



*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**

**Jenner Park Primary  
Hannah Street  
Barry  
CF63 1DG**

**Date of inspection: February 2011**

**by**

**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:

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

Jenner Park Primary School is situated to the east of the town of Barry. It mainly serves the area of Court. The school provides education for pupils between three and 11 years of age. Pupils are taught through the medium of English, and Welsh is taught as a second language. No pupil speaks Welsh at home. Most pupils come from White British ethnic backgrounds. Three pupils receive support for English as an additional language.

There are currently 210 full-time pupils on roll. In addition, 40 children attend the nursery on a part time basis, 20 in the morning and 20 in the afternoon. Pupils entering the nursery and reception classes come from a wide range of socio-economic backgrounds and enter school with very varied levels of skills. The school serves a catchment area that is economically disadvantaged and is a designated Communities First Area. Currently, 43% of pupils are entitled to free school meals, which is higher than both local and national averages.

The school has two special provision classes, one in key stage 1 and one in key stage 2, for pupils with statements of special educational need (SEN). Many pupils in these classes are bussed to school and come from areas across Barry and Dinas Powys. Forty-nine per cent of pupils in the school are on the SEN register and 22 pupils have statements of SEN. These figures are much higher than local authority and national averages.

The current headteacher has been in post since September 2010.

The 2010-2011 individual school budget per pupil for Jenner Park Primary is £4,128, which compares with a maximum of £4,491 and a minimum of £2,756 for primary schools in the Vale of Glamorgan. The school has the seventh highest budget per pupil out of the 46 primary schools in the Vale of Glamorgan.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school is adequate because:

- relationships between staff and pupils are strong;
- there is an attractive learning environment; and
- all pupils demonstrate care and respect for each other.

However:

- standards of pupils' achievements are inconsistent across the school; and
- there are inconsistencies in planning and teacher expectations in lessons.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher and senior management team share a vision and work effectively as a team; and
- the roles and responsibilities of staff are clearly defined.

However:

- the school has made limited progress in addressing the recommendations made during the last inspection; and
- recently introduced initiatives have not yet had time to make an improvement in pupils' standards.

## **Recommendations**

In order to improve, the school needs to:

- R1 raise pupils' standards, particularly in literacy and numeracy, consistently across the school;
- R2 ensure consistency in planning and teachers' expectation across the school;
- R3 ensure that the recently introduced system for self-evaluation focuses clearly on standards;
- R4 further develop the role of the senior management team in monitoring standards;  
and
- R5 further develop the role of the governors in self-evaluation and school improvement.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by Estyn.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

By the end of key stage 2, at the age of 11, most pupils achieve well. However, standards of achievement throughout the school are generally inconsistent.

Many pupils make appropriate progress in their communication skills. Pupils usually listen attentively and respond swiftly and correctly to instructions in all areas of the curriculum. A majority of pupils start key stage 2 with average reading skills. By the end of Year 6 many pupils make good progress in relation to this starting point. At seven years of age a significant minority of pupils have weak writing skills. However, by the end of key stage 2 many pupils write well and extensively for a range of purposes. Many older pupils use their reading and writing skills effectively to access all areas of the curriculum.

Most of the more able pupils make appropriate progress. Pupils with SEN in the two special resource classes all make good progress and achieve well according to their ability.

Pupils' skills in information and communication technology (ICT) are appropriate throughout the school. Year 1 and 2 pupils confidently use a range of programmes and Year 6 pupils create accurate spreadsheets and databases. By the end of key stage 2, many pupils use their numeracy skills confidently to tackle complex problems and investigations, but there is inconsistency in the development of number skills between year groups.

Pupils' attitudes to Wales and learning Welsh are generally positive. The bilingual and Welsh language skills of the majority of pupils are developing appropriately. Many older pupils are able to hold a simple conversation in Welsh using vocabulary that they have recently learned and answer simple questions appropriately, based on their previous work.

Over the past three years, pupils' performance in teacher assessments at the end of key stage 1, at the age of seven, has generally improved, although 2010 results indicate a significant dip. Although standards in previous years appear to be good, inspection evidence, collected through classroom observations and scrutiny of pupils' work, does not support these assessments. The school has correctly identified, in its self-evaluation report, that end of key stage 1 assessments prior to 2010 did not accurately reflect pupils' standards of attainment. Pupils' performance in teacher assessments at the end key stage 2 has generally improved over the past three years. End of key stage 2 assessments are accurate.

Within its family of schools, the proportion of pupils achieving level 2, the expected level for seven-year-olds, in English, mathematics and science is significantly below that of other schools. The number of more able pupils attaining the higher level 3 is also below average in all three subjects and no pupils achieved a level 3 in English in

2010. At key stage 2, the proportion of pupils achieving level 4, the expected level for 11-year-olds, in English, mathematics and science compares well with that of other schools in the family. The proportion of more able pupils achieving the higher level 5 at the end of key stage 2 also compares favourably with that of other schools in the family.

By the end of key stage 2, pupils in receipt of free school meals and those with additional learning needs (ALN) make at least adequate progress in English and usually good progress in mathematics and science. Overall, in 2010 at key stage 1, girls did not achieve as well as boys. In the same year at key stage 2, girls achieved significantly better than boys.

### **Wellbeing: Good**

Nearly all pupils enjoy school, are enthusiastic about their learning and demonstrate a good attitude towards their work. Many pupils listen attentively and concentrate effectively on their tasks. Most pupils co-operate well in pairs and groups. Older pupils especially respect the views of others and are beginning to justify their opinions and decisions.

All pupils understand the importance of healthy eating and taking regular exercise.

Nearly all pupils feel safe in school. Pupils have a good understanding of the schools' anti-bullying policies. They speak highly of how pupils show respect and concern for each other. Behaviour in classes and around the school is good.

The school council is active in ensuring that all pupils have an influence over their life in school. However, pupils have a limited influence over what and how they learn. They have begun to be involved in setting their own targets and, as a result, they are starting to understand how to improve their own learning.

Overall, pupil attendance is above that of similar schools and nearly all pupils arrive promptly at the beginning of the day.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The school provides a curriculum that meets statutory requirements and engages most pupils well. However, learning experiences do not always focus enough on extending pupils' existing knowledge and skills in order for them to reach the standards of which they are capable.

Teachers and support staff collaborate well. At key stage 2, the school provides a wide range of catch-up support programmes which impact positively on pupils' standards. Plans for developing pupils' communication, numeracy and ICT skills are evident in the curriculum but have not yet been developed in enough detail in all year groups. The school provides a varied programme of extra-curricular activities that are used successfully to enhance learning.

The school has recently provided staff with appropriate support in order to improve the provision for Welsh language development across the school. This includes working with the Athrawes Fro, and is having a positive impact on standards.

Providing opportunities for pupils to learn about Welsh artists, poets, and the general life of Welsh people and their surroundings is a developing feature of the school's provision. It includes specifically linking this area of the curriculum to other subjects such as history and geography and organising visits to areas of interest such as St Fagans, Caerleon Legionary Museum and Cardiff Bay.

The school's Eco Committee has effectively contributed to developing pupils' understanding of sustainability. However, curriculum planning for sustainable development and global citizenship has only recently been introduced.

### **Teaching: Adequate**

The majority of teachers ensure that pupils are motivated and engaged in lessons. However, there is too much inconsistency in the quality of teaching across the school. A significant minority of teachers do not have high enough expectations of what their pupils can achieve. In these classes, pupils do not make sufficient progress.

All staff establish positive relationships with their pupils and behaviour management is good. Where teaching is most effective, staff have an accurate understanding of the range of abilities of their pupils and provide suitably varied activities. They model appropriate language skills, ask probing questions, share learning intentions and demonstrate up-to-date subject knowledge.

A range of Assessment for Learning (AFL) strategies are used across the school. Pupils are becoming more involved in assessing their progress in lessons. Teachers' marking is generally consistent and, in the best examples, informs pupils how they can further improve their learning. In many classes, teachers and pupils agree personal learning targets. However, these targets tend to be too general and do not significantly influence pupils' learning.

The school has recently begun to track pupil progress more systematically. Senior managers effectively use this information to identify pupils in need of additional support, but teachers do not yet fully utilise the information to plan appropriately for all pupils' learning. Staff have recently received training on awarding National Curriculum levels to pupils' work. This has resulted in a more consistent and accurate assessment of pupils' standards of attainment.

Pupils contribute to the detailed end-of-year reports, and parents are well informed about their children's achievements.



### **Care, support and guidance: Good**

Pupils and parents value the school's safe and caring environment.

There are clear and well-ordered procedures and pupils have a good awareness of the high standards of behaviour expected of them. Pupils' personal development is well promoted through the school's personal and social educational provision. As a result, most pupils have a good understanding of how to explore and express their feelings.

Overall, the provision for spiritual, moral, social and cultural development is good.

The school has a very strong commitment to the promotion of healthy living that is instilling a keen awareness of its importance amongst pupils. Most pupils act on this information through, for example, choosing a healthy snack at break times.

Provision for pupils with ALN is effective. The school provides pupils with an appropriate range of support including drawing on the expertise of specialised services. Support staff work diligently to provide appropriate learning experiences for these pupils. The special education needs co-ordinators (SENCOs) and teachers regularly review individual education plans with parents. These plans, however, tend to focus on pupils' wellbeing rather than on academic progress and achievement. The school has identified pupils who are more able and talented but has yet to develop its provision to challenge them further.

The school has an appropriate policy and procedures for safeguarding.

### **Learning environment: Good**

The school is an inclusive community, which treats pupils equally and fairly. There is a clear emphasis on recognising and celebrating differences. Pupils take on responsibilities, which help to establish a friendly and calm environment.

The accommodation is of a high standard and well maintained. The classrooms are of a good size and the pupils are well served with separate libraries, an ICT suite, an art room and four support rooms. The refurbished toilets are of a good quality. The internal décor, incorporating attractive wall displays, is highly effective in creating a stimulating learning environment. There is a good range of learning resources which meet the needs of pupils well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher and deputy headteacher work effectively together in order to develop strategies for improving standards across the school. Together with other members of the senior management team, they have identified many of the school's strengths and areas that need developing. All members of staff generally work well as a team in order to provide appropriate provision for the pupils. Members of staff feel valued and all have clear responsibilities for developing specific areas in order to

improve the school as an effective learning community. However, the outcomes of self-evaluation, aspects of strategic planning and teacher expectations across the school are inconsistent.

The governing body fulfils its statutory obligations. Under the leadership of an experienced chairperson, the governors share the headteacher's sense of direction for the school. They support the school conscientiously and generally know about the performance of the pupils. They also know about the initiatives the school is developing. However, they are not involved directly enough in the school's self-evaluation processes and planning procedures to secure the necessary improvements.

The school gives suitable attention to many local and national priorities, for example self-evaluation, the Foundation Phase, AFL strategies and the pupil Ambassadors Scheme. However, many of these initiatives have yet to impact positively on standards.

### **Improving quality: Adequate**

The school self-evaluation report is a descriptive rather than an evaluative document. However, it is generally useful for identifying the school's strengths and areas in need of improvement.

The headteacher has recently introduced new self-evaluation procedures that include analysing data, monitoring the work of pupils and classroom observations. However, it is too early to evaluate how effective this system is on improving standards.

The school improvement plan is generally a detailed document, which clearly describes priorities for action. It appropriately costs each activity, names the individuals responsible for actions and lists success criteria.

The school has made limited progress in addressing the recommendations made during the last inspection. However, there has recently been a more focused approach to addressing them, which is beginning to have a positive effect in some areas.

There are some useful examples of the school beginning to act as a professional learning community. For example, members of staff share current practice in provision for reading, supporting pupils with SEN and in elements of The Healthy Schools Initiative. Many members of staff have attended the Vale of Glamorgan professional learning communities dealing with The Foundation Phase, gender issues and reading. Taking part in these initiatives is beginning to have a positive impact on standards within the school.

### **Partnership working: Good**

The school works successfully in partnership with a range of agencies including the local authority, statutory and non-statutory services, and members of the local community. There are also effective links with other local schools where members of

staff have visited in order to view good practice. These partnerships help to enrich and support all pupils' learning and wellbeing.

Parents and carers speak highly of the valuable arrangements made for pupils new to the school. The school nursery staff have effective links with Flying Start nurseries and playgroups, which ensure that children new to the school settle in well. Transition plans, agreed by the Barry cluster of schools, prepare older pupils well for the next stage of their education. There are also effective links with Ysgol Maes Dyfan where some pupils attend specialised dance and music therapy workshops twice a week.

### **Resource management: Adequate**

The school manages its budget appropriately. It has sufficient qualified teachers and support staff alongside a wide range of learning resources. It generally deploys the support staff efficiently and trains them appropriately in specific areas, for example Catch Up Literacy, Rapid Writing and Guided Group Reading. The school has appropriate procedures in place for covering planning, preparation and assessment time for teachers. Effective performance management procedures are in place for teachers and, more recently, for support staff. This ensures that all members of staff receive training in line with the school's priorities for development.

The school manages its accommodation and outside areas well. It ensures that there is a sufficient supply of good quality resources in order to meet the needs of the pupils and the curriculum and links most spending decisions to priorities for action in the school improvement plan.

In view of the standards obtained by most of the pupils and the appropriate management of the budget, the school provides adequate value for money.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to learner questionnaires**

Nearly all pupils feel safe in school and know whom to talk to if they feel upset or worried.

All pupils agree that the school deals well with any instances of bullying. All pupils are happy that their teachers and other adults help them to learn and make good progress.

Nearly all pupils know what to do if they are finding their work hard.

Most pupils think that other children behave well at lunch times and playtimes. However, a minority, particularly girls, feel that the behaviour of other children sometimes stops them from getting their work done.

#### **Responses to parent questionnaires**

Thirty-eight parents completed the parent questionnaire.

Nearly all of these parents are satisfied with the school and believe that it is run well. They state that their child likes school, was helped to settle and is making good progress. Parents think that teaching is good and that staff have high expectations in terms of learning and behaviour.

Most parents feel that children are treated fairly and with respect. They feel that they are well informed about their child's progress.

A minority of parents do not understand the school's procedures for dealing with complaints.

A few parents do not feel that homework builds well enough on what their child has learnt in school.

## Appendix 2

### The inspection team

Liz Miles	Reporting Inspector
Huw Watkins	Team Inspector
Edward Tipper	Lay Inspector
Linda Smith	Peer Inspector
Mr Morris (Headteacher)	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

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## 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 five during the academic year. Year 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	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 four key stages cover the following year groups:

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