

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Pennard Primary School
Pennard Road
Gower
Swansea
SA3 2AD**

School Number: 670/2216

Date of Inspection: 28 February – 2 March 2005

by

**Dr D G Evans
W 268/78706**

Date: 20 April 2005

Under Estyn contract number: T/144/04P

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Pennard Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Pennard Primary School took place between 28 February 2005 and 2 March 2005. An independent team of inspectors, led by Dr D G Evans 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 |

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

Contents	Page
Context	6
Summary	7
Recommendations	12
Standards	13
Key question 1: How well do learners achieve?	13
The quality of education and training	15
Key question 2: How effective are teaching, training and assessment?	15
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key question 4: How well are learners cared for, guided and supported?	18
Leadership and management	20
Key question 5: How effective are leadership and strategic management?	20
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key question 7: How efficient are leaders and managers in using resources?	21
Appendices	23
A School's response to the inspection	23
B Basic information about the school	24
C School data and indicators	25
D National Curriculum assessments results	26
E Evidence base of the inspection	28
F Composition and responsibilities of the inspection team	29

Context

The nature of the provider

1. Pennard Primary School has 183 pupils on roll aged 3-11 years of age. It is situated in south Gower, approximately 6 miles west of Swansea. The school serves a local private housing development and the nearby hamlets of Parkmill, Lunnon, Ilston and Penmaen. Currently there are 30 children who live outside the catchment area. The pupils are mainly from advantaged, middle-class homes. Approximately 2.6 per cent of the pupils are registered as eligible for free school meals, which is well below the national average.
2. All pupils speak English as their mother tongue, and there are no families who speak Welsh as their first language. There are 7 pupils on roll from an ethnic minority background. Two pupils have statements of special educational needs.
3. The school holds the Quality Mark for Basic Skills, the Investor in People Award and the ECO-School Green Flag.
4. The school's aims are broad and inclusive. They stress the school's commitment to equality of opportunity and to the development of pupils regardless of race, colour, gender or ability.
5. The school was last inspected in 1999. The acting head teacher at the time of the last inspection was appointed head teacher of the school in February 2001. A new deputy head teacher was appointed in September 2001.

The school's priorities and targets

6. The school's major priorities and targets for 2004-2005 include to:
 - Refurbish the Early Years in preparation for the introduction of the Foundation Phase
 - Further develop the school grounds to provide greater opportunities for learning
 - Develop global citizenship and cultural diversity
 - Continue to improve assessment, recording and reporting procedures.

Summary

7. Pennard Primary is a very good school with many outstanding features, particularly in the progress it has made since the last inspection, and in relation to leadership and management and the quality of teaching. The wide range of learning experiences made available to pupils, the quality of provision for those with special educational needs (SEN) and the care, support and guidance are also good with outstanding features.

Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	Grade 1
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 2

Standards

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
9. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT). They make good progress in the development of their personal and creative skills.
10. At both key stages 1 and 2, pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and in the use of ICT are good with outstanding features. Pupils' progress in problem-solving and creative skills is good with outstanding features.
11. Pupils' bilingual competence develops well, but there are some shortcomings in pupils' higher-order reading skills and in their extended writing skills.
12. Pupils with SEN make good progress overall and achieve the targets set for them.
13. National Curriculum assessment conducted by teachers in 2004 indicates that, at the end of key stage 1, pupils' attainment in the core subjects of

English and science was well above local and national averages, while in mathematics it was above average. In comparison to schools of a similar type, pupils in 2004 performed better in the three core subjects.

14. At the end of key stage 2, in 2004, National Curriculum test results indicated that pupils' attainment in English and mathematics was below local and national averages, while in science it was marginally above average. In comparison to schools of a similar type, pupils' performance in 2004 was well below average for the three core subjects. There were significant differences in the performance of boys and girls in English and mathematics. School test results, however, have been significantly above local and national averages over the last few years. It is noted that the 2004 assessments were affected by the number of pupils with SEN in the year 6 group of pupils.
15. Pupils have exemplary attitudes to their work. They behave very well, they are capable of maintaining high levels of concentration and they work independently and maturely.
16. Although pupils are aware of their own targets, they are not yet developing an appropriate knowledge of their strengths and areas for improvement.
17. Pupils' progress in their personal, social and moral development is good with outstanding features. They show high levels of respect for the beliefs and attitudes of others in society.
18. Pupils' awareness of equal opportunities is developing very well and they have a growing appreciation of the diversity of beliefs and cultural traditions within society.
19. The average rate of attendance for the three terms immediately preceding the inspection at 94.56 per cent is good and above the local education authority (LEA) average. Almost all pupils attend school regularly and are punctual at the start of the school day.
20. Pupils develop a sense of belonging within the school and the local community; the school is an integral part of the community.

The quality of education and training

21. In the lessons observed, the quality of teaching is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	68%	3%	0%	0%

22. The percentage of lessons graded good with no important shortcomings, or with outstanding features, is well above the Welsh Assembly Government target and current national averages.

23. The teaching has many strengths, including very good knowledge of the subjects taught and of the learning needs of the pupils. The close match of activities to pupils' needs makes the learning accessible to all pupils. These are outstanding features of the teaching.
24. The quality of relationships in the classroom is good with outstanding features. Teachers clearly value pupils' contributions and create a purposeful and enthusiastic learning ambience.
25. Very good liaison takes place between teachers and support staff, particularly in areas such as SEN.
26. The overall quality of assessment is good with no important shortcomings. Assessments are correct and meet statutory requirements. There are efficient systems in place to ensure that pupils' progress is appropriately recorded. Very good use is made of the results of National Curriculum tests to audit and analyse standards and to set targets.
27. Although pupils are aware of their targets in some subjects, they do not know how well they are doing and they are not yet fully involved in the assessment of their standards and progress.
28. Annual reports to parents comply with statutory requirements and provide a good range of information on pupils' progress and standards.
29. The quality of learning experiences available to pupils is very good. They meet the needs of all pupils very successfully, including the under fives and those pupils with SEN. These are outstanding features within the curriculum.
30. There is very effective provision for pupils' basic and key skills throughout the school. The promotion of bilingual competence is of outstanding quality as is the promotion of the Cwricwlwm Cymreig. The provision for pupils' personal and social education is good with outstanding features. The school's provision for spiritual, moral, social and cultural development is also good with outstanding features.
31. There are very well established projects embedded within the curriculum to ensure that pupils actively contribute to and fully appreciate the importance of sustainable development.
32. The provision of extra-curricular activities is very good. There is a wide and burgeoning range of opportunities provided by the school.
33. The quality of partnerships with parents, the community and other schools is outstanding. Although communication with parents is very effective overall, in their pre-inspection questionnaires a few parents expressed the wish to have more detailed information about the topics being taught in school.
34. The school is a very caring and supportive community, underpinned by a very positive and civilised ethos. Pupils are very successfully guided in their

academic and personal development and their health and welfare are given a high priority; as a result they feel valued and respected.

35. All pupils, including children under five, those with SEN and gifted and talented pupils, are provided with support and enhanced learning programmes, which are well planned and carefully organised. Every effort is made to ensure that all pupils have full and equal access to the curriculum.
36. Children in the nursery and reception classes experience outstanding support from a very dedicated team of staff. Induction procedures are very well organised.
37. There are very effective policies and procedures in place for behaviour, equal opportunities, race equality, child protection and health and safety.

Leadership and management

38. The quality of the leadership shown by the head teacher is good with outstanding features. His management is purposeful, thorough, well focused and very supportive and he provides a very clear sense of direction for the school. The role of the deputy head teacher is well defined and she makes effective and valuable contributions to the leadership and management of the school. There is a very strong sense of teamwork, which is very well reflected in the life and work of the school.
39. The school takes very good account of national priorities, for instance there is a very strong commitment to develop pupils' awareness and understanding of sustainable development. This is an outstanding feature of the school.
40. The governing body is very supportive of the head teacher, staff and pupils and fully committed to the aims and objectives of the school. The governing body's work is an outstanding feature of the school. The governing body fulfils all its regulatory and statutory requirements.
41. A positive culture of self-evaluation has been developed, and all staff and governors are involved in this process. Self-evaluation is an outstanding feature of the school. The governing body, for example, has audited and evaluated its own procedures, practices and performance. The School Improvement Plan (SIP) is a useful and very detailed planning tool, but it does not clearly indicate what are the major priorities for the school.
42. The head teacher works hard to establish a self-critical ethos within the school in a positive fashion. The self-evaluation report, produced by the school before the inspection, is clear, concise and rigorously evaluative. The school has made very good progress since the last inspection.
43. The school is appropriately staffed and teachers are well qualified and suitably experienced. Support staff provide very effective and sensitive guidance.

44. There are very good learning resources available for almost all areas of the curriculum. However, there is a shortage of large play equipment in the Early Years unit.
45. Financial management is good and money has been spent wisely and sensibly. The school is providing good value for money.
46. The school buildings and playgrounds are well maintained, and there have been significant improvements to the accommodation in recent years. The school is aware, however, that there is, at present, no covered play area in the Early Years unit.

Recommendations

In order to improve, the school needs to:

- R1 Respond to the challenge of maintaining the high standards and the outstanding features and improve further those areas where shortcomings are noted.
- R2 Continue to further develop aspects of the school's assessment procedures.*
- R3 In co-operation with the appropriate agencies, ensure the implementation of the plans to improve the quality of the Early Years accommodation.*

* Recommendations 2 and 3 are already being prioritised by the school.

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 1: Good with outstanding features

47. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2.
48. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
49. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and in using ICT. They make good progress in the development of their personal and creative skills.
50. At both key stages 1 and 2, pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and in the use of ICT are good with outstanding features. Pupils' progress in problem-solving and creative skills is good with outstanding features.
51. Pupils' bilingual competence is developing well and pupils' listening and speaking skills in Welsh are good with no important shortcomings. However, there are shortcomings in pupils' higher-order reading skills and in their extended, writing skills in Welsh.
52. Pupils with SEN make good progress and achieve the targets set for them.
53. National Curriculum assessment conducted by teachers in 2004 indicates that, at the end of key stage 1, pupils' attainment in the core subjects of English and science was well above local and national averages, while in mathematics it was above average. In comparison to schools of a similar type, pupils in 2004 performed better in the three core subjects.
54. At the end of key stage 2, in 2004, National Curriculum test results indicated that pupils' attainment in English and mathematics was below local and national averages, while in science it was marginally above average. In comparison to schools of a similar type, pupils' performance in 2004 was well below average for the three core subjects. There were significant differences in the performance of boys and girls in English and mathematics. However, the school's test results over the last few years have been significantly above local and national averages. It is noted that the 2004 results were affected by the number of pupils with SEN in the year 6 group of pupils.
55. Pupils throughout the school have exemplary attitudes to their work and this makes a significant contribution to their progress and standards. Almost all pupils show enormous enthusiasm for lessons, concentrate very well on their tasks and collaborate very effectively with each other in pursuing learning

goals. Older pupils show a very good degree of maturity when asked to work independently, either individually or in groups.

56. Pupils are very well behaved. They understand what is expected of them and they are courteous and considerate to each other, to staff and to visitors. Throughout the day pupils move sensibly in and around the school. Their behaviour in whole-school assembly is exemplary. Older pupils are sensitive to the needs of the younger ones and trained playground monitors ensure that no one is friendless at breaktimes and lunchtimes. Pupils take their responsibilities seriously, showing great commitment to their roles.
57. Although pupils are aware of their own targets, they are not yet developing an appropriate knowledge of their strengths and areas for development.
58. Pupils' progress in their personal, social and moral development is good with outstanding features. Understanding of equal opportunities is developing very well and pupils have a growing appreciation of the diversity of beliefs and cultural traditions within society. Visits to centres of worship and places of interest in the locality are helping to foster understanding of different faiths and practices.
59. The average rate of attendance for the three terms prior to the inspection is 94.56 per cent. Attendance rates have exceeded targets over the past three years and are consistently above the LEA and national averages. Absences are caused mainly by sickness, but the overall rate is affected by family holidays in term time. Almost all the pupils attend school regularly and are punctual.
60. Pupils develop a sense of belonging within the school and the local community. The school is an integral part of the community and pupils work closely with the Pennard Area Community Partnership on projects such as the nature reserve, swimming pool restoration, tree planting, safe routes to school and the current Early Years outdoor development.

The quality of education and training

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

Grade 1: Good with outstanding features

61. The findings of the inspection team differ from the school's self evaluation in that the school judged this key question as grade 2.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	68%	3%	0%	0%

62. The percentage of lessons graded good with no important shortcomings, or with outstanding features, is well above the Welsh Assembly Government target and current national averages.
63. The teaching has many strengths, including very good knowledge of the subjects taught and of the learning needs of the pupils. The close match of activities to pupils' needs and aptitudes makes the learning accessible to all pupils. These are outstanding features of the teaching.
64. In almost all lessons the work is well planned with specific learning objectives, which are shared well with pupils. There are clear introductions, challenging activities and very good quality questioning techniques to extend pupils' understanding of the work. Bilingual teaching is good with outstanding features because of the way in which teachers devise creative and imaginative plans and activities for pupils' language development. The quality of daily planning, however, is variable and the plenary sessions at the end of lessons are not always sufficiently evaluative of pupils' learning.
65. The quality of relationships in the classroom is good with outstanding features. Teachers clearly value pupils' contributions and create a purposeful, respectful and enthusiastic learning ambience. Lessons always move at a brisk pace and teachers deploy a wide range of stimulating strategies to capture pupils' interest and attention.
66. Very good liaison takes place between teachers and support staff, particularly in areas such as SEN. Staff have a very good insight into the learning needs of their pupils, resulting from the joint planning of work.
67. The overall quality of assessment is good with no important shortcomings. Assessments are correct and meet statutory requirements, including those for pupils with SEN. Teachers know their pupils very well.
68. There are efficient and purposeful systems in place to ensure that pupils' progress is appropriately recorded. Very good use is made of the results of National Curriculum tests to audit and analyse standards and to set targets. Portfolios of work are retained in a number of subjects in order to ensure

consistent assessment. A useful tracking system is in place, but the school is already working to improve this still further.

69. Although pupils are aware of their targets in some subjects, they do not know how well they are doing and they are not yet fully involved in the assessment of their standards and progress.
70. Annual reports to parents comply with statutory requirements and provide a good range of information on pupils' progress and standards in the different National Curriculum subjects. There is also useful guidance on ways in which parents can help their children to make further progress. Parents are encouraged to respond to the report and given an opportunity to do so.

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
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71. The findings of the inspection team do not match the judgement in the school's self-evaluation report in that the school judged this key question as grade 2.
72. The quality and range of learning experiences available to pupils are very good. They meet the needs of all pupils very successfully, including children who are under five and those pupils who have additional learning needs. These are outstanding features within the school curriculum.
73. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
74. Statutory requirements are met in all subjects. The school is providing very good opportunities for all pupils to experience a broad, balanced and enhanced curriculum. These opportunities reflect the school's priorities in promoting equal access to the curriculum and in celebrating each pupil's achievements. The school is also robust in its efforts to tackle social disadvantage.
75. There is very effective provision for pupils' basic and key skills throughout the school and ICT, in particular, is used very well to enable pupils with additional learning needs to access appropriate work. The school has been awarded the Quality Mark for Basic skills across the curriculum. The promotion of pupils' bilingual competence is good with outstanding features because of the enhanced and imaginative ways in which the school addresses pupils' language development.
76. The school's provision for pupils' personal and social education is good with outstanding features. The school encourages pupils to make valuable contributions to the School Council and other, stimulating initiatives.

Outcomes are very well reflected in pupils' behaviour, attitudes and willingness to work and play harmoniously with each other.

77. The provision of extra-curricular activities is very good. There is a wide, burgeoning range of opportunities provided before school, during lunchtime and after school. These include drama, musical, sporting and cultural activities as well as modern foreign languages. Dedicated staff and volunteers are providing enriched support for pupils, which is greatly appreciated and valued by them. Residential and local visits give pupils additional access to the richness of their immediate and wider surroundings.
78. The school's provision for spiritual, moral, social and cultural development is good with outstanding features. The school's ethos encourages pupils to consider all individuals and to appreciate other people's values. Collective worship makes an outstanding contribution to pupils' understanding of moral and social issues and successfully promotes pupils' self-esteem and self-confidence. Staff care deeply about the local environment and the world beyond, and, as a result, personal and communal responsibilities are actively promoted throughout the school. Although multicultural experiences are limited in the immediate environment, the school is actively promoting these through links with other schools in the area and developing links with other countries.
79. The promotion of the Cwricwlwm Cymreig is an outstanding feature of the school. Visits to places such as Swansea Museum and the Welsh Assembly Government provide pupils with appropriate, first-hand experiences and help them to appreciate the heritage and culture of Wales. Pupils enjoy participating in a range of activities during the St David's Day Eisteddfod and proudly display their winning entries.
80. The quality of partnerships with parents, the community and other schools is outstanding. Although communication with parents is very effective, in their pre-inspection questionnaires a few parents expressed the wish to have more detailed information about the topics being taught in school. The school prospectus and the governors' annual report to parents are of very good quality. There are very good links with the breakfast and after-school kids clubs, the local pre-school mother and toddler group and the receiving secondary schools. The school is in partnership with an initial teacher training university and has developed close links with other colleges.
81. There are very well established projects embedded in the curriculum to ensure that pupils actively contribute to and fully appreciate the importance of sustainable development. The school has received the ECO flag. This is an outstanding feature of the school's work.
82. Pupils develop a good understanding of business through their involvement in the school tuck shop and in the 'Who wants to be a Millionaire' mini-enterprise initiative. The School Council also manages its own bank account. The school has good links with local businesses and pupils benefit from working with professional people such as local doctors, librarians, farmers and

the police service. Older pupils, in particular, have frequent opportunities to develop enterprise skills.

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

Grade 1: Good with outstanding features
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83. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
84. The school is a very caring and supportive community, underpinned by a very positive and civilised ethos. Pupils are very successfully guided in their academic and personal development and their health and welfare are given a high priority; as a result, they feel valued and respected.
85. Staff work very well together to ensure that all pupils, including children who are under five, pupils with SEN and those who are gifted and talented, are provided with support and enhanced learning programmes which are well planned and carefully organised. Every effort is made to ensure that all pupils have full and equal access to the curriculum.
86. Family Learning group-work is carried out in order to ensure the development of a full partnership between parents, carers and employers. Parents and carers feel confident in making their views known and there is an open and honest relationship between home and school.
87. Provision for pupils with SEN is exemplary and meets the requirements of the Code of Practice. Pupils' needs are identified at a very early stage by very experienced and well-qualified staff, in line with the Code of Practice. Support from outside agencies is greatly valued and of very good quality.
88. Children in the nursery and reception classes experience outstanding support from a very dedicated team of staff. There is very good knowledge of each child's personal and learning needs. Staff, in and out of the classroom, provide the under fives with enhanced learning opportunities and enable them to become independent, through a wide range of exciting experiences. Induction procedures are very well organised.
89. There are very effective policies and procedures in place to monitor pupils' attendance, punctuality, behaviour and performance. The resulting tolerance and harmony within the school are outstanding features. Behaviour strategies are very well supported by staff and pupils.
90. Pupils are very well prepared to become citizens of the future. The school provides a range of responsibilities, such as playground monitors and purposeful committees, which enable pupils to exercise their personal and social skills. The School Council plays a pivotal role in helping to draw up the Golden Rules that are displayed clearly throughout the school. Circle time is used very effectively to discuss topical issues that may arise. The Governor's

Award for Citizenship is awarded termly and at the end of the school year. The school's Personal and Social Education programme and its involvement in healthy schools' initiatives foster pupils' personal development very well.

91. The management of health and safety and pupils' welfare is an outstanding feature of the school. Adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. The school provides a safe and secure environment for pupils and has well-established and effective policies. There is a named health and safety link governor. Risk assessments are conducted systematically.
92. There is a very effective policy and very well established procedures for child protection. There is a clear, designated person; teachers and support staff are very well aware of their responsibilities and there is a named link governor.
93. There are very effective policies and procedures in place for equal opportunities and race equality and there is a code of practice on racially motivated incidents. Very effective strategies are in place to ensure appropriate behaviour from pupils at all times. There was no evidence of bullying or oppressive behaviour during the inspection. The school's provision for disabled learners is good with outstanding features.

Leadership and management

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

Grade 1: Good with outstanding features

94. The findings of the inspection team differ from the school's self-evaluation report in that the school judged this key question as grade 2.
95. The quality of the leadership shown by the head teacher is good with outstanding features. His management is well-focused, thorough and very supportive, and he provides a very clear sense of direction for the school. A very strong sense of teamwork permeates the life and work of the school. The head teacher has a clear vision, high aspirations for maintaining standards and a determination to develop them still further.
96. The role of the deputy is well defined and she is making effective and valuable contributions to leadership and management of the school. The Senior Management Team acts as an appropriate channel of communication between the head teacher and staff, and provides sound advice and critical challenge when appropriate.
97. The school takes very good account of national priorities and there is a very strong commitment to develop pupils' awareness and understanding of sustainable development. This is very well established, very evident in practice, and is an outstanding feature of the school.
98. Effective appraisal arrangements monitor the performance of individuals and identify development targets linked to the SIP. This continuous professional development has substantially improved pupils' progress, skills and the overall quality of teaching since the last inspection.
99. The governing body is very supportive of the head teacher, staff and pupils and very committed to the aims and objectives of the school. The governing body's activities are an outstanding feature. Governors are very involved in all aspects of the life and work of the school. The governing body's understanding of the school's strengths and areas for development are outstanding features. Governors meet regularly and are supplied with detailed information about the work of the school through the head teacher's reports. Governors are very involved in setting the strategic direction of the school and in monitoring the quality of provision. The governing body fulfils all its regulatory and statutory requirements.
100. Governors have a very clear overview of financial management and they carefully monitor budgetary expenditure. Spending decisions are very well matched to the school's priorities.

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

Grade 1: Good with outstanding features

101. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2.
102. The head teacher, governors and staff are fully committed to improving standards. A positive culture of self-evaluation has developed, and all staff and governors are very well involved in this process; for example, the governing body has undertaken an audit of its own procedures, practices and performance. In some areas, the views of pupils and parents have also been taken into account. The role of curriculum leaders is very well developed, with monitoring of standards and provision in order to inform the SIP.
103. The SIP is a useful and very detailed planning tool, with lines of responsibilities, timescales and obligations of expenditure and personnel clearly noted. However, the SIP does not clearly indicate what are the major priorities for the school.
104. A detailed analysis is made of pupils' test results and good use is made of this analysis to improve teaching and learning, and especially to target pupils who require further help to ensure that they also have the opportunity to achieve more.
105. The head teacher works hard to establish a self-critical and reflective ethos within the school and this contributes very well to the process of recording and meeting the professional needs of the staff.
106. The self-evaluation report, prepared by the school before the inspection, is clear, concise and rigorously evaluative. The inspection team agreed with the judgements in two out of the seven key questions; for the remaining questions, the inspection team awarded a higher grade than the school.
107. The school has made extremely good progress since the last inspection and has thoroughly addressed all key issues. This success has influenced pupils' progress in the key and basic skills, overall standards and the quality of teaching.

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
109. The school is appropriately staffed and teachers are well qualified and suitably experienced. Training needs are met and evaluated rigorously.

110. Support staff provide very effective, sensitive guidance, particularly for those pupils with SEN and those who need further challenges. Lunchtime supervisors undertake their duties responsibly and effectively and make a valuable contribution to the school and its ethos.
111. Throughout the school, staff work closely together to provide very consistent support for children and pupils. Volunteer staff provide invaluable support, both in and out of the classrooms.
112. Arrangements for training all staff and inducting new staff are managed very well. There is clear planning and support which is targeted appropriately to meet individual staff needs. There is a strong commitment to undertake continuous professional development (CPD), and this has had a very significant impact on pupils' learning. A programme of in-school CPD, for example, has enabled support staff in the Early Years and key stage 1 to complete rigorous training courses which led to further qualifications.
113. There are very good learning resources available for all areas of the curriculum, and regular audits are held to maintain this high standard of provision. New resources are purchased after thorough evaluation of their effectiveness. The range and quality of resources used for ICT and music-making are notable features of the school. The community library, swimming pool and nature reserve, which are located on the school site, greatly enhance pupils' learning experiences.
114. Financial management is good and money has been spent wisely and sensibly to meet the needs of the school. The latest auditors' report for 2004 awarded the school the highest possible grade for the efficient management of finances and resources. The school is providing good value for money.
115. The school buildings and playgrounds are well maintained. The interior of the school is clean, in good decorative order and very well maintained by the caretaker and cleaning staff. Significant improvements have been made to the accommodation in recent years with the creation of an ICT suite, the development of the nature area and the refurbishment of the toilets. Very good use is made of the space within the school. The school hall is spacious and very well used throughout the day for extra-curricular activities, concerts and physical education lessons. The school facilities are well used by the community on most evenings.
116. At present, there is a shortage of large play equipment in the Early Years' unit and no covered play area to enhance the children's physical development. The school is aware of these shortcomings and has developed imaginative and detailed plans for the future development of this area. There is precise monitoring of the development plans to ensure that targets for future resourcing can be met and implemented.

Appendix A

School's response to the inspection

The head teacher, staff and governors are delighted with this excellent report. The findings of the inspection team very fairly reflect the work and ethos of the school. Although the grades of the inspectors were higher than the school's more modest self-evaluation in most key questions, we have gained from this experience and would be more confident in our future assessments. The report clearly acknowledges the outstanding features of the school. It highlights the dedication and commitment of the head teacher, staff and governors that are reflected in the high standard of education being provided for pupils at Pennard Primary School.

We are pleased that the inspectors found the pupils' attitudes to their learning, the interest shown in their work, the ability to sustain concentration and relationships in the classroom to be good with some outstanding features, and this confirms that the school is providing the happy and secure environment in which our pupils can gain confidence and independence. The report also conveys the positive role of the school in the community-linked projects.

An action plan will be incorporated into our School Improvement Plan to address the recommendations in the report. The plans to improve the quality of the Early Years accommodation are already being implemented and the school's assessment systems are being addressed in our current School Improvement Plan. Our challenge will be to maintain the high standards and outstanding features identified in the report. A copy of the action plan will be circulated to all parents.

Appendix B

Basic information about the school

Name of School	Pennard Primary School
School type	Primary
Age-range of pupils	3 – 11
Address of School	Pennard Road Gower Swansea
Post-code	SA3 2AD
Telephone number	01792 234839

Head teacher	Mr A Rosser
Date of appointment	February 2001
Chair of governors/ Appropriate authority	Mrs F Barham
Registered inspector	Dr D G Evans
Dates of inspection	28 February – 2 March 2005

Appendix C

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	12.5	29	16	27	30	25	20	24	183.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20 : 1
Pupil : adult (fte) ratio in nursery classes	8 : 1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	91%	95%	93%	93%
Spring 2004	94%	94%	96%	95%
Autumn 2003	94%	95%	96%	95%

Percentage of pupils entitled to free school meals	2.6%
Number of pupils excluded during 12 months prior to inspection	0%

Appendix D

**National Curriculum Assessment Results
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2						28
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	0	0	68	32	0	
		National	0	4	14	63	20	0	
En: reading	Teacher Assessment	School	0	0	0	68	32	0	
		National	0	4	14	55	27	0	
En: writing	Teacher Assessment	School	0	0	0	89	11	0	
		National	0	5	14	69	11	0	
En: speaking and listening	Teacher Assessment	School	0	0	0	29	71	0	
		National	0	3	12	63	22	0	
Mathematics	Teacher Assessment	School	0	0	7	32	61	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	0	0	29	71	0	
		National	0	2	10	66	22	0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93%	In Wales	79%

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6					19
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	5	16	53	26	0
		National	0	0	0	0	1	6	16	46	31	0
	Test/Task	School	0	5	0	0	0	5	21	47	21	0
		National	0	0	0	0	0	5	12	38	40	0
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School	0	0	0	0	5	0	16	53	26	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	5	6	0	0	0	16	47	26	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	5	58	37	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	5	0	0	0	0	5	63	26	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	68%	In the school	63%
In Wales	71%	In Wales	70%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix E

Evidence base of the inspection

- A team of three inspectors, who were present at the school for six inspector days, carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 62 questionnaires were completed by parents and carefully analysed; around 83.4 per cent of responses were positive.
- Discussions were held with the head and staff with responsibilities, and support staff.
- School documentation and samples of pupils' work were examined.
- 28 lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break times, at lunch times and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

Appendix F

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr D G Evans Registered Inspector	Context Summary Recommendations Key Questions 1, 2, 5 and 6
Mrs C Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs C Gribble	Key Questions 3, 4 and 7

The contractor was:

Evenlode Education Ltd
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B49 5QW

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Pennard Primary School
Pennard Road
Gower
Swansea
SA3 2AD**

Summary for Parents

School Number: 670/2216

Date of Inspection: 28 February – 2 March 2005

by

**Dr D G Evans
W 268/78706**

Date: 20 April 2005

Under Estyn contract number: T/144/04P

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	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9

A SUMMARY REPORT FOR PARENTS

Pennard Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Pennard Primary School took place between 28 February 2005 and 2 March 2005. An independent team of inspectors, led by Dr D G Evans 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.

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.

Summary

Pennard Primary is a very good school with many outstanding features, particularly in the progress it has made since the last inspection, and in relation to leadership and management and the quality of teaching. The wide range of learning experiences made available to pupils, the quality of provision for those with special educational needs (SEN) and the care, support and guidance are also good with outstanding features.

Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	Grade 1
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 2

Standards

The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT). They make good progress in the development of their personal and creative skills.

At both key stages 1 and 2, pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and in the use of ICT are good with outstanding features. Pupils' progress in problem-solving and creative skills is good with outstanding features.

Pupils' bilingual competence develops well, but there are some shortcomings in pupils' higher-order reading skills and in their extended writing skills.

Pupils with SEN make good progress overall and achieve the targets set for them.

National Curriculum assessment conducted by teachers in 2004 indicates that, at the end of key stage 1, pupils' attainment in the core subjects of English and science was well above local and national averages, while in mathematics it was above average. In comparison to schools of a similar type, pupils in 2004 performed better in the three core subjects.

At the end of key stage 2, in 2004, National Curriculum test results indicated that pupils' attainment in English and mathematics was below local and national averages, while in science it was marginally above average. In comparison to schools of a similar type, pupils' performance in 2004 was well below average for the three core subjects. There were significant differences in the performance of boys and girls in English and mathematics. School test results, however, have been significantly above local and national averages over the last few years. It is noted that the 2004 assessments were affected by the number of pupils with SEN in the year 6 group of pupils.

Pupils have exemplary attitudes to their work. They behave very well, they are capable of maintaining high levels of concentration and they work independently and maturely.

Although pupils are aware of their own targets, they are not yet developing an appropriate knowledge of their strengths and areas for improvement.

Pupils' progress in their personal, social and moral development is good with outstanding features. They show high levels of respect for the beliefs and attitudes of others in society.

Pupils' awareness of equal opportunities is developing very well and they have a growing appreciation of the diversity of beliefs and cultural traditions within society.

The average rate of attendance for the three terms immediately preceding the inspection at 94.56 per cent is good and above the local education authority (LEA) average. Almost all pupils attend school regularly and are punctual at the start of the school day.

Pupils develop a sense of belonging within the school and the local community; the school is an integral part of the community.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	68%	3%	0%	0%

The percentage of lessons graded good with no important shortcomings, or with outstanding features, is well above the Welsh Assembly Government target and current national averages.

The teaching has many strengths, including very good knowledge of the subjects taught and of the learning needs of the pupils. The close match of activities to pupils' needs makes the learning accessible to all pupils. These are outstanding features of the teaching.

The quality of relationships in the classroom is good with outstanding features. Teachers clearly value pupils' contributions and create a purposeful and enthusiastic learning ambience.

Very good liaison takes place between teachers and support staff, particularly in areas such as SEN.

The overall quality of assessment is good with no important shortcomings. Assessments are correct and meet statutory requirements. There are efficient systems in place to ensure that pupils' progress is appropriately recorded. Very good use is made of the results of National Curriculum tests to audit and analyse standards and to set targets.

Although pupils are aware of their targets in some subjects, they do not know how well they are doing and they are not yet fully involved in the assessment of their standards and progress.

Annual reports to parents comply with statutory requirements and provide a good range of information on pupils' progress and standards.

The quality of learning experiences available to pupils is very good. They meet the needs of all pupils very successfully, including the under fives and those pupils with SEN. These are outstanding features within the curriculum.

There is very effective provision for pupils' basic and key skills throughout the school. The promotion of bilingual competence is of outstanding quality as is the promotion of the Cwricwlwm Cymreig. The provision for pupils' personal and social education is good with outstanding features. The school's provision for spiritual, moral, social and cultural development is also good with outstanding features.

There are very well established projects embedded within the curriculum to ensure that pupils actively contribute to and fully appreciate the importance of sustainable development.

The provision of extra-curricular activities is very good. There is a wide and burgeoning range of opportunities provided by the school.

The quality of partnerships with parents, the community and other schools is outstanding. Although communication with parents is very effective overall, in their pre-inspection questionnaires a few parents expressed the wish to have more detailed information about the topics being taught in school.

The school is a very caring and supportive community, underpinned by a very positive and civilised ethos. Pupils are very successfully guided in their academic and personal development and their health and welfare are given a high priority; as a result they feel valued and respected.

All pupils, including children under five, those with SEN and gifted and talented pupils, are provided with support and enhanced learning programmes, which are well planned and carefully organised. Every effort is made to ensure that all pupils have full and equal access to the curriculum.

Children in the nursery and reception classes experience outstanding support from a very dedicated team of staff. Induction procedures are very well organised.

There are very effective policies and procedures in place for behaviour, equal opportunities, race equality, child protection and health and safety.

Leadership and management

The quality of the leadership shown by the head teacher is good with outstanding features. His management is purposeful, thorough, well focused and very supportive and he provides a very clear sense of direction for the school. The role of the deputy head teacher is well defined and she makes effective and valuable contributions to the leadership and management of the school. There is a very strong sense of teamwork, which is very well reflected in the life and work of the school.

The school takes very good account of national priorities, for instance there is a very strong commitment to develop pupils' awareness and understanding of sustainable development. This is an outstanding feature of the school.

The governing body is very supportive of the head teacher, staff and pupils and fully committed to the aims and objectives of the school. The governing body's work is an outstanding feature of the school. The governing body fulfils all its regulatory and statutory requirements.

A positive culture of self-evaluation has been developed, and all staff and governors are involved in this process. Self-evaluation is an outstanding feature of the school. The governing body, for example, has audited and evaluated its own procedures, practices and performance. The School Improvement Plan (SIP) is a useful and very

detailed planning tool, but it does not clearly indicate what are the major priorities for the school.

The head teacher works hard to establish a self-critical ethos within the school in a positive fashion. The self-evaluation report, produced by the school before the inspection, is clear, concise and rigorously evaluative. The school has made very good progress since the last inspection.

The school is appropriately staffed and teachers are well qualified and suitably experienced. Support staff provide very effective and sensitive guidance.

There are very good learning resources available for almost all areas of the curriculum. However, there is a shortage of large play equipment in the Early Years unit.

Financial management is good and money has been spent wisely and sensibly. The school is providing good value for money.

The school buildings and playgrounds are well maintained, and there have been significant improvements to the accommodation in recent years. The school is aware, however, that there is, at present, no covered play area in the Early Years unit.

Recommendations

In order to improve, the school needs to:

- R1 Respond to the challenge of maintaining the high standards and the outstanding features and improve further those areas where shortcomings are noted.
- R2 Continue to further develop aspects of the school's assessment procedures.*
- R3 In co-operation with the appropriate agencies, ensure the implementation of the plans to improve the quality of the Early Years accommodation.*

* Recommendations 2 and 3 are already being prioritised by the school.

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.

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.