



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

**Pentre'r Graig Primary School
School Road
Morrison
Swansea
SA6 6HZ**

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.

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Context

Pentre'r Graig Primary is a new school in Morriston on the outskirts of Swansea. The school is in the remodelled former secondary boys and junior girls' schools, built in 1880. Pentre'r Graig Primary opened in September 2011 after the amalgamation of Graig Infant, Pentrepoeth Infant and Pentrepoeth Junior Schools. There are currently 325 pupils on roll. A further 58 children attend the nursery on a part-time basis. Children start in the nursery following their third birthday.

Over 36% of the pupils come from outside the school's catchment area. Most pupils come from English-speaking homes, but about 8% have English as an additional language. Thirty-one per cent of the pupils are eligible for free school meals, which is above national and local averages. The local authority cares for a few pupils. Twenty per cent of pupils have additional learning needs, and this is about average for Wales.

There is no previous inspection report for this newly amalgamated school. The headteacher was appointed in September 2011.

The individual school budget per pupil for Pentre'r Graig Primary School in 2012-2013 means that the budget is £3,207 per pupil. The maximum per pupil in the primary schools in Swansea is £9,629 and the minimum is £2,634. Pentre'r Graig Primary School is 57th out of the 87 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Pentre'r Graig Primary School is adequate because:

- standards in the Foundation Phase are good;
- pupils' behaviour is good;
- the school provides well for pupils' wellbeing; and
- pupils with additional learning needs make good progress on intervention programmes.

However:

- pupils' progress in key stage 2 is only adequate and many do not achieve as well as they could;
- standards in writing and Welsh in key stage 2 are judged as adequate;
- the quality of teaching is too variable in key stage 2; and
- assessment strategies are not fully embedded in key stage 2.

Prospects for improvement

The prospects for improvement are good because in a relatively short period:

- the headteacher has raised expectations to tackle underachievement;
- self-evaluation focuses effectively on the standards that pupils achieve;
- the findings of self-evaluation feed effectively into the school improvement plan; and
- partnerships with parents are strong and are beginning to impact positively on pupils' attitudes to learning.

Recommendations

- R1 Raise standards in writing across the curriculum in key stage 2
- R2 Raise standards and improve the quality of provision in Welsh in key stage 2
- R3 Improve the quality of teaching and short-term planning in key stage 2 to ensure that teachers consistently challenge pupils of all abilities
- R4 Strengthen assessment procedures and assessment for learning in key stage 2
- R5 Further develop the role of governors as critical friends
- R6 Improve attendance levels

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils start school with below average skills in literacy, numeracy and personal and social development.

Most pupils listen carefully to staff and other pupils and contribute well to class discussions. Those in the Foundation Phase listen well, take turns to speak and readily explain ideas to their friends. Many pupils throughout the school enjoy reading and read competently for their age and stage of development. They use appropriate expression when reading aloud and talk confidently about what they have read. Many very young pupils demonstrate confident mark-making skills and older Foundation Phase pupils develop good phonic awareness and make reasonable attempts at spelling and sounding out unfamiliar words.

Most pupils in the Foundation Phase write with increasing accuracy. However, in key stage 2, pupils make uneven progress in developing their writing skills and many do not consistently write at length across the curriculum. More able pupils use interesting vocabulary, but they have a limited awareness of sentence structure. Many pupils' planning and redrafting skills do not develop well and pupils' knowledge of spelling patterns is variable. Most pupils in key stage 2 do not develop their creative, imaginative and extended writing skills well enough in their work across the curriculum.

In the Foundation Phase, pupils speak Welsh regularly as part of their daily routines. They use a range of phrases successfully and respond well to questions.

Although teacher assessments show that standards in Welsh second language are good in key stage 2, pupils generally do not consistently use Welsh competently in Welsh lessons and other contexts. Progress across key stage 2 does not build on the standards achieved in the Foundation Phase and, by the end of the key stage, pupils' standards in oracy, reading and writing in Welsh are barely adequate.

Pupils throughout the school generally apply their numeracy skills well in a range of contexts. Standards in information and communication technology are good.

Pupils with additional learning needs make good progress on literacy intervention programmes and most improve their reading by a significant amount.

In 2012, the proportion of pupils who attained outcome 5 (the expected outcome) in the three areas of learning (the Foundation Phase Indicator) was above the family averages. When compared with performance levels in similar schools (schools with similar proportions of pupils entitled to free school meals), performance was in the top 25% in the areas of learning apart from in language, literacy and communication, which was in the bottom 50%. At the higher than expected outcome 6, performance was below that of other schools in the same family, apart from in personal and social development, wellbeing and cultural diversity where the performance was well above the family average.

In key stage 2, over the last four years, the school's performance in English, mathematics and science combined at the expected level 4 has generally been below family averages. In comparison with levels in similar schools, performance in the three core subjects over the last three years has been in the top 50% of schools. Performance at the higher than expected level 5 over a three-year period has generally been above the family average.

Wellbeing: Good

Most pupils have a good awareness of the need to keep fit and healthy. They appreciate the benefits they receive from physical activities. Many participate in the healthy initiatives and parents agree that the school encourages a healthy lifestyle.

Most pupils feel safe at school and show care and concern for others in all aspects of school life. Attendance is currently about 92%, which is below the all-Wales average.

Most pupils behave well, enjoy school, have positive attitudes to learning and work well together. Most take pride in their work, but older pupils do not always understand how well they are doing.

Pupils are actively involved in making decisions as members of the school council and eco committee. Through the school council, pupils have good opportunities to make choices that influence the life of the school; for example, they help run a healthy tuck shop and they are involved in the re-decoration programme.

The school has good relations with the community. All pupils benefit from taking part in activities, such as church services and concerts, and are often involved in community and extra-curricular activities. These promote their self-esteem and develop their confidence well.

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

The curriculum is broad and balanced and meets statutory requirements. It offers enriching opportunities for learning in both the Foundation Phase and key stage 2. There is extensive use of cross-curricular themes, extra-curricular activities and special occasions.

Provision for information and communication technology, numeracy, speaking, listening and reading is generally effective. However, there are too few opportunities for pupils to develop their creative and extended writing in key stage 2.

Planning in the Foundation Phase is very detailed, thorough and engages the full range of pupils successfully. However, planned activities in key stage 2 do not match well enough to pupils' ability and this results in a lack of challenge, particularly for more able pupils.

Current arrangements for the provision of Welsh language are adequate at key stage 2. Pupils do not have enough opportunities to develop their reading, writing or oracy skills. Provision for the Welsh dimension is adequate.

The school promotes sustainable development well and this has a positive effect on pupils' awareness of sustainability. Through recycling and composting, pupils become aware of the need to look after the world. The school promotes global citizenship well by celebrating international festivals, for example the Chinese New Year.

Teaching: Adequate

The quality of teaching is variable. Teaching in the Foundation Phase is consistently good and there are examples of effective work in key stage 2. In the lessons where teaching is good, there is clear planning, firm classroom management and activities that engage pupils' interest well. Teachers monitor pupils' learning carefully, intervene appropriately to support them and sustain a brisk pace. Nearly all teachers establish good working relationships with pupils and generally deploy support staff well.

However, in the majority of lessons in key stage 2, teachers do not use on-going assessments well enough to plan to meet the needs of pupils with different levels of ability. They often have low expectations of pupils and lessons lack sufficient pace and challenge. Presentations are frequently too teacher-centred.

The majority of teachers provide pupils with good oral feedback. They mark work consistently against the agreed success criteria. However, marking does not always give pupils enough guidance on how to improve their work. Teachers are beginning to give pupils good opportunities to assess their own learning.

The school has recently established a new system to track pupils' progress. The majority of teachers are beginning to use this system appropriately to set end-of-year pupil targets. There are appropriate moderation procedures at school and cluster levels.

End-of-year reports are informative and provide parents and carers with a clear picture of their child's progress.

Care, support and guidance: Good

The quality of care, support and guidance is effective and makes a positive contribution to pupils' enjoyment of school and to the high levels of wellbeing. The recently developed procedures to promote good behaviour are having a positive impact.

Staff promote pupils' spiritual, moral, social and cultural development effectively through collective worship and personal and social education. This provision has a positive influence on pupils' wellbeing.

Provision for pupils with additional learning needs is good. Teachers identify difficulties at an early stage. There are clearly targeted strategies for pupils needing support and these result in positive attitudes to learning. Pupils and their parents are well aware of targets for improvement and the progress pupils make in relation to these. The school has established a number of effective withdrawal groups for pupils with additional learning needs.

The school has good partnerships with specialist services. The school liaison police officer visits to talk to children about a variety of issues that affect their learning and wellbeing. These partnerships have a positive influence on pupils' wellbeing.

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

Learning environment: Good

The school has a very caring and inclusive ethos. All pupils are treated equally and the school takes good account of pupils' backgrounds to make sure that they all participate fully in the school curriculum.

The school promotes respect for diversity and communicates these values effectively to pupils through the personal and social education programme and assemblies. It also celebrates pupils' achievement and good behaviour.

There is a bright, warm and welcoming environment. Accommodation is of a good standard and the buildings and grounds are maintained well. Classroom and wall displays are attractive and informative. Learning resources are good and meet the needs of pupils.

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

The headteacher shares her vision, values and purpose effectively with staff, governors and parents. Since her appointment she has provided a clear sense of direction to the life and work of the school and developed positive links with pupils and their families. The headteacher is supported well by the deputy headteacher and members of the senior management team, who play an active part in the decision-making process.

All members of staff feel valued and all have specific responsibilities for developing various initiatives. These are beginning to have a positive impact on the school as a learning community; for example, the successful introduction of the Foundation Phase is having a particularly significant impact on raising standards for younger pupils.

Governors are supportive of the school and are keen to see improvements. They visit the school regularly, but their role in monitoring the provision and challenging the school as critical friends is not fully developed.

The school shows clear commitment towards addressing national and local priorities, such as improving standards in literacy, numeracy and sustainability. The school's efforts to tackle social disadvantage through active support for parents is also having a measurable impact on standards, particularly in the Foundation Phase.

Improving quality: Good

The headteacher is developing a robust culture of reflection and self-evaluation and self-evaluation processes are now a natural part of school life. The opinions of staff, parents and pupils are considered carefully and this is enabling the three amalgamated schools to develop into one effective learning community. The self-evaluation report is of good quality and the information collected is used effectively to identify priorities in the school development plan.

The school development plan is a comprehensive document and there is a good link between it and the self-evaluation report. The current development plan makes clear reference to local and national school priorities and the steps needed to achieve these. There is a continuous emphasis on measuring the effect of priorities on pupils' outcomes. This is already having an impact on improved standards for younger pupils.

The majority of staff members benefit from appropriate development opportunities and they visit other classes and schools to share good practice. As a result, this helps to develop aspects of the curriculum and improve various aspects of the provision, particularly the teaching of reading. The school works closely with the local authority to implement a good range of initiatives to support and improve pupils' literacy and numeracy skills; for example, this has led to an improvement in pupils' oracy skills.

Partnership working: Good

The school has good partnerships with parents and carers. Many parents attend weekly celebration assemblies and provide regular support in classes. The school also works well with a range of other partners, such as the local cluster of schools, the police, the English as an additional language service, local churches and the local authority. They all make a positive contribution to improving outcomes for children. For example, students from nearby universities and colleges regularly visit to help pupils develop their reading skills and this is impacting positively on standards of achievement in reading.

The school works collaboratively with a number of partners to improve moderation processes to ensure that teacher assessments are accurate at the end of both key stages. The good transition arrangements with the local secondary school enable pupils to transfer smoothly to the next stage of their learning.

Resource management: Adequate

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 well. The way in which the governing body carries out its duties in relation to health and safety issues is 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. However, in view of the outcomes achieved by the end of key stage 2, the school currently provides only adequate value for money.

Appendix 1

Commentary on performance data

The baseline assessment of pupils on entry to the school shows that they have knowledge, understanding and skills that are below or well below the level expected for their age.

In the Foundation Phase, many pupils attain outcome 5 (the expected level) in relation to the development of their language skills, which is below the average for the family of schools. In mathematical and personal skills most attain the expected outcome, which is well above the family averages. The proportion of pupils who attained above the expected level (outcome 6) is below the family averages, apart from in personal and social skills, which is well above the family of schools average.

In relation to schools with a similar proportion of pupils entitled to receive free school meals the school's performance in 2012, places it in the top 25% of similar schools for the development of pupils' mathematical and personal skills, although it is in the lower 50% for the development of pupils' literacy skills.

In key stage 2, the percentage of pupils who attain level 4 (the expected level) or above in English, mathematics and science (the core subject indicator) is just below the average for the family of schools. Performance has been below the family average in three of the last four years.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the upper 50% for English, mathematics and science.

In relation to the relative performance of boys and girls, girls perform a little better at the end of the Foundation Phase at the expected outcome 5 in language and mathematical skills. Boys perform better at the higher outcome 6 in language and mathematical skills. At the end of key stage 2, girls generally perform better than boys, especially at the higher level 5.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

One hundred and seven pupils in key stage 2 completed the questionnaire.

All or almost all, pupils:

- feel safe in school;
- believe that teachers and other adults in the school help them to learn and make progress;
- believe that the school teaches them how to be healthy;
- know what to do and whom to ask if they find work hard; and
- believe that they have enough books, equipment and computers to do their work.

Most pupils:

- feel they are doing well in school;
- know whom to talk to if worried or upset;
- state that there are lots of chances for regular exercise; and
- feel that teachers give them useful homework.

Many pupils think that:

- the school deals well with any bullying; and
- nearly all children behave well at playtime and during lunchtime.

A majority state that other children behave well and that they can get their work done.

Pupils' views are generally similar to the views of pupils in other primary schools across Wales.

Parent questionnaires

Thirty-five parents or carers completed the questionnaire.

Nearly all strongly agree or agree that:

- teaching is good and staff expect their child to work hard; and
- the school encourages their child to be healthy and take regular exercise.

Most agree that:

- their child was helped to settle in when he or she first started;
- their child is making good progress;
- staff expect their children to work hard and do their best;

- staff treat pupils fairly and with respect;
- their child receives appropriate additional support in relation to any particular individual needs; and
- the school helps their child become more mature and take on responsibility.

Many agree that:

- they are satisfied with the school;
- their child likes school;
- their child is safe in school and pupils behave well;
- they are kept well informed about their child's progress;
- they understand the school's procedure for dealing with complaints and feel comfortable approaching the school with questions, suggestions or a problem;
- the school provides a good range of activities including trips and visits; and
- it is well run.

Overall, many of these views are in line with the views of parents in other schools across Wales. However, parents in Pentre'r Graig Primary are not as positive about several aspects, including the safety of pupils, pupils' behaviour in school, their level of satisfaction with the school and how well the school is run.

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Margaret Owenna Davies	Team Inspector
Michael John Thomas	Team Inspector
Julie Ann Price	Lay Inspector
Iwan Jones	Peer Inspector
Julie Tucker	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.