

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

A Report on the Quality of Education in

**Pentrechwyth Primary School
Bonymaen Road
Pentrechwyth
Swansea
SA1 7AP**

School No: 6702048

Date of Inspection: 17 November 2008

by

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Pentrechwyth 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 Pentrechwyth Primary School took place between 17-19 November 2008. An independent team of inspectors, led by Mr Robert Jones 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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 Pentrechwyth Primary School is situated in pleasant grounds in the village of Pentrechwyth on the outskirts of Swansea at the lower end of the Swansea Valley. The school serves the local community which the school describes as being largely economically disadvantaged although some 40% of pupils live outside the catchment area. The percentage of pupils entitled to free school meals is approximately 60%, a figure which is considerably higher than the average for the local education authority (LEA) which is 21% and the national average which is approximately 18%. The school provides education for pupils between three and 11 years of age. Pupils are taught through the medium of English with Welsh being taught as a second language.
- 2 The school has gained the Basic Skills Agency's Quality Mark for the third time. It has also received the Investors in People Award for the third time and is at an advanced stage in qualifying for the fifth stage of the Healthy Schools Award. The school is also working towards the Eco schools silver award.
- 3 The 130.5 (full-time equivalent) pupils currently on roll, including 15 part-time nursery children, are educated in five main-stream classes and a 'Nurture' class which operates on mornings only and caters for pupils with social and emotional needs. Pupils from this class and the two Additional Learning Needs (ALN) classes are integrated into mainstream classes each afternoon. In the mainstream there is a class for and reception children and younger Y1 pupils, one for the remainder of Year (Y)1 and all Y2 pupils, one for all Y3 pupils and some from Y4, another for the remainder of Y4 and some Y5 pupils and there is a class for the remainder of Y5 and all Y6 pupils. There are 63 pupils identified as having ALN, five of whom have statements of special educational needs. The admissions procedures adhere to the LEA admission policy. Ninety-two per cent of pupils come from English-speaking homes and the remainder comes from a variety of backgrounds encompassing six languages. Eleven pupils receive support in English as an additional language (EAL).
- 4 The school was last inspected in October 2002. Since then, the numbers on roll have remained fairly constant. At present there are nine full-time teachers at the school, including the head teacher, four whom teach in nursery, Nurture or ALN groups each morning and in mainstream each afternoon to cover for teachers' planning, preparation and assessment (PPA) time. The head teacher does not have a full-time teaching commitment. The school employs one full-time and eight part-time learning support assistants (LSA) together with one full-time school secretary.

The school's priorities and targets

- 5 Among the areas for improvement identified by the school are:
 - to continue to improve the provision for mathematics;
 - to ensure the effective use of assessment for learning;
 - to achieve the Information Technology (IT) Quality Mark; and

- to ensure the implementation and progression of Key Skills across the curriculum.

Summary

- 6 Pentrechwyth Primary School is a good school with some outstanding features. The outstanding relationships between staff and pupils contribute significantly to the development of pupils' self-esteem, confidence and positive behaviour. These, together with an outstanding curriculum which is, broad, balanced, progressive and experiential, have a positive influence on the good standards achieved.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
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 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

Standards

- 7 Pupils make good progress in their learning and achieve good standards in relation to their prior attainment and their ability.
- 8 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Outcomes for Children's Learning at the end of the Foundation Phase.
- 9 In National Curriculum (NC) assessments (by teacher assessment) in 2008 the school's results in key stage 1 were below both LEA and all-Wales averages in English, mathematics and science. When compared with schools with a similar percentage of pupils who are entitled to free school meals, the percentage of pupils who attained at least level 2 in English, mathematics and science in 2008 was in the top 50 percent.
- 10 In NC (by teacher assessment) in 2008 the school's results in key stage 2 were similar to both LEA and all-Wales averages. When compared with schools with a similar percentage of pupils who are entitled to free school meals, results in 2008 were above average in English, mathematics and science. The percentage of pupils who attained at least level 4 in English, mathematics and science was in the top 25 percent.

- 11 Over the last four years, there have been no discernable differences in the performance of boys and girls in either key stage. During that period the school has met most of its targets.
- 12 Pupils identified with ALN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
- 13 Children in the nursery and reception classes make good progress in acquiring key and basic skills. By the end of the reception class children have mature personal and social skills and their learning skills are also developing well.
- 14 Pupils in both key stages make good progress in the key skills of language and literacy, numeracy and information and communications technology (ICT). Bilingual skills, however, are not as well developed.
- 15 The school's strong values are evident in its daily life and pupils' behaviour throughout the school day is good.
- 16 The school emphasises the importance of good levels of attendance. Pupils' average attendance for the three terms prior to inspection was 92% which is in line with the LEA target of 92%.
- 17 Pupils make good progress in their personal skills including spiritual, moral, social and cultural development. They have good moral values and exhibit these regularly from day-to-day in the life and work of the school. Relationships throughout the school between pupils are good.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	78%	13%	0%	0%

- 19 The quality of teaching in the lessons observed is higher than the average for Wales as noted in the report of HMCI for 2006-07, which reported that 80% of teaching was grade 2 or better, but lower than the 14% which HMCI reported as being grade 1.
- 20 Throughout the school, teachers have outstanding relationships with pupils and create a positive climate for learning. Outstanding features of teaching include, for example, particularly high expectations of pupils and lessons which are challenging and progress at a brisk pace. The features of good teaching include carefully planned lessons, skilful questioning, positive management techniques, the use of imaginative resources and the effective reinforcement of the content of lessons in plenary sessions. In teaching where there were some shortcomings, for example, tasks were insufficiently challenging to extend the more able pupils, introductions were too long and teachers over-directed the learning.
- 21 Insufficient use of incidental Welsh is made by teachers and pupils in order to develop pupils' bilingual skills.
- 22 Arrangements for assessment, recording and reporting have good features which outweigh shortcomings. The quality of assessment undertaken in the nursery class is good and used effectively to meet children's needs. In both key stages, core subjects are assessed termly and at the end of an unit of work.

There is, however, no similar structure in place for the assessment of foundation subjects and religious education.

- 23 Analysis of the results of a range of national and standardised tests is used to identify pupils' strengths and weaknesses and to guide priorities in the long term planning. There is, however, no established process of moderating teachers' judgements.
- 24 The school succeeds in meeting the needs and aspirations of all pupils by providing them with an outstanding curriculum which is broad, balanced, progressive and experiential. All pupils, including those with ALN , have equal access to an inclusive curriculum which meets legal requirements and which provides a very wide range of learning experiences which builds systematically on existing knowledge, understanding and skills.
- 25 The overall quality of provision for the under-fives is appropriate to their needs and children enjoy a range of relevant experiences and practical activities which stimulate their interest and promote the development of their skills.
- 26 An outstanding feature of the provision in key stages 1 and 2 is the wide range of stimulating extra-curricular activities which enrich pupils' experiences, raise their self-esteem, expand their horizons effectively and extend their talents.
- 27 The promotion of pupils' spiritual, moral and cultural development is an outstanding aspect of the school's provision. The sharing of moral messages is a prominent part of the provision and pupils are effectively encouraged to respect each other, adults and visitors. The provision for pupils' cultural development is good. Pupils enjoy a good range of experiences which develop their Welsh identity and their awareness of their roots. Pupils' spiritual development is enhanced through pupils' taking part in acts of collective worship and close links with local clergy and places of worship.
- 28 The school gives thorough attention to policies and procedures which underpin the very high standards of care and welfare in the school. The school is an extremely close community with a warm and welcoming ethos. The school council is well established and pupils have the right to express their views about various aspects of the life of the school.
- 29 The school's arrangements for ensuring pupils' well-being and the promotion of pupils' health, safety and healthy development are outstanding. The school is committed to promoting and developing positive attitudes towards healthy living and personal fitness and has achieved accreditation from the LEAs Healthy Schools scheme.
- 30 The overall quality of provision for pupils with ALN is good with outstanding features. There are very clear strategies in place for the early identification and assessment of pupils with ALN. Purposeful support is given by class teachers, support staff and the ALN co-ordinator who work effectively together to ensure a co-ordinated programme for pupils.

Leadership and management

- 31 The school is well led and the head teacher gives it clear direction and purpose. The head teacher and staff are successful in creating an ethos based on sound values and a caring and stimulating environment which promotes effective learning and ensures equality for all.

- 32 The head teacher collects data on pupils' performance in NC assessments and challenging and realistic targets are set for the end of each key stage. The school has met the majority of its targets during the past four years.
- 33 The governing body is very supportive of the head teacher and staff and satisfies legal requirements.
- 34 The school's self-evaluation procedures gather a considerable amount of information on its life and work. The head teacher regularly monitors the quality of teaching and learning in all classes and produces detailed reports which are shared with individual teachers. Curriculum co-ordinators, however, do not systematically monitor standards in subjects for which they have responsibility.
- 35 The school's self-evaluation report identifies the school's strengths and the areas for development. It does not always, however, clearly identify those features of its work which are outstanding. The inspection team's judgements agree with those of the school in four of the seven key questions.
- 36 The school has made good progress in addressing the key issues arising from the last inspection.
- 37 The school is well staffed for the number of pupils on roll. Teaching staff are appropriately qualified and skilled and their expertise is well matched to the demands of the curriculum.
- 38 The quality and range of resources to support the curriculum are generally good and they are readily accessible to pupils. They are well matched to the school's priorities for development and the staff makes effective use of the resources available.
- 39 The accommodation is ample for the number of pupils on roll and is, overall, in good condition.
- 40 Overall the school provides good value for money.

Recommendations

In order to ensure improvement the school must:

- R1 devise and implement a process for moderating teachers' judgements when assessing pupils' work;
- R2 further develop the role of curriculum co-ordinators to include systematic and rigorous monitoring of standards;
- R3 ensure that greater use is made of Welsh by teachers and pupils during the school day in order to better promote pupils' bilingual skills, and
- R4 continue 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

- 41 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 42 Pupils throughout the school make good progress in their learning and achieve good standards in relation to their prior attainment and their ability.
- 43 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Outcomes for Children's Learning at the end of the Foundation Phase.
- 44 In NC assessments (by teacher assessment) in 2008 the school's results in key stage 1 were below both LEA and all-Wales averages in English, mathematics and science. When compared with schools with a similar percentage of pupils who are entitled to free school meals, the percentage of pupils who attained at least level 2 in English, mathematics and science in 2008 was in the top 50 percent.
- 45 In NC assessments (by teacher assessment) in 2008 the school's results in key stage 2 were similar to both LEA and all-Wales averages. When compared with schools with a similar percentage of pupils who are entitled to free school meals, results in 2008 were above average in English, mathematics and science. The percentage of pupils who attained at least level 4 in English, mathematics and science was in the top 25 percent.
- 46 Over the last four years, there have been no discernable differences in the performance of boys and girls in either key stage. During that period the school has met most of its targets.
- 47 Pupils identified with ALN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
- 48 Children in the nursery and reception classes make good progress in acquiring key and basic skills. By the end of the reception class children have mature personal and social skills and their learning skills are also developing well.
- 49 Pupils in both key stages make good progress in the key skill of speaking. They listen very attentively to their teacher and fellow pupils and, as they progress through the school, gain confidence in expressing their ideas using a register of language and vocabulary appropriate to the context. They read well to gain knowledge and their standards of writing across the curriculum are good. Pupils apply their mathematical knowledge well in a number of contexts, for example, for measuring and recording. They make good use of their ICT skills to support and enrich their learning in subjects across the curriculum. Pupils' creative skills are good and they display good problem-solving skills when carrying out individual research. Bilingual skills, however are not as well developed and pupils make insufficient use of the Welsh language during the school day.

- 50 The school's strong values are evident in its daily life. The school is committed to the development of each individual and all pupils succeed whatever their ability or linguistic, social or ethnic background.
- 51 Pupils demonstrate an aptitude for learning new skills, for example in ICT. They develop an understanding of how democratic institutions work through the school council and members understand their responsibilities in representing those who elected them.
- 52 Pupils have a good understanding of the strengths and weaknesses in their work and what they need to do to improve. They contribute to setting their own targets and know what they need to do in order to meet them. The majority achieves the targets set and pupils make good progress towards the next stage in their learning.
- 53 Pupils have very positive attitudes to learning and enjoy their lessons. They demonstrate a good degree of motivation, complete their tasks with enthusiasm, concentrate well, persevere and give of their best
- 54 Pupils' behaviour throughout the school day is good. Pupils understand the expectations of the school and demonstrate a friendly, respectful, courteous manner towards each other, staff and visitors at all times.
- 55 The school emphasises the importance of good levels of attendance. Pupils' average attendance for the three terms prior to inspection was 92% which is in line with the LEA target of 92%. The attendance registration arrangements are compliant with Welsh Assembly Government (WAG) guidelines. The vast majority of pupils is punctual at the start of the day with only minor instances of lateness.
- 56 Pupils work effectively as members of groups, display the skills required to work independently and competently gather information from a variety of sources.
- 57 Pupils make good progress in their personal and social skills. They have good moral values and exhibit these regularly from day-to-day in the life and work of the school. They are considerate, friendly and polite to one another, to staff and visitors and have a clear understanding of right and wrong. They co-operate well together in lessons and other activities. Relationships throughout the school between pupils are outstanding.
- 58 Pupils understand well the principle of equal opportunities as the school constantly emphasises its importance. They have a good understanding of the variety of creeds and cultures found in society at large and they respect them.
- 59 Pupils' learning and personal development are promoted well by the opportunities afforded them to participate in the life of the community and they gain a good knowledge and understanding of the world of work. Through a range of activities, pupils learn about lifelong learning, the responsibilities of citizenship and their obligations to the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

60 The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report as the inspection team did not consider there to be sufficient outstanding features.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	78%	13%	0%	0%

62 The quality of teaching in the lessons observed is higher than the average for Wales as noted in the report of HMCI for 2006-07, which reported that 80% of teaching was grade 2 or better, but lower than the 14% which HMCI reported as being grade 1.

63 Throughout the school, teachers have outstanding relationships with pupils and create a positive climate for learning. Teachers have a sound knowledge of the subjects they teach and a good understanding of recent educational initiatives. They give good attention to the needs of individuals and careful planning ensures equality of opportunity for all.

64 Teachers are good role models and pupils are aware of the expectations required with regard to both work and behaviour. The LSAs make a significant contribution to the teaching and learning, especially for those pupils with ALN and pupils with EAL.

65 Where teaching was judged to be good with outstanding features, the outstanding features include:

- teachers having particularly high expectations with regard to pupils' achievements, attitude and behaviour;
- lessons which are challenging and stimulating and progress at a brisk pace; and
- classrooms where an atmosphere of purpose and active engagement is evident.

66 The features of good lessons include:

- carefully planned lessons with clear aims and learning objectives which are shared with and understood by pupils;
- skilful questioning which builds effectively on what pupils already know and what they can do;
- teachers having positive management techniques which have a positive impact on pupils' attitudes to their work and on their willingness to work purposefully and confidently on tasks;
- teachers' and LSAs' awareness of individual pupils' needs in social and academic settings;

- teachers providing opportunities for pupils to work interactively in groups, thus establishing good co-operative strategies;
 - the use of imaginative resources, including interactive whiteboards, to stimulate imagination, to capture pupils' attention and maintain their interest throughout the lesson; and
 - the effective reinforcement of the content of lessons in plenary sessions.
- 67 In lessons where there were some shortcomings:
- lesson objectives were unclear and the tasks insufficiently challenging to extend the more able pupils;
 - introductions were too long and teachers over-directed the learning;
 - lessons did not develop at an appropriate pace; and
 - insufficient use was made of incidental Welsh in order to develop pupils' bilingual skills.
- 68 Arrangements for assessment, recording and reporting have good features which outweigh shortcomings. The school has a comprehensive assessment policy which enables staff to identify pupils' strengths and weaknesses and to highlight areas for development. The policy, however, is in its infancy and has yet to have a full impact on pupils' learning. The quality of assessment undertaken in the nursery class and the baseline assessment undertaken after children start full-time education are good and used effectively to meet children's needs.
- 69 Core subjects are assessed termly and at the end of an unit of work which is good practice. This ensures that the school has a clear picture of each pupil's achievements. There is, however, no similar structure in place for the assessment of foundation subjects and religious education and consequently, teachers' awareness of individual progress is less secure.
- 70 Analysis of the results of a range of national and standardised tests is used to identify pupils' strengths and weaknesses and to guide priorities in the long-term planning. The school is in the process of developing a pupil tracking system which will provide additional information on pupils' performance as they progress through the key stages.
- 71 The school has formulated portfolios of pupils' work in the core and several foundation subjects of the National Curriculum. These documents do not in their present format, however, facilitate the accurate moderating of judgements and their effectiveness in guiding teachers' assessments is limited. The school is presently working with a consortium of local schools to produce subject portfolios which are levelled against NC criteria.
- 72 The arrangements and procedures for assessing and recording the achievement of pupils with ALN are good. Realistic yet challenging targets are set for pupils in their individual educational plans (IEPs) and pupils' progress against these is regularly reviewed. A similar structure is in place for assessing the progress of pupils with EAL.
- 73 The school is actively developing the practice of encouraging pupils to evaluate their own and others' work in order to promote their self-assessment skills. Older

pupils understand the purpose of assessment and play an active role in setting individual targets. Pupils' work is marked regularly and conscientiously and, in the best practice, teachers offer comments which provide further direction to pupils on how to improve their work.

- 74 Annual reports to parents comply with statutory requirements and are of a good quality. They provide useful information on standards achieved and include the way forward for pupils. Parents are also invited to contribute to the annual process by writing their own comments on progress made. Parents are formally invited to attend two annual meetings to review their child's progress and are welcomed informally at any time.

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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- 75 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 76 The school succeeds in meeting the needs and aspirations of all pupils by providing them with an outstanding curriculum which is broad, balanced, progressive and experiential. All pupils, including those with ALN, have equal access to an inclusive curriculum which meets legal requirements and which provides a very wide range of learning experiences which builds systematically on existing knowledge, understanding and skills.
- 77 Recent review and revision of schemes of work have improved the quality of curriculum planning and thus ensures that the school is well placed to meet the requirements of Curriculum 2008.
- 78 The overall quality of provision for the under-fives is appropriate to their needs and children enjoy a range of relevant experiences and practical activities which stimulate their interest and promote the development of their skills.
- 79 The school makes good provision for the development of pupils' key skills and the school has been awarded the Basic Skills Agency Quality Mark which endorses its work in this area of the curriculum. A good feature is the way in which teachers encourage pupils to use the vocabulary associated with these skills and this helps them to reflect upon their learning.
- 80 An outstanding feature of the provision is the wide range of stimulating extra-curricular activities which enriches pupils' experiences, raises their self-esteem and expands their horizons effectively. The very good range of lunch-time and after-school clubs, both sporting and cultural, provides opportunities for pupils to improve and extend their talents. Visitors from the locality contribute significantly to pupils' learning experiences and make them aware of community life and civic responsibilities. Numerous visits to places of interest complement and extend the curriculum and contribute effectively to pupils' personal and social development.
- 81 Provision for pupils' personal development is an outstanding feature and benefits from very strong links with many outside agencies. The school has a clear policy and pupils have a wide range of opportunities during class discussions to

discuss emotions and feelings, the importance of friends and the consequences of bullying. The school has successfully adopted a scheme whereby 'playground pals' take responsibility for younger children during break times and act as good role models.

- 82 The promotion of pupils' moral and social development is an outstanding aspect of the school's provision. The sharing of moral messages plays a prominent part in the school's provision and pupils are effectively encouraged to respect each other, adults and visitors. As a result pupils have a clear sense of responsibility towards each other and the environment. Collecting for a wide range of charities further promotes pupils' understanding of the wider community and global citizenship.
- 83 The provision for pupils' cultural development is good. Pupils receive a good range of experiences in school and the wider community to develop their Welsh identity and their awareness of their roots. They visit many places of interest and the celebration of St. David's Day is a notable occasion. Opportunities to develop an awareness of other cultures are effectively promoted through subjects such as geography, art and religious education. Appropriate attention is given to 'Y Cwricwlwm Cymreig' and pupils are given a number of opportunities to acquire a knowledge and understanding of the traditions, culture and history of Wales.
- 84 Pupils' spiritual development is enhanced through pupils' taking part in acts of collective worship and close links with local clergy and places of worship. The school fully meets statutory requirements for collective worship although pupils are given insufficient opportunities, both in assemblies and during lessons, to reflect on issues which would promote their spiritual development.
- 85 The partnership with parents and the community is an outstanding feature of the work and activities of the school. The head teacher has been in the forefront of establishing very effective relationships with parents and carers and his open and honest approach to addressing any concerns which arise is well respected by parents. The school regularly provides very good and relevant information to parents and carers.
- 86 The quality of the school's links with the local community is very good. The school participates in local events, such as harvest festival celebrations and carol singing and there are successful partnerships with various individuals, the community and organisations all of which have a positive effect on pupils' personal development and have a significant impact in raising pupils' confidence and self-esteem.
- 87 There are good links with initial teacher training institutions, colleges and with the local secondary school. The school regularly accepts students on training courses and work placements.
- 88 The provision of work-related education is good, and well established throughout the school. The school has good links with local businesses and employers. These links are used effectively to develop teaching and learning.
- 89 The provision for the development of pupils' bilingual skills has good features which outweigh shortcomings. Pupils are encouraged, especially by the head teacher, to respond to greetings, follow instructions, to count and sing a number

of songs in Welsh. However, overall, the opportunities to use incidental Welsh across the curriculum, are limited.

- 90 An outstanding feature of the school is its commitment to equality of opportunity and to tackling social disadvantage. Pupils, irrespective of their racial, cultural, religious, linguistic or social background partake fully in the life and work of the school. The school adopts an inclusive approach which fully embraces the contribution of its pupils.
- 91 Provision for developing pupils' understanding of sustainable development and global citizenship is good. Members of the Eco committee encourage fellow pupils to be actively involved in whole-school initiatives such as recycling, waste reduction and energy conservation. Children in the nursery have successfully grown vegetables whilst older pupils have designed an interesting Eco-friendly house. The school has received the bronze Eco award.
- 92 The promotion of entrepreneurial skills across all year groups is good. Pupils gain a good understanding of issues such as production, design, decision making, problem-solving, finances and budgeting through a range of activities such as visiting a restaurant in Swansea, the school council and the fruit tuck shop.
- 93 The school responds effectively to national priorities. The school endeavours to lay the foundations of lifelong learning and community regeneration by developing key skills and, in particular, thinking skills which support independent learning. Pupils develop good citizenship skills through the work of the school council and the Healthy Schools and Eco Committees.

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

Grade 1: Good with outstanding features
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- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 The school gives very thorough attention to policies and procedures which underpin the very high standards of care and welfare in the school. The school is a very close community with a warm and welcoming ethos. It values all its pupils, who come from diverse ethnic backgrounds, in an atmosphere of inclusion and respect. Staff are fully aware of their responsibilities and roles and demonstrate consistently high levels of support for pupils. Pupils are very well supervised throughout the day, at break times and also at the end of the day as they leave the school site. Lunchtime supervisors have clear guidelines on how to assist pupils in times of need. This is an outstanding feature of the school.
- 96 Pupils have outstanding relationships with all members of staff and this contributes significantly to the development of their self-esteem, confidence and positive behaviour. Pupils turn easily to adults for support and guidance, and they are listened to and treated with respect. Support programmes are carefully planned and integrated into school life so that they meet pupils' needs and ensure equality of opportunity for all.
- 97 Induction arrangements to settle children into the nursery class are well established and organised. Pupils settle in quickly and feel safe and secure. Parents are fully involved in the process and share in their child's first experience of school. Arrangements to ensure pupils settle into school life at a

later stage are equally well managed. There are strong links with the local secondary school to ease the transition of pupils to the next stage of their education.

- 98 The school has developed a very positive partnership with parents and carers who appreciate the high standards of care and support given to their children. There is very good informal access for parents to talk to members of staff on a daily basis and they particularly value the opportunities afforded to them to attend whole-school assemblies. This is an outstanding feature.
- 99 The school council is well established and pupils receive good opportunities to develop their awareness of citizenship, the importance of democracy together with the right to express their views about various aspects of the life of the school. Members discharge their responsibilities with much pride and satisfaction.
- 100 The quality of personal support and guidance for learners is highly effective and pupils are very well supported, nurtured and valued in a calm and secure environment. Pupils have regular opportunities to discuss a range of personal and social matters and the school prepares an effective programme on issues such as healthy eating, road safety, sex education and the dangers of drug misuse. A strong sense of teamwork and commitment exists within the school and all members of staff promote pastoral care of the highest order. The consistent approach to meeting pupils' needs is an outstanding feature of the school's care, support and guidance.
- 101 The school has introduced several initiatives and strategies to support pupils' development including literacy and numeracy intervention, the support given to pupils with EAL and extension activities for the more able.
- 102 Very good links have been established with a wide range of outside agencies to support pupils and their families. The school has established very good links with the Ethnic Minority Language Achievement Service (EMLAS), which provides very good support for pupils with EAL. Pupils from ethnic minorities are warmly welcomed and effectively integrated into the school community. This is a strength of the school.
- 103 There are good procedures in place to monitor punctuality, attendance and behaviour. Absences are followed up promptly and the Education Welfare Officer (EWO) or a project worker visits the school every day of the week. The regular contact between the school and families where attendance and punctuality are cause for concern has had a positive impact on attendance. Realistic targets have been set for improvement, with pupils regularly made aware of them during assemblies.
- 104 Arrangements for child protection are firmly established and members of staff receive regular update training. The head teacher and deputy head teacher are the designated members responsible for child protection and members of staff are aware of all procedures and policies. The head teacher attends relevant courses and the school has effective working relationships with relevant outside agencies.
- 105 The school's arrangements for ensuring pupils' well-being and the promotion of pupils' health, safety and healthy development are outstanding. Comprehensive health and safety procedures are regularly monitored by the governing body's

premises and health and safety committee. All members of staff are aware of the guidelines and implement them effectively. Fire drills are held on a twice-termly basis and risk assessments undertaken prior to educational visits or activities. There are designated persons with responsibility for First Aid and several members of staff have received update training. Appropriate procedures are in place to deal with pupils who have had an accident during the school day or feel unwell and all incidents are promptly recorded in the school's Accident Book.

- 106 The school is committed to promoting and developing positive attitudes towards healthy living and personal fitness and has achieved accreditation by the LEA Healthy Schools scheme. A fruit shop is available during break times and healthy-eating options are offered to pupils during lunchtimes and in the breakfast club. Pupils are encouraged to bring healthy snacks in their lunch boxes and confidently discuss the ingredients which make up a healthy diet. All pupils fully appreciate the importance of exercise and after-school sports clubs promote pupils' understanding of the importance of maintaining a healthy lifestyle as well as improving their fitness levels. This is an outstanding feature.
- 107 The overall quality of provision for pupils with ALN is good with outstanding features. There are very clear strategies in place for the early identification and assessment of pupils with ALN. Purposeful support is given by class teachers, support staff and the ALN co-ordinator who work effectively together to ensure a co-ordinated programme for pupils. The withdrawal support sessions for pupils with ALN are linked effectively to classroom activities and LSAs make a significant contribution to their progress. The newly designed pupil-friendly IEPs are of a very good quality and contain clear, precise and relevant targets. They are reviewed on a termly basis and parents are invited to contribute to the annual review process, including the reviews of pupils with statements of educational need.
- 108 Younger pupils benefit significantly from the small group tuition provided in the 'Nurture' class, which is clearly focused on developing pupils' confidence, raising their self-esteem and promoting their personal and social skills. They are taught in a sensitive and caring atmosphere which enables them to make good progress. Pupils are successfully re-integrated into their mainstream class for the afternoon period.
- 109 The quality of provision for equal opportunities is good with outstanding features. The school is a totally inclusive community and its policies and practices nurture very positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, gender and background. The school makes every effort to involve everyone in the variety of celebrations and practices of the diverse cultures represented in the school population.
- 110 The school's well-established approach to addressing behaviour issues ensures that all staff are proactive in eliminating any aspect of bullying and harassment. The head teacher supports the staff well in this respect and provides appropriate counselling for the pupils. The school council reports that any incidents of unacceptable behaviour are immediately dealt with by the school.
- 111 The school has good arrangements for pupils and adults with physical disabilities. It has produced an appropriate accessibility plan based on the requirements of the 2001 Disability and Special Educational Needs Act. which

ensures that disabled pupils are treated equally and do not suffer from less favourable treatment. This is regularly monitored by the governing body.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 112 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 113 The school is well led and the head teacher gives it clear direction and purpose. He demonstrates very good pastoral leadership and has established very effective relationships with pupils, staff and the community.
- 114 The head teacher has successfully led the school through a difficult period during the past eighteen months which has seen a number of staff changes in key positions and long-term illness.
- 115 The head teacher and staff are successful in creating an ethos based on sound values, clearly expressed in the school's mission statement and aims, which focus on the needs of the individual. They have also succeeded in creating a caring and stimulating environment which promotes effective learning and ensures equality for all.
- 116 All curriculum co-ordinators have management responsibilities which are clearly defined in their job descriptions. A majority has already amended schemes of work to reflect changes in the curriculum from September 2008. Their monitoring role, however, is not fully developed.
- 117 The school pays careful attention to national priorities and targets are set in the school development plan (SDP) to ensure improvement in literacy, mathematics and ICT although these tend to focus on provision rather than standards. Other areas which have received particular attention recently are the Foundation Phase and key skills.
- 118 The head teacher collects data on pupils' performance in NC assessments and these are discussed by the senior management team which compares the school's results with those of the previous three years and also with local and national averages. Challenging and realistic targets are set for the end of each key stage. The school has met the majority of its targets during the past four years.
- 119 Staff performance is managed effectively and this process directs teachers' continuous professional development. The head teacher and deputy head teacher share responsibility for this.
- 120 In addition to performance management procedures the head teacher conducts effective professional review meetings with teaching and support staff at which views are shared on individuals' aspirations and professional development needs.
- 121 The governing body is very supportive of the head teacher and staff and satisfies legal requirements. The school governors have an appropriate understanding of their responsibilities. They receive a comprehensive termly report from the head teacher which informs them of all aspects of the school's life and work.

122 Governors monitor the school's budget closely and take an active part in strategic management. Although some governors visit the school and occasionally observe lessons they have not, as yet, addressed the regular monitoring of the quality of the provision

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

Grade 2: Good features and no important shortcomings

123 The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report as the monitoring of standards is not systematically undertaken.

124 The school's self-evaluation procedures gather a considerable amount of information on its life and work and preparing a self-evaluation report for this inspection has given a firm structure to the process.

125 The head teacher regularly monitors the quality of teaching and learning in all classes and produces detailed reports which are shared with individual teachers. Curriculum co-ordinators, however, do not systematically monitor standards in subjects for which they have responsibility. They do, however, consult regularly with colleagues on pupils' progress and together they identify strengths and shortcomings in subjects. They also collect and scrutinise pupils' work although this is not formally recorded. Co-ordinators then produce brief reports indicating the way forward. These are shared with colleagues and governors in order to ensure that they understand what is required in the process of raising standards.

126 The head teacher leads the school's self-evaluation process. All staff are appropriately involved in discussion of National Foundation for Educational Research (NFER) data and the head teacher meets with individual members of staff to discuss pupils' performance. Teachers and support staff discuss each of the seven questions in staff meetings, come to a judgement on them and set targets for improvement.

127 The school has sought the opinions of individual parents through questionnaires which are carefully analysed. Pupils have opportunities to express their opinions and suggest improvements through the school council.

128 The school has good relationships with its primary development officers who visit the head teacher regularly to discuss the school's progress and contribute positively to the self-evaluation process.

129 The school's self-evaluation report is a structured document which is comprehensive in range, and identifies the school's strengths and the areas for development. It does not always, however, clearly identify those features of its work which are outstanding. The inspection team's judgements agree with those of the school in four of the seven key questions.

130 The governing body works well with the head teacher in the self-evaluation process. Governors carefully scrutinise a draft copy of the self-evaluation report and consider whether it reflects the school as they see it and adopt the role of critical friend.

- 131 The information obtained through self-evaluation is used effectively to inform strategic planning and areas identified as being in need of improvement are included as targets in the SDP. The head teacher closely monitors progress against the targets in the SDP and reports back to the governors.
- 132 The school supports its priorities well through its allocation of resources. For example, the school has invested a substantial sum in the purchase of ICT equipment in recent years and, as a result, standards have risen. Pupils display good ICT skills in order to enhance and support their work across the curriculum. A considerable investment has also been made in a new mathematics scheme which staff feel will better promote pupils' acquisition and application of mathematical skills and knowledge.
- 133 The school has made good progress in addressing the key issues arising from the last inspection. For example, standards have risen in information technology while a new member of the senior management team has been given responsibility for developing pupils' key skills which have improved since the last inspection.

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

Grade 2: Good features and no important shortcomings

- 134 The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report as the inspection team did not consider there to be sufficient outstanding features.
- 135 The school is well staffed for the number of pupils on roll. Teaching staff are appropriately qualified and skilled and their expertise is well matched to the demands of the curriculum. Support staff make an effective contribution to the overall quality of teaching and work effectively under the guidance of teachers.
- 136 The quality and range of resources to support the curriculum are generally good and they are readily accessible to pupils.
- 137 The accommodation is ample for the number of pupils on roll and is, overall, in good condition. Displays of good quality enhance the school's environment and teachers make good use of the space available. The building is easily accessible to disabled learners and visitors.
- 138 The staff makes effective use of the resources available including the immediate and wider environment, and good use is made of the outdoors by the under-fives.
- 139 Staff are appropriately deployed and all staff have access to a good range of professional development activities. Training priorities are linked to the needs of the school and the individual.
- 140 The school secretary, catering staff, mid-day supervisors, caretaker and cleaners carry out their daily routines and a range of responsibilities efficiently and effectively. There is a good standard of cleanliness within the school and the outside areas are free from litter and graffiti.
- 141 Resources are well matched to the school's priorities for development. For example, the investment in materials to promote pupils' mathematical skills and the purchase of hardware and software to raise standards in ICT.

- 142 Co-ordinators ensure that there are adequate resources for their subjects although they do not compile inventories of resources or review them regularly.
- 143 The school budget is effectively managed and a recent internal audit found that satisfactory systems of control exist. A small number of minor recommendations were made and most of these have already been addressed.
- 144 The school has adopted effective procedures for managing teachers' planning, preparation and assessment (PPA) time in accordance with statutory requirements and this is used effectively. It has also properly addressed the issue of workforce re-modelling.
- 145 Overall the school provides good value for money.

School's response to the inspection

The staff and governors are delighted that the inspection team have recognised that Pentrechwyth Primary School is "a good school with some outstanding features".

The governors are proud that the dedication and outstanding relationships between staff and pupils have been highlighted "as significantly contributing to the development of pupils' self-esteem, confidence and positive behaviour".

We are pleased that the inspectors commented on the teachers' "high expectations of pupils" and "the good standards achieved together with the outstanding curriculum". We celebrate the inspectors' comments which recognise the school's care and commitment in providing for pupils' spiritual, moral and social development, and that the inspection report acknowledges the excellent partnership with parents and the wider community which is considered to be "an outstanding feature".

We judge the report to be extremely positive, providing us with an excellent basis on which to move forward. We acknowledge and appreciate that the inspectors have indicated ways in which the school can build on its comprehensive achievements to strengthen areas of activity in which there remains potential for improvement. Staff and governors will ensure that recommendations based on these areas will be incorporated in our action plan. They will be shared with the LEA and also with parents by means of the governors' annual report to parents.

Governors, staff and pupils wish to put on record their thanks to the inspection team for the particularly professional and courteous manner in which the inspection was conducted.

Appendix A

Basic information about the school

Name of School	Pentrechwyth Primary school
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Bonymaen Road Pentrechwyth Swansea
Post-Code	SA1 7AP
Telephone Number	01792 653186

Headteacher	Mr Ian Bowen
Date of appointment	June 1992
Chair of Governors/ Appropriate Authority	Prof Gareth Elwyn Jones
Registered Inspector	Mr Robert Jones
Dates of inspection	17-19 November

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	7.5	14	19	16	15	17	25	17	130.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0.6	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2007	76.3	93.1	91.4
Spring 2008	77.5	92.3	92.7
Summer 2008	72.5	85.8	89.9

Percentage of pupils entitled to free school meals	60%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2008 National 2007			Number of pupils in Y2:					15
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	13	13	67	7	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	13	13	67	7	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	20	7	60	13	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	20	53	27	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	27	60	13	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	13	60	27	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73	In Wales	80

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 2008 National 2007			Number of pupils in Y6					24			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	8	13	58	21
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher Assessment	School	0	0	0	0	0	8	13	79	0
		National	0	0	0	0	1	3	15	50	30
Science	Teacher Assessment	School	0	0	0	0	0	4	17	50	29
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according teacher assessment			
In the school	79	In Wales	74

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 D

Evidence base of the inspection

The inspection team comprised three inspectors who were present for a total of six inspection days. A peer assessor joined the team for two and one half days and took a full part in the inspection and the school nominated a member of staff to join the inspection team and participate fully in team meetings.

Before the inspection meetings were held with the head teacher, teachers, parents and the governing body to discuss the life and work of the school. After the inspection meetings were held with the staff and the governing body.

During the inspection:

- 16 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the head teacher and curriculum co-ordinators;
- 23 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the evaluation of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- meetings were held with the school council;
- attendance registers, pupils' records and teachers' planning files were inspected; and
- inspectors were present at all whole-school acts of collective worship.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert Jones Registered Inspector	Context, Summary and Recommendations, Appendices Key Questions 1, 5, 6 and 7
Mr Ogwyn Phillips Team Inspector	Key Questions 2, 3 and 4
Mrs Helen Adams Lay Inspector	Contributions to Key Questions 1, 3 and 4
Miss Lucy Cawley Peer Assessor	Class observations, scrutiny of school documents and pupils' work
Mr Ian Bowen Nominee	Liaise with Registered Inspector, deal with requests for additional information and attend team meetings

Acknowledgement

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

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