



*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**

**Pentip V.A. C.I.W. Primary School  
Pembrey Road  
Llanelli  
Carmarthenshire  
SA15 3BL**

**Date of inspection: March 2013**

**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

Pentip is a voluntary aided Church-in-Wales primary school, near the centre of Llanelli. Pupils aged from four to 11 years attend the school from Llanelli and the surrounding area. There are currently 182 pupils on roll. Pupils have a wide range of backgrounds varying from advantaged to disadvantaged. Around 12% of pupils are entitled to free school meals, which is well below the national average.

Many pupils speak English as their first language and very few speak Welsh at home. There are currently 14% of pupils with English as an additional language. The school has identified 22% of the pupils as having additional learning needs, which compares favourably with the national average. Very few pupils have statements of special educational needs.

The school was last inspected in April 2007. The headteacher was appointed in 2002.

The individual school budget per pupil for Pentip Voluntary-Aided Church-in-Wales Primary School in 2012-2013 is £3,132 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £25,997 and the minimum is £2,878. Pentip Voluntary-Aided Church-in-Wales School is 102nd out of the 108 schools in Carmarthenshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- most pupils make appropriate progress and show positive attitudes towards learning and are eager to succeed;
- across the school, pupils' listening skills are very good;
- most pupils communicate confidently and clearly when discussing their work and when talking informally in a variety of situations;
- all pupils show respect, courtesy and care for others; and
- all adults establish good working relationships with all pupils, which leads to a positive learning environment in classes.

However:

- pupils do not undertake enough extended writing for an increasing range of purposes;
- teachers do not match the range of learning experiences to needs of learners closely enough in all classes;
- the quality of teaching across the school varies too much; and
- staff do not always analyse the available data well enough to plan effectively for all pupils, particularly for the more able.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher, staff and governors have had a positive effect on improving the wellbeing of nearly all pupils and their positive attitudes towards learning;
- staff within the school share their expertise and knowledge sufficiently and work in a collaborative environment;
- the school has a warm and caring ethos; and
- the school has a good range of partnerships with the local community, the faith cluster of schools and the local comprehensive.

However:

- the most recent commitment to school improvement has yet to result in consistently better outcomes for pupils;
- leaders do not communicate high expectations sufficiently across the school;

- not enough attention is given in the monitoring process to evaluate pupils' skills development and the provision for developing their skills; and
- the school development plan does not clearly identify areas for development that will have the maximum impact on raising pupils' standards.

## **Recommendations**

- R1 Improve pupils' skills, particularly their writing across the curriculum.
- R2 Provide a curriculum that meets the needs of all learners.
- R3 Improve the quality and consistency of teaching.
- R4 Strengthen assessment procedures and ensure a consistent approach to assessment for learning to raise standards effectively.
- R5 Ensure that the school's self-evaluation process and the targets in the school development plan are directly related to raising pupils' standards.

### **What happens next?**

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.

## Main findings

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

Adequate

#### Standards: Adequate

Overall, most pupils make appropriate progress during their time in the school. They show positive attitudes towards learning and are eager to succeed. In the Foundation Phase, most pupils are developing confidently and achieve good standards. However, the progress and achievement of pupils in classes are inconsistent. In about half the classes pupils recall previous learning well and they apply their skills and knowledge appropriately to new situations. However, in the other classes, pupils of all abilities make only adequate progress because the expectations of what they can achieve are too low and planned activities do not stretch them enough. Most pupils do not work independently in their lessons and they depend excessively on teachers' direction. More able pupils do not reach their potential during lessons and in their work books. Across the school, pupils develop good speaking and listening skills. Most pupils in the Foundation Phase listen and respond enthusiastically to one another's ideas and to suggestions from an adult. In key stage 2, the majority of pupils have an increasingly mature vocabulary, which is developing well. However, across the key stage, pupils do not answer at length when responding to questions and expressing an opinion. Most pupils' reading skills develop well throughout the school. In the Foundation Phase, most pupils read accurately with appropriate expression. In key stage 2, most pupils read fluently, they discuss the contents of books effectively, express an opinion on them and talk about their favourite authors. Throughout the school, most pupils' writing skills develop appropriately. Many pupils in the Foundation Phase write independently with increasing accuracy. Sufficient progress is evident in key stage 2 in terms of the quality of work and there are few examples of extended writing for an increasing range of purposes. The presentation of most pupils' work often lacks organisation and handwriting is generally untidy. Pupils do not use their drafting and editing skills enough to improve the quality of their own work. There is an over reliance on work sheets, which hinders nearly all pupils in extending their writing across the curriculum.

Many pupils develop appropriate skills in numeracy and information and communication technology (ICT) but they do not always apply these effectively in a range of subjects.

Nearly all pupils respond confidently to incidental and instructional Welsh during lessons. Many pupils read well with clear pronunciation and their writing skills are progressing well. However, many pupils lack confidence in using their knowledge of Welsh independently, inside and outside the classroom.

At the end of Year 2 in 2012, the proportion of pupils attaining the Foundation Phase indicator (the expected outcome 5) across the three areas of learning was above the average for Wales and the family of similar schools. In all three areas of learning, pupils' performance at the higher outcome 6 has been inconsistent. In mathematical development and in personal and social development, the school performed well.

However, in language, literacy and communication the school's performance was below the averages for Wales and the family of schools. Overall, girls tend to perform better than boys, especially in gaining the higher outcome 6.

Over the last two years, the performance of pupils at the end of key stage 2 has improved. During this period, the percentage of pupils attaining the core subject indicator (the expected level 4 in English, mathematics and science combined) has been above the averages for Wales and the family of similar schools. The percentage of pupils attaining the higher level 5 in English has been above the averages for the family and Wales for the last four years. Girls consistently perform better than boys in English at the expected and higher levels, particularly in writing.

When compared with schools with a similar proportion of pupils eligible for free school meals, pupils' performance places it in the upper 50% of similar schools for English and in the lower 50% for mathematics and science.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and have positive attitudes towards keeping fit and having a healthy diet. Most pupils enjoy physical activities, and they take part in a variety of school clubs.

Standards of behaviour in all classes and around the school are consistently good. All pupils show respect for each other and for all adults. Very few pupils are involved in the process of planning and improving their own learning.

Through the school council and eco-committee, pupils voice their opinions on school matters with confidence. Most pupils develop a wide range of social and life skills and enjoy taking part in extra-curricular activities. All pupils show respect, courtesy and care for others. Older pupils show a willingness to help younger pupils and develop a strong sense of responsibility for the wellbeing of others and care for their fellow pupils.

Attendance levels are slightly above the averages for Wales and the family of similar schools. The school is in the lower 50% compared with schools with broadly similar proportions of pupils entitled to free school meals. Nearly all pupils are punctual and there are effective procedures in place to follow up pupil absences.

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

The school provides a suitable range of learning experiences and the updated schemes of work based on contemporary themes is impacting positively on all pupils. Most teachers have a consistent approach to planning. However, activities do not always match pupils' needs closely enough in all classes.

Enrichment activities are varied and many pupils enjoy taking part in a good range of clubs and out-of-school learning opportunities on offer. Teachers use visitors, class trips and residential visits effectively to further develop pupils' understanding of class

topics. The school's provision for developing pupils' literacy, numeracy and ICT skills across the curriculum is satisfactory. The school makes effective use of withdrawal groups for literacy and mathematics and these arrangements have a positive impact on the progress of the pupils involved.

All adults have a positive attitude towards teaching Welsh, and this is apparent in all classes. Planning for the development of pupils' Welsh language skills is good. Teachers promote the Welsh dimension successfully and provide numerous opportunities to develop pupils' knowledge about the history, culture and heritage of Wales.

The school actively promotes pupils' awareness and understanding of global citizenship and sustainable development. Most pupils have a developing understanding of the wider world and can talk confidently about issues such as fair trade and the importance of rainforests.

### **Teaching: Adequate**

All adults establish good working relationships with all pupils and this supports a positive learning environment in classes. In nearly half the classes, teachers use a wide range of methods and resources to stimulate pupils. Pupils are aware of the success criteria and lessons are planned appropriately for the needs of all pupils.

The quality of teaching across the school varies too much and does not always challenge the pupils to achieve to the best of their ability. In about half of the classes, and particularly in key stage 2, there is limited questioning of pupils by teachers and they do not provide enough opportunities for pupils to develop their skills appropriately. In these cases, teachers' planning does not take enough account of the range of abilities and needs in classes, the lessons move along too slowly and there is too much teacher direction.

Staff do not always analyse the available data well enough to plan effectively for all pupils, particularly for the more able pupils. A whole-school approach to tracking pupils' progress has recently been established. This, however, has had little time to impact on pupil outcomes. The use of assessment for learning strategies is limited throughout the school. Teachers provide too few opportunities for pupils to assess their own work and the work of their peers.

The quality of marking and feedback is inconsistent. Teachers' feedback to pupils does not always highlight what pupils have achieved and provide the next steps in their learning. Annual reports to parents or carers provide clear information about pupils' achievements and identify suitable targets for improvement.

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

The school promotes healthy living and pupils' wellbeing effectively. The strong Christian ethos provides numerous opportunities for pupils to understand their values. Learning experiences provide appropriate opportunities to promote pupils' moral, social, cultural and spiritual development. Most pupils are regularly encouraged to take part in various aspects of school life and to represent the school within the community.



The school makes 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.

Effective use is made of performance data and teacher assessments for identifying pupils with additional learning needs. The withdrawal groups for pupils are well organised and pupils receive good support and teaching in these sessions. This helps pupils to make good progress against their individual targets. Pupils' individual education plans are regularly evaluated and reviewed in consultation with pupils and parents. Learning support assistants provide effective intervention in classes and withdrawal sessions.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is a caring community which encourages inclusion and regularly celebrates diversity. This is strength of the school. All members of staff encourage pupils to respect one another and to develop tolerant attitudes. For example, when pupils join the school, they are welcomed and supported well. Pupils feel safe and secure and they benefit from high levels of individual care and support.

The school accommodation offers a range of suitable learning areas and facilities to support learning appropriately. The new ICT suite is having a positive impact on most pupils' learning. Pupils' work and displays enrich the school environment effectively. The well-maintained outdoor learning areas provide appropriate opportunities to enhance pupils' learning.

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

The headteacher's, staff's and governors' commitment to the welfare of the pupils, impacts positively on the pupils attitudes towards learning. All staff feel valued and generally work well together to bring about necessary improvements.

The involvement of subject leaders in the more recent commitment to school improvement is having a positive effect. The school has recently improved its use of performance data and leaders at all levels are becoming more accountable through a more purposeful use of this information. These actions, however, have yet to result in consistently better outcomes for pupils.

The school has a clear management structure and appropriate performance management arrangements. However, leaders do not communicate high expectations sufficiently across the school and priorities for school improvement are not always achieved fully to bring about improvements in practice.

The governing body fulfils its statutory obligations sufficiently. Governors receive suitable information about the performance of the school and analyse it appropriately.

As a result, they have a good understanding of how the school is performing. They often monitor curricular areas and challenge and support the school to make improvements.

The school gives adequate attention to local and national priorities. It has successfully established the Foundation Phase and there is good provision for the development of pupils' skills in Welsh.

### **Improving quality: Adequate**

The school's self-evaluation process identifies strengths and appropriate areas for improvement. First-hand evidence derives from analysis of school data, lesson observations, scrutiny of samples of pupils' work and seeking the views of all stake holders.

Monitoring by subject leaders of the quality of provision within classrooms is beginning to inform and improve the process of self-evaluation. However, not enough attention is given in the monitoring process to evaluate pupils' skills development and the provision for developing their skills.

The annual development plan has an appropriate number of priorities for improvement in the coming year. However, it does not focus sufficiently on areas for development that will have the maximum impact on raising pupils' standards.

Staff share their expertise and knowledge sufficiently and work in a collaborative environment. The school is working appropriately to expand its commitment to professional networks, especially with schools within the catchment area, its faith schools cluster, and with the local secondary school. Collaboration with a school within the family of schools has impacted positively on the learning experiences in the Foundation Phase.

Progress in meeting all recommendations from the previous inspection is adequate.

### **Partnership working: Good**

The school has a good range of partnerships with the local community, the cluster of schools to which it belongs, the receiving secondary school and the local authority.

The school has a successful partnership with parents who value the regular, informative newsletter and the 'open door' policy. The school offers parents a range of worthwhile opportunities to improve their language skills, and the integration of non-English speaking parents into school life is a strong feature of the provision. The parent teachers' association raises much-needed funds and liaises well with the school to spend this money for the benefit of the pupils.

The school has forged very close links with local child care nurseries. The sharing of information and joint visits gives the school staff a clear indication of the educational, social and health needs of new entrants and ensures there is appropriate support in place.

There are effective transition procedures for pupils to ensure continuity in learning and wellbeing to the local secondary school. The school participates in cluster events for pupils and training events for staff and there is joint standardisation and moderation of pupils' work at the end of key stage 2.

**Resource management: Adequate**

Overall, the school deploys its staff effectively. There are enough teachers and teaching assistants to cover all subjects and areas of learning. The school deploys its support staff efficiently and they make a valuable contribution to the work of the school. Arrangements for covering teachers' planning, preparation and assessment time are consistently good.

The headteacher and governing body manage the budget carefully. Spending decisions link closely to improvement priorities, for example, the redesigning of classrooms for the Foundation Phase.

In view of the standards achieved by most of the pupils, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

At the end of Year 2 in 2012, the proportion of pupils who achieved the expected level (Foundation Phase outcome 5 or above) in the combined skills of language, literacy and communication, mathematical development and personal and social development (the Foundation Phase outcome indicator) was above the average for the family of similar schools and all-Wales average. Most pupils achieved the expected outcome in language, literacy and communication and personal and social, wellbeing and cultural diversity and the school's performance was above the average for the family of schools and the all-Wales average. Pupils' performance in mathematical development was below the average for the family of schools and the all-Wales average.

Pupils' performance at the higher Foundation Phase outcome 6 in language, literacy and communication was below the average for the family of similar schools and the all-Wales average. In mathematical development, the pupils' performance was above the family and all-Wales averages while in personal and social development, wellbeing and cultural diversity it was above family average only. Girls performed significantly better than boys in all areas of learning at this level.

When benchmarked against schools with a similar proportion of pupils eligible for free school meals, pupils' performance at the end of the Foundation Phase in 2012 placed it in the higher 50% of similar schools for literacy, language and communication and in the lower 50% in mathematical development and personal and social, wellbeing and cultural diversity.

Trends in the performance of pupils at the end of key stage 2 have improved in recent years. The percentage of pupils attaining the core subject indicator (the expected level 4 in English, mathematics and science combined) has been below the all-Wales average and the family of similar schools average in two out of the last four years. However, this has improved significantly in the last two years to a level above the all-Wales and family averages. The percentage of pupils attaining the higher level 5 in English has been above the family and all Wales average for the last four years. In mathematics and science, attainment has fluctuated, but has been mainly above the average for the family of similar schools and all-Wales average in the last two years. Girls have consistently performed better than boys in English at both the expected level 4 and the higher level 5, particularly in writing.

When benchmarked against schools with a similar proportion of pupils eligible for free school meals, pupils' performance at the end of key stage 2 places it in the upper 50% for English and in the lower 50% of similar schools in mathematics and science.

There has been a significant improvement over the last four years in the performance of pupils entitled to free school meals. Contrary to the previous 3 out of the last four years attainment in 2012 was significantly higher than the achievements of the rest of the cohort.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Questionnaires were completed by 96 pupils in key stage 2. The responses for the majority of the questions compare favourably with the national averages for primary schools. However, nearly half of pupils say that behaviour hinders their ability to complete their work in class, which is significantly higher than the national average.

Nearly all pupils:

- feel safe in school;
- know what to do and whom to ask if they find work hard; and
- agree the teachers and other adults in the school help them to learn and make progress.

Most pupils say that:

- they know whom to talk to if they are worried or upset;
- the school teaches them how to keep healthy;
- there are lots of chances at school for them to get regular exercise;
- they are doing well at school; and
- they have enough books, equipment and computers to do my work.

Many pupils say that:

- the school deals with bullying well;
- homework helps them to understand and improve their work; and
- nearly all children behave well at playtime and lunch time.

#### Responses to parent questionnaires

There were 31 responses to the parent/carer questionnaire.

All parents/carers agree that:

- their child likes school;
- their child is expected to work hard and do his or her best;
- their child was helped to settle in well when starting school;
- staff treat all children fairly and with respect;
- their child is safe at school;
- the school helps their child to become more mature and take on responsibility; and
- staff expect their children to work hard and to do their best.

Nearly all parents agree that:

- they are satisfied with the school overall;
- their child makes good progress;
- teaching is good;
- pupils are well behaved;
- their child is encouraged to be healthy and take regular exercise;
- their child receives appropriate additional support in relation to any particular individual needs;
- they feel comfortable about approaching the school with questions, suggestions or problems; and
- they understand the school's procedures for dealing with complaints.

Most parents agree that:

- homework builds well on what their child learns at school;
- they are kept well informed about their child's progress;
- their child is well prepared for moving on to the next school; and
- the school is well run.

Many parents agree that:

- there is a good range of activities including trips or visits.

Parent/carer responses to all questions compare very favourably with the national average for primary schools inspected in Wales.

## Appendix 3

### The inspection team

Eleri Hurley	Reporting Inspector
Eleri Honour	Team Inspector
Thomas Petherick	Lay Inspector
Mark Wakeley	Peer Inspector
Anne Murawski	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.