



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

**A report on**

**High Street Primary School  
St Paul's Avenue  
Barry  
CF62 8HT**

**Date of inspection: October 2018**

**by**

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

## About High Street Primary School

High Street Primary School is situated in Barry, in the Vale of Glamorgan local authority.

Currently, there are 229 pupils on roll, aged from three to eleven years, including 19 nursery pupils who attend on a part-time basis. There are nine classes at the school, including a learning resource base for eight pupils in key stage 2 with social, emotional and behavioural difficulties.

About 32% of pupils are eligible for free school meals, which is above the national average of 18%. The school identifies around 21% of pupils as having additional educational learning needs. This is the same as the national average. A few pupils have a statement of special educational needs.

Most pupils are from a white British background. Very few pupils speak Welsh at home.

The headteacher was seconded to the school in September 2016 and became the substantive headteacher in February 2017. The school's last inspection was in February 2012.

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

Pupils' wellbeing is at the heart of the school. Most pupils behave well in lessons and at break times. Most are polite, caring and tolerant of others and they demonstrate high levels of respect towards everyone in school. As they move through the school, many pupils make good progress in developing their literacy, numeracy and information and communication technology (ICT) skills. Teachers have good subject knowledge and provide a range of stimulating learning experiences that engage pupils successfully. The quality of care, support and guidance for pupils is good. Staff in the school's special needs resource base assess and meet the needs of pupils effectively.

The headteacher provides strong leadership and has a clear vision for improvement. The deputy headteacher, senior leaders, other members of staff and the governing body support her well. The school manages its resources efficiently.

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

## **Recommendations**

- R1 Raise standards in Welsh second language
- R2 Provide more challenge for pupils, especially the more able
- R3 Ensure that school improvement work focuses sharply on improving pupils' outcomes
- R4 Improve pupils' attendance.

## **What happens next**

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

## Main findings

### Standards: Good

Many pupils enter the school with skills that are below those expected for their age. During their time in school, many pupils, including those with additional learning needs and those in the resource base, make good progress from their starting points. However, more able pupils do not always make the progress of which they are capable.

When they start school, pupils often lack confidence in expressing themselves. As they move through the foundation phase, many pupils make good progress in their speaking and listening skills. They speak confidently and enjoy discussing their work with others. Many develop their early reading skills well. They read with understanding and talk enthusiastically about the authors and stories they have read. Many pupils write independently and make sensible efforts to spell unfamiliar words. For example, they write authentic pieces about their visit to Folly Farm and the local area. However, more able pupils do not consistently produce written work which extends their abilities.

Many pupils in key stage 2 listen attentively to their teachers and to each other during lessons and group discussions. Many older pupils speak confidently and with appropriate expression to a range of audiences. They become confident readers and older pupils locate information swiftly in books and display a secure understanding of different texts. As they move through the school, many pupils produce writing of good quality. They write for a range of purposes linked to their topics. For example, they produce stimulating pieces on the advantages and disadvantages of tourism, renewable energy and ancient Greek Olympics. By Year 6, many pupils choose their words carefully when writing and include effective similes and metaphors to add colour to their writing. Most pupils write legibly and present their work neatly. Many pupils apply their literacy skills successfully across the curriculum. However, more able pupils do not always write extensively enough.

In the foundation phase, many pupils use simple Welsh words and phrases appropriately. Throughout the school, many pupils have positive attitudes towards the Welsh language, but they do not develop their Welsh skills well enough. They do not have a secure knowledge and understanding of familiar language patterns and, as a result, few pupils use Welsh confidently when speaking. In general, many pupils throughout the school lack the confidence to engage in Welsh conversations outside of designated Welsh lessons.

In the foundation phase, most pupils make good progress in mathematics. By Year 2, many pupils work confidently with numbers up to 100 and have a sound grasp of shapes and measures. Most acquire the skills needed to solve problems and demonstrate resilience and perseverance in completing tasks. By the end of key stage 2, many pupils have secure numeracy skills and they use these well to support their learning in a wide range of subjects. Many respond well to activities which are designed to develop their thinking skills, for example, when they systematically list combinations of ice cream flavours. Older pupils use appropriate mathematical language and display a good understanding of scale.

Throughout the school, most pupils apply a range of ICT skills effectively to support their work across the curriculum. Nearly all pupils in the reception class use quick response codes successfully to support their learning. For example, they use an electronic tablet to scan codes which reveal ants and ladybird body parts while on a minibeast hunt. By the end of the foundation phase, many pupils enter data successfully to create a bar chart which shows their favourite pets. Younger pupils in key stage 2 create, organise, amend and present recipes for making cawl effectively. By the end of key stage 2, many older pupils apply their ICT skills in a range of interesting contexts successfully. For example, they input, amend and retrieve information from a data base, showing the nutritional values of their favourite sandwiches.

### **Wellbeing and attitudes to learning: Good**

Most pupils behave well in school. They demonstrate care and consideration for others in classes and as they move around school. Most pupils are polite, caring and tolerant of the needs of others. They enjoy celebrating each other's successes and achievements, especially in the rewards assemblies. Most pupils in the resource base relate appropriately to others and are keen to participate in activities with other pupils.

Nearly all pupils feel safe in school. They know whom to talk to if they need help and are confident that adults will help them if they have a problem. Pupils are very proud of their school and older ones are eager to explain the recent improvements to the school environment, including the art work and the 'Friendship Forest'.

A notable feature of the school is the wide range of responsibilities that pupils undertake and the very positive impact these have on standards of behaviour, the quality of provision and pupils' wellbeing and learning. Pupils of all ages and abilities belong to the wide range of leadership groups. For example, older play leaders engage well with younger pupils in designing and leading activities at playtimes, members of the e-cadets help pupils to stay safe on line, while others work with the Parent Teacher Association to select and purchase new play equipment.

Most pupils understand how to make healthy lifestyle choices. For example, members of the school nutrition action group meet with the local authority catering team to redesign the school meal menus. Many pupils attend the voluntary 'daily mile' activity and explain enthusiastically the benefits of participating in this activity. Many pupils enjoy participating in the range of extra-curricular activities, such as yoga, mindfulness and multi-sports, which successfully promote pupils' wellbeing.

Most pupils are resilient learners. They undertake new challenges confidently and understand that they often learn from making mistakes. Most are ready to learn at the beginning of a lesson and demonstrate good levels of concentration and perseverance when completing tasks. Many pupils become independent learners and they collaborate effectively, for example, when they work in pairs to plan and cost a new garden patio. Pupils talk confidently about the 'brain, buddy, teacher' strategy which they use if they become stuck during a learning activity.

Most pupils understand the importance of attending school regularly. However, over a period of three years, the school's attendance percentage has placed the school in the lower 50% of similar schools.

### **Teaching and learning experiences: Good**

Throughout the school, there are strong and productive working relationships between staff and pupils. Most members of staff use effective strategies to manage pupils' behaviour and this helps pupils to settle to their tasks.

Teachers generally have good subject knowledge and provide stimulating learning experiences that capture pupils' interests and broaden their knowledge. They plan activities carefully that encourage pupils to work collaboratively. Generally, teachers prepare suitable learning activities to meet the needs of pupils in their classes. However, in a few lessons, the level of challenge does not always ensure that pupils reach their full potential, especially the more able. Support staff make a particularly strong contribution to pupils' learning. For example, they help to develop pupils' reading and writing skills and their wellbeing successfully.

In nearly all lessons, teachers make sure that pupils understand the purpose of the lesson and what they need to learn. Adults question pupils effectively to extend their learning and provide them with useful oral feedback during lessons. Teachers make good use of their own and pupils' observations to adapt future lessons and to monitor pupils' progress towards their targets. Pupils are developing their self-assessment and peer assessment techniques appropriately.

The school implements the foundation phase principles effectively. Teachers provide an appropriate range of teacher-led and child-led activities, which develop pupils' skills well. There are interesting activities in the outdoor area and staff make very good use of the space available, for example to develop useful creative and mud kitchen areas. The school provides a good range of interventions and support programmes that meet the needs of individual pupils well.

Staff plan successfully for the development of pupils' literacy, numeracy and ICT skills across the curriculum. They provide pupils with purposeful opportunities to apply these skills in other subjects. Teachers develop a range of engaging themes and topics, such as flight engineers and gods and gladiators, which provides pupils with a stimulating curriculum. Opportunities for pupils to make regular visits to local places of interest, such as Big Pit and Barry and Cardiff castles, support the school's curriculum successfully and enrich pupils' learning experiences effectively. Extra-curricular clubs supplement the curriculum successfully. For example, the well-attended yoga, coding, glee and multi-sports clubs enhance pupils' skills well. Throughout the school, teachers focus well on developing pupils' independent learning skills and improving their resilience.

The school promotes pupils' knowledge of the history and culture of Wales effectively. The school makes good use of local resources, such as museums and art galleries, to develop pupils' understanding of their Welsh heritage. The Criw Cymraeg helps to raise the profile of the Welsh language. For example, they encourage pupils to visit the small caravan at break times to read Welsh books.

However, opportunities for pupils to develop and apply their Welsh language skills are limited.

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

The school is a safe, happy and caring environment where staff encourage pupils to develop the personal values of respect, tolerance and fairness. The wellbeing of pupils is at the heart of the school's ethos and this ensures that the school is a sanctuary where pupils can thrive and learn. Teachers and support staff know pupils well and respond to their emotional and physical needs with understanding and sensitivity. The school buildings and environment are safe and secure. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

There are effective systems to track and monitor pupils' progress and wellbeing across the school. Teachers generally use information from their assessments well to set challenging targets for pupils to achieve. Regular meetings between teachers and the headteacher about pupils' progress have a positive impact on the way that teachers plan and adapt their activities to help individual pupils improve specific skills.

Arrangements to support pupils with additional learning needs in mainstream classes and in the resource base are effective. The school works well with a local special school and health professionals to provide good quality support and guidance for staff and pupils. Staff identify pupils with additional learning needs at an early stage and use beneficial intervention strategies to support their learning, for example through a nurture group. There are effective arrangements to share information about the progress of pupils with additional learning needs. The recent appointment of a full-time wellbeing teaching assistant strengthens the quality of support which the school is able to offer to its most vulnerable pupils.

There are appropriate arrangements for healthy eating and drinking. The school promotes the benefits of a healthy lifestyle effectively, for example through the introduction of healthy snacks at playtime. There are regular physical education lessons and many opportunities for pupils to participate in extra-curricular sporting activities. In addition, the daily mile run encourages pupils, staff and parents to participate in regular physical activity.

The school supports the development of pupils' spiritual and moral development well. Pupils have regular opportunities to pray and reflect on important messages during collective worship, for example on sustainability and the future of the planet. Leaders promote the development of pupils' social and cultural skills successfully through taught themes and organised events, such as visits to Amsterdam and to a residential centre in Pembrokeshire.

The school develops productive relationships with parents and provides valuable opportunities for them to learn how to support their children. For example, a Parent Voice group provides opportunities for staff and parents to share suggestions and exchange views. The use of the school's own 'app' provides an effective means of communication with parents so that they have up-to-date information about school activities.



There are many opportunities for pupils to take an active role in decision making and in the life of the school, for example, school council representatives participated in the recruitment process for senior leaders. In addition, the school actively champions the United Nations Convention on the Rights of the Child and ensures that pupils fully understand their rights.

### **Leadership and management: Good**

The headteacher provides effective strategic direction to the school's work to ensure that pupils make good progress in their learning and wellbeing. She shares her vision for a high quality education with staff, governors and parents successfully. She supports, challenges and motivates staff well to meet the school's high expectations.

The deputy headteacher and other members of the senior leadership team support the headteacher well. For example, the deputy head teacher provides valuable support to members of staff, which has resulted in improvements in teaching and pupils' learning experiences. Members of staff have a good understanding of their specific roles and carry out their responsibilities effectively. Regular staff meetings have a clear focus on the school's priorities for improvement. The school addresses nearly all national priorities well, such as improving pupils' literacy, numeracy and ICT skills.

The head teacher and deputy head teacher have created a rigorous culture of self-improvement and, as a result, the school has effective processes to evaluate its performance and plan for improvement. Senior leaders make good use of a wide range of information, such as lesson observations and work scrutiny, to identify key priorities for improvement. For example, a recent focus on strengthening pupils' mathematical reasoning skills has resulted in improved standards in this area. However, although governors and parents are increasingly involved in school improvement, the improvement process does not always focus sharply enough on pupils' outcomes.

The school has an enthusiastic and increasingly reflective team of teachers and support staff who work collaboratively and support each other very well. Leaders provide staff with a range of beneficial opportunities to develop their professional skills, which link well to performance management targets and school priorities. For example, additional training in the foundation phase has further developed teachers' skills successfully. This has resulted in the development of a stimulating outdoor area which enriches pupils' learning experiences.

Leaders make efficient use of the school's resources, for example, by upgrading ICT equipment in all classes. The indoor environment has been refurbished throughout and new furniture bought for all classes. This has created a calm, attractive and well organised learning environment. The school uses its pupil development grant well to support disadvantaged pupils, for example, to develop their literacy and numeracy skills through the delivery of well-focused intervention programmes. However, a few resources are outdated, such as the story and information books in upper key stage two.

The governing body is supportive of the school and carries out its statutory responsibilities appropriately. The headteacher's reports provide governors with key information on the work of the school. Governors use their expertise effectively to support different aspects of the school's work well. For example, they provide support for more able pupils in Year 6 to develop their numeracy skills. Governors are rapidly developing their role as critical friends. For example, they have recently ensured improvements to the resource base for pupils with additional learning needs.

## Copies of the report

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

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

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

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

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