



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

**Penyrheol Primary School
Frampton Road
Penyrheol
Gorseinon
Swansea
SA4 4LY**

Date of inspection: March 2012

by

**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

Penyrheol Primary School is in a semi-rural location in Penyrheol, which is near Gorseinon, and about seven miles to the north-west of Swansea. The school was built in 1992. It has a semi-open plan design and has extensive grounds and playing fields.

There are 235 pupils on roll aged three to 11 years, including 27 pupils in the part-time nursery. There are 10 classes. Seven are single-age classes and three, in key stage 2, are mixed-age classes.

About 24% of pupils are entitled to free school meals, which is above the average compared with the local authority and Wales. About 3% of pupils speak English as an additional language. A very few pupils speak Welsh fluently at home.

The school has identified about 32% of its pupils as having additional learning needs, including six who have statements of special educational needs. There are eight looked-after children in the school.

The school was last inspected in January 2006.

The individual school budget per pupil for Penyrheol Primary School in 2011-2012 means that the budget is £3,144 per pupil. The maximum per pupil in the primary schools in Swansea is £11,089 and the minimum is £2,560. Penyrheol Primary School is 46th out of the 86 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- pupils make good progress from their starting points on entry to the school;
- pupils' performance at the end of key stage 2 is consistently good in English and mathematics;
- pupils' skills in literacy, numeracy and information and communication technology are developing well;
- pupils are very enthusiastic about learning and participate very well in lessons;
- the quality of teaching and assessment is consistently good throughout the school;
- teachers use data on pupils' performance very well to monitor their progress and to support their development;
- the curriculum is interesting and it engages pupils very well; and
- pupils with additional learning needs receive support of high quality and they make good progress.

Prospects for improvement

The school's prospects for improvement are good because:

- the head, the senior leadership team and the governing body discharge their roles and responsibilities very well and they focus clearly on raising standards and improving the quality of provision;
- all staff have high expectations of each other and work well as a team;
- staff have a willingness to take on new ideas and approaches for the benefit of the pupils;
- there is a good track record of delivering improvements in teaching and learning;
- staff undertake the processes that support self-evaluation very conscientiously at class, subject and phase levels; and
- self-evaluation processes identify relevant priorities for improvement that are well understood by staff.

Recommendations

In order to improve the school needs to:

- R1 improve the proportion of pupils who achieve above the expected level in key stages 1 and 2;
- R2 improve overall attendance rates in the school;
- R3 devolve more management tasks to the senior leadership team; and
- R4 make the self-evaluation report more of a working document that meets the needs of all stakeholders.

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Throughout the school, pupils' oral skills are good. They communicate their ideas and responses readily in pairs, groups and whole-class work. They recount past events well and they can put forward clear arguments to support their views, for example about recycling, protecting the environment and healthy lifestyles. Nearly all pupils are very comfortable reporting back to the class about their work. Most pupils listen well to each other, but a few are so keen to contribute to discussion that they do not listen well to what other pupils have to say.

Pupils make good progress in developing their reading skills. As they move through the Foundation Phase, pupils acquire a good understanding of letter sounds and develop appropriate strategies for tackling new and unfamiliar words. Pupils in all classes have a keen interest in reading and storytelling. Many turn to books naturally for enjoyment and information. By the end of key stage 2, most readers can tackle quite complex texts with confidence. Many can identify the features of different genres and can appreciate how and why writers use language for effect, for example to persuade a reader in an advertisement.

Pupils' writing skills are developing reasonably well overall. A majority of older pupils in the Foundation Phase can write independently for a range of purposes. More able pupils at the end of the Foundation Phase are beginning to adapt their written language to include more interesting words and a wider range of sentences. In key stage 2, pupils write well for many different purposes and the majority use a suitable range of punctuation marks appropriately. Pupils' imaginative writing in response to literary texts and in response to story-telling, educational visits and visitors is often good.

Pupils' skills in using a wide range of information and communication technology throughout the school are very good.

All pupils have positive attitudes to learning Welsh and most use the language effectively in a range of contexts outside the formal structure of Welsh lessons. Most have a good knowledge of their local history and the culture of Wales.

Over recent years, pupils' performance at the expected level (level 2) at the end of key stage 1 has been good when compared with its family of schools or those schools with a similar proportion of pupils entitled to free school meals. Last year, pupils' performance in English remained equal to or above the average for similar schools, but it fell well below that of other similar schools in mathematics and science. However, current standards in Year 2 indicate a higher level of achievement and at a level equal to or above the average for similar schools.

Pupils' performance at the expected level (level 4) at the end of key stage 2 has been consistently good over recent years. It has placed the school in the upper 50% of its

family of schools and in comparison with schools with a similar proportion of pupils entitled to free school meals. Performance in English and mathematics has been particularly good.

A few pupils each year achieve higher than expected levels in key stage 1 and in key stage 2, but the proportion is usually lower than in similar schools. The differences in the attainment of boys and girls generally follow national trends. Pupils with additional learning needs make good progress. Those pupils for whom English is an additional language acquire English skills at the expected rate when compared with their starting points and with the progress made by similar pupils within the local authority.

Wellbeing: Good

Pupils are very keen and enthusiastic about their learning. They are well behaved throughout the school. They return from playtime or lunchtime and are ready to work straightaway. The teachers can trust the pupils to get on with their work productively while they go to support other groups. The pupils relate very well to each other and to staff. They accept responsibility readily and those on the school council and eco committee fulfil their roles confidently and with maturity.

Pupils have good attitudes to keeping healthy and many choose healthy options at lunchtime and in the tuck shop run by the school council. They feel safe at school and well cared for.

The overall attendance rate at the school is about 92%. This is lower than average for similar schools. However, much of this relates to weak attendance by a very small group of pupils and many pupils have attendance rates in the range of 95% to 100%.

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

Learning experiences are inclusive and stimulating. Detailed planning of lessons in all classes ensures that activities provide continuity and progression in pupils' learning. Teachers' planning focuses well on the development of pupils' key skills across a range of subjects. The provision for communication, numeracy, information and communication technology and thinking skills is good and ensures that pupils have a varied and imaginative range of experiences. The curriculum meets the needs of specific groups of pupils and individuals, and provides personalised programmes for pupils with additional needs. Teachers adapt tasks well to challenge and support all pupils.

The provision for developing pupils' use of Welsh in formal lessons is good. There are good opportunities for pupils to develop their linguistic skills in their work across the curriculum. The school develops pupils' understanding of the history and culture of Wales effectively.

The way in which teachers create plentiful and stimulating opportunities for pupils to act sustainably and to develop an understanding of their roles and responsibilities as global citizens is a particular strength of the school.

Teaching: Good

The quality of teaching is consistently good. Staff have appropriate subject knowledge and use a range of activities and inclusive approaches to challenge pupils well. Teachers and pupils work well together. Teachers have high expectations of pupils in terms of their behaviour and attitudes. Teachers plan lessons well and use available resources to good effect, especially information and communication technology. They share clear learning objectives with pupils at the start of lessons and there is a strong focus on pupils evaluating their learning at the end. Teachers manage support staff in their classrooms very effectively and they make a significant contribution to pupils' learning. On a few occasions, the teacher tried to cover too much work or the pace of the lesson was too fast for a few pupils.

The high quality of marking is a strong feature of the school and teachers give pupils very useful feedback on how to improve their work. Staff record pupils' progress robustly and consistently across the school. They use it particularly effectively at class level to identify the strengths and weaknesses of individual pupils and to plan future lessons accordingly.

Annual reports to parents are informative and they set out clear targets about how pupils can improve their work. However, the format and content of annual reports for younger pupils are not wholly appropriate for the age range.

Care, support and guidance: Good

The school provides a caring, stimulating and safe environment for pupils. There are regular visitors to school who teach pupils how to be safe inside and outside school. Pupils are taught about their rights and responsibilities well, and teachers regularly stress tolerance for other views and cultures. The provision for pupils' social, moral, cultural and spiritual development within the curriculum is good, but there is not always enough emphasis on spiritual reflection during assemblies.

Well-focused and stimulating physical activities at break and lunchtimes, including the orderly riding of bicycles and scooters in designated areas, help to keep pupils healthy and fit. Pupils undertake training to act as referees of games, and other pupils respect their authority well. The provision of a breakfast club, healthy tuck shop and well-balanced lunchtime menu all promote pupils' healthy eating effectively.

Pupils with additional learning needs receive good, well-targeted support within their classes, often from effective teaching assistants, and they also receive daily timetabled support of good quality from the co-ordinator of additional learning needs. The school identifies pupils with additional learning needs quickly and effectively. Pupils and parents are closely involved in setting and reviewing the targets in individual education plans for pupils with additional needs.

Learning environment: Good

The school has a very inclusive and caring ethos that reflects the school's aim of 'Putting children first'. Staff treat all pupils equally and fairly. Pupils reflect maturely on ethical and social issues through the effective use of role play, 'circle time' and sessions which directly address philosophical issues. Teachers challenge stereotypes in pupils' attitudes well.

The school uses all its available space effectively. Classrooms are attractive and shared internal areas are bright and well maintained. Wall displays celebrate pupils' work very well. There is a good range of resources of high quality in the school. The range of mobile technology available to learners is a particular strength.

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

Staff and governors share a purposeful vision for the school, which focuses clearly on high expectations for pupils' wellbeing and achievement.

The headteacher and governing body have set a clear strategic direction for the school. The headteacher leads well by example and is a very visible presence around the school. She enjoys good relationships with pupils, staff, governors and parents. The other members of the senior management team support the headteacher very well and they undertake a range of curriculum responsibilities and lead on various curricular and assessment initiatives effectively. However, they have relatively few opportunities to undertake more managerial roles.

All staff have clearly defined roles and responsibilities and they monitor their areas of responsibility thoroughly and conscientiously. There is a good level of teamwork throughout the school.

Members of the senior management team undertake performance management procedures well. Staff have appropriate targets aligned to their professional development and the priorities within the school development plan. All support staff also have an annual performance interview.

The school is alert to educational and policy initiatives both locally and nationally and responds enthusiastically to opportunities to develop its provision accordingly, for example in relation to the assessment for learning and the Foundation Phase.

The governing body is very supportive of the school, fulfils its statutory responsibilities and receives appropriately detailed information on the school's performance from the headteacher. Each governor has an allocated subject or aspect of the school and they undertake focused visits to monitor the quality of the school's provision. They contribute well to the school's strategic direction and are developing their role as a 'critical friend' appropriately.

Improving quality: Good

The processes relating to self-evaluation are well established in the school. All staff contribute effectively to the identification of strengths and areas for development.

However, in its current format, the self-evaluation report is not manageable as a working document for all stakeholders. Subject co-ordinators undertake detailed monitoring of standards and quality annually. Staff undertake extensive analysis of a wide range of evidence and performance data. Surveys and questionnaires for pupils, parents and governors have strengthened the self-evaluation process further.

There are clear links between the outcomes of self-evaluation and the priorities in the school development plan. The priorities focus well on standards.

Staff undertake a wide range of opportunities for continuous professional development. There is a good training programme for support staff, and groups of teaching and support staff collaborate very well to share their knowledge and expertise about teaching and learning.

The school participates effectively in a range of professional networks with other schools and partners. This involvement impacts positively on pupils' learning, particularly in the area of additional needs.

Partnership working: Good

Parents and members of the community are very supportive of the work of the school. The enthusiastic Parent Teacher Association raises significant funding to support school initiatives. Good links with industry promote pupils' understanding of the world of work effectively, for example through the young engineers' project. The school has very effective links with initial teacher training institutions to support trainee teachers. The school engages very purposefully with the local authority and individual staff have contributed to local developments and initiatives.

The school has established purposeful procedures to ensure a smooth transition for pupils from Foundation Stage to key stage 2. An effective buddy system ensures that pupils entering the school feel welcome and secure. Year 6 representatives from the school council meet with those from other primary schools in the locality as a 'transition council', and there is regular and extensive collaboration with the nearby secondary school to help ensure that pupils move smoothly to the next stage in their education.

Resource management: Good

There are enough well-qualified and experienced teachers and other staff to support pupils' learning. There are appropriate arrangements for teachers' planning, preparation and assessment time.

The school uses its accommodation and resources very well. The way in which the governing body carries out its duties in relation to health and safety issues is particularly thorough.

The headteacher and the finance committee of the governing body monitor the school's budget effectively. Expenditure closely matches the priorities identified by the school through its self-evaluation processes.

The good standards achieved by pupils allied to the many strengths in the quality of provision indicate that the school provides good value for money.

Appendix 1

Commentary on performance data

Baseline assessments of pupils on entry to the school indicate that most pupils are performing at or below the level appropriate for their age with a very few pupils performing at a level slightly above average.

In key stage 1, from 2008-2010, the proportion of pupils who achieved at least the expected level (level 2) in English, mathematics and science has been similar to or above the average for the family of similar schools. The school's performance has also been above average when compared with the group of schools with similar proportions of pupils entitled to free school meals. However, in 2011, the proportion who achieved at least level 2 in science and mathematics fell below or well below the family and free-school-meal benchmarks, although performance in English remained good overall.

In key stage 2, from 2008-2010, the proportion of pupils who achieved at least the expected level (level 4) in English, mathematics and science has been similar to or above the average for the family of similar schools and for schools with similar proportions of pupils entitled to free school meals. There is also a slightly improving trend of improvement year on year. In 2011, pupils' performance in all aspects of English and mathematics was above the family average. The outcomes in science fell a little last year, but they remained similar to the family average.

The school's proportion of pupils entitled to free school meals (24%) places it on the boundary between one band of schools and another. If the school fell into the next band (with a higher proportion of pupils entitled to free school meals), the school's current performance would place it in the top 25% of schools for English, mathematics and the core subject indicator.

The proportion of pupils that achieve higher-than-expected levels in key stage 1 (level 3) and in key stage 2 (level 5) is generally lower than the average for the family of similar schools and those with similar proportions of free school meal pupils.

Standardised tests of reading show that pupils are making suitable progress in the development of their reading skills from their starting points on entry to the school and from key stage 1 to key stage 2. Value added data shows that most pupils are making appropriate progress based on their previous achievement, with a very few pupils making significantly better than expected progress.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

One hundred and fifty-two pupils in key stage 2 completed the questionnaire.

All, or almost all, pupils:

- feel safe in school;
- believe teachers and other adults in the school help them to learn and make progress and give them useful homework;
- know what to do and whom to ask if they find their work hard;
- feel they are doing well and that the school helps them to keep healthy; and
- believe they have enough books, equipment and computers to do their work.

Most pupils:

- feel that the school deals well with any bullying and they know whom to talk to if worried or upset; and
- believe that the school provides lots of chances for them to get regular exercise.

Many pupils:

- believe that children behave well so that they can get on with their work; and
- feel that nearly all children behave well at playtime and lunchtime.

Pupils' views are generally similar to or very slightly less positive overall than the views of pupils in other schools across Wales.

Parent questionnaires

Twenty-four parents or carers returned the questionnaire.

Many parents or carers feel that:

- the school is well run;
- they are satisfied with the school;
- their child is safe in school and likes the school;
- the school helped their child settle well when they started at the school;
- pupils behave well;
- staff treat all children fairly and with respect;
- the school encourages their child to be healthy and to take regular exercise;
- they are comfortable about approaching the school with questions, suggestions or problems;
- their child is making good progress;
- teaching is good;

- staff expect their child to work hard and do their best;
- their child receives appropriate additional support in relation to any particular needs;
- the school helps their child to become more mature and take on responsibility;
- there is a good range of activities including trips or visits.
- the homework given builds well on what their child learns in school;
- they are kept well informed about their child's progress; and
- they understand the school's procedures for dealing with complaints.

The views of parents and carers are generally more positive than the views of other parents or carers across Wales. A much higher than average proportion of parents are satisfied with the help their child receives when they start school, the progress their child is making and the information they receive about their child's progress.

Appendix 3

The inspection team

Barry Norris	Reporting Inspector
Carolyn Thomas	Team Inspector
Julie Price	Lay Inspector
Alexine Bartholemew	Peer Inspector
Alison Williams (Headteacher)	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.