



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

**Gendros Primary School
Armine Road
Fforestfach
Swansea
SA5 8DB**

Date of inspection: March 2013

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 10/05/2013

Context

Gendros Community Primary School is in the Fforestfach area of Swansea. The area is one of the most deprived areas in Swansea with accommodation being predominantly social or rented housing. The vast majority of pupils live in the area immediately surrounding the school. Pupils are from a wide range of backgrounds and families frequently move into and out of the area.

The school caters for pupils between the ages of three and 11. Currently, 309 pupils attend the school, including 50 who attend the nursery on a part-time basis. Pupil numbers have fallen since the last inspection. The school is organised into 11 classes, two of which are for nursery pupils. No pupil speaks Welsh as a first language and 6% of pupils receive support for English as an additional language. Ten per cent of pupils come from an ethnic-minority community.

Thirty-one per cent of pupils are entitled to free school meals, which is higher than the local authority and all-Wales averages. The school has identified 31% of pupils as having additional learning needs and a few pupils have a statement of special educational need.

The headteacher has been in post since January 2011.

The individual school budget per pupil for Gendros Primary School in 2012-2013 means that the budget is £3,136 per pupil. The maximum per pupil in the primary schools in Swansea is £9,629 and the minimum is £2,634. Gendros Primary School is 61st out of the 87 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 overall judgement of the school's current performance is good because:

- nearly all pupils achieve good standards in many aspects of their work;
- the overall quality of teaching is good;
- the support for pupils with additional needs is a strength of the school;
- pupils enjoy school, are well behaved and relate well to others; and
- there is a very caring ethos within the school, with all staff providing good support and guidance for pupils.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides outstanding leadership and a clear direction for the school;
- the headteacher has the support of a committed staff and effective governing body;
- the self-evaluation report accurately identifies priorities for improvement;
- planning for improvement has a clear focus on raising standards; and
- a range of effective partnerships impact positively on the standards pupils achieve.

Recommendations

R1 Raise pupils' standards in science, particularly at the higher level

R2 Improve pupils' handwriting and presentation skills

R3 Develop consistency in the use of marking and target setting so that pupils fully understand how they can improve their work

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils represent the full range of ability, with attainment on entry generally below the local average. The achievement and progress of nearly all pupils in lessons are good. Most have a sound recall of their previous learning and build on their skills as they move through the school.

Pupils' communication skills develop well across the school. Nearly all pupils listen very carefully and attentively to staff and each other. Many pupils speak confidently and use interesting vocabulary to express their ideas.

Nearly all pupils in the Foundation Phase make good progress in developing their reading skills. Most pupils talk enthusiastically about books and their favourite stories. They handle books well and the more able read texts accurately. They make good use of their knowledge of sounds and other strategies to help them read words that they encounter for the first time. By the end of key stage 2, nearly all pupils are confident readers. Most read with fluency and expression, paying good attention to punctuation.

In the Foundation Phase, pupils' writing develops well and by the end of the phase many pupils write independently and with increasing fluency. Pupils in key stage 2 make good progress in developing the content of their writing. All ability groups produce lively and interesting pieces of written work. As they move through the school, nearly all pupils make good progress in developing spelling and the use of punctuation. However, pupils in key stage 2 do not make consistent progress in developing their handwriting and ensuring their work is presented to a high standard.

All pupils use their literacy skills well to support their work across the curriculum.

Pupils identified with additional learning needs achieve well against the targets in their individual education plans. Boys and girls achieve equally well relative to their starting points and good progress is made by pupils for whom English is an additional language.

Most pupils achieve good standards in Welsh as a second language. They develop quickly into confident Welsh speakers and they use Welsh well in a range of contexts. Reading in Welsh is developed well across all ages and many pupils in key stage 2 produce good examples of extended written work.

At the end of the Foundation Phase in 2012, results were above the family average in nearly all areas of learning. Gendros Primary is the most challenged school in the family group. When compared to those of schools with a similar proportion of pupils entitled to free schools meals, results at the expected level (outcome 5) and above for language, literacy and communication skills were in the higher 50% and for the other areas of learning results were in the lower 50%. The proportion of pupils who achieved outcome 6 in mathematical development was in the highest 25% and for the other areas of learning in the higher 50%.

Results at the end of key stage 2 have shown continuous improvement over the past four years in English and mathematics. In science, at the expected level (level 4), results have improved, but have fallen at the higher level (level 5).

In mathematics, results in 2012 were above the family average. The proportion of pupils achieving level 4 or above in English was below the family average and results in science at level 5 were well below.

When compared to those of similar schools, most results in 2012 were in the higher 50%. However, the proportion of pupils who achieved level 4 in English was in the lower 50% and results at level 5 in science were in the lowest 25%.

Wellbeing: Good

Pupils feel safe in school and know how to seek help if they have any problems. They have a very positive attitude to keeping fit and healthy. They enthusiastically participate in health promoting activities during and after school. Attendance has risen over the last four years and is currently 93%. When compared to those of similar schools, attendance rates have risen from the lowest 25% in 2009 to the higher 50% in 2012.

Nearly all pupils have a positive attitude to learning. They work well independently and co-operatively, in pairs and groups. They discuss their activities with enthusiasm and understanding. They respect each other's points of view and can justify decisions and opinions. Pupils contribute well to decisions about what and how they learn.

The standard of behaviour in class and around the school is consistently good and at times exemplary. Pupils are polite and courteous and show respect and care towards their peers. As they progress through the school, pupils make good progress in developing their independent learning skills.

The school council represents pupils' views well. Members of the council are actively involved in making decisions about what happens in school. Pupils are proud of their school and work well with others in the school as a community. They are involved in the life of the school and take great pride in undertaking their responsibilities. For example, older pupils play a significant role in supporting other pupils to resolve conflicts and misunderstandings. This contribution has had a positive impact on pupils' ability to relate well to others. Pupils' awareness of the local community is developing well. They are well prepared for life and work outside school.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of stimulating learning experiences, which meet the needs of pupils well. Good use is made of a variety of visitors and visits to support pupils' learning. Teachers work together effectively to plan programmes of work which cover all aspects of the curriculum. They offer good opportunities for pupils to make decisions about what they learn. The school provides a very varied programme of extra-curricular activities, which effectively enriches pupils' learning.

Teachers plan effectively for the development of pupils' skills using a whole school skills continuum. They plan relevant and interesting activities for pupils to develop their literacy, numeracy and information and communication technology skills (ICT) across the curriculum. The curriculum ensures that pupils build their skills in an ordered and progressive way as they move through the school.

Planning and provision for developing the Welsh language are comprehensive and enable pupils to make good progress. The Welsh dimension has a central role in the school with a wide range of opportunities provided for developing pupils' knowledge and understanding of the celebrations, history and culture of Wales.

The school provides a good range of opportunities for pupils to learn about sustainable development and global citizenship.

Teaching: Good

The quality of teaching is good across the school. In all classes, teachers create a supportive learning environment and establish good working relationships with pupils. They plan lessons with clear learning objectives and share these with pupils, so that pupils understand the purpose of the activities. They use a wide range of teaching strategies effectively and lessons proceed at a lively pace. In all lessons, teachers plan work that is carefully matched to the ability levels of the pupils and take careful account of pupils' prior learning.

Teachers and teaching assistants work closely together in all classes. Teaching assistants support individuals and groups of pupils well. Their work makes a significant contribution to pupils' learning.

The school has robust and very effective systems to assess the progress that pupils make. Staff make full use of the information to plan the next steps in pupils' learning and to provide additional support if needed. Pupils are fully involved in assessing their own learning and that of others.

All teachers mark pupils' work regularly. Marking gives pupils positive feedback but does not always provide sufficient guidance to key stage 2 pupils on what they need to do in order to improve. In a few classes, teachers make good use of target setting for individual pupils but this is not developed consistently across the school.

Reports to parents are comprehensive and provide clear information on the progress pupils are making.

Care, support and guidance: Good

The provision for pupils' health, care and wellbeing is good and underpins the work of the school. The school gives very strong emphasis to developing pupils' spiritual, moral, social, emotional and cultural development through well planned activities, including collective worship. Keeping safe, fit and healthy is promoted well through school activities, participation in the Swansea Healthy Schools scheme and in a variety of extra-curricular provision.

The school has established strong relationships with external agencies and works effectively with them to meet pupils' specific needs. Parents are well informed and benefit from opportunities to liaise with the school through excellent family support programmes.

Provision for pupils with additional learning needs is a strength of the school. The school has very good, well-organised systems for the early identification of additional needs. Pupils with additional learning needs benefit from good and varied targeted intervention strategies appropriate to their needs. Staff plan carefully to ensure that pupils have access to an appropriately balanced and enriched curriculum. Targeted support from staff for pupils with additional needs has a very positive impact on pupils' self-esteem and confidence. Individual education plans are detailed and evaluated very regularly by teachers and pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has established a caring, welcoming and orderly environment where every child is valued. Staff take good account of pupils' backgrounds to make sure that all pupils have equal access to the curriculum and have opportunities to succeed in all aspects of school life. The school promotes the importance of diversity and equality well.

There are enough books, equipment and computers to support the curriculum. Learning resources are of good quality and meet pupils' needs well. The school has developed its accommodation and outside learning areas successfully and they provide interesting and stimulating learning environments. The school site and building are clean and well maintained. Staff use the internal and external spaces well. Displays in classes and around the school are attractive and informative.

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

Leadership: Good

The headteacher provides outstanding leadership that has had a very positive effect on the school's development. He is determined in his drive to improve standards and has high expectations for himself and all staff. The new school motto, 'Believe it, achieve it', is a vision shared by all staff and governors.

A strong senior management team work together effectively to ensure that the school is well organised and managed. Leaders have clear roles and responsibilities which enable them to focus on raising standards. They use data efficiently to monitor and challenge the school's performance. Regular senior management team meetings, staff meetings and a sound performance management system also contribute well to improvements in learning and teaching.

The governing body fulfils its statutory obligations well. Governors have a thorough understanding of the school's performance data. They have a good knowledge of

the strengths of the school, its priorities for development and school finances. Governors challenge the school effectively about the standards and quality it achieves.

The school is making sound progress in introducing initiatives that meet local and national priorities, such as assessment for learning, the development of literacy strategies and the promotion of the Welsh language. These are having a positive impact on pupils' standards of achievement.

Improving quality: Good

There is a secure strategy for self-evaluation that draws on a wide range of first-hand evidence. This evidence includes the performance of pupils, classroom observations, scrutiny of pupils' work and the views of pupils and parents.

The outcomes of self-evaluation provide an accurate assessment of the school's strengths and areas in need of development. The self-evaluation report is detailed and comprehensive document. The school uses the information gathered during self-evaluation activities effectively to determine clear and focused priorities and targets for school improvement. The school development plan is concise and focuses well on a few clear priorities. Implementation of this plan is having a very positive impact on improving pupils' outcomes.

The school is becoming a strong learning community and staff have worked closely together in order to implement a number of new approaches to teaching and learning. School staff contribute enthusiastically to the sharing of good practice in the local cluster of schools. Good mentoring for teachers new to the school, and job sharing opportunities, enable these teachers to develop effective teaching skills.

Teachers visit other schools to observe good practice and also model literacy strategies for visiting teachers. Senior staff have continued to develop professionally and as a result have a good knowledge of leadership skills and how to improve standards and provision.

Partnership working: Good

The school works effectively with a wide range of partners that have a beneficial effect on pupils' wellbeing and attainment. The school collaborates closely with its cluster of schools to plan co-operatively, share experiences and exchange practices. This collaboration has enhanced and helped to develop new strategies in literacy and numeracy.

The school has a strong partnership with parents and they are extremely positive about all aspects of school life. Parents feel very welcome in school and are kept well informed. This close partnership with parents has a positive impact on pupils' learning.

There is a strong partnership with the nearby high school. This ensures a successful transition experience for pupils. These arrangements also provide valuable opportunities to ensure accurate assessment of pupils' work in the core subjects and training opportunities for staff.

There are also good community links with many local and national organisations, societies and charities, which enhance the quality of pupils' experiences. These strong links have led, for example, to significant improvements in the internal and external environment of the school.

Resource management: Good

Staff and financial resources are deployed effectively to support priorities for development. The school has systematic and thorough budgetary arrangements, with expenditure linked closely to the school's objectives, targets and plans.

The school manages its arrangements for teachers' planning, preparation and assessment time skilfully to allow staff to work together. The school deploys teaching and support staff well and makes good use of their skills and expertise.

The school's performance management procedures identify appropriate opportunities for the development and training of all staff. These activities link well to school priorities. There is a comprehensive range of learning resources and these are managed well.

In view of the good standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2012, the proportion of pupils who achieved the expected level (outcome 5) or above in language, literacy and communication skills and mathematical development were above the all-Wales averages. Results for personal and social development, wellbeing and cultural diversity were below the all-Wales averages. The percentages of pupils who achieved outcome 5 in all areas were above the family averages.

When compared with those of similar schools, those schools in the same free school meal band, results at outcome 5 and above were in the higher 50% for language, literacy and communication. For mathematical development and personal and social development, wellbeing and cultural diversity, results were in the lower 50%.

At the higher than expected level, (outcome 6), pupils' performance placed the school above the all-Wales and family averages. When compared to those of similar schools, results for mathematical development were in the highest 25% and for the other areas of learning in the higher 50%.

At the end of key stage 2, the proportion of pupils achieving the expected level (level 4) or above in the core subject indicator rose from 2009 to 2012. In English and mathematics the proportion of pupils who achieved either level 4 or the higher than expected level, (level 5), has improved over the last four years. The percentage of pupils achieving level 4 or above in science has also improved but results at level 5 in science have fallen.

In 2012, the proportion of pupils who achieved level 4 or above was above the all-Wales and family averages in mathematics and science, with results in English below both comparisons. Results at level 5 in mathematics were above the family and all-Wales averages, results in English were close to those averages and results in science were well below both.

When compared with levels in similar schools, the percentage of pupils who achieved level 4 or above placed the school in the higher 50% for mathematics and science. Results for English and the core subject indicator were in the lower 50%. The proportion of pupils who achieved level 5 in mathematics placed the school in the highest 25%, in English results were in the higher 50% and in science in the lowest 25%.

Appendix 2

Stakeholder satisfaction report

One hundred pupils completed the questionnaire.

Nearly all pupils feel safe in school and know whom to talk to if they are worried or upset. They feel that teachers and other adults in school help them to learn and make progress. They know what to do and whom to ask if they find their work hard. Nearly all pupils feel that homework helps them to understand and improve their work at school. All pupils agree that the school teaches them to be healthy and nearly all agree that there are lots of chances in school to get regular exercise.

Most pupils feel that they are doing well at school and say that they have enough books, equipment and computers to do their work. They agree that the school deals well with bullying and say that nearly all pupils behave well at lunch times and playtime. Many pupils agree that other children behave well and they can get on with their work.

Pupils' responses to all questions are more positive than the views of pupils in other schools across Wales.

Twenty parents responded to the questionnaire. Overall, parents of pupils at Gendros Primary School express very positive views of the school. All parents who responded to the questionnaire are satisfied with the school, think that teaching is good and feel that the school is well run. They say that their child likes school, is making good progress and is well prepared for moving on to the next school.

All feel that their child is safe in school and is encouraged to be healthy and take regular exercise. All parents consider staff treat children fairly and with respect. They agree that teachers expect children to work hard and do their best. All parents agree or strongly agree that pupils behave well and that their child is helped to become more mature and take on responsibility. They are all aware of the procedures for dealing with complaints and would feel comfortable about approaching the school with questions, suggestions or a problem.

Nearly all parents reported that their child was helped to settle in well when they started school and that the school provides a good range of activities. They agree that homework builds well on what their child learns in school.

Parents' responses to all questions are more positive than the views of parents in other schools across Wales.

Appendix 3

The inspection team

Jane Williams	Reporting Inspector
Hazel Hughes	Team Inspector
Elizabeth Halls	Lay Inspector
Sian Jones-Evans	Peer Inspector
Dean Phillips	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.