



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

Report of
Nantffyllon Primary School
Garnwen Terrace
Nantffyllon
Maesteg
Bridgend
CF34 0ET

Date of visit: October 2012

By

**Estyn, Her Majesty's Inspectorate for Education and Training in
Wales**



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The monitoring team

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|---------------|---------------------|
| Rhona Edwards | Reporting Inspector |
| Huw Watkins | Team Inspector |
| Jane Rees | Team Inspector |

Outcome of monitoring visit

Nantyffyllon Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Improve pupil performance in English and mathematics

This recommendation has been largely addressed.

Overall standards in English are good in key stage 2. Many older and more able pupils are beginning to write more extensively across a range of genres. Presentation and handwriting skills show a marked improvement and many pupils are now using a range of appropriate punctuation accurately. Year 2 pupils are beginning to write more independently for a range of purposes, but improving the quality of their writing remains an important area for development. In particular, their use of simple punctuation is not consistent and the presentation of many pupils' work remains too variable.

Scrutiny of pupils' work in mathematics shows that older, more able pupils are working at level 5 (the expected level for more able pupils of 11 years of age) and are achieving well. Many other pupils in key stage 2 are making good progress in line with their age and abilities across a range of mathematical applications. Progression and challenge are now more obvious in pupils' mathematical work at the end of the Foundation Phase and pupils are developing their independent learning and recording skills well.

The end of key stage 2 teacher assessment results for 2012 indicate that the number of pupils achieving the expected level (level 4) in English and mathematics was above the average for other schools in the same family. Results have improved considerably in both subjects since 2011 when performance was below the family average. English and mathematics results have improved from the bottom 25% of those for similar schools in 2011, to the lower 50% of those for similar schools in 2012, but remain below the average for Wales.

In the Foundation Phase, teacher assessment results show that the proportion of pupils achieving Foundation Phase Outcome 5 (the expected level for seven-year-olds) was above the family average in language, literacy and communication, but below in mathematical development. Performance was, however, above the average for Wales.

Reading levels throughout the school are a continued cause for concern, but the school has put in place a good range of strategies to address this. These measures are beginning to impact positively on the standards pupils achieve and their enthusiasm for reading.

The introduction of setting for English and mathematics in key stage 2, and more focused grouping in the Foundation Phase, for work in all areas of learning, is beginning to impact positively on the quality of provision. There has been a marked improvement in standards in mathematics and English across key stage 2. Progress is also evident in literacy and numeracy in the Foundation Phase. The good basis laid in the nursery and reception classes is now being built upon more effectively in Years 1 and 2.

Pupils in key stage 2 are very positive about the recent arrangements for setting in English and mathematics. This method of grouping has improved pupils' engagement in learning and the majority show an increasingly confident approach towards their work. Pupils in the Foundation Phase are also showing an enthusiastic approach to their learning. The introduction of 'Busy Bee' books is beginning to challenge pupils successfully to develop as more independent and engaged learners. The school uses individual pupil data well to identify the level of support all pupils need. All staff have a very clear understanding of the school's strengths and areas for development. Teachers review pupils' progress regularly and they use assessment information well to teach pupils at a level appropriate to their ability. This is a significant factor in raising standards, particularly in key stage 2.

Recommendation 2: Ensure more able pupils achieve their potential and the progress of all pupils is consistently good in the full range of skills

This recommendation has been largely addressed.

End of Foundation Phase outcomes show that achievements at the higher levels (Outcome 6) remain below the average for the school's family in literacy, language and communication skills and in mathematical development. However, in key stage 2, the performance at the higher levels (level 5) has improved and results are above the family average in both English and mathematics.

Since September 2011, the setting of pupils in key stage 2 for mathematics and English has improved the levels of challenge and achievement for more able pupils. Teachers in the Foundation Phase have reduced the number of worksheets they provide. This has also allowed more able pupils to develop their thinking and independent learning skills appropriately.

Teachers' planning identifies outcomes for different levels of ability. This differentiation of tasks is now more evident in the work that pupils produce.

Most pupils are increasingly aware of what they need to do to improve their work through the setting of individual targets for development. However, the system is not consistent throughout the school. This means that pupils are not always clear about when a target is achieved.

Pupils' work demonstrates a good range of information and communication technology skills across the curriculum. Pupils' ability to apply their literacy and numeracy skills at an appropriate level in other subjects and areas of learning is developing appropriately.

Recommendation 3: Develop learning experiences in line with the Foundation Phase and skills framework to cater fully for pupils' differing needs and ensure adequate lesson time is given to all areas of the curriculum.

This recommendation has been largely addressed

In conjunction with the local authority, the school has undertaken an extensive review of the provision and physical environment in the Foundation Phase. Planning now covers all areas of learning and there is coherent planning for focused, continuous and enhanced activities. The re-organisation of teaching groups allows teachers to focus better on pupils' individual learning needs. Senior managers have deployed teaching assistants more effectively to support learning in the Foundation Phase. All Foundation Phase staff meet together on a weekly basis to plan work and monitor pupils' progress in developing skills across the areas of learning.

The school and the local authority have provided good continuing professional development for teachers and learning support assistants. All Foundation Phase staff have had good opportunities to update their training and to visit other schools to observe effective practice and outdoor provision. They have undertaken 'learning walks' in their own school to help them review provision in their own classrooms. As a result, the school has reshaped its Foundation Phase area and has developed better systems to allow free flow access for pupils to learn outdoors. Classroom walls have stimulating displays, which reflect current topics and themes and provide support for literacy and numeracy.

The school has begun to transform the outdoor learning areas. There are now interesting spaces in which pupils can learn. Outdoor enhanced provision books for each class provide pupils with stimulating activities, which link well to teachers' planning.

Teachers plan successfully for the development of pupils' skills across areas of the curriculum at key stage 2. This ensures that pupils are increasingly developing their ability to use literacy, numeracy, information and communication technology and thinking skills confidently in a variety of contexts. Pupils feel challenged and are engaged and enthusiastic about improving their performance. This is having a significant positive impact on their learning outcomes.

Recommendation 4: Promote greater consistency in teaching

This recommendation has been largely addressed.

Significant improvements have been made to the quality of teaching in most classes. Across the school, teachers generally plan an interesting range of learning experiences, using a detailed planning format, which takes account of different levels of ability. However, occasionally, teachers' delivery does not fully motivate pupils to extend and develop their learning. In a very small number of lessons where the teaching is excellent, lessons provide high levels of challenge with tasks related to solving real life problems. This practice is worthy of wide dissemination. Behaviour and relationships are very good throughout the school.

Teachers use assessment well to plan the next steps in pupils' learning and mark pupils' work conscientiously. Most teachers give clear oral and written feedback on what pupils have achieved and what they need to do to improve their work. However, comments are not always followed up consistently by teachers and do not always link closely enough to individual pupil target setting.

All teachers have introduced assessment for learning strategies. However, in a few classes these are not developed fully enough to provide clear information to inform pupils' perceptions of their learning. Pupils in key stage 2 are beginning to use self and peer assessment to assess the quality of their work.

Recommendation 5: Ensure senior managers have a sharper focus on standards in managing resources to secure the school's goals

This recommendation has been largely addressed.

The many changes introduced since the core inspection in February 2011 have had a marked improvement on the quality of provision across the school. Despite continued instabilities in staffing, the new senior leadership team has focused fully on addressing the recommendations from the last inspection. The acting headteacher has provided very good continuity of leadership with the help of the local authority. Through the senior team's leadership, the school has successfully developed a culture of improvement focused on pupils' learning to which all staff subscribe and contribute.

Senior leaders have improved the school's management systems. They have developed clear roles, responsibilities and teams, which distribute leadership and accountability throughout the school. Regular meetings allow teams to share and develop areas of work and their understanding of key issues. As a result, all staff are working more effectively to meet pupils' learning needs and this is having a positive effect on the standards pupils achieve in most classes.

Senior leaders have placed a strong emphasis on developing the staff's understanding of the analysis and interpretation of data. They have introduced new electronic forms of collecting data, which enable them to track pupils' progress more efficiently. Leaders have ensured that staff understand and use the data regularly to plan provision effectively. The senior leadership team are also beginning to make better use of first-hand evidence to judge standards of teaching and learning.

Leaders have delegated appropriately some responsibilities for performance management to middle managers and have introduced a performance management system for learning support assistants. The system now has the good effect of promoting a sense of ownership of strategies to improve standards and the setting of challenging but realistic and measurable targets for improvement across the school.

Recommendations

In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.