



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

**Pantside Primary School
Old Pant Road
Pantside
Newbridge
Newport
NP11 5DE**

Date of inspection: June 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

Panside Primary School is situated in a housing estate on the east side of Newbridge from which nearly all pupils are drawn. The local authority is Caerphilly. The school is situated in a Communities First area.

Most pupils come from disadvantaged backgrounds. Approximately 47% of pupils are entitled to free school meals; this is a high figure and above local and national averages.

The school caters for pupils between the ages of three and eleven years of age. There are 206 pupils on roll including 24 who attend the nursery on a part-time basis.

Nearly all pupils are from white, British backgrounds. No pupil has Welsh as a first language and no pupil has help with English as an additional language.

Fifty per cent of pupils are identified as having some degree of additional learning needs. This includes 13 pupils who attend one of two special resource bases for pupils with social and communication needs. These pupils travel from outside the local area. Overall, 13% of pupils have statements of special educational needs; these figures are above local and national averages.

Seven pupils were temporarily excluded in the previous school year. No pupil is 'looked after' by the local authority.

The individual budget per pupil for Panside Primary School in 2011-2012 is £3,686 per pupil. The maximum per pupil in the primary schools in Caerphilly is £6,779 and the minimum £2,494. Panside is the sixth out of the 75 primary schools in Caerphilly 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 school is good because of:

- the progress pupils make by the age of eleven;
- the quality of teaching;
- provision for pupils' wellbeing and their care, support and guidance;
- the leadership of the headteacher; and
- the provision for the youngest children.

Prospects for improvement

The prospects for improvement are good because of:

- systematic and effective use of standardised assessment data;
- robust improvement plans closely linked to rigorous self-evaluation and the provision of resources;
- the impact of recent initiatives to raise standards in literacy; and
- the increasingly effective roles of co-ordinators.

Recommendations

In order to improve further Panside Primary School needs to:

R1 raise standards in Welsh and the use of incidental Welsh across the curriculum;

R2 increase levels of challenge for all pupils and have higher expectations of what they should achieve across the curriculum;

R3 improve the performance of boys; and

R4 give greater emphasis to extending pupils' awareness of how to improve by giving greater prominence to developing the skills of peer and self-assessment.

What happens next?

The school will produce an action plan to show how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter school with levels of skills below those expected for their age. By the end of key stage 2, most pupils generally make good progress and many mainstream pupils achieve the expected level in the core subjects of English, mathematics and science.

In the Foundation Phase many younger pupils make good progress from their low baseline. They speak confidently and listen carefully to each other. By the end of key stage 2 most pupils' speaking and listening skills are good. They increasingly share and develop their ideas effectively when discussing their work across the curriculum. They listen closely to their teachers, speak fluently and read confidently.

In the Foundation Phase younger pupils know that print carries meaning and books should be looked at from left to right. They enjoy taking part in stories and are beginning to recognise simple letter sounds. By the end of the Foundation Phase a minority read fluently with expression. They enjoy talking about their favourite characters, but have limited understanding of how to read unfamiliar words. Most write well in English lessons. The younger pupils in the Foundation Phase are beginning to record their thoughts and to make letter shapes correctly. However, by the end of the Foundation Phase a minority do not write longer sentences legibly or write in short paragraphs.

Older key stage 2 pupils read fluently, with expression. Many enjoy reading and show a good understanding when discussing the text. Most pupils in key stage 2 write well in English lessons. However, they do not use their writing skills well enough in subjects other than English or pay sufficient attention to their presentation.

Many pupils make good progress in developing their numeracy skills. Most pupils' information and communication technology skills are developing appropriately across the curriculum.

The majority of pupils across the school develop useful wider skills. They are beginning to develop skills to become independent learners and to evaluate their own work and that of others. These skills have a positive impact on their work.

In Welsh as a second language most pupils respond to a limited range of simple questions and instructions. Most in the Foundation Phase and the majority in key stage 2 show a positive and enthusiastic attitude towards using the language during short daily focus sessions. In general, pupils' Welsh skills are underdeveloped and progress through the school is satisfactory. Most pupils lack spontaneity in speaking the language outside the classroom.

Over the last three years there has been a positive trend in improvement in national teacher assessments, except in the standards of writing amongst seven-year-olds, which have fallen sharply. Results in the most recent assessments suggest that this decline is being reversed.

Pupils' performance at the expected level at age eleven compares well with that of other schools in the family and other similar schools, but is below local and national averages. There is a similar pattern of performance at the higher level.

Seven-year-olds not entitled to free school meals attain above those who receive them. There is little difference between the performances of these two groups of pupils in key stage 2. Across the school girls achieve significantly better than boys.

Wellbeing: Good

Nearly all pupils feel safe in the school and free from physical and verbal abuse. Overall, pupils have a good appreciation of the importance of healthy eating and regular exercise in developing a healthy lifestyle.

Attendance, at over 94% for the year to date, is well above that of similar schools and all but a few pupils arrive punctually at the start of the school day.

Nearly all pupils behave well. They show concern for one another and interact well with adults around the school. Their enthusiasm for learning is reflected in the good standards of behaviour and positive attitudes they demonstrate in the classroom. Pupils express their views sensibly when discussing their work.

The school council works diligently in helping to improve the life of pupils in school. Captain's Cove, an alternative learning room, is a particularly good example of how their views have helped shape their learning environment. The innovative scheme, where pupils are involved in observations of lessons and learning areas, is helping pupils to influence what and how they learn.

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

The school provides a wide range of interesting learning experiences. All staff work well together to plan progressive programmes of work. By involving pupils they ensure that learning experiences build on pupils' interests.

The school provides a broad and balanced curriculum for learners with additional learning needs, which meet effectively their often complex needs. Target setting and individual planning take account of prior learning and are of a high quality, with regular and systematic reviews of progress. Teachers also plan appropriately to meet the needs of pupils who need additional support in literacy. However, their planning does not always contain high enough expectations or challenge all pupils sufficiently.

The provision to ensure that pupils acquire literacy, communication and numeracy skills across the curriculum is effective. Many are developing their problem-solving and decision-making skills effectively and independent learning and thinking skills are integrated successfully into learning experiences. The majority of pupils make increasingly appropriate use of a variety of information and communication technology skills.

The provision and planning for Welsh language development are appropriate throughout the school. There are increasing opportunities for pupils to learn about their locality, the history, arts and culture of Wales.

An effective eco committee helps the school to act sustainably, for example in its use of energy and minimisation of waste. Education for sustainable development is planned through the curriculum but pupils' deeper awareness of the fundamental issues involved is limited. Pupils are developing a good understanding of the wider world through a range of experiences in and out of the school.

Staff make good use of visits, special events and visitors to enrich pupils' learning, for example to London and the Pembrokeshire coast. The school provides a good range of extra-curricular activities and very effective use is made of the outdoor area to support learning for all pupils.

Teaching: Good

The quality of teaching is good. Teachers in the early part of the Foundation Phase have a very clear understanding of how to organise and plan appropriately challenging experiences for young children.

Across the school teachers have good subject knowledge and plan their lessons very systematically, so that objectives are clear and pupils have a good understanding of what is expected of them.

Relationships between pupils and teachers are constructive. In lessons, pupils are anxious to succeed because they know that their individual efforts will be warmly recognised. In the best lessons, all pupils are encouraged to express their own ideas and to make choices for themselves.

Where there are some shortcomings, teachers do not always have high enough expectations of what pupils can achieve and tasks are not well matched to the different abilities in the classes.

Assessment of learning is detailed. Results of standardised tests are carefully analysed to guide future planning and provide for pupils' needs on an individual basis. There are very good systems for tracking pupils' progress and identifying where further support is required. In lessons, in nearly all classes, teachers give detailed feedback to pupils, both orally and through marking. As a result, pupils know how well they are doing and what they need to do to improve. Pupils are beginning to assess their own progress and that of other pupils. They are becoming involved in setting their own targets for improvement. However these strategies are not consistently used across the school.

Reports to parents are detailed and informative.

Care, support and guidance: Good

The school has good provision for the promotion of healthy living amongst its pupils and for ensuring their overall wellbeing. It also has effective arrangements for the promotion of good behaviour and attendance.

The good learning experiences provided promote pupils' spiritual, moral, social and cultural development well.

The school gives very well placed and focused guidance for pupils with additional learning needs. Provision for pupils in the main school who need particular short-term support in literacy and numeracy are good. There are extensive and effective arrangements to support those with more complex needs, including those who attend the resource bases. The support for all pupils with additional learning needs is well managed and co-ordinated efficiently. Staff across the school are well deployed to support individual pupils.

The school has procedures and an appropriate policy for safeguarding.

Learning environment: Good

The school has an inclusive ethos where everyone feels valued. It has relevant policies and procedures that ensure all pupils and staff have the same opportunities. As a result, all pupils are treated fairly and with respect. The school promotes positive behaviour well.

The school ensures equal opportunities for all pupils and involves all pupils including those from the resource bases in its daily life. It is a wholly inclusive community. The curriculum is accessible to all regardless of gender, race or religion and the school fulfils its statutory duties.

The school uses its accommodation effectively. The classrooms and corridors are colourful and interesting, and celebrate pupils' efforts successfully. The teaching environment is stimulating and supports learning and teaching well.

The outdoor area is an inspiring environment that facilitates purposeful learning. All staff work effectively to promote a good and interesting range of activities in the outdoors. This is a very good feature of the school. The quality of the resources is good and they are used well to support the needs of pupils.

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

The school is well led. The headteacher provides a clear sense of direction to the school, based on a rigorous analysis of its strength and areas for development. A particular success has been the identification of strategies to continue to raise standards in literacy and numeracy and to measure the impact of these on the progress of individual pupils.

The roles of co-ordinators have been strengthened. They now make a significant contribution to the management of the school and work closely with the senior management team to review progress.

All staff work together constructively and have high expectations of each other. There is a positive ethos in which teachers and their assistants co-operate effectively.

Governors are well informed and play an active part in school life. Links between the professional staff and governors are mutually beneficial. Governors are well informed about the school's performance. They successfully work with the senior management team as supportive yet challenging friends.

The school is making good progress in addressing nearly all local and national priorities and initiatives. It works effectively with other local schools to agree standards. The school emphasises successfully the importance of environmental issues and is improving levels of literacy. However, there has been limited progress in initiatives to strengthen pupils' Welsh language skills.

Improving quality: Good

The school's self-evaluation processes are robust. Leaders and managers have an accurate picture and understanding of the school's strengths and areas for development through very rigorous monitoring activities. The senior management team defines appropriately the priorities and allocates resources to enable its goals to be met. All staff have played a full part in the process. Procedures are carried out within a well planned cycle.

Performance data is consistently and rigorously used to monitor progress and plan for improvement. There is a strong focus on achieving progress against the school's priorities. The school seeks the views of pupils, parents/carers, staff and governors and uses this information to make further improvements. Procedures are impacting positively on standards.

The school has established professional learning communities within and beyond the school. These enable staff to develop and share their professional knowledge, support improvements across the school and raise standards. Staff have worked well with partner settings and schools, including the secondary school, to agree standards between them and to plan for effective transition into and out of school.

Partnership working: Good

There are effective partnerships which make a strong contribution to widening the range of choices for pupils. This has produced significant benefits in terms of improved standards and wellbeing for many pupils. The school takes a leading role in developing joint working practices with other schools and engenders trust and good communication between partners.

The school fosters good relationships with other local schools, which have facilitated joint staff training and development. The school has strong links with the community, good liaison and communication with parents/carers and works effectively with other agencies enabling staff to deliver programmes that improve pupils' outcomes and wellbeing.

Resource management: Good

Leaders manage the resources allocated to the school well.

Expenditure is regularly monitored to ensure that the school has a wide and appropriate range of learning and teaching resources. The school is well staffed by experienced teaching and non-teaching staff.

Teaching assistants are deployed well and they work closely alongside teachers in the classroom and on intervention projects throughout the day. Performance management systems have been established well. They offer opportunities for continuous professional development that are linked closely to the school's plans for improvement.

The school has reviewed its management structure in line with the national workforce agreement on Raising Standards and Tackling Workload to ensure that its management structure is effective.

The governing body monitors the budget rigorously. It spends according to the priorities in the development plan.

In view of the generally good progress made by most pupils, the good support provided for them and the effective management of the budget, the school overall gives good value for money.

Appendix 1

Commentary on performance data

Care should be taken when considering the performance of pupils in the national teacher assessments at the ages of seven and eleven years of age because of the impact of the small number of pupils who attend the resource bases for pupils with significant difficulties.

Starting from a low base, over the last four years seven year olds have generally performed below local and national averages in English, mathematics and science and when these subjects are combined.

Apart from in 2009, results have been below the family of schools averages. The unconfirmed data for 2012 suggests that a trend of improvement begun in 2011 has continued.

In 2011 the combined results placed the school's position in its family of schools higher than expected.

The proportion of pupils reaching the higher level, (level 3) has been consistently below national and local averages and that of most of the schools in the family.

Performance when compared to that of schools with a similar proportion of pupils entitled to free school meals has placed the school below most of these schools at seven years of age.

At seven years of age, boys' performance is lower than that of girls, particularly in English and science.

Bearing in mind their starting points, data indicates that many make at least the progress it would be reasonable to expect of them by the age of seven. This is reflected in the quality of the samples of work seen and in the lessons observed during the inspection.

In the previous four years, in the national teacher assessments for eleven year olds, results in English, mathematics and science at the expected level (level 4) have been below local and national averages and generally below the family of schools averages. In 2011, following an upward trend, the combined results were in line with the average for the family. When compared to performance levels of schools considered to have a similar proportion of pupils entitled to free school meals, the results were well above those of most of these schools. The unconfirmed data for 2012 indicates that the combined results are slightly below those of the previous year.

At the higher level (level 5), results in English have improved over the last four years and are now just above those of most schools in the family and close to the local and national averages. In mathematics and science, results are below those of most of the schools in the family and local and national averages.

The standards observed in key stage 2 in classes and through a scrutiny of pupils' work confirm this data, particularly in work seen in older pupils in this key stage. In the national teacher assessments of eleven-year-olds, girls consistently outperform boys.

Those entitled to free school meals at seven years of age do not attain as well as those not entitled to them. At eleven years of age performance is about the same.

School data indicates that nearly all eleven-year-olds achieve at least in line with the predictions made for them at seven years of age.

Those who attend the resource bases for pupils with particular additional learning needs make good progress towards their individual targets. Most pupils with additional learning needs in the main school make the progress it would be reasonable to expect of them.

Appendix 2

Stakeholder satisfaction report

Thirteen parents or carers completed the questionnaire. All were satisfied with the school and felt that their children liked school and were helped to settle in well. All thought that their children were making good progress and behaved well. They believed that the teaching was good and that homework set was useful. They felt that staff treated all children fairly and with respect. They felt that their children were encouraged to be healthy.

All parents were happy with the support they received and understood the school's procedures for dealing with complaints. They felt that the school successfully encouraged children to become more mature and to take on responsibilities. They thought that their children were well prepared for moving on to the next phase of their education. They felt that there was a good range of activities and visits provided. All were of the view that they were well informed about their children's progress and were confident to approach the school if they had any questions, suggestions or problems. All believed that the school had high expectations of their children and that they were safe in school. All felt that the school was well run.

One hundred pupils completed the questionnaire. Overall, the responses were close to those of most primary schools. Nearly all felt safe in school, believed that the school dealt with bullying well and knew whom to talk to if they were worried or upset.

Nearly all thought that they were taught how to be healthy and had lots of chances for regular exercise. All but a few thought that they were doing well at school, that homework was useful and that they had enough books and equipment.

All believed that their teachers and other adults helped them to learn and to make progress. All knew what to do and whom to ask if they found their work difficult.

A majority believed that other children behaved well. This is in line with the responses received from other schools. A slightly higher than average proportion of pupils expressed concerns about behaviour at play time and lunch time.

Appendix 3

The inspection team

Peter Mathias	Reporting Inspector
Eleri Hurley	Team Inspector
David Morgan	Team Inspector
Edward Tipper	Lay Inspector
Anne Lloyd	Peer Inspector
Stephen Rayer (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. FYear 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.