



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

**Goytre Fawr Primary School,
Penperlleni,
Near Pontypool,
NP4 0AH**

Date of inspection: April, 2012

by

Dr David Gareth Evans

for

**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

Goytre Fawr Primary School is situated in the village of Penperlleni in the county of Monmouthshire. Pupils come from the local village and the nearby area, which contains predominantly middle and higher socio-economic groups. The community is very stable and mobility is low. The attainment of pupils on entry is generally average.

The school caters for pupils from four to eleven years of age, taught in seven single-age classes; and there are 179 pupils currently on roll. There is no nursery provision at the school, but many children attend local private nurseries before entering the reception class in the September following their fourth birthday. Over 98 per cent of pupils are of white ethnic origin; all pupils speak English at home and none uses Welsh as a first language. Around 10 per cent are entitled to free school meals, which is well below the national average. Approximately 16% are on the school's register of special educational needs, which is below the national average. One pupil has a statement. There are currently six full-time and three part-time teachers, in addition to the headteacher, who was appointed in 2009.

Since 2004, the school has been a pilot school for the new Foundation Phase. The school was last inspected in June 2006.

The individual school budget per pupil for Goytre Primary School in 2011-2012 means that the budget is £3,163 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £4,714 and the minimum is £2,721. Goytre Primary School is 25th out of the 32 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- most pupils make good progress in learning and achieve good standards in literacy skills across the curriculum;
- teachers provide valuable learning experiences that motivate pupils to learn;
- there is a warm and welcoming ethos that makes pupils feel secure and happy in school;
- the good support and guidance provided contribute significantly to pupils' wellbeing and have a positive impact on learning; and
- most pupils are enthusiastic and participate fully in lessons.

Prospects for improvement

The school's prospects for improvement are good because:

- the senior management team and other leaders identify strengths and areas for development in a systematic way;
- the clear vision of the head teacher is embraced by all staff and governors;
- the analysis of performance data from a range of different sources has a positive impact on improving standards; and
- governors provide effective support and robust challenge.

Recommendations

In order to improve, the school needs to:

R1. raise standards in Welsh second language and develop pupils' confidence in speaking Welsh in a range of contexts;

R2. provide additional opportunities to develop pupils' numeracy skills across the curriculum; and

R3. further develop assessment for learning strategies across the school.

What happens next?

The school will draw up an action plan that shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter with skills that are appropriate to their age and ability and their progress is generally good throughout the school.

Most pupils listen intently to instructions, teachers' presentations and their peers' contributions. Almost all communicate confidently with adults and other pupils in a variety of contexts. Most speak clearly and fluently, give reasons for answers, justify their decisions using extended sentences and recall previous learning well. In key stage 2 they show an understanding of how specific skills have been used in different contexts in previous lessons.

Most pupils throughout the school read competently for their age and stage of development. By the end of key stage 2 most use their reading skills well to access other areas of the curriculum.

Many pupils in the reception class show a continued progression in early writing skills. Most by the end of the Foundation Phase use punctuation accurately and within a suitable range of written contexts. By the end of key stage 2, they write with fluency and at length and the most able write to a good standard.

Most pupils develop good thinking and information and communication technology skills and have appropriate numeracy skills, but they do not apply the latter consistently across different subject areas

Most pupils make adequate progress in specific Welsh lessons. However, their use of the language in more informal situations and in other curricular areas is less well developed.

Nearly all pupils with special educational needs achieve well against prior attainment and personal targets and make appropriate progress relative to their ability. There has been a significant improvement in the attainment of pupils entitled to free school meals; all of them achieving their targets.

In 2011, in the Foundation Phase the percentage of seven-year-old pupils who achieved the expected outcome 5 was about average. Boys have performed better than girls in language and communication over the last two years. Attainment at the higher outcome 6 has been below average in language and communication over the last three years.

In 2011 in key stage 2 the percentage of 11-year-old pupils who attained the expected level 4 in English, mathematics and science in combination was lower than the family of schools and national averages. The school's performance was lower than that of the family in three of the last four years and has

generally been in the third or fourth quartile when compared with similar schools nationally.

Wellbeing: Good

Most pupils are highly motivated and engaged in their learning and demonstrate the interest, perseverance and the skills needed to improve. They work successfully, both independently and with others, to complete tasks to the best of their ability. In many classes, they reflect critically on their own and others' work effectively against specific criteria.

Nearly all pupils' behaviour is good in the classroom and around the school.

Nearly all pupils relate well to staff and visitors and show a consistently good level of respect, care and concern for each other. All understand very well how to keep healthy and safe. The school council and eco committee are active members of the school community and make a valuable contribution to the decisions which support the school vision.

Attendance is good; it compares favourably to other similar schools and is above the national average. Most pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

All pupils receive a wide-ranging and balanced curriculum, which meets requirements and which includes a variety of extra-curricular activities and visits that enrich learning.

Planning for the development of communication and thinking skills is good. The school provides pupils with good opportunities to write for different audiences and purposes and to produce extended pieces of work regularly. However, number skills are not consistently developed in subjects across the curriculum and the work is occasionally not appropriate for the age and ability of pupils. Provision to develop pupils' information and communication technology skills is good and integrated across the curriculum.

Pupils' individual needs are considered and targeted effectively. Phonics, literacy and numeracy programmes across the school are effective in helping to raise standards.

The school promotes awareness of sustainability and energy conservation successfully. Through the well-developed partnership with Kiraro School in Kenya, there are good opportunities for pupils to develop an understanding of their role as global citizens across the curriculum.

Provision for the Welsh dimension is good and all pupils gain a broad understanding of life in Wales and Welsh culture through a wide range of interesting and relevant activities. Planning for the Welsh language, however, is less well developed.

Teaching: Good

Overall, teaching is good. In many classes teachers plan stimulating and effective lessons that build on pupils' previous work. They have good subject knowledge and use a range of teaching methods effectively, which require pupils to work creatively and independently to achieve the tasks set for them. Many teachers have high expectations of their pupils. However, in a small number of lessons they do not set targets that present sufficient challenge for pupils.

In all classes teachers and other adults develop good relationships with pupils. They use a range of resources effectively, including interactive whiteboards, and manage pupils' behaviour well. They use a variety of questioning techniques and respond perceptively and appropriately to pupils. A number of teaching assistants provide valuable support.

The school has effective systems for tracking pupils' progress. The majority of teachers use their assessments to plan appropriately for the next stages in pupils' development. They use assessment for learning techniques so that pupils know what to do to improve their work. However, these processes are not embedded sufficiently across the school.

Teachers provide many opportunities for pupils to assess their own work. Marking is done well in a few classes, but this is not consistent across the school. Reports to parents meet requirements.

Care, support and guidance: Good

The school effectively promotes pupils' health and wellbeing. The many good opportunities provided ensure that pupils understand the importance of healthy lifestyles.

Members of staff consistently and effectively implement the school's agreed behaviour policy and, as a result, nearly all pupils feel safe in school.

Members of staff know pupils well. They seek the views of pupils through the school council, suggestion boxes and questionnaires and take pupils' views seriously.

Learning experiences, including assemblies, very effectively promote pupils' spiritual, moral and social development and there is a rich provision for their cultural development. Staff provide many opportunities for pupils to work and learn together and this promotes pupils' social skills well.

The school has appropriate procedures and policy for safeguarding.

The school makes very effective use of a wide range of outside agencies and

specialist services, including those provided by the local authority, to support pupils with specific needs.

There are good procedures and systems for identifying, supporting and monitoring pupils with additional learning needs. Teaching assistants provide effective intervention in classes with occasional withdrawal for additional support. Individual education plans are child-friendly and regularly evaluated and updated in consultation with parents. The school identifies more able and talented pupils and provision for them is developing well.

Learning environment: Good

Every pupil has equal access to all activities that the school has to offer and those with disabilities are catered for well. There is a good emphasis on promoting anti-bullying messages through lessons, assemblies and work with community groups. Through a variety of learning experiences there is good emphasis on celebrating, respecting and promoting diversity

The school buildings and outside areas are well maintained and sufficient for the number on roll. The classrooms are welcoming, bright and stimulating. Resources are of good quality and well matched to pupils' needs. Outdoor areas are extensive, well planned and resourced for a variety of activities.

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

The headteacher has successfully developed a strong vision for the future development of the school that everyone shares. The quality of teamwork is good and staff at all levels fulfil their leadership and management roles effectively.

Performance management arrangements are appropriate and they support school improvement and the implementation of school priorities well.

The governing body fulfils its statutory obligations conscientiously and has a good understanding of how the school is performing. Governors are involved in working with curricular leaders in evaluating strengths and weaknesses in subject areas and this helps them to challenge the school and make informed judgements when deciding on priorities. They collaborate with all members of staff in devising the school development plan and the self-evaluation report.

The school responds actively to national priorities. Raising literacy standards is a constant priority and the Foundation Phase has been embedded well. By working closely with the local authority and the advisory service the school pays due attention to local priorities.

Improving quality: Good

The school has good and thorough procedures for self-evaluation and planning for improvement. Senior managers have a very clear picture of the school's performance, its strengths and areas for improvement. A wide range of rigorous monitoring activities is used to inform the self-evaluation process, including accurate lesson observations and performance data, which are carefully analysed.

The views of all stakeholders are sought through the use of questionnaires and these are carefully considered. The self-evaluation report provides a comprehensive and accurate overview of the school and clearly identifies areas for improvement. It is used effectively to produce a detailed and clear school improvement plan.

The process of planning for improvement impacts positively on raising standards and improving the quality of provision. Recent initiatives to raise standards in literacy are having a significant impact on the progress and standards achieved by pupils.

The school is a well-established learning community and staff share best practice and recent educational initiatives. Effective professional learning partnerships with other schools, the wider community, the local authority, national agencies and various organisations are developing well to aid continuous improvement.

Partnership working: Good

Parents feel very welcomed and the school considers their views actively. This close partnership has a positive impact on pupils' enjoyment of learning. The school has good relations with the community. It makes regular use of the local residents, who are invited to the school to work with pupils and to extend their knowledge in a variety of subjects. In particular there is a close partnership between the school and the parish church, which promotes pupils' spiritual development well.

The school works extensively with other schools in the cluster to share good practice, plan jointly and moderate and standardise work. The school also has strong links with local nurseries and the local authority.

Resource management: Good

Managers work well to ensure that resources are used effectively; they deploy teachers and other staff appropriately. The school identifies priorities for staff training and these are normally well-matched to the school's plans for improvement.

Managers make wise spending decisions for the purchase of equipment and learning resources, following careful analysis of the school's priorities for improvement. The school makes very good use of the funds generated by the friends of the school.

In view of the progress made by most pupils by the end of key stage 2, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2011, in the Foundation Phase the percentage of seven-year-old pupils who achieved the expected outcome 5 was about average. Boys have performed better than girls in language and communication over the last two years. Performance at the higher outcome 6 has been below average in language and communication over the last three years.

By the age of 11, at the end of key stage 2, many pupils reach the expected level 4 in English, mathematics and science. However, results at this level do not always compare well with local and family benchmarks over the last four years. Attainment at the higher level 5 in English and science has been above the family averages in two of the last four years and lower in two years. However, this is not the case in mathematics, where performance at level 5 has been lower than the family average in three of the last four years. Girls have generally performed better than boys over the last three years. The school's performance in key stage 2 has generally been in the third or fourth quartile when compared to that of similar schools nationally.

Appendix 2

Stakeholder satisfaction report

Learner Questionnaire

Responses were received from all pupils in key stage two. Most expressed a high level of satisfaction with the school, but there are significant differences in relation to one or two of the responses. Nearly all pupils feel safe in the school and they consider that they are doing well and that teachers and other adults in the school help them to learn and make progress. Most pupils believe that the school teaches them how to keep healthy and that there are lots of opportunities for regular exercise. Many feel that homework helps them to understand and improve their work, but a few disagreed. Nearly all know who to talk to if they are worried or upset. A minority, however, do not believe that children behave well at playtime and lunchtime. Nearly half the pupils do not believe that other children behave well and enable them to get on with their work. A few do not believe that the school deals well with any bullying.

Parent Questionnaires

Questionnaires were completed by 65 parents. Most expressed a high level of satisfaction with the school and this is in line with national comparisons. All parents are satisfied with the school and confirm that their child is safe, likes the school and was helped to settle in well when he or she started attending. They all believe that their child is encouraged to be healthy. Most believe that their child is making good progress and that staff expect their child always to work hard and do his or her best. They all believe that the school is well run and that pupils behave well. They all feel comfortable about approaching the school with questions. All understand the school's procedures for dealing with complaints. Most agree that homework builds well on what their child learn in school, that they are kept well informed about their child's progress and that their child is well prepared for moving on to the next school. A few do not agree that their child receives appropriate additional support in relation to any particular individual needs.

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Eleri Wynn Honour	Team Inspector
Mr Ivor Petherick	Lay Inspector
Mrs Julie Wood	Peer Inspector
Mrs Nicola J. Sutherland	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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.