



*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**

**Pennard Primary School  
Pennard Road  
Pennard  
SA3 2AD**

**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

Pennard Primary School is a community school for boys and girls from three to eleven years of age. It is situated in south Gower approximately six miles west of Swansea in a designated area of outstanding natural beauty. Most of the 207 pupils come from Pennard and neighbouring hamlets. The school describes the area it serves as being socially and economically advantaged.

English is the predominant language for all pupils. There are currently eight pupils receiving support for English as an additional language and no pupils who use Welsh as a first language. Five per cent of children are from ethnic minority backgrounds.

Around 13% of pupils are identified as having special educational needs, two of whom have a statement of special educational needs. These figures are below local and national averages. There are no pupils entitled to free school meals.

There have been significant changes in staffing and governors since the previous inspection. The headteacher has been in post since 2005 and the chair of governors was appointed in 2009.

The school holds the Basic Skills Quality Mark, the Platinum Eco Flag Award, and the Healthy Schools phase 4 Award.

The 2010-2011 individual school budget per pupil for Pennard Primary School is £2,954, which compares with a maximum of £5,744 and a minimum of £2,550 for primary schools in Swansea. The school has the 64th highest budget per pupil out of the 89 primary schools in Swansea.

## Summary

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

### Current performance

The school is good because:

- most pupils achieve well and attain high standards;
- the overall quality of teaching and assessment is effective;
- all pupils feel safe and secure in a caring and supportive environment;
- nearly all pupils are well behaved and happy, and enjoy learning; and
- resources, including outdoor learning areas, are of good quality and generally well used.

### Prospects for improvement

Although there are strengths in the school's leadership, the school's prospects for improvement are adequate because:

- priorities within the school improvement plan do not always focus enough on improving pupil outcomes;
- the relatively new governing body has not fully developed its role in challenging the school's performance;
- partnership working between the school and local authority is not strong enough in building the school's capacity for continuous improvement and in the sharing of good practice; and
- self-evaluation does not draw enough upon the views of pupils and parents.

## **Recommendations**

- R1 Raise standards of investigative skills in science in key stage 2.
- R2 Develop the accountability of the governing body and its role as a critical friend.
- R3 Refine the school improvement plan so that it focuses more closely on improving outcomes for pupils.
- R4 Provide pupils with more say in deciding what and how they learn.
- R5 Strengthen partnerships with parents and the local authority to inform the self-evaluation process and build the school's capacity for continuous improvement.

### **What happens next?**

Progress in addressing the recommendations will be monitored by Estyn.

## Main findings

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

Good

#### Standards: Good

Most children enter school with skills above those normally expected for children of their age. Most pupils, including those with additional learning needs, achieve well and make good progress in their learning.

In key stage 1, pupils' performance is good. Over recent years, results from teacher assessments at the end of key stage 1 compare favourably with those of the 'family' of schools (a group of schools with similar characteristics) and have been consistently above national averages. In 2010, when compared to the results of schools with similar proportions of pupils eligible for free schools meals, pupils' results at the end of key stage 1 are in the upper 25% for English and science and in the lower 50% for mathematics. Results in science have been in the upper 25% of those for similar schools for the past four years. Although boys' results in 2010 were better than girls', the performance of boys and girls over recent years has been similar.

Pupils' performance at the higher level 3 has been consistently good in English and mathematics over recent years. In science, results at the higher level were significantly above family, local and national averages in 2010 but compared less favourably with the family average in previous years.

At the end of key stage 2, most pupils achieve good standards. Over recent years, performance has been significantly above national averages. Results have also been above those for the family of schools for three out of the past four years. Since 2006, there has been an upward trend in the combined results in English, mathematics and science. In 2010, pupils' performance in key stage 2 in relation to similar schools is good. In English and mathematics results are above average while they are just below in science. The combined results for English, mathematics and science are on the cusp of the top 25% of results for similar schools.

Overall, pupils' performance at the higher level 5 in English, mathematics and science is generally higher than national averages over recent years. It has been similar to the family average in English, mathematics and science for three out of the past four years. There has been a significant gender gap in favour of girls at level 5 in English but this has narrowed over the past four years and is now similar to the national difference.

In both key stages, nearly all pupils talk with considerable confidence and fluency. They use an extensive vocabulary beyond what is expected for their ages. For instance, they are very comfortable in their use of technical terms when writing about different subjects. They also demonstrate very good listening skills, both in classrooms and during outdoor lessons. Nearly all pupils read and write with clarity, purpose and understanding. Generally, pupils make good use of the community and school libraries to develop advanced reading skills.

Most pupils are confident in applying their numeracy and information and communications technology to support their learning across subjects. Many are particularly good at demonstrating problem solving skills in different contexts, such as making bug boxes for the school grounds. However, pupils' higher-order skills in planning, sustaining and evaluating investigations in science at key stage 2 are not so well developed.

Most pupils make sound progress in developing their Welsh language skills. They also demonstrate good awareness of the local and national heritage of Wales.

**Wellbeing: Good**

Most pupils demonstrate a clear appreciation of healthy lifestyles. They understand the importance of regular exercise and a balanced diet. Many participate in a range of extra-curricular sports. All pupils feel safe and secure in school.

Nearly all pupils are well motivated and are keen to learn. They enjoy lessons and are quick to contribute. The standard of behaviour is exemplary, both in classes and around the school. Pupils act sensibly when working outdoors, for example in the school meadow and pond areas. They show care and respect to each other and the school property.

The school's attendance rate of around 95% compares well with local and national averages. Nearly all pupils arrive on time for school.

The school council, eco committee and 'safety squad' exercise their responsibilities well. They work hard and show maturity in following up their action plans to improve pupils' wellbeing and the school environment. Most pupils respond well to the limited opportunities to build upon their own interests and ideas in making decisions about what and how they learn.

All pupils participate fully in local community events, such as Pennard market. They are developing good social and life skills, for instance in managing a budget.

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

The school provides a broad range of stimulating learning experiences, including out-of-school activities that many boys and girls attend. The curriculum is well balanced. Provision for developing pupils' communication, numeracy, information and communications technology and thinking skills is good. However, pupils do not always have sufficient opportunities to undertake extended investigations in science in key stage 2.

The school makes appropriate provision for pupils' Welsh language skills. Staff model the use of incidental Welsh effectively. Pupils' understanding of broader Welsh culture and heritage is developing well through research activities, a range of visits and the contribution of visitors.

The school has a clear and successful focus on education for sustainable development and global citizenship, reflected in its achievement of the Platinum Eco Flag Award. Pupils respond well to the many opportunities to learn about 'green' issues, including growing their own vegetables and working with environmental specialists to develop the school grounds.

### **Teaching: Good**

Teachers have secure knowledge and use a suitable range of approaches and resources to enthuse pupils. They deploy additional adults effectively to support pupils' learning. Planning often includes good provision to challenge more able and talented pupils. In the few lessons where teaching is adequate, teachers do not always ask enough open-ended questions, do not vary their voice to suit the audience and miss opportunities to build upon pupils' own interests and ideas.

Staff manage behaviour well through clear expectations of what is appropriate and by establishing reward systems understood by all.

Pupils receive good feedback on their work, both orally and through marking. Most have a clear understanding of their targets and how to improve their learning. Pupils' progress is tracked effectively across the school by comprehensive assessment records. These provide clear information about individual and group performances in all subjects and areas of learning. Teachers use this information well to inform their planning.

Reports to parents are generally clear and informative. Many parents feel that they are kept well informed about their children's progress.

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

The school is a caring community with good provision for pupils' health and wellbeing. Staff effectively promote the benefits of healthy living, including the importance of healthy eating and exercise. Pupils' personal, spiritual, moral, social and cultural development is promoted well through a range of programmes.

The school liaises effectively with specialist agencies to support individual pupils. The induction arrangements for children starting school are thorough and enable them to settle quickly and progress well. The school has an appropriate policy and procedures for safeguarding.

Generally, work is carefully planned to ensure that pupils' additional learning needs are met at individual, group and class level. Individual education plans are detailed and support staff make a valuable contribution in meeting pupils' needs.

### **Learning environment: Good**

The school promotes equal opportunities well. There is an appropriate emphasis on recognising, respecting and celebrating diversity.

There is a good supply of learning resources which are well-matched to the needs and interests of pupils. The school has enough suitably qualified staff to deliver the curriculum effectively. The exceptional school grounds, which include a meadow, hedgerows, maze, gardens, trim trail, pond and many outbuildings, provide extensive opportunities for pupils to enjoy the natural world. The indoor environment provides a very high standard of accommodation which includes a swimming pool.

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

There is a strong team spirit within the school. The headteacher and senior leadership team have effectively maintained standards since the last inspection. Initiatives to support pupils' wellbeing have been well led and managed. These have had a positive impact on pupils' motivation to learn. Whole-school policies and initiatives are almost always implemented consistently. This ensures that pupils have common curricular experiences, that marking is used effectively to help them improve and that pupils feel well cared for.

Management systems are effective in supporting the smooth running of the school on a day-to-day basis. There are appropriate performance management systems in place. Leaders have clear vision, values and aims for the school but they do not focus enough on improving pupil outcomes.

Governors are supportive of the school. Their understanding of curriculum issues is developing steadily through class teacher presentations and attendance at school training. However, governors do not yet offer enough constructive challenge to the school. As a result, they are not wholly effective in undertaking their role as a critical friend. Governors do not fulfil their statutory duty in relation to holding an annual parents' evening.

The school suitably meets national and local priorities. For instance, it has successfully introduced assessment for learning strategies throughout the school.

### **Improving quality: Adequate**

The school self-evaluation report is a detailed document and judgements generally reflect quality and standards in the school. All teaching staff are involved in the systematic evaluation of their own work and managers take a leading role in evaluating their areas of responsibility. The school generally uses data well to monitor standards and identify improvements. However, self-evaluation does not draw enough on the views of pupils, parents and the local authority.

The school improvement plan is comprehensive and wide-ranging but does not prioritise enough improving pupils' standards and wellbeing. Success criteria are generally not sufficiently specific or quantifiable to enable the school to measure the impact of its actions.

A professional learning community is developing steadily within the school and enables staff to share their knowledge and expertise. Staff meet regularly in teams

to discuss ideas and different ways of working. Regular in-school training of learning support staff ensures that they are confident in supporting pupils' learning.

**Partnership working: Adequate**

The school has strong partnerships with other local schools. This has increased staff confidence and expertise, for instance relating to assessing pupils' work. There are also good partnerships between the school and local business to enrich pupils' learning experiences. For example, pupils grow and sell produce in the local market which provides a relevant context for developing their entrepreneurial skills.

The transition from home to school is appropriately managed. Suitable informal links are in place between the local playgroup and the school. These pre-school links between home and school help children to settle quickly when they come to school. Transition plans agreed by the cluster of schools and the local secondary schools enable older pupils to be well prepared for the next stage in their education.

Overall, there is a positive partnership between the school and parents. However, a significant minority of parents are not comfortable about approaching the school with questions, suggestions or problems. Around a half of those surveyed did not understand the school's procedures for dealing with complaints. Partnership working between the school and local authority is not strong enough in building the school's capacity for continuous improvement and in the sharing of good practice.

**Resource management: Good**

Teachers and learning support assistants are well deployed throughout the school. There are plentiful learning resources of good quality and a good standard of accommodation. The school grounds are extensive and are generally used well to enhance pupils' learning experiences. The management of teachers' planning, preparation and assessment time is good.

There is efficient management of finances. The school improvement plan is appropriately costed although not all available funding is planned well enough to support the school's identified priorities. The school gives good value for money in terms of pupils' outcomes.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The questionnaire was completed by 54 parents or carers. Many expressed high levels of satisfaction and nearly all agree that their children like attending school. Most are confident that the teaching is good and helps the children make progress. Nearly all feel that behaviour is good and children are safe at school. Most feel that staff treat children fairly and with respect. Many feel well informed about their children's achievement and think that teachers have high expectations. A majority are happy with the support their children receive for their additional learning needs and they feel that homework builds well on what their children learn at school. Around a quarter of parents surveyed do not think the school is well run. A significant minority are not comfortable about approaching the school with questions, suggestions or problems. Around a half of those who responded did not understand the school's procedures for dealing with complaints. A significant minority are unsure about whether their children are well prepared for moving on to the next stage of their education.

#### Responses to learner questionnaires

One hundred pupils in key stage 2 completed the questionnaire. Inspectors also talked to individuals and representative groups of pupils across the school. Overall, pupils say that they are happy and enjoy school and most know whom they can talk to if they are worried or upset. All pupils feel safe and secure in school. Pupils think that teachers give them good support and provide plenty of opportunities to develop healthy lifestyles. A few pupils feel that their peers do not always behave well in lessons, during the lunch break and at playtimes. A few also think that homework does not help them to improve their learning.

## Appendix 2

### The inspection team

Russell Grigg HMI	Reporting Inspector
Bev Jenkins HMI	Team Inspector
Thomas Ivor Petherick	Lay Inspector
Kevin Phelps	Peer Inspector
Sharon Freeguard	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