self-assessment skills. Assessment information is used appropriately to inform future planning. Teachers are developing uniformity and understanding of National Curriculum levels to support teacher assessment procedures. However, this is not yet consistent across the whole school. Clear procedures are in place to track and evaluate pupil progress and the school makes valuable use of a wide variety of tests and teacher assessments to inform parents of



their children's achievements. Reports to parents are consistent, detailed and informative and annual reports adhere to statutory regulations.

### **Care, support and guidance: Good**

Whole-school assemblies are well-planned. Pupils enjoy participating in them and are well-behaved. Members of the local church contribute regularly to school worship and this enhances pupils' spiritual development. Interesting wall-displays raise pupils' awareness of other cultures and religions and festivals such as Diwali are celebrated. Pupil participation in projects such as the UNICEF Rights Respecting Schools, Connecting Classrooms and Awards for All promote their spiritual, moral, cultural and social development. The school has a well-attended Breakfast Club and an extensive range of lunchtime and after-school clubs which meet the needs and interests of the children. The promotion of a healthy lifestyle and wellbeing is a vital part of the school's values. There is good support for new pupils to the school and for those transferring to secondary school. The school's regular engagement with many outside agencies leads to effective visits by the police, health workers and safety officers.

The school has an appropriate policy and procedures for safeguarding.

The school has good arrangements for the identification and monitoring of pupils with ALN. Most additional support is provided for within the classrooms, with occasional appropriate withdrawal for additional support in key stage 2 for both the less able and more able and talented pupils. Teachers' planning clearly identifies pupils who may need additional support. However, in some instances work is not always matched to pupils' individual learning needs.

### **Learning environment: Good**

The school ensures equality of opportunities for all pupils. It is an inclusive school which actively promotes equality and diversity through its personal and social education, religious education and wellbeing programmes. All pupils access the whole curriculum regardless of gender, race or religion. Teachers reinforce these principles effectively, particularly by encouraging pupils to consider and appreciate the views of others. The school raises pupils' awareness of cultural diversity effectively, through its ethnic, religious and cultural diversity activities. Good links with the local Mosque, Hindu Temple and the Ethnic Youth Support Team support this work well. Resources are appropriately allocated and are matched to pupils' needs.

The accommodation of the school is colourful, relevant and stimulating and it supports and enhances pupils' learning. The buildings and grounds are well-maintained.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

School leaders have a clear vision which is communicated effectively to staff, parents and pupils. The headteacher and senior management team provide effective leadership and have established a culture that strives for improvement. Their expectations are high and the weekly school improvement meetings ensure that staff understand their roles and responsibilities in respect of the school's strategies and plans. The responsibilities of subject leaders are well-defined and their roles are developing effectively. Good policies and strategies for improvement have been implemented and impact positively on standards and quality of provision. However, they are not yet fully embedded into the daily life of the school.

The school's governing body actively seeks to ensure that the strategic vision for the school is implemented. It is well-informed about the performance of the school in comparison to similar schools and understands the issues that affect it. It actively seeks the opinions of parents, where appropriate, and works effectively with the senior management team as a critical friend in establishing strategies to improve standards. It has adopted an appropriate complaints procedure and ensures that this is adequately explained to parents.

The school is receptive to new ideas that improve its provision. The Foundation Phase has been successfully established and appropriate planning for its ongoing development is in place. The principles of the School Effectiveness Framework are a developing feature of the school's improvement priorities.

### **Improving quality: Good**

The school has a strong commitment to promoting improvement and relevant aspects of the school's work are systematically evaluated over a two-year cycle. It has well-established self-evaluation procedures that focus appropriately on the standards pupils achieve. These include a thorough analysis of performance data and systematic monitoring by subject leaders. Direct classroom observation of staff is embedded in the school's procedures and feeds effectively into the school's self-evaluation. The school makes good use of the local authority's School Effectiveness Framework Profile. It also regularly seeks and considers the views of parents and pupils.

Through these procedures and a clear commitment to addressing local and national priorities, senior managers identify appropriate improvement priorities. Improvement plans include a broad range of actions and indicate members of staff with responsibility for implementing specific actions. They also include clear success criteria and well-defined timescales, and indicate resources allocated. The inclusion of measurable targets, where appropriate, ensures that outcomes can be evaluated effectively. The school has made very good progress in implementing the recommendations of the previous inspection.

Performance management procedures include all members of teaching and support staff. Targets for individual members of staff relate directly to school improvement

priorities and feed appropriately into the planning of continuous professional development. The developing work of professional learning communities within the school has contributed well to developing classroom practice. It has also, where relevant, contributed effectively to the development of leadership and management skills. The implementation of the Foundation Phase and the establishment of the revised 2008 curriculum in the school benefited significantly from involvement in external professional networks such as the Small Schools Project.

### **Partnership working: Good**

The school has established an extensive range of partnerships with other schools, higher education institutions and relevant services within the local authority. Close co-operation with the partner secondary and primary schools has led to the development of a very effective transition plan. Effective links exist with a local college and initial teacher training provider and the school contributes regularly to the practical aspects of training.

Close working links with the authority's family learning service has led to several projects which benefit the school. These include supporting parents and children with homework and with information and communications technology skills. The links also facilitated an opportunity to co-operate with a local primary school with a significant ethnic minority background to enrich the pupils' understanding of global citizenship. The school has benefited from its working relationship with the Employment Training Agency who worked with the school to develop the outdoor provision on the site.

The school's actions in regularly seeking the opinions of parents on issues such as homework contribute successfully to the effective links between home and school. The establishment of the change team, a consultative body of parents, strengthens these links, as does the supporting role of the parent teacher association.

The school's partnership with the local authority's school development service ensures effective challenge and support as it implements its development priorities and national and local initiatives.

### **Resource management: Good**

Management of resources is good. Effective deployment of staff contributes to the successful development of pupils' learning experiences. Teachers make valuable use of planning, preparation and assessment (PPA) time and statutory requirements are adhered to. Investment to enhance standards of accommodation, particularly the outdoor learning facilities, actively promotes pupils' learning opportunities. The school budget resource plan is linked to the school development plan (SDP) and prioritises areas for the development of strategies. The head and governors review these priorities regularly.

The school gives good value for money in terms of pupils' outcomes and in its use of funding.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Twenty-five parent questionnaires were returned and nearly all expressed the view that they were satisfied or very satisfied with the school. All say that their child likes the school and is safe there. Most parents believe that their children are making good progress and nearly all say that teaching is good. They say that staff expect pupils to work hard and to do their best and believe that all children are treated fairly and with respect. Nearly all parents also feel that pupils receive appropriate support in relation to any particular individual needs. A very few note that they do not feel well-informed about their child's progress. A very few also say that they do not understand the school's procedure for dealing with complaints. Almost all parents who expressed an opinion believe the school is well or very well run.

#### **Responses to learner questionnaires**

All of the pupils selected completed the questionnaire and the team spoke to several pupils, of all ages, over the period of the inspection. Almost all of the pupils say that they feel safe in the school. All think that the school deals well with any bullying. Nearly all say that they know whom to talk to if they are worried or upset and that the teachers and other adults help them learn and make progress. They also say that they know whom to ask if they find the work difficult. A majority of the pupils agree that their homework helps them understand and improve their work and all say that they have enough books, equipment and computers to do their work. Most pupils think that other children behave well and that they can get their work done. They also say that children behave well at playtime and lunchtime.

## Appendix 2

### The inspection team

Iwan Roberts HMI	Reporting Inspector
Bev Jenkins HMI	Team Inspector
Julie Price	Lay Inspector
Sue Edgar	Peer Inspector
Sarah Loydon	School Nominee

## Copies of the report

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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