



*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**

**Penygloddfa C.P. School  
School Lane  
Newtown  
Powys  
SY16 2HA**

**Date of inspection: March 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

Penygloddfa Community Primary School is situated in Newtown, a small market town in mid-Wales, in the county of Powys. The school serves the town and surrounding rural area. Children have been educated on the site since 1847.

There are 285 full-time pupils on roll, aged from four to 11 years, including 27 children in the nursery class. The school is organised into ten classes. Two classes in the Foundation Phase and all classes in key stage 2 have pupils of mixed ages, from two consecutive year groups. In key stage 2, pupils are set by ability for lessons in mathematics. At age 11 years, almost all pupils transfer to the local comprehensive school in Newtown.

Approximately 10% of pupils are entitled to free school meals, which is considerably lower than the all-Wales average of just under 20%. The school describes its intake as neither economically advantaged nor disadvantaged.

English is the predominant language of almost all pupils. No pupils speak Welsh as their first language at home. Fewer than 3% of pupils are from minority ethnic groups. Five pupils speak English as an additional language and receive language support teaching appropriate to their learning needs. The school has identified 21% of pupils with additional learning needs. Two pupils have a statement of special educational need. One pupil was excluded during the twelve months prior to the inspection.

The school has achieved the Eco-Schools Green Flag and Healthy Schools' Flag awards.

The school was last inspected in 2005. The headteacher joined the school in 1997 and the deputy headteacher was appointed in 2009. Since the last inspection, the accommodation has been remodelled and the outdoor area developed.

The 2010-2011 individual school budget per pupil for Penygloddfa C.P.School is £2,953, which compares with a maximum of £11,812 and a minimum of £2,891 for primary schools in Powys. The school has the 99th highest budget per pupil out of the 101 primary schools in Powys.

## Summary

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

### Current performance

Penygloddfa Community Primary School is a good school because:

- pupils attain good standards in the core subjects of English, mathematics and science at the end of each key stage;
- the school is very well led and managed, and provides a safe, happy and stimulating environment that encourages pupils to learn;
- from a young age, pupils learn to take responsibility and develop a sense of ownership of their school; and
- there is a very broad range of interesting activities that encourages pupils to develop their skills and promotes their self-esteem.

### Prospects for improvement

The school's prospects for improvement are good because:

- senior managers provide clear leadership and direction, and a sense of purpose to the school;
- there is a clear track record of pupils' good achievement over time;
- the school ethos encourages pupils to behave well and take a pride in their school community;
- staff are highly motivated, and plan and work very effectively together as a team; and
- there are clear and effective processes to evaluate pupils' work and progress, and a strong commitment to promoting school improvement.

## Recommendations

To improve further, the school needs to:

- R1 continue to raise standards and increase the number of pupils who achieve at higher levels at the end of each key stage;
- R2 ensure consistency in pupils' writing throughout the school; and
- R3 ensure that the comprehensive range of self-evaluation activities focus more precisely on priorities for improvement.

### **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

Almost all pupils are confident speakers from a young age. Many use sophisticated language, for their age, to ask questions and discuss with adults and each other. By the end of key stage 2, almost all pupils make good progress in developing skills in reading and writing. Almost all pupils read competently for their age and show an interest in books. By the end of key stage 2, most pupils write using appropriate spelling, grammar and handwriting strategies well to produce good quality work.

In key stage 1 and lower key stage 2, pupils write imaginatively for a range of different purposes but do not build up basic writing skills consistently to ensure they achieve the highest possible standards.

Throughout the school, almost all pupils have very good numeracy skills that they use well to carry out investigations. By the end of key stage 2, all pupils use information and communication technology very efficiently and effectively to present information and handle data.

In both key stages the overall performance of pupils, when compared with those in other similar schools, is in the top quarter for the core subjects of English, mathematics and science. In 2010, in mathematics in key stage 1 and science in both key stages, all pupils attained at least the expected levels.

Pupils' performance in both key stages in the core subject indicator, the expected level in English, mathematics and science, has improved progressively over the last three years. In 2010, pupils' performance was significantly higher than in the family of schools, and the average for schools in Wales and the local authority.

In 2010, in key stage 1, attainment at the higher levels in the core subjects is lower than for schools in the family and the all-Wales average. Although at key stage 2 the performance of pupils at higher levels in mathematics is strong, their performance in English at higher levels is below that of all other school comparators.

Standards in Welsh are good considering the pupils' linguistic background. Most pupils respond enthusiastically in Welsh lessons and progress well as they move through the school.

The pattern over time is that girls perform very slightly better than boys in all core subjects and at both key stages although, overall, attainment is high. In 2010, boys made a good improvement in their performance in English. Pupils receiving free school meals and those with additional learning needs generally make good progress.

## **Wellbeing: Excellent**

There are many initiatives in the school that make a significant impact on pupils' wellbeing. All pupils say that they feel safe in school and parents are particularly positive in confirming that the school provides a secure and very happy learning environment. Pupils' attendance is good at above 94%, which is better than the average for schools in Wales.

Pupils throughout the school have a very good understanding of how to maintain a healthy lifestyle. They have positive attitudes towards physical exercise and sporting activities as well as improving their diet. The school ensures that almost all pupils learn to swim at a young age. All pupils benefit from a broad range of extra-curricular activities that reinforce their sense of wellbeing, both in the school and the wider community, for example the daily fruit shop, musical entertainment at an old-people's home and sports events.

All pupils are courteous and polite. Their behaviour in class and around the school is exemplary. They arrive punctually for lessons.

The way that pupils contribute to creating the school's very positive and happy ethos is excellent. They convey a real sense of school ownership. From a young age, they take responsibility for managing each other's behaviour to ensure that the school operates smoothly. For example, during assemblies, individual pupils lead focused activities as pupils enter the hall in order to establish a calm and reflective atmosphere.

They evaluate their peers' work sensitively and treat each other with respect.

The school council and eco-council play a very active, and significant part in many aspects of school life that include an enterprise fair, fund-raising activities and monitoring classes regarding environmental issues. On the weekly 'walk to school' day, pupils take a mature responsibility for recording, analysing and reporting on the performance of each class.

The school's effective strategies have an important influence on developing pupils' responsibility for everyone's wellbeing. The excellent outcomes in terms of pupils' behaviour, maturity, responsibility and care for each other are significant and evident throughout the school.

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

The school provides a good range of high-quality learning experiences and makes effective use of the outside environment, particularly for Foundation Phase classes. Curriculum planning is good overall. The collaborative planning in key stage 2 ensures continuity and progression for mixed-age classes. There is effective planning for developing pupils' skills. The provision to develop their independent learning skills is highly effective and the impact is evident in the daily life of the school. Lessons are well prepared and appropriate to ensure that pupils make

progress in their knowledge and understanding.

The school promotes pupils' understanding of the Welsh language very well. There is a strong and effective partnership between the school and the local authority's advisory teacher. A recent initiative involving learning Welsh through practical activities has further developed the pupils' communication skills in Welsh. The Welsh dimension is a strong feature at the school.

The school offers a wide range of extra-curricular activities that develop pupils' confidence and self-esteem from a young age, for example in music, drama and sports activities. The residential outdoor education visit for older pupils successfully promotes teamwork.

The school makes good provision for education for sustainable development and global citizenship. There are effective links with the local community and places in other parts of the world, including a link school in Uganda. The school has achieved the Eco Schools' Green Flag award as a result of successfully promoting sustainability through schemes such as healthy living, recycling, energy conservation and monitoring. A notable feature is where each class has been allocated responsibility for various aspects of ensuring that the school implements its 'green ethos'.

### **Teaching: Good**

Teaching throughout the school is good or very good. Staff have high expectations of pupils. Almost all lessons are well prepared and delivered at a good pace. Activities are designed well to meet the needs of all learners including offering suitable challenge for the more able. There are good opportunities for pupils to work in pairs and groups. Staff make effective use of resources to support and enhance pupils' learning. In most lessons observed, teachers establish good relationships with pupils that encourage learning and promote good behaviour. Staff use questioning effectively to promote pupils' thinking skills and extend their understanding.

The school makes effective use of appropriate assessment data to map and track individual pupils' progress. Teachers and support staff work closely together to discuss the progress of individual pupils and plan appropriately. Teachers provide clear and constructive oral feedback to pupils. Marking is generally up-to-date and provides pupils with appropriate advice about how to improve their work.

The school promotes assessment for learning strategies and monitors delivery to ensure that these are applied consistently across the school. Pupils are familiar with a variety of these strategies and assess their own and others' work sensibly and constructively. Reports to parents and carers are clear and informative. Most parents feel well informed about their children's progress.

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

The school promotes the benefits of healthy living well across the curriculum and in a range of extra-curricular activities. There is an effective framework for personal and

social education. Pupils' wellbeing is monitored carefully and the school is proactive in offering them support when needed.

The level of care, support and guidance that the school offers to pupils is a strength. It has a significant impact on pupils' sense of wellbeing to ensure they feel safe, valued and secure in an extremely supportive environment. The school promotes the pupils' spiritual, moral, social and cultural development well and pupils show respect for others. There are clear induction procedures for new pupils and well-established procedures to ensure smooth transfer of pupils at the end of key stage 2.

The school has an appropriate policy and procedures for safeguarding.

There is well-planned provision for pupils with additional learning needs, and support is co-ordinated effectively. The school works well in partnership with external agencies and specialist services to ensure that all pupils' needs are met well. Pupils' individual education plans are appropriate. They are reviewed and updated regularly and have clear success criteria. Parents are kept well informed and appreciate the school's 'open door' policy.

### **Learning environment: Good**

The school has an inclusive and happy ethos. Everyone is valued, and treated equally and with respect. Pupils have equal opportunity to access all areas of the curriculum and participate in school activities. Diversity and multiculturalism are promoted well in the personal and social education programme, collective worship and wider school activities.

The school provides a safe, caring and welcoming environment. Overall, accommodation is very good and has a positive, stimulating effect on pupils' learning. Displays of learners work throughout the school are attractive and informative. Resources are ample and of good quality and are well matched to pupils' needs. The specialist teaching areas and library provision are very good features. Outdoor areas are well maintained and used effectively and imaginatively to promote pupils' learning. The premises are kept in very good order.

The school enriches the curriculum with a wide range of educational visits and makes good use of local facilities, such as the library and swimming pool.

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

The headteacher provides a clear vision and this is shared by all staff and the governors. The senior team have well defined roles and responsibilities and set high expectations for pupils' achievement and wellbeing.

The staff work effectively in teams to plan and implement whole school priorities and programmes of learning. They share expertise and are highly consistent in their approach to teaching, developing independent learners and ensuring pupils' wellbeing.

The school successfully communicates its aims to parents and pupils, and gains their support for all aspects of the work of the school. In addition, pupils themselves provide very good leadership to other pupils, taking responsibility for order in assembly, classrooms and around the school.

Governors provide very good support to the school. They analyse the family of schools' data and challenge outcomes. Governors are fully involved in evaluation and development planning. All governors have links with subject areas and there is a good system for monitoring progress through their regular meetings with subject coordinators. These teachers and those with responsibilities for whole school priorities regularly present progress reports to the governors. This is a good feature.

The school makes a successful contribution to local and national priorities. It is making a valuable contribution to local authority's literacy initiatives by sharing good practice. Its membership of a national project developing thinking skills is having a substantial impact on pupils' learning skills.

### **Improving quality: Good**

The school makes use of a comprehensive range of first-hand evidence to support self-evaluation and knows itself well. Data is carefully analysed in order to identify priorities and targets for improvement. The school seeks parents' opinions and acts upon their feedback, where appropriate. The school also takes good account of pupils' views. There is an extensive programme of lesson observations and scrutiny of work carried out by all staff. However, these observations tend to look at too many aspects and, as a result, lack focus on the school's main priorities and standards in pupils' work.

There are very good systems and procedures in place for evaluation and planning the school's work. However, because evaluation is not always precisely focused it is not always useful enough for planning next steps and identifying areas for further improvement.

The school is actively engaged in improving links to develop professional practice. These links are having a beneficial impact on outcomes for pupils. The school is a member of external learning communities for developing pupils' thinking skills and improving literacy. These learning communities are improving practice in the classroom. Within the school, staff planning teams are working effectively to develop the Foundation Phase and the revised National Curriculum. Whole school initiatives to improve bilingualism, healthy eating, physical development, and education for sustainable development and global citizenship are having a very successful impact on pupils' wellbeing.

### **Partnership working: Good**

The school has many beneficial partnerships with a wide range of other organisations. The links to the high school are well established and ensure consistency in assessment and smooth progression. The links with further and higher education enrich the learning experiences of pupils. Staff and pupils have good opportunities to support students visiting the school on work-experience

placements and teacher training courses. These students bring new ideas that further improve the outcomes for pupils. Arrangements are well planned and organised.

There is very extensive communication with parents through regular reporting, newsletters and informal contact. Parents are encouraged to come to the school for special assemblies and events.

A particularly interesting and useful partnership has been set up with local farms to provide fruit and vegetables. Fruit is available to pupils in their breaks and at meals. In addition, there is a pupil-organised initiative that makes up fruit and vegetable packs that are sold to parents. This helps pupils to develop entrepreneurial skills and have a better understanding of healthy eating and sustainability.

### **Resource management: Good**

The school makes effective use of its available resources to support pupils' learning. Pupils have access to attractive and well-maintained outside areas. The classrooms are well equipped with learning resources. The deployment of teaching and support staff is well organised so as to have the most beneficial and targeted impact on pupils' standards and wellbeing. Staff have good opportunities to attend professional development training courses.

Spending decisions are linked appropriately to priorities for improvement. The headteacher and governors monitor the budget regularly and make appropriate adjustments. There is a well-planned programme for improving the physical environment and upgrading equipment.

The school makes good use of efficient partnership work to improve outcomes for pupils.

Overall, outcomes for pupils are good. There are no unsatisfactory standards and those for wellbeing are particularly strong. The school provides good value for money.

## Appendix 1

### **Stakeholder satisfaction report**

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

Overall, parents are very positive about the school, feel that it is well run and have very positive views about its work.

Fifty-seven parents responded to the questionnaire. All parents agree that they are satisfied with the school and no parents strongly disagree with any of the statements. They all agree that their child likes school and feels safe there. They all feel that pupils behave well, that teaching is good and that staff expect children to work hard and do their best. They all agree that pupils receive appropriate support for any particular needs. Almost all parents agree that their child was helped to settle into school and that homework builds on what their child learns. Almost all parents agree that they are kept well informed about their child's progress.

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

Overall, pupils' responses to the questionnaire are very positive. All pupils agree that they feel safe in school and that they have enough resources. Almost all of them say that they are doing well at school. Nearly all pupils know to whom to talk if they are worried or upset, and feel that the school deals well with any bullying and teaches them to be healthy. If pupils find their work hard, almost all know whom to ask for help and agree that their teachers help them to learn and make progress. Most pupils agree that other pupils behave well in class. A few pupils do not agree that nearly all children behave well at playtime and lunchtime.

## Appendix 2

### The inspection team

Rosemary Lait	Reporting Inspector
Sue Halliwell	Team Inspector
Gwynoro Jones	Lay Inspector
Mena Sweeney	Peer Inspector
Mr D Mullan (Headteacher)	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