



*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**

**High Street Primary School  
St Paul's Avenue  
Barry  
Vale of Glamorgan  
CF62 8HT**

**Date of inspection: February 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:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

High Street Primary School is an English-medium community school maintained by the Vale of Glamorgan local authority. The school is in the centre of Barry.

There are currently 184 pupils at the school, including 142 pupils of statutory school age and 42 pupils in the nursery classes who attend on a part-time basis. Pupils start school in the term following their third birthday. Most pupils have a low, sometimes very low, level of social and language skills upon entry to the school.

The number of pupils on roll has fluctuated over the last three years, and to some extent reflects the number of pupils attending the two units for pupils with special needs which form part of the school. There is an assessment unit for pupils in the Foundation Phase, which currently houses three pupils, and a key stage 2 unit for pupils with emotional and behaviour disorders, which has eight children. The school is also surrounded by a high percentage of rented accommodation and the population is of a transient nature.

Sixty-four pupils (45%) are entitled to free school meals. This is considerably higher than the percentage for Wales as a whole and for the Vale of Glamorgan. The school indicates that it serves an area of economic and social disadvantage.

Sixty-four pupils (39%) have additional learning needs and six (4%) have a statement of special educational needs. Nearly all pupils are of white ethnic origin. Fifteen learn English as an additional language and those pupils who are new to English receive additional support. Two pupils are 'looked after' by the local authority.

Very few pupils come from homes where Welsh is spoken. All pupils learn Welsh as a second language in the school.

The school was last inspected in March 2006. The headteacher was appointed in April 2000.

The individual school budget per pupil for High Street Primary School in 2011-2012 means that the budget is £4,940 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £4,940 and the minimum is £2,736. High Street Primary School is first out of the 46 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- almost all pupils make good progress in acquiring reading, oracy, numeracy and informational and communication technology skills;
- the care for pupils and the arrangements for their wellbeing are good;
- nearly all of the teaching is of good quality; and
- the school is well managed.

### Prospects for improvement

The school's prospects for improvement are good because:

- its outcomes have improved at both key stages during recent years;
- the headteacher, staff and governors have high expectations in terms of taking the school forward;
- the school has a good awareness of its strengths and areas for improvement;
- it has a good record of implementing and evaluating changes and improvements in its teaching, assessment and support for pupils' wellbeing and standards; and
- all members of staff are ready to accept the challenge of raising standards.

## **Recommendations**

In order to improve, the school needs to:

R1 raise writing standards in key stage 2;

R2 ensure that the teaching consistently challenges the most able; and

R3 improve the co-ordination of all the provision for special and additional learning needs so that all of the learning needs of individual pupils are addressed.

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Outcomes in National Curriculum assessments at the end of both key stage 1 and key stage 2 were better in 2010 and 2011 than in 2009 and 2008 and, with a few exceptions, compare favourably with those of schools with a similar percentage of pupils entitled to free school meals.

At key stage 1, outcomes in National Curriculum assessments in 2011 compared favourably with the average in the same 'family' of schools. At key stage 2, outcomes were broadly similar to the average performance of schools in the same family in 2010, but below the family average in 2011, mainly because of the large number of less able boys in that year's cohort.

Outcomes in National Curriculum assessments do not completely reflect pupils' achievement. The level of skills of most pupils on entry to the school is low, but they make good progress throughout the school. Outcomes are generally good at the end of key stage 1. In addition, all pupils, whatever their ability or gender, who had been assessed at both key stages in the school achieved well in 2011 as they all improved their performance by two levels, and in some instances by three levels, between key stage 1 and key stage 2.

Pupils of all ages and abilities make good progress in reading, oracy, numeracy and information and communication technology. Almost all pupils with additional learning needs make good progress, as do many of those who are learning English as an additional language, particularly if they have been in the school for a long time. Those who are new to English progress more slowly. Those pupils from the key stage 2 emotional and behavioural disorders unit in the school who integrate well with mainstream classes make good progress. Pupils in that unit who find integration into a normal school environment difficult make less progress.

There is no discernible difference in the performance of boys and girls of the same ability in lessons. All pupils, including those mainstream pupils with additional learning needs make good, measurable progress commensurate with their ability over time.

Standards of oracy and reading are good throughout the school. Pupils speak with confidence, expressing their opinions and reactions. They read aloud well and with expression. They have a good understanding of what they read, and enjoy reading different genres.

Standards of numeracy and information and communication technology skills are also good throughout the school. Within numeracy, pupils' ability to handle shapes is a particular strength as is pupils' ability to convey different kinds of information within information and communication technology.

Standards of writing are good in the Foundation Phase, where pupils write at appropriate length and use a good range of grammatical structures and vocabulary. At key stage 2, standards in writing vary. Generally, they are adequate. The abler pupils write extensively and have interesting content, albeit in a limited number of genres. The writing of pupils of average ability and those who are less able is more limited in length and has errors in spelling and punctuation.

Standards in Welsh (second language) are good in the Foundation Phase. Pupils can ask and answer a range of familiar questions confidently; and many pupils demonstrate good reading skills. Standards are also good in Year 3 and Year 4. Here, pupils use a wider range of vocabulary and structure, and can express their likes and dislikes well. Pupils in Year 5 and Year 6 can use a good range of familiar language, but find it difficult to go beyond formulaic expressions. Pupils of all ages do not apply their Welsh language skills outside the classroom with people who speak the language naturally.

### **Wellbeing: Good**

Pupils are enthusiastic, well-motivated and active participants in their learning. The standard of pupils' behaviour in the mainstream classrooms and around the school is good. Pupils in the key stage 2 unit who have difficulty in controlling their behaviour generally succeed in doing so with the help of staff. Pupils feel safe at school and have positive attitudes to keeping fit and healthy. The school has good arrangements for monitoring attendance and the current attendance rate is above that for similar schools. Very few pupils arrive late in the morning. Pupils are happy and confident and are ready to contribute to school activities. Members of the School Council and the 'Eco Committee' are actively involved in decision-making and taking responsibility for administering some of the school's projects.

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

The curriculum is broad and balanced and meets statutory requirements. The school has successfully implemented the Foundation Phase and the requirements of Curriculum 2008. Planning for pupils' wellbeing and emotional health is a particular strength.

Planning for teaching and learning is detailed and ensures good attention to communication, numeracy and information and communication technology skills. The school meets the needs of almost all individuals and specific groups of learners well through the use of withdrawal groups and very effective learning interventions by specialist staff and support assistants. The planning for more able pupils is also good but not always implemented in individual lessons.

A good range of extra-curricular activities, school visits and contributions by visitors enriches the basic curriculum. Homework is well structured. It complements and supplements the provision within the school.

The provision for the Welsh language within specific language lessons is good, but there are few opportunities for pupils to hear or practise Welsh outside formal Welsh lessons. The school gives good attention to the Welsh dimension in the planning of its topics and this develops pupils' interest and understanding of their heritage.

The provision for global citizenship is a strength, as is the provision for sustainability, which benefits from pupils' involvement in 'Healthy Schools' and 'Eco Schools' projects.

### **Teaching: Good**

The quality of teaching is good in nearly all lessons. Teachers and other adults have good subject knowledge and, almost without exception, they have high expectations in terms of pupils' behaviour and the standards of work of most pupils. Expectations are not always high enough for the ablest pupils. Assistants who support specific groups of pupils or individuals contribute well to their learning. Teachers plan lessons carefully and the quality of long and medium term planning is good.

Teachers generally cater effectively for pupils of a range of different abilities in their class, in particular those of average and lower ability, but in a very few classes the teaching does not allow the ablest pupils to reach the highest standards.

In most lessons, teachers use effective assessment methods to promote learning, Pupils receive good oral feedback on their work and have suitable opportunities to assess their own work. The quality of teachers' marking of pupils' written work is generally good. Pupils receive a fair evaluation of their work along with hints on how to improve it, but the usefulness of teachers' comments on pupils' work varies too much overall.

Teachers keep very detailed records individual pupils' progress. There are standardised and moderated portfolios of pupils' work in the core subjects. These give teachers a very good idea of progress on a whole-school level as well as on an individual level.

Parents and carers receive detailed information about their children's achievements, wellbeing and development. A good quality personal profile on each pupil's report supplements standardised comments. Parents appreciate these every much.

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

The school has very effective systems in place to support pupils' health and wellbeing. As a result, pupils are active learners, confident and fully involved in their school and wider community. There are detailed arrangements and planned programs for supporting and promoting the personal, social, moral and cultural development of pupils.

The school has good procedures to ensure that pupils in the two special units in the school are well supported and are integrated as far as possible into the school's activities.

The school has well established links with many key agencies, including those for supporting pupils with English as an additional language and pupils with emotional and behavioural problems. These and other agencies offer effective additional support and guidance to more vulnerable pupils and pupils with additional needs.

All staff members are involved in identifying pupils needing extra support within their own class. The school, as a whole, provides a good range of effective interventions and specialised support for individuals and groups of pupils. Nevertheless, the interventions for the individual pupil are not always sufficiently co-ordinated.

The school has procedures and has an appropriate policy for safeguarding.

### **Learning environment: Good**

This is fully inclusive school in which pupils are given an equality of opportunity to everything it provides. Staff members go to great lengths to identify the needs of all pupils and succeed in meeting the individual needs of almost all of them. Most pupils feel that staff members deal appropriately with any instances of bullying. The school's accessibility plan acknowledges limitations to the provision for those with physical disabilities.

The school and grounds are very well maintained and the internal accommodation, supported by a high standard of wall displays, creates a positive learning environment. The classrooms and ancillary rooms meet the needs of pupils well. The main playground is an interesting and stimulating area for the pupils and the individual outdoor areas for the Foundation Phase classrooms are a positive feature of the school. Overall, there is a good supply of suitable learning resources, with the provision for information and communication technology particularly notable.

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

The school has a clear sense of direction and a culture that strives for improvement. The headteacher and senior management team provide effective leadership and have high expectations regarding pupils' welfare and achievements as well as their own role as leaders. Curricular leaders fulfil their roles well.

The leadership and management of the two special educational needs units is well integrated into that of the school as a whole and is advised and supported well by external expertise and a range of interventions from the local authority.

Staff meetings and well-planned whole-school training sessions focus successfully on the school's priorities for development. These activities help staff to develop a shared understanding of their roles and responsibilities in relation to the school's strategies and plans.

The governing body undertake their roles conscientiously and ensure that the school meets legal requirements. They are very well informed about the performance of the school and the issues that affect it. The Chair of Governors has direct, detailed

knowledge of the school's activities, but other governors lack this first-hand information and this limits their collective role as the school's 'critical friend'.

The school meets national and local priorities well. It has successfully introduced the Foundation Phase and responded well to the 2008 key stage curriculum and the challenge of improving pupils' skills. In addition, it gives good attention to supporting pupils' wellbeing and is responding well to a need to improve pupils' Welsh language skills.

### **Improving quality: Good**

The school has well-established self-evaluation procedures that focus successfully on pupils' standards. These procedures include thorough analysis of performance data, monitoring of the school's provision and reviewing all aspects of the school's work. All members of staff contribute effectively to these arrangements. The views of pupils and parents are taken into account and the school accurately assesses its strengths and weaknesses.

The school improvement plan indicates clearly who is responsible for monitoring priorities that are linked to the school's self-evaluation. Priorities for development in the plan have appropriate costings, clear success criteria and time scales. Curriculum reviews help to set school priorities and the school discusses the findings with staff and governors in particular. This thorough approach has led to improvements in resources, provision, assessment and standards.

The school is working well to develop a network of professional practice within the school and with other local primary schools and schools in the same family. Staff work well together and often reflect on and evaluate their own practice. This is having a positive impact on pupils' learning and wellbeing.

### **Partnership working: Good**

The school values its partnership with parents and the way in which this supports and impacts on pupils' standards and wellbeing. The school has its own useful 'app' for mobile phones, which allows parents to keep themselves informed about the school's activities and expectations.

The school has also established strong links with other professional agencies, cluster schools, the local authority and the wider community and these enrich the learning opportunities of the pupils. Good liaison, communication, transfer of data and training events with the two secondary schools, to which almost all pupils transfer, ensure effective continuity and progression for pupils.

The school often takes a leading role in partnership projects, including piloting a project aimed at improving pupils' self-esteem and social behaviour. It has evaluated and disseminated its findings to other school within the area. Staff work well as a team and all members involve themselves fully in joint planning and evaluation of projects. The school is the focal point of its community, which greatly values the work it does to improve the provision for its pupils.

**Resource management: Good**

The school manages its budget well and links spending decisions closely to the priorities identified in the school improvement plan. There is a very good range of relevant learning resources and an appropriate level of staffing. The school uses its support staff very effectively. Teachers use their 'planning, preparation and assessment time' well to prepare learning materials, to assess pupils' work and to record in detail pupils' progress across the curriculum. The environment for learning is well organised and attractive. The school has started on plans to develop the outdoors further in order to broaden and expand the curriculum.

In view of the good and often very good progress pupils make from low starting-points on entry to the school, and the good quality of the care and learning experiences they receive, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Estyn compares the outcomes of schools against those of their free-school-meal group and their family of schools.

The proportion of the school's pupils entitled to free school meals increased from 23% to 33% during the period 2006-2011. In 2011 the percentage of pupils entitled to free school meals and other factors placed this school among the most disadvantaged groups of schools in Wales.

Two further sources of data are relevant to the discussion of standards in this school, the ability level of pupils on entry and also data showing pupil progress by the end of key stage 1 (now the Foundation Phase) and their continued progress between the end of key stage 1 and key stage 2.

Most pupils enter the school with skills that are below or often very below the expected level for the pupils' age, and the level of other pupils in the local authority. This means that attaining the expected levels implies a greater achievement on their part.

In 2011, all pupils who had been assessed at both key stage 1 and key stage 2 in this school made the expected two levels of progress between the end of key stage 1 and key stage 2; in some instances pupils progressed by three levels, depending upon subject.

When the school's performance is compared with that of schools with a similar percentage of pupils entitled to free school meals, the overall quality of pupil outcomes, at both key stages, was better in 2010 and 2011 than in 2008 and 2009.

At key stage 1, in 2008 and 2009, the school's performance, in all four quality indicators, was comparable with that of the lowest 25% of schools with a similar percentage of pupils entitled to free school meals.

In 2010, although outcomes in mathematics were not as good, results in the other three indicators placed the school in the upper 50% of schools in the same free-school-meal band. In 2011, the school's outcomes placed it in the upper 50% of similar schools relation to in science and English and in the top 25% in relation to mathematics and the core subject indicator.

At key stage 2, in 2008 and 2009, the school's performance was generally comparable with that of the lower 50% of schools in the same free-school-meal band.

In 2010, key stage 2 outcomes in mathematics and science placed the school in the lower 50% of similar schools and performance in English and the core subject indicator placed it in the upper 50% of schools in the same free-school-meal band.

In 2011, pupils' performance at key stage 2 placed the school in the upper 50% of schools in the same free-school-meal band for English, mathematics and the core subject indicator and in the top 25% of similar schools for science.

When the school's overall performance is compared with the average for schools in the same family of schools, performance at both key stages was again better in 2010 and 2011 than in 2008 and 2009.

In key stage 1, pupils' outcomes in all four quality indicators were below the average levels for the family in 2008 and 2009, particularly so in 2009. In 2010, pupils' performance was above the family average in two indicators and below it in the other two. In 2011, pupils' outcomes were above the average of family outcomes in all four indicators.

In 2011, the percentage of key stage 1 pupils achieving the expected levels in oracy, reading and writing as individual skills was higher than the family average, as was the percentage achieving the expected level in reading, writing and mathematics in combination.

At key stage 2, the school's overall performance is comparable with the average of schools in the same family, but has varied according to indicator, number of pupils in the school year, the balance of boys to girls and the year.

Performance in 2011 was below the family average in English and mathematics, and the average percentage of pupils achieving the core subject indicator. It was above the family average in science. In 2010, the school's performance was comparable with the family average in science and above the family's average in mathematics, English and the percentage of pupils achieving the core subject indicator. In 2009, the school's performance was above the family average in all four indicators. In 2008, the school's performance was above the family average in two indicators and below the family average in the other two.

In 2011, the percentage of key stage 2 pupils achieving the expected level in reading, writing and mathematics was below the family average, the performance of boys being very significantly below the average for boys in the family.

Girls, generally, have outperformed boys, significantly so on occasion. Fewer boys also achieved a higher level than the expected level.

Although there were exceptions, a smaller percentage of pupils than the percentage for the family achieved a level that was higher than the expected level in individual subjects at the end of key stage 1 and key stage 2.

Overall, in 2011, pupils entitled to free school meals did not achieve as well at both key stages as those who did not receive free school meals, though the difference in outcomes was not as marked as in other schools in the family, especially at key stage 2.

The school's attendance figures have been around 91% or 92% since 2006. The attendance for 2010-2011 meant that the attendance rate was comparable with that of the upper 50% of similar schools.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parents'/carers' questionnaires

Thirty-three parents or carers completed the questionnaires. In 18 of the 19 questions, the proportion of parents with positive responses to the questionnaire is about average compared with responses in the primary schools inspected in 2010-2011. However, slightly fewer than average agree that the school prepares their child well for moving on to the next stage of their education.

All parents state that their child is encouraged to be healthy and to take regular exercise. Nearly all are satisfied, overall, with the school. They believe that it is well run and feel that their child likes their school. Nearly all state that their child was helped to settle in well when he or she started there. Nearly all are happy that their child is making good progress, and that teaching and pupils' behaviour is good. Nearly all parents believe that staff members expect their child to work hard, to do his or her best and that staff treat all children fairly and with respect. Parents also believe that the homework builds well on what their child learns in school and that the school has a good range of activities, including trips or visits. Nearly all parents believe that their child receives appropriate additional help, if needed, and that the school helps their child to become more mature and to take on responsibility. Nearly all parents understand the school's procedures for dealing with complaints and feel comfortable about approaching the school with questions, suggestions or a problem. Most feel that they are well informed about their children's progress.

#### Responses to pupils' questionnaires

Seventy-two pupils in key stage 2 completed questionnaires. They all feel they know what to do and whom to ask if they find the work hard. All pupils believe that the teachers and other adults in the school help them to learn and to make progress. Nearly all feel that they are doing well in school and that they feel safe there. Nearly all the pupils know whom to talk to if they are worried or upset and believe that the school has enough books, equipment and computers to allow them to do their work. Most feel that the school deals well with bullying, that the school teaches them how to keep healthy and that it offers lots of chances for them to get regular exercise. Most feel that their homework helps them to understand and improve their own work in school. In addition, most feel that nearly all pupils behave well at playtime and at lunchtime. Many (more boys than girls) feel that other children behave well and that they can get their work done. The proportion of pupils with positive responses to the questionnaire is about average compared with responses in primary schools inspected in 2010-2011. In this school, however, slightly fewer than average say that the school teaches them to keep healthy, and that other children behave well and allow them to do their work. On the other hand, slightly more than average think that children behave well at playtime and at lunchtime.

## Appendix 3

### The inspection team

Gareth Roberts	Reporting Inspector
Eleri Hurley	Team Inspector
Edward Tipper	Lay Inspector
Cheryl Wheldon	Peer Inspector
Sian Howell (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](http://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.