



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

**Ysgol Penrhyn New Broughton Primary
School Lane
New Broughton
Wrexham
LL11 6SF**

Date of inspection: October 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:

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

School context

Ysgol Penrhyn Primary school is in the village of New Broughton two miles to the south-west of Wrexham. In 1992, the infant and junior schools amalgamated. Since September 2002, the school has occupied modern, purpose-built accommodation on the former junior school site. Pupils attending the school come from a wide range of social backgrounds. The standards of achievement on entry to the nursery class are variable, but they are generally about the average for Wrexham.

Currently, there are 195 pupils at the school between the ages of four and eleven years. A further 29 children of nursery age attend the school on a part-time basis. Thirty-one pupils (15%) are on the school's register of special educational needs. No pupil has a statement of special educational needs. Twenty-two per cent of pupils are entitled to receive free school meals. This figure is slightly above the average for Wales. All pupils speak English as their first language and none come from homes where Welsh is spoken as the first language.

All pupils are taught in single age classes. In key stage 2, there is some specialist teaching in music and physical education.

The current headteacher was appointed in September 2009 and the last inspection was in autumn term 2005.

The individual school budget per pupil for Ysgol Penrhyn Primary in 2010-2011 means that the budget is £2,977 per pupil. The maximum per pupil in primary schools in Wrexham is £9,122 and the minimum is £2,734. Ysgol Penrhyn Primary is 50th out of the 62 primary schools in Wrexham in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is judged as adequate because although there are good relationships throughout the school and pupils behave well:

- not all pupils are developing their reading, writing and numeracy skills well enough in their work across the curriculum;
- the needs of less and more able pupils are not consistently well met in lessons;
- the school has not developed a skills-based curriculum at key stage 2; and
- assessment of pupils' work is not always accurate enough.

Prospects for improvement

The school's prospects for improvement are unsatisfactory. The school has:

- evaluated a limited range of performance data to set priorities for improvement; and
- established good partnership arrangements that have helped improve pupil outcomes in singing and to some extent in reading.

However; leaders and managers have not:

- put in place an effective management structure with clearly defined roles and responsibilities for all staff;
- based self-evaluation securely enough on first-hand evidence of teaching and learning;
- challenged under-performance rigorously; or
- addressed many recommendations from the last inspection.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in reading, writing and numeracy across the curriculum;
- R2 ensure that lessons cater for pupils of different abilities, especially the more able;
- R3 develop a school leadership team with clearly defined roles and responsibilities;
- R4 establish a rigorous system of self-evaluation based on first-hand evidence of teaching and learning;
- R5 introduce a skills-based curriculum in key stage 2, particularly in science, history and geography;
- R6 improve the accuracy of end-of-key-stage teacher assessments; and
- R7 comply with the all-Wales guidance on safeguarding.

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In the Foundation Phase, most pupils listen carefully to their teachers and to each other, maintaining their concentration for appropriate lengths of time. By Year 6, nearly all pupils listen well for extended periods, but a significant minority lack the confidence to express their ideas and opinions in whole-class sessions.

Younger pupils in the Foundation Phase treat books with respect and display interest in words and pictures. Most older pupils in the Foundation Phase recognise and name initial letter sounds and a few recognise blends. Most are beginning to apply their knowledge to sound out simple words when they read. In key stage 2, most older pupils read a range of texts with reasonable fluency and understanding. However, their higher-order reading skills, such as skimming and scanning, are underdeveloped. For instance, when researching information from the internet, pupils find it difficult to extract key points.

Most pupils with special educational needs make appropriate progress in line with their abilities in additional support sessions. However, they do not always sustain this progress in mainstream class lessons. Targeted pupils in key stage 2 who follow a reading support programme often make very good progress.

By the end of the Foundation Phase, in lessons in English, most pupils are beginning to produce short pieces of independent writing, with spelling appropriate to their age. However, most pupils do not have a secure grasp of basic punctuation and their handwriting is often poorly formed and their presentation untidy. In key stage 2, most pupils' ability to plan and redraft their writing is developing. Older pupils are beginning to write for a range of different purposes and many paragraph their work correctly. Spelling is reasonably accurate, but their use of basic punctuation is not consistent. Presentation and handwriting vary too much in quality.

In their work across the curriculum, pupils occasionally write well independently and at length when, for instance, they write about being evacuees in the second world war. However, pupils' numeracy skills are not well developed, especially in science.

Pupils enter the nursery class with skill levels around the average for the local authority. In key stage 1, the proportion of pupils who have achieved level 2 (the expected level for pupils of seven years of age) in English has improved over recent years, but results in mathematics and science have declined when compared to those of other schools in the same free school meals band. When compared with the performance of other schools in the same family, level 2 results in English have been below the family average for the last four years, except for 2010. Performance in mathematics and science has been below family averages since 2009.

In key stage 2, results at level 4 (the expected levels for pupils of eleven years of age) in English, mathematics and science have been in the bottom 25% of those for

schools in the same free school meals band in three of the last four years. However, in 2011, results, particularly in English, showed some improvement. Despite this, when level 4 results are compared to those of other schools in the same family, performance has been consistently below the family average in all three subjects for the last four years. Girls' results in key stage 2 are consistently better than the results of boys.

The results of more able and talented pupils in both key stages have been well below family averages in all three subjects since 2008.

Pupils' confidence in using Welsh varies considerably across the school. In the Foundation Phase, most pupils respond appropriately to a range of simple instructions. Younger pupils in key stage 2 can hold a simple conversation in Welsh, but older pupils do not consistently build on previous learning.

Wellbeing: Adequate

Throughout the school, behaviour is generally good and most pupils are polite and courteous. Nearly all pupils say that they feel safe in school. Pupils confirm that staff treat any concerns seriously and act quickly and fairly to resolve any problems. Pupils enjoy a range of appropriate physical exercise, but they do not always eat healthy snacks at break times.

Older pupils enjoy participating in the school choir and community sporting events. School council members are proud of their role and feel valued. However, the council has yet to make decisions that impact significantly upon school life.

Attendance over the past three years has remained at around 93.1%. This is slightly below average when compared to levels in similar schools but around the all-Wales average.

Most pupils enjoy their learning. They participate well in class and most engage well in tasks. Most older pupils have well-developed independent learning skills.

Key Question 2: How good is provision?

Adequate

Learning experiences: Unsatisfactory

The school has comprehensive and detailed documents to help teachers to plan interesting learning experiences for all pupils. These documents are of good quality in the Foundation Phase. However, planning in key stage 2 does not meet the requirements of the skills-based curriculum and the planning for reading, writing and numeracy across the curriculum is weak overall. This has a negative impact on the standards that pupils achieve across the curriculum. Planning to meet the needs of less and more able pupils in class lessons is also unsatisfactory. However, provision for information and communication technology is good. The school's work on education for sustainable development and global citizenship is at an early stage of development.

Although the school has a positive attitude towards Welsh language development, staff do not develop pupils' knowledge of Welsh systematically enough. Pupils have good opportunities to develop their knowledge and understanding of the heritage and culture of Wales.

A suitable range of extra-curricular activities and educational visits help to support pupils' learning.

The school does not always allocate enough teaching time to lessons as recommended by the Welsh Government. It also fails to register pupils' unauthorised absence accurately.

Teaching: Adequate

The overall quality of teaching is adequate. Teachers have good relationships with pupils and many create a calm working atmosphere in lessons. Teaching is good in the nursery and reception classes and in some specialist taught lessons in key stage 2, such as English and music. These lessons are interesting and well structured, with a good range of teaching strategies to ensure that pupils are motivated and engaged in their learning. Teaching assistants are well deployed to support pupils' learning. In lessons where teaching is less effective, there is a lack of pace and work does not meet the needs of less and more able pupils. Teaching assistants are not always clear about what they need to achieve with pupils.

Teachers mark pupils' work conscientiously, but comments do not always ensure that pupils know what they have done well and what they need to do to improve. The school carefully tracks the progress of individual pupils. However, when teachers assess work in mathematics and science, they do not sufficiently take into account pupils' underdeveloped problem solving and investigative skills. Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Unsatisfactory

The school promotes healthy lifestyles well through a range of physical activities. However, arrangements to encourage healthy eating are limited. There are effective procedures in place to deal with any incidents of bullying. Arrangements to develop pupils' moral, social and cultural development are good but pupils' spiritual development is less well promoted. The school does not always comply with statutory requirements for daily collective worship.

There are good procedures in place to identify and support children with additional learning needs. The school has good systems to identify quickly pupils who are experiencing difficulty. There is a wide range of good support from outside specialist services, such as the educational psychology service, to identify and meet pupils' needs. Both parents and pupils comment and contribute to individual education plans. Most pupils with special educational needs are making good progress against their individual targets, in additional support sessions.

The school does not have an appropriate policy for safeguarding. Procedures for dealing with safeguarding issues are not fully developed.

Learning environment: Good

The school is an inclusive community where every child receives equal access to the curriculum. There is a clear emphasis on acknowledging, respecting and celebrating diversity.

The building and grounds provide a pleasant learning environment. Resources in classrooms are good and support teaching and learning well in all areas of the curriculum. The school has recently invested in new reading resources and these are having a positive impact on pupils' attitudes to reading, especially those pupils following reading support programmes.

The outside area for younger pupils in the Foundation Phase provides very good learning experiences. However, there is a lack of outside resources to engage key stage 2 pupils at break and lunchtimes.

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

Shortcomings in leadership and poorly defined roles and responsibilities mean that leaders and managers do not challenge underperformance rigorously.

Leaders and managers do not delegate responsibilities effectively. Many staff have roles that are not well defined and do not reflect the school's current needs. This makes it difficult for staff to fulfil their roles successfully. The actions agreed at meetings are not always recorded, and as a result they are not always followed through or monitored closely enough. Senior staff do not scrutinise the full range of available data on the school's performance and this prevents them from having a clear and full understanding of the school's strengths and weaknesses.

Performance management arrangements for most teaching staff are in place, but they do not fully meet statutory requirements or have a significant impact on standards. There are no systems in place to review and evaluate the work of teaching assistants.

Governors have a sound understanding of how well the school performs compared to other schools in Wales and within the local authority, but take little note of comparisons with the family of schools. They do not receive all the information they need to be able to compare how well the school performs in relation to similar schools. This limits governors' ability to challenge the school on the standards it achieves.

The school is making appropriate progress in introducing the Foundation Phase, but there is a very limited awareness of the School Effectiveness Framework and its implications.

Improving quality: Unsatisfactory

The school has appropriate processes for evaluating teaching and learning. However, these lack rigour and consistency. Consequently, the school is limited in

its ability to evaluate outcomes effectively and judge how teaching and learning can best be improved. The school's self-evaluation report is over-generous and does not accurately identify areas in need of improvement, particularly with regard to standards.

Leaders and managers prioritise plans for improvement using a limited range of evidence. They link staff training and spending to identified priorities effectively. Plans have realistic timescales, but success criteria are not always measurable. The headteacher evaluates plans on an annual basis and makes use of the outcomes to inform future improvement targets. Most staff are aware of the school's current priorities.

Teachers generally work together well to share their expertise and knowledge. Staff work with other schools on specific issues of school improvement. These links have had a positive impact on improving standards of singing and standards of reading for pupils who follow reading support programmes.

The school has not effectively addressed many of the recommendations from the last inspection report.

Partnership working: Good

Good partnerships exist between the school and other schools, the local authority and parents. The 'Language and Play' scheme for nursery pupils and their parents has had a particularly positive impact on helping to support the development of pupils' early literacy skills.

The school has good partnerships with a range of external agencies that contribute effectively to the wellbeing of pupils, such as the local church. Links with Wrexham football club are developing through a local authority project to address the difference in attainment of boys and girls. However, it is too soon to judge the impact of this work.

There are suitable partnerships with the local comprehensive school as well as with other primary schools in the locality to support the effective transition of pupils. Strong links with pre-school provision help new pupils to settle quickly into school routines.

Resource management: Adequate

The school has sufficient qualified teachers and support staff. These are deployed well, but teachers do not always use support staff effectively in individual classes. Too many support staff are not always clear about the roles they have in planning and assessing pupils' work.

Senior leaders and the governing body manage the school's budget and resources well and keep spending under review appropriately. Teachers and support staff have a range of opportunities for training. This sometimes leads to improvements for pupils through, for instance, additional reading support programmes. However, weaknesses in the quality of leadership, the provision for pupils and the standards pupils achieve mean that, overall, the school provides only adequate value for money.

Appendix 1

Commentary on performance data

Pupils enter the nursery class with skill levels around the average for the local authority. Over the last four years, the school's performance at the end of key stage 1 has been very variable when compared to that of other schools in the same free school meals band. Performance at level 2 (the expected level for pupils of seven years of age) in English has improved and has been in the top 50% compared to the relative performance of other schools for the last two years. However, results in mathematics and science have declined. Results in mathematics have been in the bottom 50% of those for schools for the last three years, while results in science have varied between the bottom 25% and the lower 50% over the same period.

The school had a lower percentage of pupils receiving free school meals than the all-Wales average. Despite this, although results in English have been above the Welsh average for three of the last four years, results in mathematics and science have been below this average for two of the last four years. In comparison with the results of other schools in the same family, performance in English has been below the family average for the last four years, except for 2010. Performance in mathematics and science has been below family averages over the last three years.

In key stage 2, from 2008 to 2010, results at level 4 (the expected level for pupils of eleven years of age) in English, mathematics and science were consistently in the bottom 25% when compared to those of other schools in the same free school meals band. In 2011, results showed an improvement, particularly in English, where results climbed to the upper 50% of those for similar schools. Results in mathematics and science showed a smaller improvement and remained in the lower 50%.

When compared to all-Wales averages, results in English and mathematics have been below average since 2008, until the improvement in 2011. Results in science have been consistently below the all-Wales average over the same period. However, when level 4 results are compared to those of other schools in the same family, performance has been consistently below the family average in all three subjects for the last four years.

The results of more able and talented pupils in both key stages have been well below family averages in all three subjects since 2008.

Since 2008, there has been no significant difference in the performance of pupils entitled to free school meals and other pupils. There have been no significant differences in the performance of boys and girls in key stage 1. However, in key stage 2, girls outperformed boys in all three subjects over the same period.

Appendix 2

Stakeholder satisfaction report

Pupil questionnaire responses (101 pupils completed the questionnaire)

Nearly all pupils feel safe in school and think that teachers and other adults help them to learn and make progress. Most pupils say that the school deals well with any bullying and that they know whom to talk to if they are worried or upset. Most pupils think that they are doing well in school and that they know whom to ask if they find their work hard. Most also say that they have enough books, equipment and computers to do their work. Many say that homework is helpful. Most pupils say that the school teaches them to be healthy and that they have plenty of opportunities for regular exercise. These views are in line with the views of pupils in other primary schools.

Only around half of pupils say that other children behave well in class and at play and lunch times. This is a much lower proportion than in other primary schools.

Parent questionnaire (42 responses)

All parents say that they are satisfied with the school and that their child enjoys attending it. All parents think that their child received good support to settle into school life. All parents think that staff expect pupils to work hard and that they provide good support for particular individual needs. All say that children are safe in school and are encouraged to be healthy and exercise regularly. Parents all consider the school to be well run and they feel comfortable to approach the school with questions, suggestions and problems. All think that the school helps pupils to mature and to take on responsibility. Nearly all parents think that their child is making good progress and that the quality of teaching is good.

Most parents say that children behave well in school and that staff treat pupils fairly and with respect. Most think that homework is useful and that pupils are well prepared for secondary education. All of the above parental views are in line with those of parents in other primary schools.

The following responses compare much less favourably with the views of parents in other primary schools. A minority of parents say that the school does not provide a good range of activities, including trips and visits. A minority also say that they are not kept well informed about their child's progress and are unsure about how to make a complaint should the need arise.

Appendix 3

The inspection team

Rhona Edwards	Reporting Inspector
Rick Hawkley	Team Inspector
Justine Barlow	Lay Inspector
Peter Roach	Peer Inspector
Martin Mathais (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)

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' (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