



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Pentrechwyth Primary School
Bonynmaen Road
Pentrechwyth
SA1 7AP**

Date of inspection: February 2020

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Pentrechwyth Primary School

Pentrechwyth Primary School is in the eastern suburbs of Swansea. The school has 139 pupils between the ages of 3 and 11, including 24 in the nursery who attend on a part-time basis.

The average proportion of pupils eligible for free school meals over the last three years is around 40%, which is significantly above the national average of 18%. Many pupils are from a white British background; around 25% are non-white British and none speak Welsh at home. The school has identified around 25% of its pupils as having special educational needs, which is slightly above the national average of 21%.

The headteacher took up her post in October 2013 and the school was last inspected in October 2014.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The headteacher leads the school effectively and engages successfully with all staff to create a common ethos that places pupils' wellbeing at the centre of its work. She receives very good support from members of staff and governors. Staff work effectively as a team and have an effective working relationship with pupils. They provide them with a purposeful learning environment and effective lessons and activities. As a result, nearly all pupils enjoy coming to school, they feel valued and like to take part in the range of activities offered to them. They are proud of their school and their work, and most have positive attitudes to learning. The quality of the care, support and guidance provided by the staff has a positive effect on pupils' standards and wellbeing and nearly all, including those with special educational needs and those with English as an additional language make good progress and achieve well.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Improve the quality of pupils' handwriting and presentation of work across the school

R2 Provide suitable opportunities for pupils in key stage 2 to use spreadsheets and databases

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Nearly all pupils enter the school with language, numeracy and social skills that are significantly below those expected for their age. Most pupils including those with additional learning needs and with English as an additional language make good progress from their differing starting points and achieve expected standards as they move through the school.

Nearly all pupils across the school make good progress in their speaking and listening skills, using them effectively to talk about their work. By Year 2, pupils listen attentively during lessons, they engage in purposeful talk in shared activities and in independent play. For example, they talk about why they choose a range of ingredients for their 'Mince Pie' recipe in the mud kitchen. Nearly all pupils in key stage 2 contribute well in lessons, give extended answers to questions and make relevant points in classroom discussions.

Most pupils in the foundation phase enjoy reading and are keen to share books with adults and peers. By Year 2, most discuss their books sensibly, demonstrating a good understanding of the content; they identify their favourite stories and characters such as Mr Stink from the Roald Dahl book. By Year 6, most pupils read a wide range of texts with confidence, fluency and good expression. They apply their reading skills well across the curriculum and can locate information and use reference materials effectively, for example, when learning about the artist Holbein.

At the beginning of foundation phase, many pupils develop early writing skills by making marks and forming letters and words appropriately. By the end of the phase, most make good progress and use varied vocabulary, basic punctuation and creative language to write interesting pieces of text, for example when recording information about sharks and instructions for brushing your teeth. Nearly all pupils in key stage 2 write for a wide range of different purposes and show good awareness of different forms of writing. By Year 6, many choose interesting, evocative vocabulary and show an increasing range of punctuation in their work, including speech marks, commas and paragraphing. They write extended pieces of good quality text for a variety of purposes and audiences, such as a persuasive letter from Matilda to ask Miss Honey to adopt her. However, many pupils' handwriting and presentation of work across the school is often untidy.

As pupils move through the school, many make appropriate progress in developing their Welsh oral skills. Most respond to instructions and have a reasonable understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in developing their Welsh in less formal situations. In the foundation phase and in key stage 2, a majority of pupils' reading and writing skills are at an early stage of development.

In the foundation phase, most pupils make good progress in developing their numeracy skills. Younger pupils double numbers within 10 confidently in order to solve number codes as part of their topic on growing food. By the end of the foundation phase, most pupils develop a sound understanding of place value, and

complete simple additions and subtractions proficiently. They solve simple problems in their topic work, by sequencing different flavours of ice creams correctly and record their findings in a data base accurately. In key stage 2, most pupils have a good understanding of number strategies and use them successfully to solve problems. They measure angles correctly and calculate the area of a variety of shapes skilfully, for example when designing a snack bar. They apply their skills well to solve problems, such as in researching the casualty rates for different countries during World War 2 and in analysing their results competently to make comparisons.

In the foundation phase, most pupils are beginning to develop their information and communication technology (ICT) skills well. Younger pupils know how to select and move objects confidently on the computer screen and tablet to draw pictures of themselves. By the end of the foundation phase, most pupils develop their desk top publishing skills effectively to produce wanted posters as part of their topic on pirates. By the end of key stage 2 pupils develop their word-processing, and coding skills well. They design, save and retrieve their work confidently. For example, when writing letters as evacuees, appealing to be relocated from their city home. However, their understanding of how to apply and use databases and spreadsheets is less well developed.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy coming to school. The warmth and strength of the working relationships that exist between pupils and staff mean that they feel safe in school and know what to do if they are worried or anxious. They feel valued, which encourages them to take part in all school activities.

Nearly all pupils behave well in lessons and around the school. They are well mannered, always greeting people politely. They show respect for adults and for each other, listening carefully to what their friends and teachers say and responding to their ideas considerately. They show, care and concern for each other, particularly at break times.

Nearly all pupils are proud of their school and their work and most have positive attitudes to learning. They settle in lessons quickly and move between tasks sensibly and efficiently. Most concentrate well in class and persevere when they find the work challenging. Most pupils, as they move through the school, are increasingly involved in assessing their own work and that of others. They explain knowledgably how the process links to their success criteria and this helps them to understand what they need to do to improve their work. Pupils enjoy the topics they study and work sensibly in groups and pairs. They successfully suggest what they would like to learn and are very familiar with the process of recalling their previous learning, planning what they would like to learn and celebrating their learning.

A representative range of pupils have been elected to different groups, such as the school council, wellbeing warriors, digital leaders and 'Criw Cymraeg'. They take their responsibilities seriously and are very glad of the opportunities they receive to shape the school's work. Members of the school council, for example are proud of their involvement in collecting and donating food hampers to the homeless in the area and conducting learning walks focused on the quality of displays and school signs. The 'Criw Cymraeg' plan Welsh yard games and competitions successfully during break times and are beginning to encourage pupils to speak Welsh in informal situations.

Nearly all pupils have a good understanding of how to keep healthy and safe, including when using the internet. Older pupils speak confidently about the need to protect their identity online. Nearly all pupils understand the importance of eating and drinking healthily and keeping fit.

Pupils take pride in the opportunities they have to support various charities such as the local foodbank and Children in Need. This has a positive effect on their awareness of the needs of others in their community and in the wider world.

Pupils' rates of attendance have been consistently strong for the past four years and most understand the importance of attending school regularly.

Teaching and learning experiences: Good

Adults and pupils across the school have effective working relationships, which supports a purposeful learning environment well. Teachers prepare effective lessons and activities for pupils that encourage them to take an interest in their work. They explain new ideas carefully to them and extend pupils' learning effectively through practical experiences. They ask probing questions to broaden pupils' understanding and to encourage them to use their thinking skills. Teaching assistants make a positive contribution to the quality of pupils' learning.

Teachers and teaching assistants give pupils useful oral feedback and question them effectively to explore their understanding. This encourages them to reflect on their learning and evaluate their efforts regularly. As pupils move through the school, they have increasing opportunities to assess their own work and that of others. This enforces their understanding of success criteria and helps them to understand what they need to do to improve their work.

The principles of the foundation phase have been established firmly. Staff nurture pupils' independence and develop their communication, numeracy and ICT skills well. Regular access to the outdoor area ensures that all pupils benefit from stimulating activities indoors and outdoors. Effective focused tasks and enhanced learning activities include beneficial opportunities for pupils to investigate and take an active part in role-play, for example when baking a cake for pirates. In key stage 2, the curriculum is broad and balanced. Teachers plan creatively to build systematically on the skills that pupils develop in the foundation phase. They set out interesting and imaginative learning experiences for pupils, such as the topic about 'Natural Disasters', 'Chembakoli, a village in India' and 'What a load of rubbish!'. They give pupils purposeful opportunities to offer suggestions and ideas about what they would like to study at the beginning of each topic. This engages their interest and curiosity towards learning skilfully and strengthens their commitment to their work.

Teachers identify many worthwhile opportunities for pupils to use their literacy numeracy and ICT skills to support and to extend their work across the curriculum. They use a variety of numeracy and literacy intervention strategies effectively in order to target individuals and groups of pupils. However, in key stage 2, there are limited opportunities for pupils to use spreadsheets and databases.

Planning for the development of Welsh is beginning to be effective in developing pupils' oral, reading and writing skills. Designated Welsh lessons are successful in engaging their interest and in fostering positive attitudes to the language. The school promotes pupils' understanding of Welsh culture and traditions effectively, for example by celebrating the life of St David, studying the work of Welsh artists and paying visits to the Urdd residential camp in Llangrannog.

Care, support and guidance: Good

The school provides pupils with good quality of care, support and guidance, which has a very positive effect on their standards and wellbeing. All staff focus well on promoting high expectations and values, which encourages pupils to take responsibility for their actions maturely. As a result, the school is a happy, caring and inclusive community that has a strong level of respect, trust and co-operation between pupils, staff and parents.

The school ethos supports pupils effectively in developing their spiritual, social and moral understanding. Morning assemblies promote pupils' understanding of different religions and current affairs successfully. Through cross-curricular work and visits they receive interesting experiences to learn about their area and about Welsh history and culture. For example, they learn about popular Welsh folk tales such as Cantre'r Gwaelod.

There are valuable opportunities for pupils to express their opinions in their work and through various pupil groups. Leaders consider their views seriously, which nurtures their confidence and their sense of pride and responsibility for others.

There are effective procedures for tracking pupils' progress and staff update them regularly. Teachers make good use of assessment information to identify pupils' needs at an early stage. All pupils with special educational needs have a relevant individual education plan that identifies strengths and areas for improvement. Teachers consider these targets carefully when planning their lessons and any other relevant intervention programmes they may need. Staff monitor the progress of pupils who receive additional support carefully and adapt provision for them appropriately. As a result, nearly all pupils make good progress against their targets. The school works well with a range of specialist services, such as the educational psychology service, physiotherapists and counsellors to support pupils with a range of needs.

The school has a productive relationship with parents which helps them to support their children's learning effectively. They lead useful workshops to help parents understand how to support their child's learning. For example, with reading and how to be safe on line. Parents feel that the staff listen to their views and deal well with any issues that may have an effect on their child's learning and wellbeing in a timely manner.

The school organises a range of worthwhile events to support charities, such as collecting food hampers for the local food bank and taking part in the shoebox appeal. This promotes pupils' understanding of the needs of others successfully.

The school has appropriate arrangements for promoting healthy eating and drinking and offers a comprehensive selection of after-school activities. As a result, most pupils understand the importance of eating and drinking healthily and keeping fit. Many respond with enthusiasm to the range of opportunities they are given. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher leads the school successfully and engages well with all staff to create a whole school ethos that places pupils' wellbeing at the centre of its work. She has a clear vision for the future of the school, which is shared by the staff, governors and parents. The senior management team distribute their expertise well across their areas of responsibility and receive very good support from other members of staff. They work together effectively as a team, with all members of staff demonstrating a strong commitment to promoting continuous and sustainable improvements. This is particularly evident in the strong focus that exists on encouraging learners to attain good standards in literacy, numeracy, ICT and wellbeing.

The school's performance management system is sound and contributes well to the professional development of all staff. This process links effectively to the school's improvement priorities and is having a positive effect on improving outcomes for pupils. A good example is the way that staff have developed effective strategies to manage behaviour and to plan outdoor activities for key stage 2 pupils. There are valuable opportunities for all members of staff to share experiences and good practice with colleagues both within the school and with staff in other schools.

Governors are very supportive of the school and are well-informed about its performance. The majority of governors visit the school regularly and a few carry out a purposeful range of activities such as learning walks. As a result, they have a clear understanding of the school's strengths and areas for improvement. They use this information effectively to challenge the school about its performance.

The school's processes to evaluate its effectiveness are rigorous and make full use of a wide range of first-hand evidence. The systems to evaluate quality include listening to pupils and parents, undertaking lesson observations and learning walks, and making a thorough analysis of assessment data. As a result, staff and governors build a clear picture of the school's strengths and areas for development. They use this information accurately to identify a manageable number of relevant priorities in the school development plan, which they set against realistic timescales.

Leaders manage and monitor expenditure and funding prudently to ensure its best use to maintain and improve standards. They ensure that funding is appropriately matched to support priorities for improvement. They make very good use of the pupil development grant to meet the needs of pupils eligible for free school meals. Vulnerable pupils benefit from a wide range of effective support activities which impact positively on developing their wellbeing, literacy and numeracy skills.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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