



*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**

**Pen-y-Fai Church in Wales Primary  
Heol Eglwys  
Pen-y-Fai  
Bridgend  
CF31 4LX**

**Date of inspection: November 2010**

**by**

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



**INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL**

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

Pen-y-Fai Church in Wales Primary School is situated in the outskirts of Bridgend. Most pupils come from owner-occupied homes. The school admits children to the reception class at the age of four. Nearly all pupils attend pre-school nursery provision.

The school opened in 1963 and has been extended with a range of mobile classrooms.

There are 152 full time pupils on role organised into six classes. This is an increase on recent years. There are three single age classes in the Foundation Phase and Year 2 and three mixed-age classes in key stage 2. The classes are taught by the head teacher, six full time teachers, one part-time teacher and three learning support assistants.

The school describes the area it serves as mainly advantaged. Approximately 3% of pupils are entitled to free school meals. This is significantly lower than local and national averages. Currently, there are no pupils who are being "looked after" by the local authority.

English is the predominant language for all pupils. At present there is one pupil receiving support for English as an additional language. There are no pupils who use Welsh as a first language.

Baseline indications show that attainment on entry to the school is at the expected level. Approximately 13% of pupils are identified as having additional learning needs (ALN) and no pupil has a statement of special educational need (SEN). No pupils were excluded in the last year.

Since the last inspection in 2004 there have been changes to the management structure and senior leadership of the school. However, the headteacher has been in post since January 2003.

The 2010-2011 individual school budget per pupil for Pen-y-Fai Church in Wales Primary is £3,293, which compares with a maximum of £4,826 and a minimum of £2,758 for primary schools in Bridgend. The school has the 17th highest budget per pupil out of the 52 primary schools in Bridgend.

## Summary

|   |             |
|---|-------------|
| <b>The school's current performance</b>       | <b>Good</b> |
| <b>The school's prospects for improvement</b> | <b>Good</b> |

### Current performance

The overall judgement on the current performance by the provider is good because:

- trends show that many pupils attain well especially in key stage 1;
- most pupils make appropriate or better progress;
- there is effective teaching in many lessons;
- pupils know how well they are doing and what they need to do to improve; and
- leadership is effective.

### Prospects for improvement

The overall judgement on the prospects for improvement of the provider is good because:

- leaders and managers set a clear direction for the school based on rigorous self-evaluation processes;
- they effectively challenge themselves and others to improve;
- staff contribute strongly to school improvement procedures; and
- the school has successfully met all the recommendations from the last inspection.

## **Recommendations**

The school needs to:

- R1 raise standards of achievement for all pupils, particularly amongst girls in key stage 2;
- R2 increase challenge for all pupils, especially the more able and talented; and
- R3 focus school improvement targets on pupils' outcomes.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

In both key stage 1 and key stage 2, pupils' attainment is better than average when compared to local authority and national averages.

In 2010, pupils attained well in end of key stage 1 assessments. For schools with a similar percentage of free school meals, results for the expected level 2 or better place the school in the top 25% for mathematics and science and in the top 50% of schools for English and the core subject indicator (CSI; the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum). Compared to other schools within its family, the school is first in science and mathematics but seventh of ten in English. However, pupils do not attain as well for the higher level 3. In key stage 1, the trends over the last three years for the performance of pupils are consistent in English and improving in mathematics and science.

Pupils attain less well in key stage 2 than in key stage 1. For the expected level 4 or better, comparisons with schools with a similar percentage of free school meals place the school in the lower 50% for all subjects. Compared to its family, the school is sixth out of ten in science, ninth for the CSI and English and last in mathematics. More pupils attain the higher level 5 in mathematics and English than the family average. Compared to its family, the school is second out of ten in English and fourth out of ten for mathematics at the higher level 5. Over the last four years, the performance of pupils has generally improved but, in 2010, decreased. The gap between the performance of girls and boys at the end of key stage 2 is narrowing. Boys attained better than girls in end of key stage 2 assessments for science and mathematics in 2010.

Pupils in key stage 1 have a good understanding of materials, life cycles, healthy food and sound. More able pupils can make appropriate conclusions to experiments. These contribute strongly to the high standards achieved by pupils.

Standards are very good in art and design. From an early age, many pupils imaginatively use different materials and processes to produce a range of pictures, models and designs. Copies made of pictures by L.S. Lowry are of high quality as are monster models using junk materials, and many examples of still life pictures.

Many pupils make good progress in lessons. Most enter the school with skills appropriate to their age. By the time they transfer to secondary education, results indicate that pupils reach their expected target. A few pupils exceed their targets and these are mostly boys. Pupils with ALN generally achieve well.

Younger pupils progress quickly in writing and speaking and listening but reading skills are less well developed across the Foundation Phase and key stage 1. Key stage 2 pupils read and write successfully across the full range of the curriculum.

These skills have improved over recent years. Most pupils speak confidently but the listening skills of a very few pupils, mainly boys, are not as effectively developed. Numeracy and information and communications technology (ICT) skills are used securely in all subjects. Key stage 2 pupils make high quality DVDs and use the internet systematically to research census material. These activities contribute effectively to pupils' standards of social development and to their deeper understanding of the past.

Almost all pupils work well independently or in groups and teams. This helps them to assess their own and others' work more effectively. By the end of key stage 2, almost all pupils have the necessary skills to transfer successfully to secondary education.

In Welsh second language, pupils make very good progress and standards are good. Most pupils write and spell well. They speak confidently using a wide range of sentence patterns and use their skills well with increasing frequency in everyday situations.

### **Wellbeing: Good**

Most pupils are well motivated, enthusiastic learners. Generally, they work hard in lessons, and display pride and confidence in their work. Older pupils take on greater responsibilities and show increasingly mature attitudes. They are courteous and friendly and most show respect, care and concern for others. Many pupils behave well although some low-level disruption, mostly by boys, does not always allow other pupils to work effectively in lessons or to enjoy their break time. However, almost all pupils say that they feel safe in school.

Many pupils demonstrate a clear appreciation of the importance of healthy lifestyles. They understand the reasons for eating healthily and many participate in the range of physical activities on offer to them. They recognise the harmful effects of particular substances on the body. Many pupils work well at solving problems and have a good understanding of how to improve their work. This is particularly evident in the reception class and at the end of key stage 2. Pupils are regularly involved in contributing to planning what and how they learn.

Attendance is improving at 94.7%. This figure is slightly lower than the average for the family of schools but above the average for all schools in Wales. A minority of pupils are not always punctual.

Pupils are regularly involved with the community through the local church, fundraising activities and recycling events. The school council and eco-council play an active part in the life of the school. Their activities have included improving the school's garden, raising awareness of road safety issues and promoting the benefits of walking to school.

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|---|
| <b>Key Question 2: How good is provision?</b> |
|---|

|             |
|-------------|
| <b>Good</b> |
|-------------|

**Learning experiences: Good**

All pupils receive a broad and balanced education which effectively builds on their existing knowledge, understanding and skills. Staff plan varied, stimulating and engaging learning experiences which successfully meet the needs of many pupils. 'WOW' days and 'Flexible Fridays' provide pupils with many opportunities for problem solving, team work and creativity. Staff provide appropriate opportunities for pupils to develop their skills across all subjects. However, not all learning experiences sufficiently challenge the more able pupils. Where there are good levels of vigilance by staff, instances of unsatisfactory behaviour are dealt with appropriately.

Provision for Welsh language development enables pupils to make good progress. The school successfully promotes the Welsh dimension, for example with visits to St Fagans and Llandaff Cathedral, the annual Eisteddfod and workshops with Welsh artists and authors.

The school succeeds in promoting education for sustainable development and global citizenship. Eco Days effectively encourage pupils to recycle and promote a deeper understanding of climate change. The school helps support an orphanage in India and has established links with a church in Louisiana.

Out-of-school learning activities, including music lessons and sports clubs, enrich and support the curriculum. There is a high take-up by pupils.

On a few occasions, lessons do not start promptly, which reduces the time available for teaching.

**Teaching: Good**

The quality of teaching in many sessions is good or better. Where teaching is outstanding, lessons effectively challenge all pupils, have good pace, provide opportunities for pupils to develop a range of skills and enable pupils to make excellent progress.

Most teaching ensures that pupils are motivated and engaged. Staff have detailed up-to-date subject knowledge, use effective questioning techniques and have high expectations of pupils. They are good language role models and have positive relationships with pupils. Support staff are effectively involved in planning and assessment and they have a positive impact on pupils' learning.

Where there are shortcomings in lessons, tasks do not sufficiently challenge pupils. In a very few lessons, staff do not successfully maintain pupils' attention, especially boys. This impacts adversely on their own and others' progress.

Effective oral and written feedback informs pupils how well they are doing and what they need to do to improve. Pupil involvement in their own assessment and target setting is good and is a strength of the school.

Generally, staff track pupils' progress well. There are effective end-of-key-stage assessments and staff work well with other local schools to moderate children's work accurately.

The school keeps parents and carers well informed about their children's achievements, wellbeing and development.

**Care, support and guidance: Good**

Effective arrangements exist to support pupils' health and wellbeing including their moral, social and cultural development. Pupils' spiritual development is very good. The school encourages pupils' involvement in their school through a range of cultural and sporting activities. The school values the achievements of all pupils. Most pupils and their parents or carers feel able to approach staff for advice and guidance when required, although a few older girls are unsure of whom to approach when they are worried or upset.

Provision for pupils with ALN is good enabling them to do well. Staff diagnose learning difficulties early and provide pupils with appropriate and timely support. Individual learning targets and support programmes are tailored to meet pupils' needs. The school has effective partnerships with specialist services, for example the Educational Psychologist and the Behaviour Support Service. These have resulted in significant improvement for the pupils involved. Parents are fully informed and involved in setting and reviewing their children's education plans.

The school has an appropriate policy and procedures for safeguarding.

**Learning environment: Good**

The school vision and mission successfully promote Pen-y-Fai as a family where people achieve more by working together. It is an inclusive community where pupils and staff work well together. The curriculum is fully accessible to all. A few minor issues of gender stereotyping in lessons observed were brought to the school's attention.

The school makes very good use of the accommodation available. Staff provide a stimulating environment to support teaching and learning which is enhanced by attractive and informative displays of pupils' work. Good use is made of the outside area for learning activities. School buildings and grounds are well maintained and there are generally plenty of resources well matched to pupils' needs.

|  |             |
|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

**Leadership: Good**

The headteacher, senior managers and the governing body have a clear vision for the school and provide effective challenge to themselves and others. Staff share common values and purpose and there is a positive ethos of improvement throughout the school. The governing body understands its role well. Governors

have a good knowledge of the school, what it does well and what it needs to do to improve.

Leaders and managers make good use of relevant data and other information to help determine priorities for improvement. Performance management processes help to identify individual and whole school training needs. These are addressed well by management and lead to improvement. All staff understand their roles and responsibilities in identifying and securing what needs to be done to move the school forward. Policies and initiatives meet local and national priorities. The school has effectively introduced the Foundation Phase.

### **Improving quality: Good**

The school has a successful track record of improving standards and provision. Self-evaluation is rigorous and based on regular quality assurance procedures. Many staff contribute to the effective analysis of data and most make first-hand observations of teaching and learning. Pupils and parents have regular opportunities to express their views. Leaders and managers use this information to set appropriate targets for improvement. Targets have realistic timescales and costs but they often focus more on provision than improving the outcomes for pupils.

There has been very good progress in Welsh second language since the last inspection.

An excellent network of professional practice exists within the school. Foundation Phase staff are using direct lesson observations and analysing their own practice to improve the quality of teaching and raise standards. These have had significant impact. This group are also part of a local authority initiative with ten other schools to develop improved pupil tracking systems.

### **Partnership working: Good**

The school has effective links with a range of partnerships that make a successful contribution to improving outcomes for pupils. These include links with the local church and shared planning and teaching with staff from Bryntirion Comprehensive School. Pupils use the high school facilities for concerts. Staff work successfully with other local schools to improve moderation processes at the end of each key stage to ensure that teacher assessments are accurate.

The Parent Teacher Association has made a significant contribution to school life, for example by raising funds to provide additional interactive whiteboards. Induction programmes help pupils settle quickly into school routines and support their very good progress in the reception class. Suitable arrangements with partner secondary schools enable pupils to transfer smoothly to their next stage of learning.

### **Resource management: Good**

The school makes good use of its accommodation and learning resources. Support staff understand their roles and are carefully deployed so helping pupils to do well. Staff training and development programmes are effectively planned to ensure that

they benefit pupils' learning. The school has managed its budget well during a time of falling rolls.

Spending is effectively linked to the priorities within the school improvement plan. As a result, most pupils attain well and make good progress. The school achieves good value for money.

## Appendix 1

### **Stakeholder satisfaction report**

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

Just over 80 pupils in key stage 2 completed the questionnaire. Almost all feel safe in school but nearly half of boys and around 19% of girls think that the school does not deal well with any bullying. Behaviour is also a concern for pupils with 42% believing that other children do not always behave well in lessons and 27% being concerned with behaviour at playtime or lunchtime.

Nearly all think that they are well supported in school but a minority of girls are concerned about having someone to talk to if they are worried or upset. Almost all feel that they are doing well at school, and believe that there are enough resources to enable them to learn well and that homework is of value to them. There is widespread agreement that the school helps pupils to live healthy lifestyles.

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

There were 20 completed responses to the questionnaire. Overall, parents expressed positive views about the school. Most are pleased with the school and say that their children like being there, and all felt that pupils behave well. They feel that teaching is good; their children are making good progress and are safe at school. Most parents think that the school is well run and find staff approachable if they have any questions or concerns. Almost all feel that they are kept well informed about their children's progress. A few parents had concerns about the range of activities including trips and visits, their children settling into school or the school's arrangements for dealing with complaints.

## Appendix 2

### The inspection team

|                     |                     |
|---------------------|---------------------|
| Richard Hawkley HMI | Reporting Inspector |
| Maggie Turford HMI  | Team Inspector      |
| Jenny Rathbone      | Lay Inspector       |
| Christine Edwards   | Peer Inspector      |
| Christina Bach      | School Nominee      |

## Copies of the report

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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 |