

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Pen y fro Primary School
Priors Crescent
Dunvant
Swansea
SA2 7UH**

School number: 6702219

Date of inspection: 02 November 2009

by

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Introduction

Pen y fro Primary was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Pen y fro Primary took place between 02/11/09 and 04/11/09. An independent team of inspectors, led by Stephanie James undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

| | |
|-------------------------|--------------------------|
| Nearly all | with very few exceptions |
| Most | 90% or more |
| Many | 70% or more |
| A majority | over 60% |
| Half/around half | close to 50% |
| A minority | below 40% |
| Few | below 20% |
| Very few | less than 10% |

The five-point scale used to represent all inspection judgements in this report is as follows:

| | |
|----------------|---|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | many important shortcomings |

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

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' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 | R | Y1 | Y2 | 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 National Curriculum covers four key stages as follows:

| | |
|-------------|---------------------|
| Key stage 1 | 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 |

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Context

The nature of the provider

- 1 Pen y fro Primary School is situated in the village of Dunvant on the edge of the Gower Peninsular and is administered by the City and County of Swansea Local Authority. It is housed in a modern one storey building with extensive grounds. The area served by the school consists predominantly of private housing but there is also a large housing association estate in its catchment area. Seven per cent of pupils are currently entitled to free school meals, which is well below the Wales average of around 17 per cent and the Local Authority average of about 21 per cent. Approximately 35 per cent of pupils attend from outside the school's catchment area as a result of parental choice. At around five per cent, pupil mobility is low.
- 2 The school caters for pupils from 3 to 11 years. Children start school after their third birthday. There is a very wide range of ability in the school, but attainment on entry is above average overall. There are currently 148.5 pupils on roll, including the full-time equivalent of 9.5 children in the part-time nursery class. Nearly all pupils are of white ethnic origin and speak English at home. No pupil speaks Welsh as their first language. Very few pupils receive tuition in speaking English as an additional language.
- 3 Twenty-five per cent of pupils are on the school's register of special educational needs (SEN). This is above the national average of approximately 20 per cent. Six per cent of pupils have formal statements of SEN which is higher than the national average of around two per cent. Seventy-eight per cent of pupils with statements of SEN, come from outside the school's catchment area because parents choose to send their children to Pen y fro.
- 4 The school was last inspected in March 2004. Since then there have been two significant changes in staffing. A new head teacher, who was previously the deputy head, was appointed in January 2007. A new deputy head teacher, who was previously a teacher in the school, took up her post in September 2007. The Foundation Phase area has recently been extended and refurbished.
- 5 The school's Basic Skills Agency Quality Mark was renewed in June 2008. It achieved the Dyslexia Friendly Schools standard award in December 2007 and its second Eco Schools Green Flag in July 2008. It received the Gold Award for the Swansea Standard for the Self-Evaluating School in June 2008.

The school's priorities and targets

- 6 The school's motto is, "Learning, Laughing and Achieving Together".
- 7 Its main aims are to:
 - provide a secure, happy learning environment, where all children feel valued and included;
 - encourage all children to enjoy learning and achieve their full potential;
 - give all children access to a broad, balanced curriculum through stimulating, challenging and creative experiences;
 - promote respect for ourselves, each other, the community and our environment;
 - include pupils, parents, governors and staff in our self-evaluation process as we strive for continuous improvement.
- 8 Among the school's main priorities and targets for 2009-2010 are to:
 - review and further develop the implementation of the Foundation Phase and Curriculum 2008 and the assessment procedures linked to them;
 - continue to develop standardisation and moderation procedures in teachers' assessment of pupils' work at the end of key stage 2;
 - continue to implement and develop the provision for more able and talented pupils;
 - further promote entrepreneurial and lifelong learning skills related to the world of work;
 - monitor and investigate gender issues and attainment in English at the end of both key stages and implement appropriate strategies.

Summary

- 9 Pen y fro Primary is an exceptionally happy, caring and effective school where the child is at the heart of the educational process. There are outstanding features in many aspects of its work.

Table of grades awarded

| Key Question | Inspection grade |
|---|------------------|
| 1. How well do learners achieve? | Grade 2 |
| 2. How effective are teaching, training and assessment? | Grade 1 |
| 3. How well do the learning experiences meet the needs and interests of learners and the wider community? | Grade 1 |
| 4. How well are learners cared for, guided and supported? | Grade 1 |
| 5. How effective are leadership and strategic management? | Grade 1 |
| 6. How well do leaders and managers evaluate and improve quality and standards? | Grade 1 |
| 7. How efficient are leaders and managers in using resources? | Grade 1 |

Standards

- 10 From a very wide range of starting points, all pupils make good progress in developing their knowledge, understanding and skills as they move through the school. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The achievement of pupils with special educational needs (SEN) is good with outstanding features. More able pupils sometimes produce work of outstanding quality, particularly in upper key stage 2. However, their overall rate of progress is good with no important shortcomings.
- 11 In the 2009 National Curriculum teachers' assessments at the end of key stage 1, 83 per cent of pupils gained at least level 2 in all three core subjects combined, the Core Subject Indicator. This compares well with 81 per cent of pupils attaining the Core Subject Indicator nationally in 2008. One hundred per cent of pupils attained level 2 or better in mathematics and science. Eighty-three per cent of pupils attained level 2 or better in English. The number of pupils attaining the Core Subject Indicator was affected by the relatively high number of pupils with SEN in English.
- 12 Pupils' performance at the end of key stage 1 in comparison with similar schools (those with 0 to 8 per cent of pupils eligible for free school meals), has varied from below to above average over the last four years because of the number of pupils with SEN. Nevertheless, pupils' overall performance at the end of key stage 1 has been consistently above national and Swansea figures.

- 13 In the 2009 National Curriculum teachers' assessments at the end of key stage 2, 84 per cent of pupils attained the expected level 4 or better in English and 88 per cent did so in science and mathematics. Overall, 84 per cent of pupils at the end of key stage 2 gained the Core Subject Indicator, at least level 4 in all three core subjects combined. This compares well with 76 per cent of pupils attaining the Core Subject Indicator nationally in 2008. However, if the results of pupils with SEN status are excluded from the figures, 100 per cent of pupils attained the Core Subject Indicator.
- 14 The number of pupils attaining the Core Subject Indicator in key stage 2 fluctuates from year to year, as in key stage 1, according to the number of pupils with SEN and, often, the small number of pupils in the year group. However, their performance has been consistently above national and Swansea averages. In comparison with the performance of pupils in similar schools, (those with 0 to 8 per cent of pupils eligible for free school meals), the number of pupils attaining the Core Subject Indicator at the end of key stage 2 has also been consistently above average.
- 15 The school's tracking of pupils' progress from the end of key stage 1 in 2005 to the end of key stage 2 in 2009 shows that most pupils maintained good progress in the three core subjects. A few pupils made outstanding progress in science.
- 16 Nearly all pupils' listening skills are outstanding. In the Foundation Phase and in key stage 1, most pupils make good progress in developing the key skills of speaking, reading and writing, numeracy and use of information and communication technology (ICT) in their work across the curriculum. By the end of key stage 2, their use of these skills is good with outstanding features. Nearly all pupils also make excellent progress in developing bilingual competence as they move through the school.
- 17 In most lessons, nearly all pupils work at full capacity. In a very few lessons, a minority of pupils, particularly the more able, are not fully stretched and therefore do not achieve as much as they could.
- 18 Standards of behaviour are excellent throughout the school. All pupils show outstanding development in their personal and social skills and their awareness of equal opportunities is developing well. Their understanding of those with special educational needs is particularly strong and most pupils are also developing respect for the range of beliefs, attitudes and cultural traditions to be found in society. All pupils are developing an excellent understanding of community life and the world of work.

The quality of education and training

19 In the lessons observed, the quality of teaching was judged as follows:

Grades for teaching

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 32% | 64% | 4% | 0% | 0% |

- 20 The overall quality of teaching is much better than the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).
- 21 Excellent working relationships between all pupils, teachers and support staff are a consistent feature in all classrooms. Most lessons are well planned and have clear learning objectives. In the best lessons there is a cracking pace, a rich mix of teaching and organisational approaches and the teacher's enthusiasm for learning is infectious. In a very few lessons, the pace is relatively slow and many pupils, particularly the more able, are not challenged enough.
- 22 The school's assessment procedures have good features that outweigh shortcomings. Assessment is usually used well to plan the next steps in pupils' learning. The school's marking policy is clear, but not systematically implemented.
- 23 A minority of annual written reports to parents do not meet statutory requirements because there is no comment on the pupil's progress in religious education.
- 24 A broad, balanced, interesting and relevant curriculum meets most learners' needs extremely well. Pupils' talents are very effectively identified and they are given many excellent opportunities to develop them. Strategies to address fully the needs of more able pupils throughout the school are being developed. Pupils with SEN are extremely well catered for. There is an outstanding range of extra-curricular clubs and activities which broaden and enrich pupils' learning experiences. Visits to places of interest, residential courses and visitors further extend pupils' learning.
- 25 An extensive range of learning experiences across the curriculum promotes pupils' personal development, including their spiritual, moral, social and cultural development extremely well. Acts of collective worship also make an outstanding contribution to pupils' understanding of moral and spiritual issues. The school's promotion of education for sustainable development and global citizenship is good with outstanding features.
- 26 The school is a very inclusive community where pupils feel that they are valued, very well supported and that their well-being is of the very highest priority. The

very close and effective working partnership with parents and carers contributes significantly to the quality of support and guidance offered to pupils.

- 27 There are good policies and well documented procedures to ensure the healthy development, safety and well-being of pupils. The provision for pupils with SEN is good with outstanding features. Child protection arrangements are clear. The whole school ethos promotes equality, sharing and understanding.

Leadership and management

- 28 Building on the very strong traditions of the school, the new head teacher has been outstandingly successful in gaining the confidence and respect of all members of staff, governors, pupils and parents. She provides a very strong sense of direction and leads a united, enthusiastic team of staff that welcomes new initiatives. The deputy head teacher provides excellent support to the head teacher. Together, they are a powerful, knowledgeable leadership team who lead by example. Two other members of the senior management team have recently been appointed and are effectively developing their roles. Subject co-ordinators take a very active and effective role in gathering information about standards and quality in their subjects.
- 29 Continuing professional development has a very high profile in the school which has a proven track record of nurturing future school leaders. In-service training is extremely well targeted to help all staff meet their personal and professional targets.
- 30 The governing body is proactive and supportive and meets its responsibilities extremely well. The school benefits considerably from the wide range of expertise and different backgrounds represented among the governing body. An outstanding feature in the quality of governance is their active role as a 'critical friend' to the school.
- 31 A culture of striving for continuous improvement is firmly embedded in the school's ethos. Constructive, rigorous self-evaluation is at the heart of the school's approach to improving the quality of education it offers its pupils. There are many outstanding features in the school's very accurate self-evaluation process.
- 32 The school is extremely well staffed by appropriately qualified teachers and classroom assistants and has excellent pupil/teacher ratios. Classroom and learning support assistants provide very valuable support to the pupils they work with and are very effectively deployed in classes. The quality and quantity of resources are excellent. The use of ICT is an outstanding feature. The quality of the building is very good. The extensive grounds and gardens provide a highly stimulating environment conducive to effective learning.
- 33 The head teacher and governors have a very clear view of priorities for expenditure and there is robust financial management. They stringently review the school's budget to ensure that the spending decisions they make are those that will have the greatest impact on standards and the quality of provision. In

this, they have been very effective. The school therefore gives excellent value for money.

- 34 The actions taken by leaders and managers to bring about improvement need more time to impact fully on the achievement of all more able pupils and in the use of assessment. Nevertheless, the school has made excellent progress in addressing the key issues for action identified during the last inspection.

Recommendations

35 In order to develop and progress, the school should:

R1 Further develop strategies to raise the achievement of more able pupils throughout the school. *

R2 Continue to improve the use and consistency of assessment in all classes. *

R3 Ensure all reports to parents meet statutory requirements.

* The school has already identified these recommendations as priorities for improvement in its current School Development Plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 36 The inspection team's findings do not match the judgement of grade 1 for this key question made by the school in its self-evaluation report. This is because there are not enough outstanding features in the standards pupils achieve to justify an overall grade 1 for this key question.
- 37 From a very wide range of starting points, all pupils make good progress in developing their knowledge, understanding and skills as they move through the school. With very few exceptions, pupils achieve agreed learning goals.
- 38 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 39 All pupils achieve well, irrespective of their social, ethnic or linguistic background. Different groups of pupils, including those who are learning English as an additional language, looked after children and those with profound learning needs, achieve at least as well as their peers and often make extremely good progress.
- 40 The achievement of pupils with special educational needs (SEN) is good with outstanding features. They make excellent progress relative to their needs and level of ability. More able pupils sometimes produce work of outstanding quality, particularly in upper key stage 2. However, their overall rate of progress as they move through the school is good with no important shortcomings.
- 41 In the 2009 National Curriculum teachers' assessments at the end of key stage 1, one hundred per cent of pupils attained the expected level 2 or better in mathematics and science. Eighty-three per cent of pupils attained level 2 or better in English. Overall, 83 per cent of pupils gained at least level 2 in all three core subjects combined, the Core Subject Indicator. This compares well with 81 per cent of pupils attaining the Core Subject Indicator nationally in 2008. However, the high number of pupils with SEN disproportionately affected the overall percentage of pupils attaining level 2 in English in 2009.
- 42 In 2009, girls outperformed boys in English, which mirrors the national picture. However, there is no distinct pattern in the relative performance of boys and girls in all subjects in key stage 1 over the last four years.
- 43 The number of pupils attaining the Core Subject Indicator at the end of key stage 1 has fluctuated over the last four years according to the number of pupils with SEN in each year group. Pupils' attainment in English has been

consistently below their performance in mathematics and science. This is often because of the relatively high number of pupils with SEN who have specific difficulties in language and literacy.

- 44 Pupils' performance in comparison with similar schools (those with 0 to 8 per cent of pupils eligible for free school meals), has also varied from below to above average for the same reason. Nevertheless, pupils' overall performance at the end of key stage 1 has been consistently above national and Swansea figures. The percentage of more able pupils attaining the higher level 3 in 2009 was above national figures in all subjects and has been over the last three years, except in English in 2007.
- 45 In the 2009 National Curriculum teachers' assessments at the end of key stage 2, 84 per cent of pupils attained the expected level 4 or better in English and 88 per cent did so in science and mathematics. Overall, 84 per cent of pupils at the end of key stage 2 gained the Core Subject Indicator (at least level 4 in all three core subjects combined). This compares well with 76 per cent of pupils attaining the Core Subject Indicator nationally in 2008. However, if the results of pupils with SEN status are excluded from the figures, 100 per cent of pupils attained the Core Subject Indicator.
- 46 In 2009, girls in key stage 2 performed better than boys in all three core subjects. In three out of the last four years, girls have outperformed boys in English. Trends over the last three years show no marked difference in the relative performance of girls and boys in mathematics and science in attaining level 4. However, more boys than girls have succeeded in attaining the higher level 5 in mathematics.
- 47 The number of pupils attaining the Core Subject Indicator in key stage 2 fluctuates from year to year, as in key stage 1, according to the number of pupils with SEN and, often, the small number of pupils in the year group. However, their performance has been consistently above national and Swansea averages. In comparison with the performance of pupils in similar schools, (those with 0 to 8 per cent of pupils eligible for free school meals), the number of pupils attaining the Core Subject Indicator at the end of key stage 2 has also been consistently above average.
- 48 The percentage of more able pupils attaining the higher level 5 at the end of key stage 2 has varied over the last three years but has been consistently above Swansea and national levels. In comparison with the performance of more able pupils in similar schools, however, their performance has fluctuated, but was below that of similar pupils in English and mathematics but at the same level in science in 2009.
- 49 The school's tracking of pupils' progress from the end of key stage 1 in 2005 to the end of key stage 2 in 2009 shows that most pupils maintained good progress in the three core subjects. A few pupils made outstanding progress in science.

- 50 Throughout the school, pupils' listening skills are outstanding and make a most positive contribution to the good progress they make. Almost without exception, pupils listen attentively and respectfully to adults and, increasingly as they move through the school, to what their peers have to say. In year 5, for example, they weigh and very thoughtfully consider opposing views in a debate about the impact of trade with the outside world on the way of life of an Inuit tribe.
- 51 In the Foundation Phase and in key stage 1, most pupils make good progress in developing the key skills of speaking, reading and writing, numeracy and use of information and communication technology (ICT) in their work across the curriculum. For example, children in the nursery are developing a good understanding of the purpose of written communication through writing and posting 'letters' they have written in reply to one they have received from Shelley the 'tortoise'. Increasingly as they move through key stage 1, pupils use ICT confidently, independently going to computers to access programs that effectively extend their learning.
- 52 During key stage 2, all pupils very competently apply the key skills they are developing in an ever-widening range of interesting and purposeful contexts. By the end of the key stage, their skills in speaking and listening, reading and writing, numeracy and use of ICT are good with outstanding features. In history lessons in year 6, for example, writing in the role of an evacuee during the Second World War, many pupils demonstrate great empathy and express their feelings exceptionally well using imaginative images and choices of vocabulary.
- 53 Nearly all pupils' bilingual competence is outstanding. Pupils' confidence in their understanding and use of the language develops extremely well as they progress through the school. By the end of key stage 2, most pupils can sustain a conversation and use increasingly complex sentences enriched by a developing vocabulary.
- 54 During key stage 1, most pupils are becoming aware of the skills they are applying in their lessons. As they move through key stage 2, nearly all pupils develop an outstanding awareness of the skills they will need to use in any planned activity and reflect on how well they have used them.
- 55 A very positive recent development in key stage 2 has been the introduction of target books and reflective journals that pupils regularly complete to help them understand how well they are progressing and what they need to do to improve. Many pupils are beginning to use these very effectively, particularly when reflecting on their learning and aspects of their personal and social development such as how well they work with other pupils.
- 56 In most lessons, nearly all pupils work at full capacity in order to move onto the next stage in their learning. In a very few lessons, a minority of pupils, particularly the more able, are not fully stretched and therefore do not achieve as much as they could.

- 57 Most pupils are extremely well motivated, clearly enjoy their lessons and eagerly engage with all the learning opportunities offered to them. They say that teachers make learning fun for them and their enthusiasm is very evident in many lessons.
- 58 Standards of behaviour are excellent throughout the school. There is a calm, but busy and purposeful, working atmosphere in nearly every lesson. Relationships between pupils are extremely good and their care and understanding of one another's needs is exceptionally supportive. Lunchtimes are very pleasant social occasions and all pupils play happily with one another during break times.
- 59 Attendance over the three terms prior to inspection was 94.6 per cent. This exceeds the Local Authority and national averages, equals the average for similar schools and only marginally falls short of the All Wales attendance target of 95 per cent. Pupils are generally punctual and quickly settle to their lessons. The school complies with all attendance requirements set out in the National Assembly for Wales (NAW) Circular 47/06, 'Inclusion and Pupils' Support'.
- 60 All pupils show outstanding development in their personal and social skills. In most lessons, they plan and organise their work very well and their ability to concentrate is excellent. They confidently use resources and collaborate extremely well in pairs or small groups. Almost all pupils work independently within the structure of the lesson and in the general context of the school. Their levels of independence are outstanding and set a firm foundation for life-long learning.
- 61 Nearly all pupils' awareness of equal opportunities is developing well. Their understanding of those with special needs is particularly strong. Most pupils are also developing respect for the range of beliefs, attitudes and cultural traditions to be found in society. For example, in their study of the effects of trade on an Inuit tribe in the Arctic, pupils in year 5 develop a heightened appreciation of cultural diversity and an understanding that people have different values and customs.
- 62 All pupils are developing an excellent understanding of community life and the world of work. They visit numerous local businesses, organisations and societies and benefit greatly from the opportunity to see what they do and how they work.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

63 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

64 In the lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 32% | 64% | 4% | 0% | 0% |

65 The overall quality of teaching is much better than the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).

66 Excellent working relationships between all pupils, teachers and support staff are a consistent feature in all classrooms. Without exception, pupils are treated fairly, equally and with a consistent approach to positive behaviour management. Teachers and classroom assistants frequently give praise where it is due. Pupils often say that one of the best things about being in Pen y fro is the teachers.

67 Most lessons are well planned and have clear learning objectives that are shared with pupils so that they understand what is expected of them. Most teachers effectively encourage pupils to identify the key skills they will be using during the lesson and help them reflect on how they have used them at the end of it. Many teachers use a very good range of questions that prompt pupils to think for themselves.

68 Outstanding features observed in the best lessons include:

- the teacher's enthusiasm and love of learning is infectious, providing an excellent role model for pupils;
- a rich mix of teaching and organisational approaches that enables pupils to be actively and independently engaged in their learning;
- a cracking pace maintained through quick, timed activities;
- extremely well organised use of a huge variety of interesting resources, including the interactive whiteboard, that stimulate pupils' curiosity;
- excellent subject knowledge, including the use of subject specialists to share their expertise in a number of classes;
- the full and effective inclusion of pupils with SEN who have a range of complex social, emotional and learning needs;

- very well planned deployment of, and liaison with, additional adults such as classroom assistants and parent volunteers fully to exploit their expertise.
- 69 In a very few lessons the pace is relatively slow, pupils are kept sitting too long on the carpet and there is an imbalance between teacher input and pupil activity. This means that many pupils, particularly the more able, are not stretched enough and do not complete enough work of a sufficiently challenging nature in the time available. There are many examples of teachers effectively planning to meet the needs of more able pupils, but this practice is not totally consistent throughout the school.
- 70 Teachers develop pupils' bilingual skills extremely well. They ask pupils questions and encourage them to respond in Welsh and use Welsh incidentally throughout the day. Particularly good use is made of the language during registration periods.
- 71 The school's procedures and use of assessment have good features that outweigh shortcomings. Children are assessed when they enter the nursery and when they start in the reception year in order to plan for their needs. Good use is made of these assessments in order to plan for teaching and learning.
- 72 In key stages 1 and 2, there are structured and purposeful procedures to ensure that pupils' progress is regularly recorded. The steps to be followed to move the pupils' learning forward are identified very clearly at the end of Key stage 2. In many classes, pupils have begun to conduct self-assessments activities. There are some very good examples of this, but the practice is not consistent across the school.
- 73 Information from National Curriculum assessments and standardised tests are analysed effectively to identify gaps in provision or in teaching and learning. Appropriate action is taken as required, for example, in addressing the standard of boys' writing in key stage 2.
- 74 The school's marking policy is clear, but is not systematically implemented. There are examples of teachers' marking of specific pieces being constructive and clearly identifying points for improvement but this is not consistent across the school.
- 75 Individuals' performance is reviewed regularly and information gathered is used effectively to provide additional support when necessary. Very effective use is made of assessment to identify pupils needing extra support and subsequently to monitor their progress.
- 76 The school has portfolios of samples of pupils assessed work in the core subjects of English, mathematics and science. These have been compiled jointly with other schools in the local area and with the high school so that there is agreement on standards throughout the school. These, and discussion with colleagues in the secondary school, are used effectively to strengthen consistency in teacher assessments at the end of key stage 2.

- 77 Parents are invited to discuss their children's progress once a term and feel they have excellent access to teachers at other times. Annual written reports are rather brief and a minority of reports do not meet statutory requirements because they do not contain a comment on the pupil's progress in religious education. However, reports do include an indication of the next steps for improvement. Targets for the coming year are noted and useful guidance is provided on how parents can help their children achieve them. Parents and pupils are given the opportunity to make comments on their reports and many do make valuable contributions.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

- 78 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 79 The school responds very well to pupils' learning needs and interests. A broad, balanced, interesting and relevant curriculum is fully accessible to all pupils and complies with legal requirements.
- 80 The learning experiences provided very effectively meet the needs of most learners.
- 81 Pupils' talents are identified and they are given many excellent opportunities to develop them. Strategies to address fully the needs of more able pupils throughout the school are being developed. Pupils with SEN are extremely well catered for and are given excellent support to access all learning opportunities in and out of school.
- 82 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. A good range of learning experiences, both indoors and out, are provided for children in the nursery and reception classes.
- 83 Policy documents and detailed schemes of work ensure progression in children's learning in the Foundation Phase and good coverage of National Curriculum subjects in key stage 1 and 2. They include clear learning objectives, suggested activities and resources and support the school's practice very well.
- 84 Teachers and support staff channel much time and energy into ensuring that the curriculum is not only skills based, but also excites pupils' interest both indoors and out. Short term planning ensures that an extended range of purposeful activities are provided. The detailed planning provides continuity and progression in pupils' learning.

- 85 Many worthwhile, stimulating opportunities are identified for pupils to use the key skills of speaking and listening, reading and writing. These are clearly identified in medium term plans. Teachers maximise opportunities for discussion and detailed planning ensures that pupils have many opportunities to apply their numeracy and ICT skills in subjects such as science and geography.
- 86 There is an outstanding range of extra-curricular clubs and activities which broaden and enrich pupils' learning experiences. These include sports, Spanish, gardening, chess and numerous others. Extra-curricular activities also very effectively further develop pupils' personal and social skills.
- 87 The school also provides very good opportunities for learning through visits to places of interest, residential courses and other activities that reinforce the pupils' understanding of the curriculum.
- 88 Peripatetic teachers visit the school to tutor pupils in a very wide range of musical instruments. Pupils are encouraged to participate in external accreditation for their musical development.
- 89 An extensive range of learning experiences across the curriculum promotes pupils' personal development, including their spiritual, moral, social and cultural development extremely well. The school's personal and social education curriculum is very well planned and enhanced through initiatives such as 'philosophy for children' sessions.
- 90 Acts of collective worship also make an outstanding contribution to pupils' understanding of moral and spiritual issues, helps them gain respect for truth and justice and also their responsibility towards protecting the natural world. The atmosphere in morning assemblies is conducive to spiritual reflection and devotion. Acts of collective worship fulfil statutory requirements.
- 91 The school's commitment to work-related education is outstanding and an integral part of pupils' learning. The school has developed strong partnerships with many local businesses, organisations and societies to enrich pupils' learning about the workplace.
- 92 Many representatives from local businesses and the community visit to help with projects and provide welcome material and financial donations to the school. The head teacher has created a link with a local manufacturing factory, initially with a two day placement being organised for her, in order further to develop pupils' knowledge of the world of work.
- 93 The provision for developing pupils' bilingual skills in Welsh and English is outstanding. Commands and vocabulary are displayed prominently in all classes and used effectively. The language is constantly and consistently used throughout the day in all classes.
- 94 Good attention is paid to *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum. The school ensures that pupils develop a good understanding of

their cultural heritage both locally and nationally through traditional Welsh tales and the study of local artists. For example, pupils research aspects of the geography and history of Wales, with particular emphasis given to the effects of important historical events on the local area, for example the effects of evacuation in the Second World War.

- 95 The school has high expectations of its pupils and strongly promotes equality of access to all the opportunities it offers, regardless of their background or circumstances. All pupils are encouraged, and do, become involved in games and sports, extra-curricular activities and visits.
- 96 The school's promotion of education for sustainable development and global citizenship is good with outstanding features. There are many practical examples of encouraging pupils' involvement in sustainable development such as paper recycling. The Eco Committee samples 'binned paper' in classrooms in order to assess that paper has been fully utilised. The school has received its second Eco Schools green flag award in recognition of its excellent work in this area.
- 97 Pupils' entrepreneurial and problem-solving skills are effectively promoted. Pupils are successfully involved in making decisions about school life through membership of the school council and eco committee. Pupils run the fruit tuck shop as a real business and responsibility is rotated so that all pupils have a chance to be involved.
- 98 The school very effectively reflects national priorities for lifelong learning skills through, for example, its strong encouragement of pupils to take responsibility for their own learning.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

- 99 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 100 The school is a happy, caring and inclusive community where pupils feel that they are valued, very well supported and that their well-being is of the highest priority. The school very carefully monitors and supports its pupils' personal progress and makes effective use of external services when necessary.
- 101 The partnership the school enjoys with parents and carers is another outstanding feature of school life at Pen y fro. The very close and effective working partnership with parents and carers contributes significantly to the quality of support and guidance offered to pupils. The school always listens carefully to the views of parents and carers and takes their views into consideration. In the pre-inspection meeting and questionnaires, parents demonstrated an impressive degree of confidence in the school.

- 102 Through the school council, pupils have regular opportunities to put forward their ideas and views, and do so with confidence. The school council is an effective forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision-making. They are involved, for example, in the process of appointing new members of staff. Councillors undertake their duties conscientiously. They feel the school listens to them and often acts upon their recommendations.
- 103 The school has outstanding induction arrangements to support pupils in settling in to their new learning environments. Parents and carers have the option of a home visit by the nursery teacher to discuss their child's needs and an appointment at the school with the head teacher. Prior to admission, parents and carers are invited to a more formal meeting when the nursery teacher outlines the routines and aims of the nursery class and the Foundation Phase and children have the opportunity to acclimatise themselves to life in school. At the same time, teachers build up detailed individual profiles of them by talking to their parents. Pupils who arrive at other times are introduced to the school in a sensitive manner and allocated a classroom buddy.
- 104 The school provides exceptionally high quality support and guidance for learners and gives careful consideration to their social, educational, ethnic or linguistic background through a detailed and very well organised personal and social education programme.
- 105 Registers are completed accurately and quickly at the start of the morning and afternoon sessions. The school has effective processes to monitor attendance and punctuality. Procedures to improve figures are rigorously pursued with the help of the educational welfare officer who provides very good support to the school. There are effective procedures to monitor behaviour and to take appropriate action when the occasional incident occurs.
- 106 There are good policies and well documented procedures to ensure the healthy development, safety and well-being of pupils. Members of staff are trained in first aid and there are clear procedures for caring for pupils who feel ill, or who have an accident during the day. Effective use is made of the accident book, regular fire drills are held and equipment is checked in compliance with health and safety regulations.
- 107 Risk assessments are carried out before school trips which are subject, at all times, to written parental consent. The school strongly promotes both healthy eating and lifestyles and the benefits of physical activities and pursuits.
- 108 Child protection arrangements are clear. The head teacher is the designated person responsible for safeguarding procedures. All members of staff receive updated training and there are very good links with relevant outside agencies.
- 109 All teaching and non-teaching staff have up-to-date Criminal Records Bureau checks.

- 110 The provision for pupils with special educational needs (SEN) who require additional support is excellent and fulfils the requirements of the SEN Code of Practice. As a result, pupils with SEN often make excellent progress at their level of development.
- 111 The school has developed comprehensive procedures for the identification of, and provision for, pupils with SEN. As a result, many parents choose this school for their children if they need additional support. Six of the nine pupils who have statements of SEN attend from outside the school's catchment area. This accounts for the high number of pupils on the school's SEN register and with statements of SEN.
- 112 There are very close relationships with all the agencies involved in supporting pupils and their various needs, including the educational psychologist and speech therapist. Teachers monitor and track pupils' progress very carefully. There is close liaison between teachers and the Special Education Needs Co-ordinator who is very well informed about pupils' needs. Pupils with SEN receive excellent support from their class teacher and learning support assistants.
- 113 Pupils' individual education plans contain specific learning targets that correspond to their individual needs. Members of staff also keep a very close eye on the development of pupils not on the SEN register, but who are targeted for extra support.
- 114 The More Able and Talented Co-ordinator identifies more able and talented pupils and keeps an up-to-date register, but the identification of appropriate tasks for more able pupils is less well developed consistently throughout the school and is recognised as a priority for improvement in the school's current development plan.
- 115 The school has clear and very effective policies and procedures for addressing the needs of the very few pupils with behaviour difficulties.
- 116 There is good support for pupils with English as an additional language. They are very well integrated into school life and there are examples of outstanding progress in their acquisition of English.
- 117 The school actively promotes gender equality. Boys and girls work well together in groups. Lessons are well planned specifically to deal with gender and stereotyping issues.
- 118 Policies and procedures to ensure equal opportunity and racial equality and to tackle any incidents of bullying are appropriate. The positive ethos of the school reflects the policies' successful implementation. The whole school ethos promotes equality, sharing and understanding. These values are evident throughout the school day. Pupils value the random system used to allocate turns and determine working groups, such as the 'Magic Hat' in year 6. They state that fairness is ensured.

- 119 The school has comprehensive disability equality scheme and accessibility action plans which ensure that there is equal access for everyone to all areas of the school, including the grounds.
- 120 All pupils are actively encouraged to recognise, respect and celebrate diversity. The personal and social education framework, work across the curriculum and assemblies promote a strong sense of global citizenship. A 'Cultural Diversity' day is held biennially further to raise pupils' awareness.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 121 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade for this key question matches the grade given to key question 7 but does not match the grade awarded to key question 1. This is because the strategies adopted by the outstanding leadership team have not yet had time fully to impact on standards in all areas.
- 122 Since her appointment nearly three years ago, the head teacher has been outstandingly successful in gaining the confidence and respect of all members of staff, governors, pupils and parents. There is an exceptionally happy, caring family atmosphere in the school which permeates all aspects of its life and work. There is an excellent flow of information between the head teacher, staff, governing body and parents. Day-to-day administrative procedures are smooth and efficient. Relationships at all levels are outstanding.
- 123 Building on the very strong traditions of the school, the head teacher provides a very strong sense of direction and leads a united, enthusiastic team of staff that welcomes new initiatives. Members of staff are willing to try different approaches in order continually to improve the quality of the provision and the standards pupils achieve. As colleagues, they are mutually helpful and supportive and their total commitment to the pupils is tangible.
- 124 The deputy head teacher provides excellent support to the head teacher and very effectively takes responsibility for important aspects of the school's work. Together, they are a powerful, knowledgeable leadership team who lead by example, providing excellent role models for colleagues and pupils.
- 125 Two members of staff have recently been appointed to posts of responsibility for the Foundation Phase and key stage 2 and are effectively developing their roles. The well designed management structure ensures that the most senior members of staff have overall responsibility for the core subjects and they carry out their duties extremely well.
- 126 Foundation subject co-ordinators take a very active and effective role in gathering information about standards and quality in their subjects. Many of them, too, are excellent role models in teaching the subjects for which they are responsible. In addition, they give generously of their own time in running clubs related to their subjects that provide excellent opportunities for pupils with particular talents and interests and which further help to raise standards.
- 127 Continuing professional development has a very high profile in the school. It has a proven track record of nurturing future school leaders. For example, two former teachers are now head teachers in other schools and another is a

deputy head teacher. All members of staff appreciate the training opportunities they are offered.

- 128 The school takes very good account of local and national priorities. It has a close and productive working partnership with the Local Authority and takes an active role in piloting and developing a number of initiatives. For example, it trialled the optional skills assessment materials in year 5 for the Welsh Assembly Government and pioneered the Local Authority's self-evaluation standard scheme.
- 129 There is a very well established performance management cycle that effectively identifies strengths and targets for individual members of staff. In-service training is extremely well targeted to help staff meet their targets. The results of performance management effectively inform whole school development planning and have clearly helped develop the personal and professional skills of all members of staff. Target setting for pupils is becoming increasingly refined.
- 130 The governing body is proactive and supportive and meets its responsibilities extremely well. Governors are very well informed about the quality of education provided through reports from the head teacher and presentations from pupils and teachers.
- 131 Regular involvement with the school, and the 'governor of the month' scheme, also very effectively enable members of the governing body to draw on their own observations and discussions with staff to inform their understanding of the school's priorities and concerns. Individual governors feed back to the whole governing body the results of their visits and observations to ensure that everyone is further informed about the school's current work.
- 132 The annual governors' report to parents meetings are used by staff and pupils, as well as the governing body, to inform parents about aspects of the school's work such as approaches to teaching mathematics or information and communications technology.
- 133 The school benefits considerably from the wide range of expertise and different backgrounds represented among the governing body. An outstanding feature in the quality of governance is their active role as a 'critical friend' to the school; the way in which they challenge and interrogate evidence and data on pupils' performance in order to gauge the extent to which targets in the school development plan are being achieved. The governing body sets up 'task and finish groups', as and when needed, to consider issues of current concern and monitor progress towards their solution.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

- 134 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 135 A culture of striving for continuous improvement is firmly embedded in the school's ethos. Constructive, rigorous self-evaluation is at the heart of the school's approach to improving the quality of education it offers its pupils. There are many outstanding features in the self-evaluation process. As a result, the expertise of the head and deputy head teacher is drawn upon by partners such as, Swansea Metropolitan University and the Local Authority to support other schools in the self-evaluation and school development planning process.
- 136 The head teacher regularly monitors long, medium and short term planning, pupils' work and the quality of teaching and learning and identifies points for improvement. Whole school performance data is carefully analysed by the head teacher and her deputy in order to identify trends and areas where pupils are not performing as well as they could.
- 137 Core and foundation subject co-ordinators are very well informed about the strengths and areas for development in the areas for which they are responsible as a result of the self-evaluation process. For example, the English co-ordinator conducted research that identified the need to develop pupils' speaking and listening skills. As a result, he was invited to present his findings to fellow English co-ordinators in Swansea.
- 138 There is a very well established procedure for monitoring standards, teaching and the use of resources. In addition to informal monitoring activities and discussions with colleagues, there is an annual monitoring fortnight. All leaders and managers consider sources of evidence such as interviews and questionnaires with pupils and samples of their work, lesson observations, scrutiny of planning and discussions with colleagues in order to gauge standards of achievement. They write three year action plans following their findings which are then discussed and included in the school development plan where priorities are agreed.
- 139 The way in which the school actively seeks the views, in a wide variety of ways, of interested parties such as pupils, parents, governors and staff is outstanding. Recently, for example, a school improvement group of parents has been established which, in addition to the use of regular questionnaires on aspects of the school's work, provides valuable information for the school that it uses very effectively in planning for further improvement. The governing body conducts a self-evaluation of its own performance which, with the support of the Local Authority, results in an action plan to improve how it approaches its work.

- 140 Pupils' views are sought through the school council and other channels of communication and are taken very seriously. For example, pupils' toilets have been totally refurbished to their own design and colour schemes as a result of their request for better facilities.
- 141 The school uses information gleaned from its detailed analysis of performance data and the self-evaluation process very well to plan improvement. For example, the use of strategies to improve boys' performance in English has accurately been identified as a priority for development, as has the continuing need to ensure more able pupils are sufficiently challenged in all classes.
- 142 The self-evaluation report produced by the school prior to inspection is concise, very well focused and evidence appropriately cited to support the judgements made. The findings of the inspection team match the judgements made by the school in six out of seven of the key questions and two of the three recommendations for improvement made by the team have already been identified as areas for development in the school development plan. This reflects the accuracy of the school's self-evaluation process.
- 143 Measurable improvements as a result of the actions taken are clearly evident, for example, in the marked increase in the percentage of good and outstanding teaching since the last inspection, in boys' standards in mathematics and the quality of the work of learning support assistants.
- 144 The actions taken by leaders and managers to bring about improvement need more time to impact fully on the achievement of all more able pupils and in the use of assessment. Nevertheless, the school has made excellent progress in addressing the key issues for action identified during the last inspection.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

- 145 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade for this key question matches the grade awarded to key question 5 but not the grade given to key question 1. This is because the spending decisions made by the school have had a very positive impact in many aspects of the school's work, but have not yet had time fully to impact on pupils' standards in all areas.
- 146 The school is generously staffed by appropriately qualified teachers and classroom assistants and has excellent pupil/teacher ratios. The governing body keeps a very sharp eye on pupil/teacher ratios, since this is one of their overwhelming priorities.
- 147 Subject co-ordinators are very well qualified for their roles, having specialised in their subjects at university or developed a particular interest in the subject which they have further developed through in-service courses.

- 148 Classroom and learning support assistants provide very valuable support to the pupils they work with and are very effectively deployed in classes. Support and administrative staff also make a valuable contribution to extra-curricular activities.
- 149 All members of the teaching and support staff benefit greatly from opportunities for professional development in accordance with school priorities and individual needs. Good use is made of national funding sources in order to secure regular opportunities for staff to receive additional training.
- 150 The quality and quantity of the resources available for teaching and learning are excellent and they are easily accessible for pupils' use. Very good use is made of all resources. The use of information and communications technology is an outstanding feature.
- 151 The quality of the building is very good and it is maintained to an exceptionally high standard. Outside, provision is outstanding. There is a 'forest school', an 'outdoor classroom' and extensive grounds and gardens. The grounds provide a highly stimulating environment conducive to effective learning.
- 152 Classrooms are of adequate size and the school makes effective use of the hall for assemblies, as a dining area and for physical education. The high standard of displays both around the school and in classrooms makes a very good contribution to creating an ethos, recognising pupils' work and celebrating their achievements.
- 153 For a number of lessons, teachers change their teaching groups in order to exploit their specialist expertise, to the benefit of pupils. The quality of teaching and learning is very effectively maintained during class teachers' planning, preparation and assessment time. In key stage 2, this time is covered extremely well by a specialist subject teacher who helps pupils achieve their best.
- 154 Resources for workforce remodelling are effectively used to reduce teachers' administrative tasks and to ensure that everyone has dedicated time for planning, preparation and assessment and additional time for those who have management responsibilities.
- 155 The head teacher and governors have a very clear view of priorities for expenditure and there is robust financial management. They ensure that spending decisions make a difference to pupils' achievements and monitor the impact of their choices, such as their purchase of lap top trolleys to support pupils' information and communication technology skills.
- 156 The finance committee and full governing body stringently review the school's budget to ensure that the spending decisions they make are those that will have the greatest impact on standards and the quality of provision. In this they have been very effective. For example, standards in bilingualism, pupils' use of ICT and the use of the school grounds are now outstanding as a result of the governing body's investment in resources and training for staff. The school therefore gives excellent value for money.

School's response to the inspection

Governors, staff and pupils are very pleased and proud of this report which recognises that Pen y fro Primary is an exceptionally happy, caring and effective school. It reflects the excellent relationships, dedication and commitment of all staff and everyone involved with our school.

We are particularly pleased that the report has highlighted and recognised that:

- The school has a culture of effective self-evaluation and strives for continuous improvement.
- Pen y fro is a truly inclusive school where the provision for Special Educational Needs pupils is outstanding.
- Pupils are provided with a broad, balanced, interesting and relevant curriculum and an extensive range of learning experiences.
- The quality of teaching is significantly above the national figure with many outstanding features.
- There are outstanding working relationships amongst all teaching and associate staff and all staff make a positive contribution to providing the very best for the pupils in our school.
- The behaviour and concentration of our pupils are excellent and they achieve high levels of key skills in speaking and listening, reading and writing, use of ICT and bilingualism by the end of Key Stage Two.
- Pupils make outstanding development in their personal and social skills throughout the school and their levels of independence in their learning are also outstanding.
- The Governing Body is proactive, supportive and an effective 'critical friend'.
- The partnership with parents and carers is an outstanding feature of school life.
- The quality and quantity of resources are excellent and the outdoor learning environment is outstanding.

We are also very pleased that the report has succeeded in accurately reflecting the extremely positive and effective ethos of our school where 'the child is at the heart of the educational process.'

As noted by the inspection team, two of the three recommendations are already identified within the School Development Plan. The head teacher, staff and governing body will formulate an action plan to ensure that the recommendations are addressed and this will also be incorporated into our School Development Plan.

The head teacher, staff, pupils and governors wish to convey many thanks to Mrs Stephanie James and the inspection team for the very professional, thorough and courteous manner with which they conducted the inspection.

Appendix 1

Basic information about the school

| | |
|---------------------|---------------------------------------|
| Name of school | Pen y fro Primary |
| School type | Primary inc Foundation Phase |
| Age-range of pupils | 3 to 11 |
| Address of school | Priors Crescent Dunvant Swansea |
| Postcode | SA2 7UH |
| Telephone number | 01792 203728 |

| | |
|---|----------------------|
| Head teacher | Mrs Rachel Lewis |
| Date of appointment | 01/01/07 |
| Chair of governors / Appropriate authority | Mr Simon Clark |
| Registered inspector | Mrs Stephanie James |
| Dates of inspection | 02/11/09 to 04/11/09 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 9.5 | 11 | 18 | 26 | 19 | 18 | 27 | 20 | 148.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 8 | 2 | 9.1 |

| Staffing information | |
|--|----------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 16.2 : 1 |
| Pupil: adult (fte) ratio in nursery classes | 9.5 : 1 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 19.9 |
| Teacher (fte): class ratio | 1.2 : 1 |

| Term | Nursery | Reception | Rest of School |
|-------------|---------|-----------|----------------|
| Autumn 2008 | 85.3% | 95.8% | 94.4% |
| Spring 2009 | 85.4% | 97.5% | 94.7% |
| Summer 2009 | 83.1% | 94.9% | 94.7% |

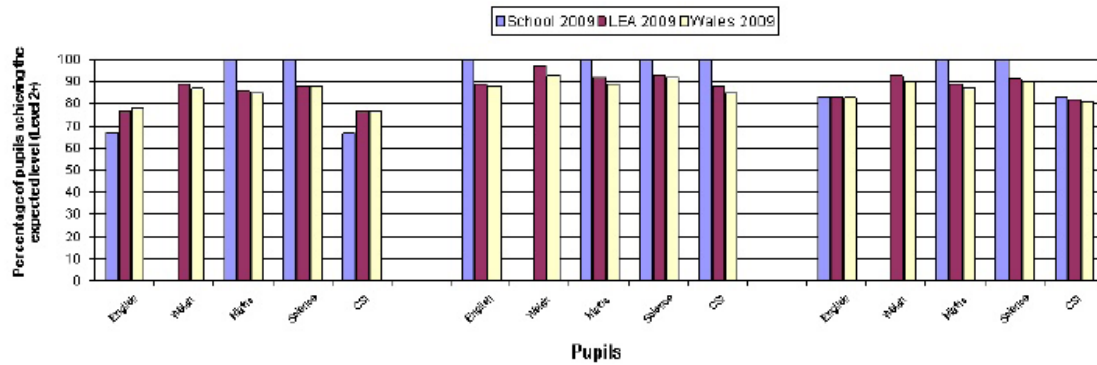
| | |
|--|----|
| Percentage of pupils entitled to free school meals | 7% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

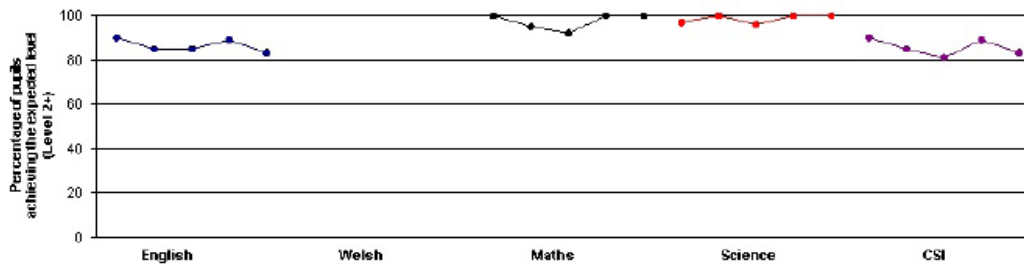
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| English | 67 | 77 | 78 | 100 | 89 | 88 | 83 | 83 | 83 |
| Welsh | . | 89 | 87 | . | 97 | 93 | . | 93 | 90 |
| Maths | 100 | 86 | 85 | 100 | 92 | 89 | 100 | 89 | 87 |
| Science | 100 | 88 | 88 | 100 | 93 | 92 | 100 | 91 | 90 |
| CSI | 67 | 77 | 77 | 100 | 88 | 85 | 83 | 82 | 81 |



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

| | | |
|------------|---|--------------------------------------|
| Quartile 1 | School is in the top 25 per cent. | Free School Meal Group |
| Quartile 2 | School is in the top 50 per cent but not the top 25 per cent. | |
| Quartile 3 | School is in the bottom 50 per cent but not the bottom 25 per cent. | Less than 8 percent eligible for FSM |
| Quartile 4 | School is in the bottom 25 per cent. | |

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | 83 | 86 | | 92 | | 100 | |
| Welsh | | 85 | | 100 | | 100 | |
| Maths | | 88 | | 96 | | 100 | |
| Science | | 92 | | 100 | | 100 | |
| CSI | | 82 | 83 | 90 | | 100 | |

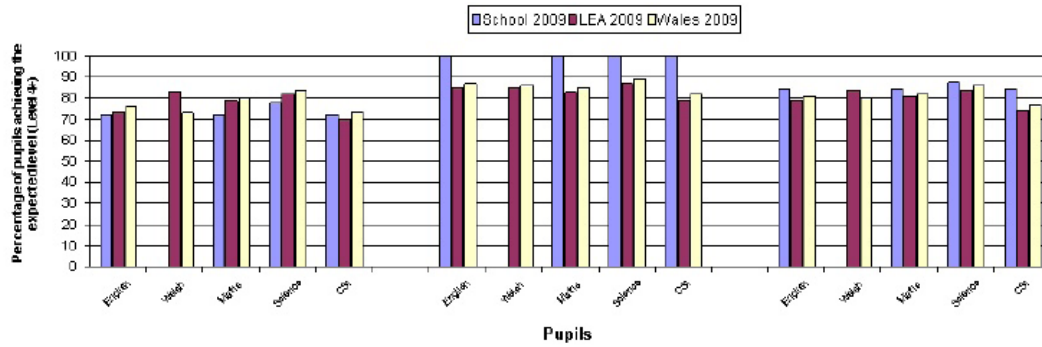
Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

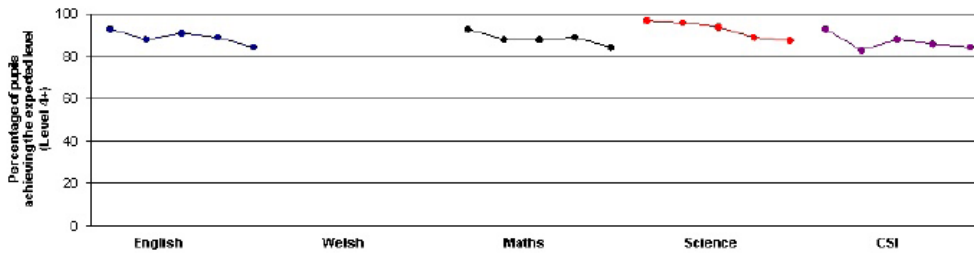
**School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| English | 72 | 73 | 76 | 100 | 85 | 87 | 84 | 79 | 81 |
| Welsh | . | 83 | 73 | . | 85 | 86 | . | 84 | 80 |
| Maths | 72 | 79 | 80 | 100 | 83 | 85 | 84 | 81 | 82 |
| Science | 78 | 82 | 84 | 100 | 87 | 89 | 88 | 84 | 86 |
| CSI | 72 | 70 | 73 | 100 | 79 | 82 | 84 | 74 | 77 |



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

| | | |
|------------|---|---|
| Quartile 1 | School is in the top 25 per cent. | Free School Meal Group |
| Quartile 2 | School is in the top 50 per cent but not the top 25 per cent. | |
| Quartile 3 | School is in the bottom 50 per cent but not the bottom 25 per cent. | Less than 8 percent eligible for FSM |
| Quartile 4 | School is in the bottom 25 per cent. | |

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | | 84 | | 90 | | 100 | |
| Welsh | | 75 | | 88 | | 100 | |
| Maths | | 84 | | 92 | | 100 | |
| Science | 88 | | 89 | 97 | | 100 | |
| CSI | | 80 | 84 | 88 | | 96 | |

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Three inspectors spent seven inspector days in the school. The head teacher was the school's nominee. They were joined by a peer assessor for the whole of the inspection period. The team met before the start of the inspection.

Inspectors visited:

- twenty-two lessons or part-lessons;
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- eighty-four responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|---|
| Stephanie James Registered Inspector | Context Summary Appendices Contributions to key questions 1 and 2 Key questions 5 and 6 |
| Buddug Bates Team Inspector | Contributions to key questions 1, 2, 3 and 4 Key question 7 |
| Ivor Petherick Lay Inspector | Contributions to key questions 1, 3 and 4 |
| Deborah Rainer Peer Assessor | Contributions to team meetings and the evidence base of the inspection |
| Rachel Lewis Head Teacher | Nominee from the school |

The contractor was:

Evenlode Education Ltd
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Acknowledgement

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