



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Penybont Primary School
Minerva Street
Bridgend
CF31 1TD**

Date of inspection: February 2012

by

Dr P D Ellis

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Penybont Primary School was founded originally as a Board School in 1877 and moved to its present site in 1972. It is situated in Bridgend town centre in the oldest school building in the local authority and set within large grounds. In recent years there have been various extensions to the accommodation, including the addition of five demountable classrooms.

The traditional catchment area around the school includes families that are socially and economically disadvantaged as well as those which are relatively prosperous. A majority of pupils, however, live outside this area and come mainly from two large estates with a significant amount of social housing. Around 30% are entitled to receive free school meals, which is above the local authority and national averages. The ability of pupils on entry varies each year, but is generally below average.

There are currently 339 pupils on roll, aged three to eleven, taught in four single age and eight mixed age range classes, including 42 who attend the nursery full-time; two Foundation Phase classes temporarily contain 31 pupils approved by the local authority. The number on roll is similar to the last inspection. Around 22% of pupils are registered as requiring special educational needs support, which is similar to the national average; none has a statement. Around 9% come from an ethnic minority background and approximately 7% receive support in English as an additional language. No pupils use Welsh as their first language. Eight pupils are looked after by the local authority.

The school was last inspected in March 2006. The current headteacher was appointed in September 2009 and a new deputy headteacher in September 2010. There has been a large increase in the number of support staff over the last two years.

The individual school budget per pupil for Penybont Primary School in 2011-2012 means that the budget is £2906 per pupil. The maximum per pupil in the primary schools in Bridgend is £5486 and the minimum is £2737. Penybont Primary School is 48th out of the 52 primary schools in Bridgend in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's performance is good, because:

- standards in the core subjects at the expected levels of attainment in both key stages and at the higher level 3 in key stage 1 have almost entirely been above the family, local authority and Wales averages over the last five years;
- in comparison to similar schools the 2011 results place the school in the upper 25% or 50% for English and mathematics in both key stages;
- nearly all pupils make good progress through the school and most achieve their expected targets;
- pupils' wellbeing and information and communication technology skills are excellent; and
- teaching is consistently good with examples of excellence in both key stages.

Prospects for improvement

Prospects for improvement are good because:

- the school is very effectively led and managed, which ensures good value for money;
- distributed leadership is well established across the school;
- there are good self-evaluation procedures;
- computer provision and arrangements for teachers' planning, preparation and assessment time are excellent; and
- many initiatives and intervention programmes are being successfully implemented to improve standards and teaching.

Recommendations

In order to build on its current success and effectiveness, the school needs to:

- R1 ensure disadvantaged pupils in key stage 1 and the more able and talented in key stage 2 achieve their full potential; and
- R2 promote more consistent standards in Welsh second language.

What happens next?

The school will draw up an action plan which shows how it is going to address these recommendations. Estyn will invite the school to prepare a written case study describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Standards in all aspects of literacy are good across the school. Most pupils listen attentively and speak clearly for a range of purposes. They read a wide range of texts both for pleasure and to find information. They make good use of the local and school libraries to develop advanced reading skills. The majority read above their chronological age.

Results in writing in both key stages are particularly good. Nearly all pupils write confidently in a wide range of styles and express their ideas very well. They develop a clear cursive script which is taught from the earliest stages. The presentation of their work is consistently good.

Standards in numeracy, problem-solving and thinking skills are good and in information and communication technology they are excellent. Pupils develop sophisticated skills, use computers confidently and make relevant decisions about the most appropriate applications.

Standards in the core subjects at the expected levels 2 and 4 in key stage 1 and key stage 2 respectively and at the higher level 3 in key stage 1 have almost entirely been above the family, local authority and Wales averages over the last five years. At the higher level 5 in key stage 2, however, results have been nearly always below these three comparators, although there are signs of recent improvement. In 2011 results in English and mathematics were similar to or better than previous years in both key stages.

The 2011 results in key stage 1 place the school above the majority of similar schools for all three core subjects at both the expected and higher levels and in key stage 2 for mathematics at the expected level; the school is placed in the best 25% at the expected level for English. However, in key stage 2 results for science at the expected level and for all three core subjects at the higher level are below the majority of similar schools.

Nearly all pupils make good progress through the school and most achieve their expected targets. Disadvantaged pupils, however, in key stage 1 frequently do less well and the more able in key stage 2 do not always achieve their full potential. In 2011 in all aspects of literacy girls did better in key stage 1, whereas boys did better overall in key stage 2, due mainly to more girls not attaining the expected level.

By Years 5 and 6 pupils reach good standards in Welsh language development, although there is some uneven progress, especially in younger key stage 2. Pupils have a positive attitude to learning the language and about their Welsh heritage.

Wellbeing: Excellent

Nearly all pupils are exceptionally happy in school and display high levels of self-worth. They show courtesy and consideration towards adults and peers alike, as well as respect and concern for others in school and the wider community. They take on responsibilities willingly.

Nearly all pupils achieve exemplary standards of behaviour. They are very well behaved in lessons and around the school and they know what is expected of them.

Nearly all pupils make particularly good progress in their personal, social and learning skills. They display excellent attitudes to learning and are highly motivated. They have very well-developed independent learning skills and work productively and confidently with others. They maintain concentration for extended periods and take pride in their work and their achievements.

Nearly all pupils have a good understanding of the importance of regular exercise and eating healthily. They are aware of how to keep themselves safe.

Attendance has improved significantly to reach 94.5% to date, which is better than similar schools and above the national and local averages. Most pupils arrive punctually, but a very few are regularly late. Unauthorised absences are very low.

Nearly all pupils articulate their views confidently and their opinions are valued. The school council is effective in ensuring pupils' views are heard and taken into account. Members make an important contribution to school life.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides an interesting and rich curriculum based around broad themes, which give coherence to learning. Mixed-age classes are well catered for by following a two-year topic cycle.

Teachers plan very effectively with support staff to cater for the needs of all pupils. Planning to promote skills is good and excellent in information and communication technology. Skills ladders are used effectively to ensure progression and continuity.

Trips and visits provide a stimulus for much of the work undertaken in class and there are very interesting clubs and extra-curricular activities which supplement classroom work. This is a very strong feature of the school.

Many initiatives and intervention programmes are being successfully implemented to improve standards and teaching. Although planning to extend the more able is not always sufficiently rigorous in relation to classwork, a number of extra-curricular activities are designed specifically to extend and challenge those of higher ability.

Provision for Welsh language development is good. All teachers allocate sufficient time to teaching Welsh and lesson plans identify opportunities to promote bilingualism and incidental Welsh. Y Cwricwlwm Cymreig is well developed across the curriculum.

The school promotes the importance of sustainability, especially through the enthusiastic assistance of the eco club. However, education for sustainable development and global citizenship has yet to be embedded across the curriculum.

Teaching: Good

Teaching is consistently good with some excellent examples in both key stages.

Where teaching is excellent, there is exceptional subject knowledge, very good planning for differentiation and an outstanding pace in lessons. This highly stimulating and lively teaching, together with creative and imaginative learning activities, inspires and motivates pupils and impacts very positively on their attitudes to learning and behaviour.

Other consistent good features include high expectations, promotion of key skills, good classroom organisation and management, effective use of resources and well-developed independent and small group learning.

All teachers prepare lessons well with clear lesson objectives to meet pupils' learning needs.

There are very beneficial relationships between staff and pupils. Praise and encouragement are prominent features of all lessons.

Statutory requirements for assessment, recording and reporting are fulfilled. Tracking of pupils' progress is good and assessment for learning procedures are becoming well embedded across the school.

Pupils are involved in evaluating their own learning through a range of approaches to self and peer assessment, supported by teachers' feedback both orally and through consistent marking. This helps pupils to know how well they are doing and what they need to do to continue to make good progress. The setting of individual targets and the agreement of success criteria are good features.

Parents are kept well informed about their children's progress and wellbeing through discussions and well written reports, which highlight further areas for development.

Care, support and guidance: Good

The school is a very happy, caring and inclusive community, in which every pupil is valued and well supported. There are established systems to ensure each individual's wellbeing.

The school makes good provision for pupils' 'wrap-around' care with on-site breakfast and after-school clubs, which are popular and much appreciated by working parents.

The school very effectively promotes pupils' spiritual, moral, social and cultural development. In particular, the personal and social education programme and the values initiative actively foster pupils' self-esteem and understanding of social justice.

Policies and initiatives to improve health, fitness and wellbeing are well established. Pupils engage in a range of physical activities and are able to bring healthy snacks to

school or buy them from the fruit tuck shop. The school has achieved three healthy schools awards.

The school has procedures and an appropriate policy for safeguarding. Similarly, well-implemented procedures and policies ensure excellent behaviour.

There is good provision for the monitoring and promotion of good attendance, which is celebrated and rewarded. The school works closely with the education welfare officer in order to implement initiatives, which are improving attendance and punctuality.

The school has a very effective system for identifying and supporting pupils with a variety of additional learning needs to enable them to have full access to the curriculum and all aspects of school life.

Individual education plans are devised, developed and reviewed regularly with the involvement of pupils, parents and, where appropriate, other professional agencies. Additional support, appropriate resources and a differentiated curriculum enable pupils to work towards achieving their potential. Provision for more able and talented is being suitably developed.

Very close links between the school, professional agencies and local services and support groups have a positive effect on the development of pupils' achievement and wellbeing.

Learning environment: Good

Pupils are provided with equal opportunities to participate in the curriculum and all school activities. Appropriate policies and procedures are in place to ensure all stakeholders are protected against any form of harassment or anti-social behaviour. Bullying and discrimination are not tolerated.

The school has relevant disability equality and accessibility action plans and reasonable adjustments are made for any pupil or member of staff with any kind of physical impairment.

The school ensures pupils are aware of the multicultural nature of society and it is proactively involved in developing approaches to tackling disadvantage. It encourages pupils to develop an understanding of those less fortunate than themselves.

The buildings and grounds meet the needs of pupils well with particularly good use of non-classroom space. Displays and reading areas in classrooms make an exceptional contribution to the learning environment.

There is a good supply of learning resources; the provision of information and communication technology equipment is excellent.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The school has an appropriate mission statement and relevant aims, which are regularly reviewed and prominently displayed around the school and in documentation.

The headteacher leads by example and manages the school very successfully. He has taken the school forward in many ways since his appointment and is committed to school improvement and the wellbeing of all pupils and staff. He has established very good relationships with all stakeholders.

The deputy headteacher is very supportive and exemplifies good classroom practice. He has a major management role and undertakes his responsibilities very efficiently and effectively.

Distributed leadership is well established across the school, based on a strong teamwork ethic and clear lines of accountability. Members of the senior management team all have specifically defined roles as team leaders.

All teachers have a subject management role across the key stages and are provided with time to meet in teams on a rota basis. Communication with and between staff is a strength. A culture of innovation is encouraged.

Performance management procedures for all teachers are in place with appropriate targets for improvement that are closely linked to individual needs, the school development plan and raising standards.

The governing body fulfils its statutory obligations, is supportive and well informed; it meets regularly and all necessary committees are in place. It contributes appropriately to the strategic direction of the school, but is generally reliant on the headteacher for the production of documentation. The majority of governors visit the school regularly and attend relevant training courses. All statutory policies are in place and reviewed regularly.

The school is involved in many initiatives that address local and national priorities.

Improving quality: Good

The school's leaders ensure that good self-evaluation procedures are a key feature of strategic planning. They focus effectively on pupil outcomes and other important aspects of provision.

Thorough monitoring activities include regular lesson observations of learning and teaching by the senior management team, who, along with subject advisers, frequently scrutinise pupils' work and analyse a wide range of assessment data.

Pupils' views are taken into account through discussions, surveys and questionnaires. Parents' views are also sought. These procedures help leaders and managers to make accurate judgements about required improvements.

Information from self-evaluation is used to set helpful and realistic priorities, which include appropriately challenging and measurable targets as part of the school development plan. On-going monitoring and evaluation of the priorities ensure there is a good track record of maintaining and improving standards and provision.

A well-established professional learning community within the school enables all teachers to reflect on their practices effectively whilst developing and sharing their professional knowledge. There are also effective networks of professional practice with other schools and partners.

Recommendations from the last inspection have been fully addressed.

Partnership working: Good

Partnership activities make a strong contribution to the life of the school and pupils' high standards and wellbeing.

Partnership with parents is good. Parents feel welcome and well informed and have opportunities to be involved in the school. They are very satisfied with the quality of education and are particularly appreciative of the high standard of care provided. There is a consistent pattern of regular homework.

There are many useful links with local businesses and community groups which provide additional learning experiences for pupils.

Transition and moderation arrangements with the main receiving secondary school are good.

The school beneficially shares with other schools the employment costs of a learning support officer, who moves with pupils on transfer, and a network manager who makes a very significant contribution to learning in information and communication technology. A family support officer is also funded to target 'hard to reach' families.

Resource management: Good

The school is very well staffed. It has a full complement of well-qualified and experienced teachers and there is at least one full-time teaching assistant in each class. All work well together and are effectively deployed to ensure maximum support for pupils' learning.

Staff development opportunities are available for all teachers and non-teaching staff according to their needs and all have attended courses recently; these are evaluated and discussed in staff meetings to improve practice.

The arrangements for teachers' planning, preparation and assessment time are excellent and contribute significantly to the school's good standards and quality of teaching. Teams are allocated the same half day so that they can meet together to look at resourcing, planning, moderating samples of work and target setting. The requirements of the national workload agreement are fully implemented.

The school buildings are secure and well maintained and are continually being upgraded; the toilet areas are shortly to be refurbished. Externally, the grounds are generally kept tidy and safe for pupils, although the adjoining playing field is unsuitable for school use due to its open public access and dog fouling.

Resources are well managed and appropriately stored, so that the school has a very tidy and well-ordered appearance.

The budget is appropriately monitored and spending decisions are directly related to the needs of the school and the principles of 'best value'. Due to its consistently good outcomes and its good provision with a number of excellent features, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2011 in key stage 1 results overall at the expected level 2 and above were slightly better than the previous four years and remained consistently above the family, local authority and Wales averages. In English results were similar to previous years and remained consistently above all three comparators. In mathematics and science results were similar to or better than the previous four years and were above the family average. Mathematics results were similar to, and science results better than, local authority and Wales averages.

In 2011 in key stage 1 results at the higher level 3 in English were better than the previous four years and above the family, local authority and Wales averages. In mathematics results were similar to the previous two years, whereas science results were lower, but both subjects remained better than all three comparators.

In 2011 in key stage 2 results overall at the expected level 4 and above were lower than the previous two years, but remained consistently above the family, local authority and Wales averages. In English results were better than the previous four years and remained consistently above all three comparators. In mathematics results were better than or similar to previous years and above all three comparators, which they have been mainly for the last five years. In science results were slightly below the previous four years, but better than the family and local authority averages, though slightly below the Wales average. They have consistently been better than or similar to all three comparators over the previous four years.

In 2011 results at the higher level 5 in English and mathematics were better than the previous three years, but below the family, local authority and Wales averages, as they have been almost entirely for the last five years. In science results were better than 2010, but below the previous three years and all three comparators, as they were in the previous three years.

Overall, the school's performance in key stage 1 has been consistently good in all three core subjects, although the recent trend at level 2 and above is fairly static with a slight dip in 2010 and at level 3 the trend has fluctuated. In key stage 2 the school's performance has also been consistently good at level 4 and above, especially in English, but with a slight dip in 2011 in science. At level 5 results are less impressive, although all three subjects show signs of recent improvement.

Results in 2011 in key stage 1 in oracy were above the family and similar to local authority and Wales averages; in reading they were similar to, and in writing above, all three comparators. In oracy and reading the trend has been downwards with a levelling out recently, but in writing it has been consistently good. In key stage 2 results in 2011 were above the family, local authority and Wales averages in all aspects of literacy and particularly in writing. Trends have fluctuated, but have been generally upwards. A majority of pupils read above their chronological age.

In comparison to similar schools the 2011 results for key stage 1 place the school in the upper 50% for all three core subjects at both level 2 and above and level 3. The 2011 results for key stage 2 at level 4 and above place the school in the upper 25% for English and upper 50% for mathematics, but the lower 50% for science, as well as for all three subjects at level 5.

Girls tend to attain consistently better in English at level 3, at level 4 and above and at level 5, whereas boys tend to attain better in science at level 5. In 2011 in all aspects of literacy girls did consistently better in key stage 1, whereas boys did better in key stage 2, due mainly to more girls not attaining the expected level 4.

Nearly all pupils make good progress through the school and achieve their expected targets. Disadvantaged pupils in key stage 1, however, frequently do less well and the more able in key stage 2 do not always achieve their potential.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Seventy-three parents completed the questionnaire, 37 of whom added written comments, most of which were very positive, although a few concerns were expressed about communication, sports and clubs provision, punctuality at the end of the day and the range of visits.

All parents believe that:

- their child likes school and was helped to settle in well;
- staff expect pupils to work hard and do their best;
- their child is encouraged to be healthy and to take regular exercise; and
- the school is well run.

Nearly all parents consider that:

- they are satisfied with the school;
- their child is safe in school;
- their child makes good progress;
- teaching is good,
- homework builds well on what is learnt in school;
- staff treat all pupils fairly and with respect;
- appropriate additional support is provided, if necessary;
- they feel comfortable about approaching the school with any suggestions or problems;
- they understand the procedures for dealing with complaints;
- their child is helped to become more mature and responsible; and
- there is a good range of activities provided.

Most parents think that:

- pupils behave well in school;
- they are kept well informed; and
- their child is well prepared for moving on to the next stage of his/her education.

Responses to learner questionnaires

Ninety-six pupils completed the questionnaire.

All pupils consider:

- they feel safe in school;
- the school deals well with any bullying;
- they learn how to keep healthy;

- they are helped to learn and to make progress;
- they have enough books and equipment; and
- they know who to ask if they find their work hard.

Nearly all pupils think:

- they are doing well at school;
- they know who to talk to if they are worried or upset;
- they have plenty of opportunities for regular exercise; and
- that homework helps them to improve their work in school.

Most pupils believe:

- that other pupils behave well so they can get their work done.

The majority of pupils think:

- nearly all pupils behave well at playtimes and lunch time.

Appendix 3

The inspection team

Dr P David Ellis	Reporting Inspector
Mrs Gill Harrison	Team Inspector
Mr Michael Thomas	Team Inspector
Mr Ted Tipper	Lay Inspector
Mrs. Hilary Winstanley	Peer Inspector
Mr. Ben Blackall	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.