

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

**Pentrepoeth Infant School
School Road
Morrison
Swansea
SA6 6HY**

School Number: 6702050

Date of Inspection: 27th – 29th September 2004

by

**Mrs S. M. Barnes
W182/78732**

Date: 2004

Under Estyn contract number: T/41/04P

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Pentrepoeth Infant 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 Pentrepoeth Infant School took place between 27th and 29th September 2004. An independent team of inspectors, led by Mrs S. M. Barnes 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

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Context

The nature of the provider

1. Pentrepoeth Infant School is an average sized school situated in Morriston on the outskirts of Swansea. The boys and girls who attend are aged between three and seven. Children start in the nursery in the September following their third birthday. During the inspection there were 28 full-time equivalent children in the nursery and 111 in the rest of the school. The main building is a converted secondary school and the nursery is in a demountable building in the schoolyard.
2. Most of the pupils come from homes around the school. The area is not a prosperous one. Over 40% of pupils are eligible for free school meals, which is far higher than average. The majority of the pupils come from White British backgrounds and most speak English at home. A very small number of pupils speak Filipino or Turkish at home. A slightly higher proportion of pupils than average have special educational needs and one pupil has a statement of their need.
3. The school's over-arching aim is to provide partnerships for lifelong learning.

The school's priorities and targets

- To introduce a system of pupil self-evaluation during the coming year.
- Developing the "recycled reading" scheme.
- To improve the building and possibly playground facilities.

Summary

Pentrepoeth Infants is a good school with no important shortcomings. Some aspects of the school are outstanding. It has worked effectively to maintain the high standards noted by the previous inspection and to raise them still further. The inspection team agreed with the very accurate judgements in the school's self evaluation document.

Table of grades awarded

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

Standards

4. The overall quality of the educational provision for under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
5. Early Years children make good progress in the key skills of listening and speaking, reading, writing, numeracy and using information and communications technology (ICT). They make good progress in their personal skills development.
6. At key stage 1, pupils' standards and progress in the key skills of speaking and listening, reading, writing, numeracy and using ICT are good. Pupils' development of personal and social skills is good. They work together well. They make good progress in developing skills of problem solving. Pupils show good development in their creative skills.
7. Pupils throughout the school, including children in the nursery and reception classes make good progress in the development of their bilingual skills. Standards are good, in relation to their ages, in speaking, listening, reading and writing in Welsh.
8. At the end of key stage 1, in 2003, pupils' attainment in the National Curriculum core subjects (English, Welsh second language, mathematics and science) were above cluster and LEA averages. The high standards noted at the time of the previous inspection have been effectively maintained and girls

and boys do equally well. School test results are in the top quartile of schools in Wales in language, mathematics and science.

9. Pupils have good attitudes to their work. They behave well and are capable of maintaining concentration well and working independently.
10. Pupils make good progress in their personal, social and moral development. They are very aware of the rights of others and are fair in their dealings with each other. Their understanding of equality of opportunity is developing well and they show good levels of respect for the beliefs, attitudes and cultural traditions of others. The ethos of the school is good as a result.
11. Pupils are developing an appropriate knowledge of their strengths and areas for improvement. They are aware of their own targets and are starting to learn to evaluate how well they have met these targets.
12. Attendance, which averaged 88.5% last year, is below the national average overall and has shortcomings because too often too many pupils stay at home. There are valid reasons why some do not attend but there are also a small number of pupils who stay away without a good reason. The school knows only too well of this issue and is continually working with the education welfare service to support and encourage all pupils to attend. Punctuality is also an issue for a few families but most pupils arrive on time. The school takes very good account of legal requirements to record and report on attendance accurately.
13. Pupils are developing a good understanding of the world of work, appropriate to their age. They are starting to take an active role in community activities.
14. Pupils with special educational needs (SEN) make good progress, in line with their peers and achieve the targets set for them.
15. Pupils who speak languages other than English or Welsh at home make good progress in all areas in line with their peers. All pupils make good progress towards fulfilling their potential.

The quality of education and training

16. The quality of teaching was judged as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	85%	10%	0	0

17. The quality of teaching is consistently high throughout the school. Very few lessons had any shortcomings. The proportion of lessons seen that have good features that outweigh shortcomings is well above the Welsh Assembly Government (WAG) target of 95%. The number of lessons seen where the teaching was good with no important shortcomings is well above the WAG target of 50%.

18. The teaching has many strengths including good knowledge of the subjects taught and of the learning needs of young children and pupils. As a result, teachers have suitably high expectations of pupils and are consistent in their dealings with them. Pupils respond well to this and relationships are good throughout the school. This has a positive impact on the good progress pupils make.
19. Teachers plan lessons well. There is good match of the tasks each pupil is set with what they can actually do. As a result, higher attaining pupils are suitably challenged and pupils with special educational need are effectively supported.
20. Teachers make good use of resources and teaching methods to make learning more memorable for all pupils and lessons have good pace. Teachers monitor and review to ensure that teaching provides equality of opportunity for members of all groups and all pupils achieve equally well.
21. Teachers use a wide range of strategies to extend the pupils' bilingual skills, and especially those of speaking and listening. They use computer programmes well to foster pupils' enjoyment of reading in both English and Welsh.
22. The quality of the school's assessment procedures is outstanding and provides a detailed picture of pupils' achievements and progress. Teachers assess pupils' work accurately and thoroughly in English, mathematics and science as well as in several other subjects. They monitor how pupils are performing in relation to previous work and national averages. This represents significant improvement since the last inspection.
23. Teachers' marking is good. In the best cases, marking clearly notes how the pupils can improve their work. The annual reports to parents, about their children, are good. They conform to statutory requirements and indicate clear targets for improvement. There are good formal opportunities for parents to discuss their children's progress with class teachers.
24. The curriculum caters successfully for the needs of all pupils equally, including the under fives and meets statutory requirements. It is appropriately broad and balanced and provides continuity and progression between years and for the transition from the early years to key stage 1.
25. The provision for pupils' personal, social and health education is good and firmly embedded within the curriculum. The quality of provision to develop pupils' key skills, including bilingual skills, is good.
26. The school is very well thought of by parents and within the community which it serves. Links with parents are good. Relationships with other schools are developing well. In addition, links are strong with colleges and the university and the hospital. The school is a focus of the community and there are good opportunities for out of school learning that enriches the curriculum.

27. Stereotypes, including race and gender are challenged fully in all aspects of the school's work. Currently the school does not have any non-ambulant pupils, but providing for them would be difficult with the current accommodation. A health and safety concern was identified and discussed with the headteacher and the governing body.
28. Plans to manage care arrangements are outstanding, especially in providing access to specialist services when necessary. The school is a caring community where many staff have worked for several years and they know families well. Provision for pupils with SEN is good and meets the requirements of the Code of Practice.

Leadership and management

29. The leadership of the school is good and gives clear direction through aims and values that are shared and fully understood by all. The headteacher has a clear vision and high aspirations for maintaining the high standards and building on them still further. These aspirations are shared effectively with parents, governors and all who work in the school. As a result, there are high levels of consistently good provision in all aspects of the school's work.
30. There is an openness within the school at all levels, based on mutual respect and trust linked to the school ethos of clear appraisal and analysis of standards. Leaders and managers are well informed about the performance of their areas of responsibility and take full regard of the views of the whole team, who are all involved in self evaluation and planning for improvement.
31. Clear priorities are set which are known to all and which are supported effectively through suitable allocation of resources. The school development plan is written in detail for a year, but priorities beyond this are well known to all co-ordinators. They all have a clear understanding of the current status of their area and whether it is due for imminent review.
32. The school takes good account of local and national initiatives. For example, some outstanding work has been undertaken in working for "Healthy Schools" accreditation and the school has also been awarded Quality Mark status. The school works closely with other schools and colleges to share teaching expertise and enhance pupils' curricular experiences.
33. Governors are effectively involved in helping to set the strategic direction for the school. They take appropriate steps to monitor the provision, although some systems are informal.
34. The school has enough appropriately qualified staff to teach all subjects and aspects of the curriculum. Staff are used effectively in the classroom to support learning. They undertake a good range of professional development and training relevant to the school's priorities.

35. The school administrator carries out the daily routines and other responsibilities efficiently and effectively and this contributes to the smooth running of the school.
36. The quality and quantity of resources for the under-fives and for key stage 1 is good overall and match the needs of pupils well. Accommodation is adequate for the delivery of the curriculum. However, there are shortcomings in the school's buildings.
37. The headteacher and the school administrative officer manage the budget effectively. Overall, the school has made a good level of improvement since the previous inspection. All of the key issues have been addressed and the high standards noted at that time have been effectively maintained. The school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 Maintain the high standards and the outstanding features and improve further areas judged to be good and those where shortcomings are noted.
- R2 Address the health and safety concerns brought to the attention of the headteacher and governors.
- R3 Work to improve attendance.

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.

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

38. The overall quality of the educational provision for under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is below average overall.
39. The Under Fives make good progress in the key skills of listening and speaking, reading, writing, numeracy and using information and communications technology (ICT). Their skills in speaking and listening in English and Welsh and bilingual skills are appropriate to their age.
40. At key stage 1, pupils' standards and progress in the key skills of speaking and listening, reading, writing, numeracy and using ICT are good with no important shortcomings. Bilingualism is effectively integrated into the life of the school and, as a result, pupils achieve well in bilingual competence.
41. Pupils' development of personal and social skills is good. They work together well. Pupils show interest in their work and have a good attitude towards their learning. Most concentrate well and work hard during their lessons. They are rapidly developing the capacity to learn independently and to research in reading materials and on the computer. They make good progress in developing skills of problem solving. Pupils show good development in their creative skills.
42. During the past three years, pupils' performance in end of key stage 1 assessment has been above the national averages. Compared with similar schools and other schools in the LEA, the performance of pupils in key stage 1 has been consistently above the median. Over the past three years, there have been no significant differences in the performance of boys and girls. School test results are in the top quartile of schools in Wales in language, mathematics and science.
43. Pupils with special educational needs make good progress, in line with their peers and achieve the targets set for them.
44. Pupils who speak languages other than English or Welsh at home make good progress in all areas in line with their peers. All pupils make good progress towards fulfilling their potential.
45. Pupils behave well and are capable of maintaining concentration well and working independently. This has a positive effect on the progress they make and indicates that the school's vision statement of ensuring learning is a

pleasure is effectively met. There have been two exclusions in the past year. Pupils are well supported and school rarely has to resort to this measure.

46. Pupils make good progress in their personal, social and moral development. They are very aware of the rights of others and are fair in their dealings with each other. Their understanding of equality of opportunity is developing well and they show good levels of respect for the beliefs, attitudes and cultural traditions of others. Visits to the local community and places of interest, such as exhibitions of information about different faith groups, help to widen pupils' understanding of the beliefs of others. The ethos of the school is good as a result.
47. Pupils are developing an appropriate knowledge of their strengths and areas for improvement. They are aware of their own targets and are starting to learn to evaluate how well they have met these targets.
48. Attendance, which averaged 88.5% last year, is below average overall because too often too many pupils stay at home. During the first Monday of the inspection attendance was even lower at approximately 80%. There are valid reasons why some do not attend such as illness but there is also a small number of pupils who even though they are being carefully monitored stay away without a valid reason. The school is well aware of this issue and is continually working with the education welfare service to support and encourage all pupils to attend. Punctuality is also an issue for a few families but overall it is generally acceptable with many arriving promptly ready to start the day. The school takes very good account of legal requirements to record and report on attendance accurately.
49. Pupils are developing a good understanding of the world of work, appropriate to their age. They are starting to take an active role in community activities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

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

Inspectors observed lessons in a wide range of National Curriculum subjects.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	85%	10%	0	0

50. The quality of teaching is consistently high throughout the school. All of the teaching observed was at least good and very few lessons had any shortcomings. The proportion of lessons seen that have good features that outweigh shortcomings is well above the Welsh Assembly Government (WAG) target of 95%. The number of lessons seen where the teaching was good with no important shortcomings is well above the WAG target of 50%.
51. The teaching has many strengths including good knowledge of the subjects taught and of the learning needs of young children and pupils.
52. Planning is good. There is good match of the tasks each pupil is set with what they can actually do. As a result, higher attaining pupils are suitably challenged and pupils with special educational needs are effectively supported.
53. Teachers ensure that all pupils have equality of opportunity. They monitor the progress all pupils make and review this effectively to ensure high standards are maintained. As a result, boys and girls from all groups all make good gains in their learning.
54. Teachers make good use of resources and teaching methods, including whole class or group work and individual teaching to match the learning styles of different pupils and to make learning more memorable.
55. Relationships are good and teachers have suitably high expectations of all pupils.
56. Teachers use a wide range of strategies to extend the pupils' bilingual skills, and especially those of speaking and listening. They use computer programmes well to foster pupils' enjoyment of reading in English and Welsh.
57. The quality of the school's assessment procedures is outstanding. Teachers assess pupils' work accurately and thoroughly in English, mathematics and science as well as in several other subjects. They produce detailed and graphical representations to indicate how pupils are performing in relation to

national averages. This represents significant improvement since the last inspection.

58. Teachers mark pupils' work regularly and offer helpful, constructive oral and, where appropriate, written comments. In the best cases, these clearly note how the pupils can improve their work.
59. Teachers' records provide a detailed picture of pupils' achievements and progress. The assessment information, however, is not always written down in teachers' short-term planning to show how they plan to best help pupils within classes. Teachers also use appropriate standard tests to assess pupils' progress.
60. The annual reports to parents, which summarise pupils' achievements, conform to statutory requirements and indicate clear targets for improvement. Although parents have opportunities to provide comments on their children's progress, these are not contained within the reports. There are good formal opportunities for parents to discuss their children's progress with class teachers.

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

Grade 2: Good features and no important shortcomings.

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

61. The curriculum caters successfully for the needs of all pupils equally, including Under Fives and conforms to statutory requirements. It is appropriately broad and balanced and provides continuity and progression between years and for the transition from the early years to key stage 1.
62. The schemes of work for the early years and key stage 1 are good and help pupils to develop their knowledge, understanding and skills well.
63. The provision for pupils' personal, social and health education is of good quality and firmly embedded within the curriculum.
64. There is good provision for the development of pupils' basic and key skills, including information technology and bilingual competence.
65. The school actively promotes education for sustainable development through recycling schemes, curricular themes and visits to local environmental centres.
66. Pupils respond well to the school's good provision for their spiritual, moral, social and cultural development. In relation to their learning abilities, pupils have a good understanding of aspects of Welsh, British, African and Asian

cultures. The school's ethos encourages pupils to consider all individuals and to appreciate other people's values.

67. The school is well thought of by parents and within the community which it serves. Links with parents are good because staff, taking a lead from the headteacher, always strive to involve and inform parents and carers. Parents do not find it difficult to approach staff and communication at all levels is very secure. A very small number of parents give very good support both within school, as Governors or as members of the Parent Teacher Association but those that choose to get involved like this are in a minority. Nonetheless links with parents are still a strength.
68. Relationships with other schools are developing well and a recent initiative with the adjacent junior school is seeing Year 2 and Year 3 pupils playing together once a week which is beneficial to all.
69. A very effective "Jim and the Beanstalk" joint project with local schools helps smooth transfer for pupils into the next stages in their schooling. In addition links are strong with colleges and the university and the hospital all of whom send students for short work placements. Role-play in Reception encourages even the very youngest to think about the world of work.
70. The school is a focus of the community and there are good opportunities for out of school-of-school learning that enriches the curriculum. These involve various geographical and historical projects in the locality. The school provides a good range of extra-curricular activities, including a school choir, a recorder club and visits to places of significant educational interest.
71. Pupils are developing an appropriate awareness of commercial and entrepreneurial skills through visits to local supermarkets and businesses.

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

Grade 2: Good features and no important shortcomings.

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

72. Teachers diagnose pupils' individual learning needs efficiently. Pupils with special educational needs and those who speak a language other than English or Welsh at home are all effectively supported and are given full access to the whole curriculum.
73. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. Pupils who speak a language other than English or Welsh at home are supported well.
74. The school works closely with many agencies within Swansea to support a wide range of identified need. The headteacher is quick to secure outside support and advice, for example, from the Behaviour Support Team to

instigate individual programmes for a few boys who have quite challenging behaviour. This means they are fully supported in their learning and do not disturb others. Home visits are made on many occasions to ensure that, By means of a contract, parents and staff work together in the same direction. The way in which the school responds to this type of individual need is outstanding.

75. Stereotypes, including race and gender are challenged fully in all aspects of the school's work. Currently the school does not have any non-ambulant pupils, but providing for them would be difficult with the current accommodation.
76. The school is a caring community where many staff have worked for several years and they know families well. Relationships with parents are secure; they and carers have generally positive views of the school.
77. Pupils who begin in the nursery receive a lot of extra support and care from the team of experienced staff. This includes a "key worker" system which is appreciated by parents who all spoke very favourably of the guidance and help their young children receive from day one. An informative brochure plus an opportunity to meet the teacher before children start are both effective in enabling even the very youngest to settle in quickly and happily. Induction is very well managed.
78. Registration is taken twice daily and the school administrative officer is extremely rigorous in recording accurately why a child is absent. She uses the computer skilfully to monitor and create attendance data. The education welfare officer calls very regularly and together with the headteacher they also track and support those with lower than expected attendance. One such case is now much improved but the school knows there is still a way to go if they are to see attendance figures rise across the school for every single pupil who is absent too often.
79. Recently there have been several Asylum Seekers at the school who are carefully integrated with support from local authority support services where possible. Translation services are sought and during inspection these children were seen to be making equal progress to their peers.
80. Policies and procedures relating to pupil support, including those for Child Protection and First Aid, are in place, regularly reviewed and understood by staff. Midday Supervisors are particularly vigilant and kindly during dinners and together with playground "Guardians" ensure that good behaviour and thoughtful manners are always promoted.
81. As part of the Healthy Schools programme, visits and visitors are organised for all pupils to help them learn how to keep safe as well as healthy. Links with the Police Service are very strong and during the inspection a very useful session was held when older pupils much enjoyed a lively discussion on Drugs Awareness. Pupils behaved very well, listened carefully and really took

on board the messages being delivered about how to help themselves to keep safe.

82. The headteacher and staff promote equality of opportunity and racial awareness throughout the day. Governors are trying to overcome the difficulties in fully meeting their obligations to improve access for the disabled. Discussions are ongoing but in an old building with so many levels this is not an easy challenge.
83. Overall the school works well to ensure the health and safety of its pupils. Vandalism of the site causes constant problems for the whole staff on a regular basis which they do their best to overcome. Several areas of concern linked to this brought to the attention of the headteacher. There is a need for the school to be constantly vigilant to the possibility of health and safety issues caused by vandalism. However, there is also evidence to demonstrate that members of the community have worked successfully to provide better facilities for example when they campaigned for a safer road and footpath adjacent to the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

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

84. The leadership of the school is good and gives clear direction through aims and values that are shared and fully understood by all. Equality of opportunity is effectively promoted. The headteacher has a clear vision and high aspirations for maintaining high standards and developing them still further. These are shared effectively by parents, governors and all who work in the school. As a result, there are high levels of consistently good provision in all aspects of the school's work.
85. The school takes good account of local and national initiatives. For example, some outstanding work has been undertaken in working for "Healthy Schools" accreditation. The school has also been awarded Quality Mark status and in July 2003 was awarded the Investors in People award. The school works closely with other schools and colleges to share teaching expertise and enhance pupils' curricular experiences.
86. Staff appraisal is used well to review standards and efficiency and to plan for further staff training to raise standards still further.
87. Governors are effectively involved in helping to set the strategic direction for the school. They take appropriate steps to monitor the provision. All regulatory and legal requirements are met. The school is aware of the need to improve its risk assessment procedures.

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

Grade 2: Good features and no important shortcomings.

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

88. There is an openness within the school at all levels, based on mutual respect and trust and this engenders a school ethos of clear vision and analysis of standards. Leaders and managers are well informed about the performance of their areas of responsibility and take full regard of the views of the whole team, who are all involved in self evaluation and planning for improvement.
89. Whole school self-evaluation is extremely accurate and honest and, as a result, the school has a good level of awareness of what it does well and areas for improvement. Co-ordinators all have a good knowledge and understanding of their subjects throughout the school, but much of the

information is gathered informally and relies heavily on the high levels of expertise and knowledge of the staff concerned.

90. Information is used effectively to set challenging and realistic targets and goals. The school actively seeks the views of all interested parties, including parents and takes good account of these when planning future developments.
91. Clear priorities are set which are known to all and which are supported effectively through suitable allocation of resources. The school development plan is written in detail for a year, but priorities beyond this are well known to all co-ordinators. They all have a clear understanding of the current status of their area and whether it is due for imminent review.
92. Accurate monitoring and evaluation ensures that the school has a good knowledge of the impact of any initiatives. The school has made good progress since the previous inspection and all of the key issues have been addressed.

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

Grade 2: Good features and no important shortcomings.

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

93. The school has enough appropriately qualified staff to teach all subjects and aspects of the curriculum. Teachers have gained appropriate ICT experience through various forms of training. Planning for the delegation of curricular responsibilities is good.
94. There is good investment in additional staffing and for supervision during lunchtimes. Staff are used effectively in the classroom to support pupils' learning.
95. The headteacher encourages the staff to develop their experiences in new and challenging areas of responsibility. Staff undertake a good range of professional development and training relevant to the school's priorities.
96. The school administrator carries out the daily routines and other responsibilities efficiently and effectively. This contributes to the smooth running of the school.
97. The quality and quantity of resources for the under-fives and for subjects is good overall and match the needs of pupils well. In particular, pupils are making good use of ICT resources. They are also benefiting from a good range of educational visits and strong links with the local community.
98. Accommodation is adequate for the delivery of the curriculum. Teachers organise their classrooms well and the quality of displays is good. However, there are shortcomings in the school's buildings that have been discussed

with the headteacher. There are health and safety issues which need to be addressed. The school building is not currently accessible for disabled learners and adults.

99. The headteacher and the school administrative officer manage the budget effectively. Spending decisions match the priorities in the school development plan. The headteacher carefully monitors spending in conjunction with the local education authority's (LEA's) link officer. As a result, the school can accurately account for all its spending.
100. Overall, the school provides good value for money.

School's response to the inspection

The head, staff and governing body have considered the content of the inspection report and feel that it is a very fair and accurate reflection of the work and aims of the school.

The inspection was carried out with professionalism and courtesy at all times. The school was being inspected under the new Estyn inspection framework and the team were meticulous in reaching their judgements based on this new framework. The staff and head appreciated the care that was taken by the team when arriving at balanced and reliable judgements.

The school was particularly pleased to find that its own evaluations concurred, without exception, with those of the inspection team.

The inspection recognised the skill and dedication of all staff at the school and the regard in which the school is held by parents and the local community.

The head, staff and governors will ensure that, where possible, the recommendations outlined in the report will be addressed.

Everyone at Pentrepoeth Infant school is justly delighted with the outcome of the inspection. The report acknowledged the clear direction and vision of the head, the quality and dedication of the staff, the support and involvement of the governing body and the parents and the high achievement of our pupils.

Appendix A

Basic information about the school

Name of School	Pentrepoeth Infant School
School type	Community
Age-range of pupils	3-7
Address of School	School Road Morrison Swansea
Post-code	SA6 6HY
Telephone number	01792 771831
Headteacher	Ms A. Gent
Date of appointment	January 1988
Chair of governors/ Appropriate authority	Mr M. Watts
Reporting inspector	Mrs S. M. Barnes
Dates of inspection	27 th – 29 th September 2004

Appendix B

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	28	39	33	39	0	0	0	0	139

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.3

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20 : 1
Pupil : adult (fte) ratio in nursery classes	18 : 1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn	89	87.78		88.39
Spring	89.76	91.75		90.75
Summer	88.8	88.6		88.7

Percentage of pupils entitled to free school meals	42%
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

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

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					
			34					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	3	9	65	24	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	3	9	62	26	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	3	21	59	18	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	9	56	35	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	9	65	26	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	6	79	15	0
		National	0	2	10	66	22	0

Appendix D

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors over a period of three days.
- Pre-inspection meetings were held with the headteacher, staff and governing body.
- A meeting was held for parents to voice their views of the school.
- Thirty-seven questionnaire responses from parents were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' and co-ordinators' planning files.
- Pupils and nursery children were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Twenty lessons or part-lessons were observed.
- Pupils were spoken to about a range of topics.
- A wide range of pupils' written and other work was examined in all classes.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the staff.
- The work of pupils with special educational needs was examined.
- Documents relating to the financial management of the school were discussed.
- Budget figures were examined.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs S. M. Barnes	How well do learners achieve? How effective are teaching, training and assessment? How effective are leadership and strategic management? How well do leaders and managers evaluate and improve standards?
Mr D. Evans	How well do learning experiences meet the needs and interests of learners and the wider community? How efficient are leaders and managers in using resources?
Mrs C. Roberson	How well are learners cared for guided and supported?

The contractor was

Evenlode Education Ltd
6 Abbey Close
Alcester
Warks
B49 5QW

Acknowledgement

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

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

**Pentrepoeth Infant School
School Road
Morrison
Swansea
SA6 6HY**

Summary for Parents

School Number: 6702050

Date of Inspection: 27th – 29th September 2004

by

**Mrs S. M. Barnes
W182/78732**

Date: 2004

Under Estyn contract number: T/41/04P

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A SUMMARY REPORT FOR PARENTS

Pentrepoeth Infant 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 Pentrepoeth Infant School took place between 27th and 29th September 2004. An independent team of three inspectors, led by Mrs S. M. Barnes 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

Summary

Pentrepoeth Infants is a good school with no important shortcomings. Some aspects of the school are outstanding. It has worked effectively to maintain the high standards noted by the previous inspection and to raise them still further. The inspection team agreed with the very accurate judgements in the school's self evaluation document.

Table of grades awarded

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

Standards

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

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

At key stage 1, pupils' standards and progress in the key skills of speaking and listening, reading, writing, numeracy and using ICT are good. Pupils' development of personal and social skills is good. They work together well. They make good progress in developing skills of problem solving. Pupils show good development in their creative skills.

Pupils throughout the school, including children in the nursery and reception classes make good progress in the development of their bilingual skills. Standards are good, in relation to their ages, in speaking, listening, reading and writing in Welsh.

At the end of key stage 1, in 2003, pupils' attainment in the National Curriculum core subjects (English, Welsh second language, mathematics and science) were above cluster and LEA averages. The high standards noted at the time of the previous inspection have been effectively maintained and girls and boys do equally well. School test results are in the top quartile of schools in Wales in language, mathematics and science.

Pupils have good attitudes to their work. They behave well and are capable of maintaining concentration well and working independently.

Pupils make good progress in their personal, social and moral development. They are very aware of the rights of others and are fair in their dealings with each other. Their understanding of equality of opportunity is developing well and they show good levels of respect for the beliefs, attitudes and cultural traditions of others. The ethos of the school is good as a result.

Pupils are developing an appropriate knowledge of their strengths and areas for improvement. They are aware of their own targets and are starting to learn to evaluate how well they have met these targets.

Attendance, which averaged 88.5% last year, is below the national average overall and has shortcomings because too often too many pupils stay at home. There are valid reasons why some do not attend but there are also a small number of pupils who stay away without a good reason. The school knows only too well of this issue and is continually working with the education welfare service to support and encourage all pupils to attend. Punctuality is also an issue for a few families but most pupils arrive on time. The school takes very good account of legal requirements to record and report on attendance accurately.

Pupils are developing a good understanding of the world of work, appropriate to their age. They are starting to take an active role in community activities.

Pupils with special educational needs (SEN) make good progress, in line with their peers and achieve the targets set for them.

Pupils who speak languages other than English or Welsh at home make good progress in all areas in line with their peers. All pupils make good progress towards fulfilling their potential.

The quality of education and training

The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	85%	10%	0	0

The quality of teaching is consistently high throughout the school. Very few lessons had any shortcomings. The proportion of lessons seen that have good features that outweigh shortcomings is well above the Welsh Assembly Government (WAG) target of 95%. The number of lessons seen where the teaching was good with no important shortcomings is well above the WAG target of 50%.

The teaching has many strengths including good knowledge of the subjects taught and of the learning needs of young children and pupils. As a result, teachers have suitably high expectations of pupils and are consistent in their dealings with them. Pupils respond well to this and relationships are good throughout the school. This has a positive impact on the good progress pupils make.

Teachers plan lessons well. There is good match of the tasks each pupil is set with what they can actually do. As a result, higher attaining pupils are suitably challenged and pupils with special educational need are effectively supported.

Teachers make good use of resources and teaching methods to make learning more memorable for all pupils and lessons have good pace. Teachers monitor and review to ensure that teaching provides equality of opportunity for members of all groups and all pupils achieve equally well.

Teachers use a wide range of strategies to extend the pupils' bilingual skills, and especially those of speaking and listening. They use computer programmes well to foster pupils' enjoyment of reading in both English and Welsh.

The quality of the school's assessment procedures is outstanding and provides a detailed picture of pupils' achievements and progress. Teachers assess pupils' work accurately and thoroughly in English, mathematics and science as well as in several other subjects. They monitor how pupils are performing in relation to previous work and national averages. This represents significant improvement since the last inspection.

Teachers' marking is good. In the best cases, marking clearly notes how the pupils can improve their work. The annual reports to parents, about their children, are good. They conform to statutory requirements and indicate clear targets for improvement. There are good formal opportunities for parents to discuss their children's progress with class teachers.

The curriculum caters successfully for the needs of all pupils equally, including the under fives and meets statutory requirements. It is appropriately broad and balanced and provides continuity and progression between years and for the transition from the early years to key stage 1.

The provision for pupils' personal, social and health education is good and firmly embedded within the curriculum. The quality of provision to develop pupils' key skills, including bilingual skills, is good.

The school is very well thought of by parents and within the community which it serves. Links with parents are good. Relationships with other schools are developing well. In addition, links are strong with colleges and the university and the hospital. The school is a focus of the community and there are good opportunities for out of school learning that enriches the curriculum.

Stereotypes, including race and gender are challenged fully in all aspects of the school's work. Currently the school does not have any non-ambulant pupils, but providing for them would be difficult with the current accommodation. A health and safety concern was identified and discussed with the headteacher and the governing body.

Plans to manage care arrangements are outstanding, especially in providing access to specialist services when necessary. The school is a caring community where many staff have worked for several years and they know families well. Provision for pupils with SEN is good and meets the requirements of the Code of Practice.

Leadership and management

The leadership of the school is good and gives clear direction through aims and values that are shared and fully understood by all. The headteacher has a clear vision and high aspirations for maintaining the high standards and building on them still further. These aspirations are shared effectively with parents, governors and all who work in the school. As a result, there are high levels of consistently good provision in all aspects of the school's work.

There is an openness within the school at all levels, based on mutual respect and trust linked to the school ethos of clear appraisal and analysis of standards. Leaders and managers are well informed about the performance of their areas of responsibility and take full regard of the views of the whole team, who are all involved in self evaluation and planning for improvement.

Clear priorities are set which are known to all and which are supported effectively through suitable allocation of resources. The school development plan is written in detail for a year, but priorities beyond this are well known to all co-ordinators. They all have a clear understanding of the current status of their area and whether it is due for imminent review.

The school takes good account of local and national initiatives. For example, some outstanding work has been undertaken in working for "Healthy Schools" accreditation and the school has also been awarded Quality Mark status. The school works

closely with other schools and colleges to share teaching expertise and enhance pupils' curricular experiences.

Governors are effectively involved in helping to set the strategic direction for the school. They take appropriate steps to monitor the provision, although some systems are informal.

The school has enough appropriately qualified staff to teach all subjects and aspects of the curriculum. Staff are used effectively in the classroom to support learning. They undertake a good range of professional development and training relevant to the school's priorities.

The school administrator carries out the daily routines and other responsibilities efficiently and effectively and this contributes to the smooth running of the school.

The quality and quantity of resources for the under-fives and for key stage 1 is good overall and match the needs of pupils well. Accommodation is adequate for the delivery of the curriculum. However, there are shortcomings in the school's buildings.

The headteacher and the school administrative officer manage the budget effectively. Overall, the school has made a good level of improvement since the previous inspection. All of the key issues have been addressed and the high standards noted at that time have been effectively maintained. The school provides good value for money.

Recommendations

In order to improve, the school needs to:

1. Maintain the high standards and the outstanding features and improve further areas judged to be good and those where shortcomings are noted.
2. Address the health and safety concerns brought to the attention of the headteacher and governors.
3. Work to improve attendance.

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 visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.