

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Penygawsi Primary School  
Charist Road, Penygawsi, Llantrisant, Pontyclun,  
Rhondda Cynon Taff, CF72 8DU**

**School Number: 6742276**

**Date of Inspection: 30/06/08**

**by**

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Penygawsi Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Penygawsi Primary School took place between 30/06/08 and 02/07/07. An independent team of inspectors, led by Robert Alun Isaac undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Penygawsi Primary School serves the town of Llantrisant near Pontyclun. Most of the pupils come from the private housing estates of Penygawsi and Southgate. The school reports that most of the pupils come from relatively prosperous homes. In all five per cent are registered as being entitled to receive free school meals. In total there are 257 pupils on the school roll, including 34 of Nursery age. These numbers have risen over the last six years. The school is organised into nine classes, all but two of which comprise pupils from single age groups. All classes are 30 or below in number. In total there are 11 teachers, including the headteacher. They are helped by seven teaching assistants. There are 34 pupils, or 13 per cent, with special educational needs (SEN). This is below the national average. No pupils have formal statements of SEN. No pupils are withdrawn from the collective act of worship. There have been no exclusions from school in the last year.
2. The current headteacher has been in post since September 2007. English is the sole or predominant home language in virtually all of pupils' homes and none receive extra support in learning English. No pupils come from a Welsh speaking home. Very few speak a language other than English at home and this can be Urdu, Hindu, Materati, Gujerati or Cantonese. All these pupils are bilingual. The school was last inspected in May 2002.

### The school's priorities and targets

3. The school's mission statement is "Working together and valuing each other is the road to success." Central to its vision is excellence and high achievement for all. It has a clear set of aims, which are set out in its prospectus for 2007/2008. The school seeks to:
  - to help pupils acquire knowledge and skills relevant to adult life and employment in a fast changing world;
  - to help pupils use English and mathematics effectively;
  - to help pupils develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills;
  - to instil respect for other religions, moral values and tolerance of other races and ways of life;
  - to help pupils understand the world in which they live; and
  - to help pupils appreciate human achievements and aspirations.
4. The school has identified a range of objectives in its school development plan for 2007-2008. They include to revisit the priorities of the 2002 post-inspection action plan, to ensure that elements of that plan are included in the School Development Plan (SDP) for 2007/08 and to raise standards in science, geography, physical education and religious education.

## Summary

5. Penygawsi is a good and rapidly improving primary school where pupils achieve good standards and enjoy a positive sense of well-being, teaching has been greatly improved and leadership also has outstanding features. The school has made outstanding progress since the last inspection and gives good value for money.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 2

6. Initial assessments show that when children join the school in the Nursery, their attainments are often a little above average.
7. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five also make also good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Science	Grade 2	Grade 2
Art	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

8. The above table shows that, since the time of the last inspection, standards have risen in science at key stage 2 and geography and physical education at key stages 1 and 2. The last report also commented that although overall

standards were good, there was a wide disparity in the standards achieved in different classes. This is no longer the case and, although there remains work to be done, good standards are achieved much more consistently from class to class.

9. In the 43 lessons inspected, the grades awarded for overall standards achieved were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
26%	60%	14%	0%	0%

10. The above table shows that in 86 per cent of lessons standards are at least good with no important shortcomings. Standards of achievement in 26 per cent of pupils' work have outstanding features. These standards are above the national figures quoted in Her Majesty's Chief Inspector's (HMCI) latest report for 2006-7 of grade 2 or better in 80 per cent of lessons, and 10 per cent at grade 1. The percentages are also above the Welsh Assembly Government (WAG) 2010 target that the quality of learning should be grade 3 or better in 98% of lessons. Girls tend to achieve more highly than boys at both key stages.
11. In the 2008 key stage 1 English, mathematics and science teacher assessments, the proportion of pupils who attained at least Level 2 was above the local and national averages. From 2005 to 2007, the school's assessments have been in the lower quartiles when compared with similar schools. Its assessment results have risen however this year. In 2008 the key stage 1 assessments, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together were well above national averages. The results for 2008 were reflected in the standards seen and heard during the inspection, apart from standards in reading which had some shortcomings.
12. Standards in reading and writing by the end of key stage 1 are below where they should be for about half of the pupils in year 2.
13. In the 2008 key stage 2 teacher assessments, the proportion of pupils who attained at least Level 4 was above average in English, mathematics and science, when compared locally and nationally, apart from in number and algebra in mathematics. The proportion that attained the higher Level 5 was also above average. This was particularly the case in the study of materials and their properties and physical processes in science. The 2008 key stage 2 collective results for pupils, who attained at least Level 4 in all three core subjects together, were above national and local averages. As with key stage 1, the above results were reflected in the standards seen and heard during the inspection.
14. Pupils behave responsibly and show respect for others. This is an improvement on the standards of behaviour judged in the last inspection. They show outstanding motivation, are eager to learn and have very positive attitudes to learning. They make good use of lesson time and maintain both effort and concentration well. This contributes significantly to good standards of work.

15. Levels of attendance averaged almost 95 per cent over the last three terms and currently stands at 94.1 per cent. Four and a half percent of pupils have levels of attendance below 85 per cent. Most are punctual at the start of the day with few instances of lateness.

### **The quality of education and training**

#### **Grades for teaching**

16. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
33%	56%	11%	0%	0%

17. Teaching shows at least good features with no important shortcomings in 89 per cent of lessons observed, comparing well nationally where teaching is at least good in 79 per cent of lessons. Within this proportion, at Penygawsi, 33 per cent of teaching has outstanding features. These figures are significantly higher than the national picture as reported by HMCI in her annual report for 2006/2007 where the quality of teaching in primary schools was at least Grade 2 in 79 per cent of lessons with only 17 per cent having outstanding features. These percentages are a significant improvement on those of the previous inspection and are above the WAG 2010 target for teaching to be 80 per cent Grade 2 or better.
18. In the last inspection, teaching was judged as grade 1 in only one lesson observed and good or better in only 50 per cent of lessons seen. Moreover, teaching was judged then as unsatisfactory in 22 per cent of lessons in key stage 2 and provided six key issues for action. This shows that the quality of teaching has been improved dramatically in the last year. The good quality of teaching is a crucial factor in the progress pupils make and the good standards they achieve.
19. The outstanding features of teaching include:

<ul style="list-style-type: none"><li>• teachers' excellent working relationships with pupils; and</li><li>• teachers' very effective planning and preparation build on previous learning with a clear, well-organised structure to lessons.</li></ul>
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20. The overall quality of the monitoring and assessment of pupils' work, progress and achievement are good. This is a significant improvement since the last inspection when assessment provided three key issues for action. There has been a thorough evaluation of the school's assessment procedures following the appointment of the new headteacher.
21. Teachers use assessment to inform future learning and use innovative strategies with increasing effectiveness in most classes to help pupils

- understand how to learn effectively. However, they do not assess pupils' achievements in reading enough.
22. Verbal feedback to pupils during lessons is usually well focused. However, the concerns voiced by some parents were supported by inspection evidence in that the marking of pupils' work is inconsistent in a minority of classes. In most classes, teachers' marking is regular, detailed and helpful. In a few classes, however, pupils' work is either not marked for long periods of time or the marking does not provide enough guidance on how to improve. The school has rightly identified this as an area for further improvement.
  23. The broad, balanced and relevant curriculum has a good range of interesting experiences which enhance pupils' learning and answers the range of their needs. The school responds well to pupils' basic learning needs. It was awarded its third Quality Mark by the Basic Skills Agency in March 2008. Pupils report that they enjoy most lessons. Throughout the curriculum, teachers promote pupils' spiritual, moral, social and cultural education. The school has an ethos of respect and care. In particular, pupils have an outstanding interest in environmental issues, and care passionately about the school's environs.
  24. Staff use many opportunities to introduce drama and role-play into their lessons. Pupils get time to discuss issues and they value each others' opinions. Parents commented that homework is usually, but not always, well organised and inspection evidence proved this was sometimes the case.
  25. The work set is not consistently matched closely enough to pupils' needs or abilities. The school does not provide enough specialised activities or challenges for pupils who might be gifted or talented.
  26. The school fully complies with the Framework for Personal and Social Education (PSE). PSE is taught across the curriculum in addition to regular and imaginative circle time activities.
  27. Lessons are enriched by effective partnerships with other providers and interested organisations. The partnership the school has with parents is often excellent and parents' evenings, concerts and class-led assemblies are well attended. The school welcomes regular visits from a range of organisations which enrich pupils' learning experiences.
  28. Pupils have opportunities to participate in a variety of ways within the local community but have not as yet forged strong links with local business, industry and commerce.
  29. The overall quality of care, guidance and support is good. The school has effective systems in place to support its pupils. The school provides a happy, safe and caring environment for its pupils. Parents consider their children are happy at school and they are satisfied with the help, guidance and support given.

30. The school council is outstanding in the way it enables pupils' views to be heard. It provides pupils with a good opportunity to influence school improvement and experience democracy at firsthand.
31. The school promotes education for sustainable development outstandingly. Pupils' awareness of the need for sustainable development is promoted very well through recycling and energy conservation projects. Pupils belong to an effective eco-committee which meets regularly and is a positive agent for improvement.
32. The school has some opportunities for pupils to develop entrepreneurial skills and experience work-related education but these are limited. The school is assiduous in following national educational priorities. It also raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

### **Leadership and management**

33. The overall quality of leadership and management has good features, some of which are outstanding. Pupils reported to inspectors that the quality of leadership and management has improved in the recent past and since the last inspection when it was judged to be good. Inspection evidence confirmed this view as the case.
34. The outstanding features of leadership include:

- the well-organised and sharply-focused leadership of the headteacher;
  - the able support of the deputy headteacher;
  - the skilled leadership of provision for pupils with SEN;
  - the good quality of governance provided by the governing body;
  - the active support of LEA advisers; and
  - the active inclusion of pupils in leadership through the school council.
35. The school has a very clear sense of its own educational direction and high standards are promoted with great persistence. The school's leadership has high expectations of teachers and learners. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, teaching assistants, senior managers and governors. The leadership provided by the headteacher has outstanding features. He is successfully leading the school through a period of rapid change and improvement. The deputy headteacher provides excellent support to the headteacher in managing the school. They play an active and effective part in planning, supporting, monitoring and evaluating the work of colleagues. The school takes very good account of national priorities, local partnerships and cluster arrangements.
36. The overall quality of subject coordination is good with no important shortcomings. The good work of subject coordinators is reflected in the good standards pupils achieve.

37. The school's self-evaluation processes and planning for improvement are good with outstanding features. The school's self-evaluation and planning for improvement has been greatly improved since the last inspection. The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive, accurate and of high quality.
38. Since its last inspection and particularly in the last year, the quality of teaching is now often outstanding, the overall standards pupils achieve are consistently at least good, the quality of care and guidance is good and the quality of leadership and management has outstanding features. The progress since the last inspection and particularly in the last year has been outstanding.
39. The quality of staffing is good. There is a sufficient number of qualified and experienced staff that are well trained and deployed for the number of pupils on roll. The staff work together as an effective team with a high morale. Arrangements for planning, preparation and assessment are smooth and efficient.
40. The school secretary ensures that daily administration is smooth and efficient. The caretaker and cleaning staff keep everything in good order and ensure that the school is clean and tidy. Canteen staff and midday supervisors have a special relationship with pupils.
41. There are more strengths than shortcomings in the resources for learning. There has been a recent and substantial investment in ICT. Although more needs to be done, the ICT facilities are a great improvement upon the situation a year ago. Overall, the school has sufficient resources in most subjects. There are however, deficiencies in resources in some instances which impact on standards. The school's library has a limited range and number of books and it does little to help pupils develop an in-depth interest in reading.
42. The accommodation has more strengths than shortcomings. New toilets, taps, sinks, new floor tiling and carpets have recently been installed. The classrooms for children in Nursery and Reception are well set out and provide good opportunities for learning and play, indoors and out. Overall, though, the indoor accommodation is not spacious enough to provide a suitable setting for teaching and learning. The hall is cramped when the whole school attends an assembly or when year 6 pupils have physical education lessons. The classrooms for older pupils are too small for practical subjects such as science or art. The adult toilet facilities are in urgent need of improvement.
43. The outdoor accommodation around the school provides it with a beautiful and very spacious setting. It includes a very well-planned and well-laid sensory garden and a separate woodland area. Teachers and pupils often use many outdoor areas as an outdoor classroom for English, mathematics, science, art and drama.
44. Unfortunately, a very small minority of local residents either allow their dogs to foul the playing field or commit destructive acts on outdoor school furniture. The school council continues to petition the local council and the community

police service to prevent this happening and the introduction of CCTV equipment has helped to reduce it in recent months. However, inspection evidence showed that it remains an unresolved concern.

45. The school plans appropriately and makes use of financial and other resources in line with its educational priorities. The headteacher and governors regularly evaluate its use of resources and future requirements and tries to ensure that spending decisions benefit all pupils. The school appreciates the support it receives from the local education authority in this and other areas. Given the good standards achieved and the outstanding quality of teaching, leadership and management, the school gives good value for money.

## **Recommendations**

46. The governors, headteacher and staff now need to address and resolve the following recommendations:

- R1 Raise standards in reading and writing at the end of key stage 1;
- R2 Identify and provide specialist support for pupils who are more able or talented;
- R3 Ensure that the work set is always matched closely to the needs, abilities and prior attainments of individual pupils and that their work is marked regularly and helpfully;
- R4 Improve the resources and accommodation for English, information technology and physical education, as funds allow;
- R5 Continue efforts to increase pupils' awareness of the world of work; and
- R6 Address the health and safety issues raised with the governing body during the inspection.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

47. The findings of the inspection team match the judgment of grade 2 made by the school in its self-evaluation report. Standards have risen since the time of the last inspection.
48. Initial assessments show that when children join the school in the Nursery, their attainments are often a little above average. Many make good progress from year to year.
49. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five also make also good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.
50. **Grades for standards in subjects inspected**

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Science	Grade 2	Grade 2
Art	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

51. The above table shows that, since the time of the last inspection, standards have risen in science at key stage 2 and geography and physical education at key stages 1 and 2. The last report also commented that although overall standards were good, there was a wide disparity in the standards achieved in different classes. This is no longer the case and, although there remains work to be done, good standards are achieved much more consistently from class to class.
52. In the 43 lessons inspected, the grades awarded for overall standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	60%	14%	0%	0%

53. This shows that in 86 per cent of lessons standards are at least good with no important shortcomings. Standards of achievement in 26 per cent of pupils' work have outstanding features. These standards are above the national figures quoted in Her Majesty's Chief Inspector's (HMCI) latest report for 2006-7 of grade 2 or better in 80 per cent of lessons, and 10 per cent at grade 1. The percentages are also above the Welsh Assembly Government (WAG) 2010

primary target (Vision in Action) that the quality of learning should be grade 3 or better in 98 per cent of lessons. Girls tend to achieve more highly than boys at both key stages.

54. In the last inspection, only 3 per cent of standards were grade 1, and only 40 per cent of standards were seen as good. Moreover, standards were judged as unsatisfactory in 12 per cent of the work seen. This shows how much standards have been improved and it reflects the rise in the quality of teaching over the last year.
55. In the 2008 key stage 1 English, mathematics and science teacher assessments, the proportion of pupils who attained at least Level 2 was above the local and national averages. From 2005 to 2007, the school's assessments have been in the lower quartiles when compared with similar schools. Its assessment results have risen however this year. In 2008 the key stage 1 assessments, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together were well above national averages. The results for 2008 were reflected in the standards seen and heard during the inspection, apart from standards in reading which had some shortcomings.
56. In the 2008 key stage 2 teacher assessments, the proportion of pupils who attained at least Level 4 was above average in English, mathematics and science, when compared locally and nationally, apart from in number and algebra in mathematics. The proportion that attained the higher Level 5 was also above average. This was particularly the case in the study of materials and their properties and physical processes in science. The 2008 key stage 2 collective results for pupils, who attained at least Level 4 in all three core subjects together, were above national and local averages. As with key stage 1, the above results were reflected in the standards seen and heard during the inspection.
57. Pupils progress well in their personal, moral, social and wider development. In key stage 1 and 2, they make at least good progress in developing their personal and social skills.
58. Many pupils have a sense of ownership and responsibility for the school and their community. The school has a strong sense of family and its ethos encourages pupils to care for individuals and to appreciate other people's values.
59. Pupils' standards and progress in listening are excellent. Many older pupils speak well in discussion. Standards in reading and numeracy across the curriculum are at least good. Pupils achieve well in the use of incidental Welsh. Standards in the use of ICT are often good. Bilingualism is integrated well into the life of the school and pupils' bilingual competence in Welsh and English is good.
60. Pupils with SEN make good progress relative to their abilities. They develop early literacy skills, read simple words and form letters. They also begin to develop basic number skills effectively in a range of contexts. With support they use a computer to operate simple educational programmes.

61. Pupils behave responsibly and show respect for others. This is an improvement on the standards of behaviour judged in the last inspection. They show outstanding motivation, are eager to learn and have very positive attitudes to learning. They make good use of lesson time and maintain both effort and concentration well. This contributes significantly to good standards of work and good progress in learning.
62. Levels of attendance averaged almost 95 per cent over the last three terms and currently stands at 94.1 per cent. Four and a half percent of pupils have levels of attendance below 85 per cent. Most are punctual at the start of the day with few instances of lateness.
63. Pupils demonstrate a capacity to study independently, including the skills to maintain lifelong learning. They work well together and collaborate well.
64. Pupils develop a clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 1: Good with outstanding features

65. The inspection team's judgment is higher than that of the school in its self-evaluation report because observations found outstanding features in a significant proportion of lessons.
66. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	56%	11%	0%	0%

67. Teaching shows at least good features with no important shortcomings in 89 per cent of lessons observed, comparing well nationally where teaching is at least good in 79 per cent of lessons. Within this proportion, 33 per cent of teaching has outstanding features. These figures are significantly higher than the national picture as reported by HMCI in her annual report for 2006/2007 where the quality of teaching in primary schools was at least Grade 2 in 79 per cent of lessons with only 17 per cent having outstanding features. These percentages are a significant improvement on those of the previous inspection and are above the WAG 2010 target for teaching to be 80 per cent Grade 2 or better.
68. In the last inspection, teaching was judged as grade 1 in only one lesson observed and good or better in only 50 per cent of lessons seen. Moreover, teaching was judged then as unsatisfactory in 22 per cent of lessons in key stage 2 and provided six key issues for action. This shows that the quality of teaching has been improved dramatically in the last year.

69. The good quality of teaching is a crucial factor in the progress pupils make and the good standards they achieve.

70. The outstanding features of teaching include:

- teachers' excellent working relationships with their pupils; and
- teachers' very effective planning and preparation build on previous learning with a clear, well-organised structure to lessons.

71. The good features of teaching include:

- teachers have a good knowledge of the curriculum and their subject knowledge is good;
- teachers intervene in a timely way and use support staff efficiently;
- teachers use a range of teaching methods and resources which ensure the active engagement of all pupils by providing a challenging and stimulating environment;
- teachers' use of incidental Welsh and daily Welsh lessons provide pupils with good opportunities to develop bilingually;
- high expectations of pupils' efforts and good work are praised and consistent encouragement ensures their progress; and
- resources are equally accessible to all.

72. Apart from year 2, most classes have pupils of the same age but with a range of abilities. They have good opportunities to work independently and co-operatively.

73. The relationships between adults and pupils are open and honest. This creates a supportive, educative, purposeful and happy environment to enable all to realise their potential.

74. Teachers plan lessons very effectively sharing their aims and objectives with pupils at the outset and reviewing them at the end. They make very effective use of questioning in oral work to ensure that pupils understand concepts. As a result of effective lesson planning, pupils get every opportunity to move forward in their learning. Learners respond well to questions.

75. Staff use many opportunities to introduce drama and role-play to their lessons. Pupils get time to discuss and value each others' opinions. Homework is usually, but not always, well organised.

76. Teachers have good subject knowledge and a good understanding of curricular requirements. They set themselves high standards and help learners make good progress. They are well-qualified to lead and coordinate their subjects.

77. Teaching strategies are effective, purposeful and relevant. Many lessons are characterised by an appropriate pace, developmental questioning and time for reflection.
78. Teachers offer good challenge and support to learners. They ensure learners are fully involved in lessons and encourage independent learning. Support staff and volunteers are purposefully deployed.
79. Teaching promotes equality of opportunity successfully through an ethos of inclusion. Boys and girls work productively with each other in groups or with partners. All pupils are treated equally by all staff.
80. Teachers identify key skills in their planning and provide regular opportunities for pupils to practise basic skills in lessons. Pupils use ICT effectively to enhance their learning. Many lessons include good references to Welsh culture. In most classes teachers use incidental Welsh regularly in instructions and questioning. They promote pupils' bilingualism effectively.
81. The overall quality of the monitoring and assessment of pupils' work, progress and achievement are good. This is a significant improvement since the last inspection when assessment provided three key issues for action. There has been a thorough evaluation of the school's assessment procedures following the appointment of the new headteacher. Teachers usually have a clear understanding of the purpose of assessment and how it should inform teaching and learning. The school has a clear policy on assessment which is implemented consistently and linked closely to teachers' planning.
82. Baseline assessment data now offers a useful starting point against which to measure pupils' progress. Moderated data from statutory and standardised tests in the core subjects is collated and analysed in order to monitor progress and provide further support for groups and individuals. This is an improvement achieved since the last inspection when inconsistent use was made of assessment.
83. Moderated portfolios of pupils' work in English, mathematics, science and art provide a good record of achievement over time. This is increasingly the case with assessment of achievement in the other foundation subjects and religious education.
84. The school is developing systems to involve pupils more fully and effectively in self-assessment and in helping to set their own targets. As a result, more and more, pupils know what their achievements are, what they need to do to improve and how they can get there. Subject leaders of English, mathematics, science, art, geography and physical education have completed a range of monitoring tasks, listened to learners and fed back to staff. This is all good practice.
85. Teachers use assessment to inform future learning and use innovative strategies with increasing effectiveness in most classes to help pupils understand how to learn effectively. However, they do not assess pupils' achievements in reading enough.

86. Verbal feedback to pupils during lessons is usually well focused. However, the concerns voiced by some parents were supported by inspection evidence in that the marking of pupils' work is inconsistent in a minority of classes. In most classes, teachers' marking is regular, detailed and helpful. In a few classes, however, pupils' work is either not marked for long periods of time or the marking does not provide enough guidance on how to improve. The school has rightly identified this as an area for further development.
87. Annual reports to parents conform to statutory requirements and are of good quality. They give an honest and accurate picture of pupils' achievement and development. They focus clearly on areas for further development in the core areas. Parents have ample opportunities to discuss their children's progress with teachers and review their work. This was not the case in the past but has been improved this year.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

88. The findings of the inspection team match the judgment of grade 2 made by the school in its self-evaluation report. This quality has been maintained since the time of the last inspection.
89. The broad, balanced and relevant curriculum has a good range of interesting experiences which enhance pupils' learning and answers the range of their needs. The school responds well to pupils' basic learning needs. It was awarded its third Quality Mark by the Basic Skills Agency in March 2008. Pupils report that they enjoy most lessons. Throughout the curriculum, teachers promote pupils' spiritual, moral, social and cultural education well. The school has an ethos of respect and care. In particular, pupils have an outstanding interest in environmental issues, and care passionately about the school's environs.
90. All the National Curriculum subjects and religious education conform to statutory requirements. The school's management is proactive in its approach to the future new curriculum orders for primary pupils, and those for the Foundation Stage of learning so that all staff are well informed and prepared for the changes to come. Some policies and schemes of work are out-of-date.
91. The headteacher has introduced new initiatives into the curriculum, such as 'Think 2 Learn', which helps pupils to think carefully about how they learn. A new reading scheme has been introduced and this is beginning to have an impact on pupils' standards of reading. Pupils learn to read progressively. Welsh is taught everyday in brisk twenty-minute sessions and pupils say this helps them to remember Welsh better.
92. Teachers' planning is good but they tend to plan individually. This is about to change. From September staff aim to plan how to implement schemes of work

in pairs. Teachers integrate subjects as much as possible so that pupils' learning is consolidated and they transfer skills and knowledge from subject to subject.

93. The work set is not consistently matched closely enough to pupils' needs or abilities. The school does not provide enough specialised activities or challenges for pupils who might be gifted or talented.
94. The school fully complies with the Framework for Personal and Social Education (PSE). PSE is taught across the curriculum in addition to regular and imaginative circle time activities.
95. Lessons are enriched by effective partnerships with other providers and interested organisations. The partnership the school has with parents is often excellent and parents' evenings, concerts and class-led assemblies are well attended. The school welcomes regular visits from a range of organisations which enrich pupils' learning experiences. Good links exist with Y Pant Comprehensive School to where most pupils transfer at the end of key stage 2. The school also maintains links with UWIC and other colleges and offers support, guidance and encouragement to students on placement.
96. Y Cwricwlwm Cymreig is promoted very effectively in many areas of the school's work. The curriculum includes good references to various Welsh artists and composers. Pupils have benefited from visits by Welsh authors, poets and storytellers. They develop their bilingual skills very well in Welsh lessons and a number of teachers are fluent Welsh speakers and provide good role models who use Welsh frequently. Bilingual skills are promoted in all classrooms by the awarding of 'tocynnau' or credits for pupils' use of spoken Welsh. This is very effective in encouraging pupils to use phrases in Welsh. There is a good range of bilingual signs and posters in all areas of the school.
97. Welsh is used often in assemblies. The majority of pupils have good pronunciation when saying the Lord's Prayer from memory in Welsh or when singing Calon Lân without being prompted by a display of the words. An annual eisteddfod is held each year as part of the St. David's Day celebration which further enhances pupils' understanding of the traditions and cultures of Wales.
98. The wide range of extra curricular activities is outstanding. These include sport, music, and environmental, creative or problem solving activities. Every pupil has the opportunity to join these activities and most take advantage of them. These clubs are well run and attended. They help raise standards and improve pupils' personal development.
99. The year 6 residential visit to the Plas Pencelli outdoor adventure centre in the Brecon Beacons gives pupils the chance to experience outward bound activities and to gain more independence. They get opportunities to experience living with their friends and meet year 7 pupils from secondary schools. Additionally, many first-hand experiences are offered throughout the school, such as visits to Caerleon Roman Fort or to local places of faith. Younger pupils walk in the locality to develop their understanding of maps and to appreciate the beauty of

their surroundings. Pupils benefit from presentations by visitors such as BBC Wales weathermen and university professors to years 2 and 3 to discuss climate change.

100. The school is proactive in combating social disadvantage and stereotyping and successfully presents pupils with equality of opportunity across the full range of its provision.
101. The school promotes education for sustainable development outstandingly. Pupils' awareness of the need for sustainable development is promoted very well through recycling and energy conservation projects. Pupils belong to an effective eco-committee which meets regularly and is a positive agent for improvement.
102. The school has some opportunities for pupils to develop entrepreneurial skills but these are limited. The school is assiduous in following national priorities to promote lifelong learning. It also raises pupils' awareness of community regeneration, work-related education and the impact of social and economic changes in society.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 2: Good features and no important shortcomings</b>
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103. The inspection findings match the school's judgments in its self-evaluation report. This good care has been maintained since the last inspection.
104. The overall quality of care, guidance and support is good. The school has effective systems in place to support its pupils. The school provides a happy, safe and caring environment for its pupils. Parents consider their children are happy at school and they are satisfied with the help, guidance and support given. The warmth and mutual respect shared between staff and pupils is a strong feature and this enables pupils to make exceptional progress in their personal and social development.
105. Good induction procedures are in place for children joining the Nursery at the age of 3, or for moving class at the end of the academic year, and for transition to secondary school. Pupils who join the school during their primary career have a "buddy" assigned to them until they make their own friends and settle into daily routines.
106. Most parents are very supportive of the school. They feel confident in bringing any concerns they may have to its notice. Parental skills and expertise are well used. During the inspection a parent came to talk to year 3 pupils about climate change and transfixed the pupils with his explanations. Many parents have helped to maintain the sensory garden. Staff and parents enjoy good relationships.

107. The school is vigilant in checking pupils' attendance. Attendance registers are taken promptly at the beginning of each session. At present they are completed in paper format but in September this will be replaced by a computerised system. The school is vigorous in promoting good attendance and punctuality. Parents receive regular reminders in regular newsletters. The school enjoys an effective partnership with the educational welfare officer.
108. Any pupil whose behaviour is disruptive or who gives other causes for concern receives appropriate support. They have up-to-date individual education and behaviour plans which are implemented positively and they are treated with respect.
109. The good behaviour of pupils is a testimony to the outstanding relationships between adults and pupils. The behaviour policy includes an appropriate range of rewards and sanctions. Pupils know the rules and abide by them. They know they will be fairly treated by adults. They report that bullying is rare. They comment that 'we all get on well here and are close like a family.' Pupils claim that the headteacher has zero tolerance of bullying. There is a calm, respectful atmosphere throughout the school day.
110. Pupils are encouraged to bring a healthy snack to be eaten at playtimes. School councillors and those they represent know the reasons for keeping fit and healthy. They are preparing to open a healthy food snack shop in September 2008. Being fit and taking part in energetic exercise is promoted in physical education and games lessons. Many pupils take part in after-school sports clubs. The school promotes a healthy lifestyle as an important part of the education it offers. Some pupils still bring chocolate bars and crisps to school for a midmorning snack and some of their lunchboxes do not reflect a good understanding of a healthy meal.
111. The school council is outstanding in the following ways:

- in the way it enables pupils' views to be heard. It provides pupils with a good opportunity to influence school improvement and experience democracy at firsthand;
- in the way it was involved in the process to appoint a new headteacher in 2007. Councillors decided upon the list of qualities they most wanted their new headteacher to have and wrote questions for the governors to ask at interview;
- in the way pupils have a strong ownership of school improvement through this much-respected council. Their understanding of citizenship has been enhanced through the work of the school council;
- in the way the governing body has met with school councillors and listened to pupils' views about the use of the school grounds; and
- in the way the school council meets at times on its own without teachers being present. It has roles for pupils to fulfil as chairman, secretary, treasurer and past councillors who are co-opted. From time to time the headteacher is invited to come to council meetings. This independence is an unusually positive aspect of school life.

112. Child protection arrangements are good. They are well known to those who work in the school. Members of staff have received sufficient training. The headteacher is the designated member of staff to deal with child protection matters and is supported by a nominated governor. The school child protection policy complies with national guidelines. Staff have received relevant training. The school's policy provides good guidance for all staff, and staff at the school are aware of how to report concerns. The school works closely with other agencies to ensure that appropriate action is taken to ensure the well being of the pupils. As part of their PSE lessons pupils in Years 5 and 6 have guidance on personal protection and development.
113. The provision for pupils with SEN or with additional learning needs (ALN) is good. Effective early identification, assessment and monitoring procedures contribute significantly to raising pupils' achievements. Pupils have a range of learning difficulties and disabilities. All pupils on the SEN register are cared for well and given their own programmes for learning and targets for success. There is a temporary coordinator at present who has taken on the role with enthusiasm and commitment. The school has purchased a new, commercial programme to help pupils improve their reading. All staff have been trained and the programme is beginning to have an impact on standards of reading.
114. A comprehensive SEN register identifies pupils who are at the level of School Action or School Action Plus. Pupils who hold SEN statements benefit from an effective annual review system. Individual Educational Plans identify appropriate targets and they are monitored and reviewed regularly and contribute to pupils' progress.
115. Teachers and support staff work very well with pupils in a caring and supportive manner to ensure inclusion and full access to the curriculum. Throughout the school, pupils with SEN are well supported by experienced, effective school staff and from outside agencies such as the hearing impairment service and the educational psychology service. Links with parents and carers are good.
116. Penygawsi is an inclusive place in which to learn. Pupils, whatever their gender, social or ethnic background, have equal opportunities to learn, flourish and develop.
117. The school works hard to ensure that all pupils have equal access to school activities, whatever their ability, background or need. It also promotes gender and race equality, and appropriate policies and procedures are in place to address these issues. It also complies with the requirements of the Disability Discrimination Act 2001. The school ensures that pupils with diverse needs are welcomed and integrated into its life. There are currently no pupils with mobility difficulties but an accessibility plan is in place. The school's disability equality scheme is appropriate.
118. The school takes good account of equal opportunities. It makes every effort to promote equality of access and achievement. In particular it uses various strategies to tackle disadvantage, including a successful range of extra-curricular clubs and a Flying Start scheme to help promote parenting skills.

119. Policies and practices promote gender equality and curriculum initiatives are in place to encourage boys to achieve equally with girls. Staff and pupils recognise and respect diversity. A race equality policy is in place.
120. The school creates a positive climate for good behaviour and deals effectively with all incidents relating to bullying or other forms of harassment. Incidents are dealt with quickly and fairly and recorded and reviewed regularly.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 1: Good with outstanding features

121. The overall quality of leadership and management has good features, some of which are outstanding. The findings of the inspection team disagree with those of the school in its self-evaluation report because the school has been transformed dramatically in the last year. The quality of leadership and management is judged as higher than the standards pupils currently achieve because the improvement in school leadership has happened recently and now needs more time to become embedded in the school's life and have a greater impact upon standards.
122. Pupils reported to inspectors that the quality of leadership and management has improved in the recent past and since the last inspection when it was judged to be good. Much inspection evidence confirmed this view as accurate.
123. The outstanding features of leadership include:

- the well-organised and sharply-focused leadership of the headteacher;
- the able support of the deputy headteacher;
- the skilled leadership of provision for pupils with SEN;
- the good quality of governance provided by the governing body;
- the active support of LEA advisers; and
- the active inclusion of pupils in leadership through the school council.

124. The school has a very clear sense of its own educational direction and high standards are promoted with great persistence. The school's leadership has high expectations of teachers and learners. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, teaching assistants, senior managers and governors.
125. The leadership provided by the headteacher has outstanding features. He is successfully leading the school through a period of rapid change and improvement. The headteacher gives a clear sense of direction to the school's

work, is closely involved in its life at many levels, and shares with other teachers and pupils a commitment to improvement.

126. The deputy headteacher provides excellent support to the headteacher in managing the school. They play an active and effective part in planning, supporting, monitoring and evaluating the work of colleagues. Senior managers support student teachers well and induction procedures for staff new to the school are good. The school takes very good account of national priorities, local partnerships and cluster arrangements.
127. The overall quality of subject coordination is good with no important shortcomings. The good work of subject coordinators is reflected in the good standards pupils achieve. Subject coordinators have been closely involved in policy-making and have designed and implemented good schemes of work.
128. The organisation of a functioning and very effective school council helps pupils gain a good understanding of citizenship as well as leadership. It is supervised well and the school plans to nurture its healthy development. They grasp this opportunity willingly. They benefit from their involvement in the democratic process through the school council. This body meets regularly and has delegates from all year groups from year 3 up. However, it does not include any representatives from key stage 1.
129. The governing body is very committed to the school. Governors are well informed of the needs of the school through their own involvement and by regular meetings with both professional and support staff. Governors recognise and support the role of the school council. They are successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school development plan.
130. Governors make regular visits to the school and have formal links with subject coordinators and members of staff with other areas of responsibility. Some governors take a very close interest in their particular areas, such as for pupils with SEN or individual subjects. The governing body ensures that the school meets all regulatory and legal requirements.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 1: Good with outstanding features</b>
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131. The school's self-evaluation processes and planning for improvement are good with outstanding features. The findings of the inspection team differ from those of the school in its self-evaluation report in this key question as inspectors felt that the school's self-evaluation had outstanding features and upgraded the judgment accordingly. The school's self-evaluation and planning for improvement has been greatly improved since the last inspection.

132. The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive, accurate and of high quality.
133. This is a school which is committed to improving standards, and it has successfully developed very good, if recent, self-evaluation procedures. Although they need time to become embedded, they have been instrumental in the outstanding progress the school has made in the last year.
134. The findings of the inspection team were at least in line with all the judgments made by the school in its self-evaluation report. The school is better than it judges itself to be. The self-evaluation report is honest and thorough and all governors, staff and LEA advisers were involved in its development. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. Pupils often have opportunities to make their views known through their representative on the school council.
135. The headteacher carried out an extensive audit of teaching in October 2007. This was rigorous and honest and showed that teaching was unsatisfactory in over 20 per cent of lessons. This was the same picture as was the case in the inspection of 2002. Following the headteacher's audit, the LEA conducted a supportive review in January 2008 that showed teaching as still having too many shortcomings in over 20 per cent of lessons. A dramatic transformation has occurred given the improvement that has been shown by the time of this inspection, five months later. Teaching now has few shortcomings and many good or outstanding features.
136. The headteacher, the deputy headteacher and subject coordinators continue to regularly monitor and evaluate the quality of teaching and learning. Coordinators also take in pupils' work to assess the outcomes of teaching on a regular basis.
137. The quality of planning for improvement is good as shown by the school's recent improvement. The school assesses its strengths and its areas for improvement through a clear and well-composed school development plan (SDP) as well as in its self-evaluation report and subject action plans. These note the school's needs and responsibilities very well. Financial implications and timescales are stated clearly. They are very useful working documents with specific, measurable success criteria. The headteacher and governing body try their best to ensure that good resources are provided to achieve key targets but much remains to be done. Governors, teachers and teaching assistants are closely involved in planning for improvement and their views are carefully considered.
138. The headteacher and deputy headteacher monitor learning carefully and have an accurate picture of subject strengths and areas for improvement. The school has put in place a good system which ensures that pupils get good specialist teaching in important areas. Teachers get appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards further.

139. Since its last inspection and particularly in the last year, the quality of teaching is now often outstanding, the overall standards pupils achieve are consistently at least good, the quality of care and guidance is good and the quality of leadership and management has outstanding features. The progress since the last inspection and particularly in the last year has been outstanding.

### **Key Question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2: Good features and no important shortcomings</b>
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140. Inspection findings showed that there were more good features than the school found when it graded this key question as grade 3 in its self-evaluation report.
141. The quality of staffing is good. There is a sufficient number of qualified and experienced staff that are well trained and deployed for the number of pupils on roll. The staff work together as an effective team with a high morale. Arrangements for planning, preparation and assessment are smooth and efficient. The school has employed a higher level teaching assistant who has an education-based degree. She delivers interesting lessons to pupils in most year groups.
142. The school helps develop the expertise of both teachers and assistants in a highly inclusive way. Performance management and appraisal procedures are highly successful in promoting teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities. The school deploys staff well. The provision for continuing professional development has had an influence on the amount of incidental Welsh used by teachers. Teachers receive in-service training of good quality.
143. Teachers are good role models for pupils and show a commitment to the school's values and aims. Teaching assistants give good support in lessons and are well trained and motivated. They have clear specific duties and routines.
144. The school secretary ensures that daily administration is smooth and efficient. The caretaker and cleaning staff keep everything in good order and ensure that the school is clean and tidy. Canteen staff and midday supervisors have a special relationship with pupils. During busy lunchtimes, they ensure that pupils eat healthily, that they are safe and ready for the afternoon session.
145. There are more strengths than shortcomings in the resources for learning. There has been a recent and substantial investment to enhance the ICT facilities. All but three classrooms have interactive whiteboards and the computer suite is new. This room and other classrooms have access to the internet. Although more needs to be done, the ICT facilities are a great improvement upon the situation a year ago. This has enabled teachers to develop and use innovative teaching and learning techniques. Overall, the school has sufficient resources in most subjects for all age ranges. There are

however, deficiencies in resources in some instances which impact in standards. The school's library has a limited range and number of books and it does little to help pupils develop an in-depth interest in reading.

146. The accommodation has more strengths than shortcomings. New toilets, taps, sinks, new floor tiling and carpets have recently been installed. Pupils expressed much satisfaction with these improvements. The classrooms for children in the Nursery and Reception are well set out and provide good opportunities for learning and play, indoors and out. Overall, though, the indoor accommodation is not spacious enough to provide a suitable setting for teaching and learning. The hall is cramped when the whole school attends an assembly or when year 6 pupils have physical education lessons. The classrooms for older pupils are much too small for practical subjects such as science or art. The adult toilet facilities are in urgent need of improvement.
147. The corridor leading from the main entrance to the administration area and staffroom is narrow and dimly lit. The demountable building does not provide a comfortable setting with temperatures that are uncomfortably hot in summer and too cold in winter. More demountable accommodation is planned for next year as the school's numbers on roll are rapidly rising.
148. The outdoor accommodation around the school provides it with a beautiful and very spacious setting. It includes a very well-planned and well-laid sensory garden and a separate woodland area. Teachers and pupils often use many outdoor areas as an outdoor classroom for English, mathematics, science, art and drama.
149. Unfortunately, a very small minority of local residents either allow their dogs to foul the playing field or commit destructive acts on outdoor school furniture. The school council continues to petition the local council and the community police service to prevent this happening and the introduction of CCTV equipment has helped to reduce it in recent months. However, inspection evidence showed that it remains an unresolved concern.
150. Resources are used well to support teaching and learning and the priorities identified in the SDP. Pupils also benefit from the experience visitors bring to the school and from visits to other places. The outdoor environment is being developed further with good use being made of the extensive grounds as an outdoor classroom.
151. The school plans appropriately and makes use of financial and other resources in line with its educational priorities. The headteacher and governors regularly evaluate its use of resources and future requirements and tries to ensure that spending decisions benefit all pupils. The school appreciates the support it receives from the local education authority in this and other areas. Given the good standards achieved and the outstanding quality of teaching, leadership and management, the school gives good value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

#### **Key Stage 1: Grade 3 – Good features outweigh shortcomings**

#### **Key Stage 2: Grade 2 – Good features and no important shortcomings**

152. Standards have been maintained since the last inspection.

#### **Good features**

153. In the 2008 key stage 1 English teacher assessments, the proportion of pupils who attained at least Level 2 was above the local and national averages. From 2005 to 2007, the school's assessments have been in the lower quartiles when compared with similar schools. Its assessment results have risen however this year. The results for 2008 were reflected in the standards seen and heard during the inspection, apart from standards in reading which had some shortcomings.
154. In the 2008 key stage 2 teacher assessments, the proportion of pupils who attained at least Level 4 was above average in English, when compared locally and nationally. The proportion that attained the higher Level 5 was also above average. As with key stage 1, the above results were reflected in the standards seen and heard during the inspection.
155. The above results at key stage 1 and key stage 2 represent an improvement in standards since the last inspection and also when compared to the results from 2005 to 2007.
156. Key stage 1 pupils listen well to their teachers and each other. They respond well to instructions and speak clearly and confidently. Pupils use a good range of vocabulary and their sentence structure is good. They enjoy talking about their work eager to share their experiences with each other and the teachers. For example, after hearing the story 'The Owl Who Was Afraid of The Dark' pupils in class 4 (year 1/2) discussed other animals and what they might be afraid of. A great deal of humour developed with titles for their own story such as 'The Husky Who Was Afraid of the Sledge'.
157. Pupils make very good progress in their speaking and listening skills. By the time they reach the end of key stage 2, they clearly articulate their ideas, ask valid questions and express their opinions coherently in a mature manner. In group discussions, role play, hot seating and drama they communicate at length and with assurance. For example, in an outstanding outdoor English lesson, year 5 pupils had robust discussions on the value of Fantastic Mr. Fox or The Big Friendly Giant. They spoke self critically of how and when to use rhetoric and persuasive argument. They became completely engrossed in their speech making.
158. Pupils in key stage 1 develop appropriate reading strategies and enthusiastically respond to books. They talk about their reading and other books giving reasons for their choices. In their book reviews, year 1 pupils named

good and bad characters of their chosen book, how the story began and ended and how much they enjoyed it. They write 'I like this story because it was happy at the end.' Pupils use a range of strategies to help them read, including phonic, graphics and syntax. They are familiar with and know the difference between fiction and non fiction.

159. In key stage 2, pupils' progress in reading accelerates. They discuss books and compare authors in a mature way expressing their preferences and recalling parts that really interest them. They predict sensibly and use a wide range of techniques to tackle unfamiliar words. By the end of year 6, pupils have a clear understanding of the features of fiction and non-fiction books such as the glossary. Older pupils enjoy modern and classical texts and fully appreciate the drama and humour when reading play scripts. They read for research purposes and the most able retrieve the information they require from the internet or reference books.
160. Pupils, by the end of key stage 1, have a sound understanding of grammar, use basic punctuation correctly and sequence sentences accurately. Their spelling is developing well. On many occasions pupils use wall charts and dictionaries to help find and spell words correctly. Year 1 pupils have made an impressive class book entitled 'The Merthyr Mawr Mystery' based on Enid Middleton's work. She came to talk to pupils about being an author. This they achieved in their book, which is exciting, interesting and has a beginning, middle and ending. Year 2 pupils enjoy writing poetry and know the power of rhymes such as:

'The penguin slid on his belly  
Like a wibbly wobbly jelly.'

161. Pupils in key stage 2 enjoy English writing and report that it is one of their favourite lessons. They write for different purposes. Their writing includes stories of length and structure, discursive, argument, descriptions, letters which use persuasive language and poetry. Pupils report that if they try their hardest in English they will succeed.
162. Pupils throughout key stage 2 are encouraged to be independent in their learning. They use dictionaries and thesauri to help their spelling and extend their written vocabulary. They think carefully when planning to write a story.
163. Pupils are taught to join up their writing from an early age. Year 2 pupils form letters correctly and year 6 pupils have a clear, legible, individual style. Presentation is acceptable in all year groups.

### **Shortcomings**

164. More able readers in key stage 1 do not reach the expected levels because the books they read are too easy and teachers' records do not show clearly how well a pupil is reading or the required next steps.
165. Despite the natural ability of pupils in key stage 1 to write good stories, few pieces of work were found showing how they could sustain creative ideas.
166. The present library is inadequate and there are insufficient books for pupils to work from to develop their research skills.

**Science**

**Key Stage 1: Grade 2 – Good features and no important shortcomings**

**Key Stage 2: Grade 2 – Good features and no important shortcomings**

167. Standards have been maintained in key stage 1 and have risen in key stage 2 since the last inspection.

**Good features**

168. In the 2008 key stage 1 science teacher assessments, the proportion of pupils who attained at least Level 2 was above the local and national averages. From 2005 to 2007, the school's assessments have been in the lower quartiles when compared with similar schools. Its assessment results have risen however this year. The results for 2008 were reflected in the standards seen and heard during the inspection.

169. In the 2008 key stage 2 teacher assessments, the proportion of pupils who attained at least Level 4 was above average in science, when compared locally and nationally. The proportion that attained the higher Level 5 was also above average. This was particularly the case in the study of materials and their properties and physical processes. As with key stage 1, the above results were reflected in the standards seen and heard during the inspection.

170. The above results at key stage 1 and key stage 2 represent a great improvement in standards in science achieved locally and nationally since the last inspection and also when compared to the results from 2005 to 2007.

171. Pupils across the key stages demonstrate positive attitudes towards the subject and, at levels appropriate to their age and stage of development. They have generally a good science vocabulary.

172. Pupils' practical and experimental work is good overall. They give sensible suggestions for setting up investigations linked to the topic they are studying and show a secure understanding of the importance of establishing the correct sequence in recording the steps they have taken in their experiments.

173. Pupils' growing awareness of the importance of fair testing is evident as pupils mature. Most pupils record their finding appropriately in a range of formats including charts, graphs, diagrams, annotated illustrations and through using the interactive whiteboard.

174. In key stage 1, pupils know that animals need food and drink in order to live and that plants need light and water to grow. They study plants and animals in the wooded area of the school grounds and look for mini beasts and make graphs of their Mini Beast Hunt. They understand that eating the right foods helps human beings keep healthy.

175. Younger pupils in key stage 2 compare permeability of soil samples and are able to carry out experimental work purposefully and safely. Many pupils can present ideas in forms that can be investigated and predictions in forms that can be tested. Pupils are able to use microscopes to predict permeability. Pupils have a good knowledge of food chains and recognise the contributions made by various animals and plants.
176. Year 5 pupils have a very good understanding of the conditions necessary for good growth and recognise which changes are reversible and which are irreversible through their projects 'Investigating the Germination and Growth of Seedlings' and 'Mmm chocolate - Is melting chocolate a reversible change?'
177. Year 6 pupils collect and use data carefully and sensibly, they compare the information provided by their data and come to reasonable conclusions. They present relevant observations systematically and are able to recognise patterns and trends through tables, charts and line graphs. They are able to recall with accuracy previous work undertaken and are confident in their responses to questions asked. They understand the functions of conductors and resistance in electricity and describe how a periscope works.

### **Shortcomings**

178. There are no important shortcomings.

<b>Information technology</b>
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<b>Key stage 1: Grade 2 – Good features and no important shortcomings</b>
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<b>Key Stage 2: Grade 2 – Good features and no important shortcomings</b>
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179. Standards have been maintained since the last inspection.

### **Outstanding features**

180. Pupils regularly use digital cameras well to record their work.

### **Good features**

181. Standards have been maintained since the time of the last inspection and resources have been greatly improved in the last year.
182. Pupils learn to use computers to communicate and handle information in a range of subjects.
183. In key stage 1, pupils program a robotic toy to move backwards and forwards and make right-angled turns. They develop their understanding of mathematics as well as ICT through learning how to control this robotic toy.

184. Key stage 1 pupils develop a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray, the borders tool, the fill tool and the pen to create digital paintings of good quality.
185. Pupils with English as an additional language make good progress when they receive the help of support staff but they need more time with such staff.
186. Pupils in key stage 1 use a digital mouse, icons and the screen pointer competently. They draw themselves using electronic imaging software to replicate images in patterns to good effect. They have also developed skills in word-processing, creating and printing simple sentences.
187. Pupils with SEN make good progress with good support from classroom assistants. In key stage 1, they know that people communicate via the telephone or electronic mail as well as by writing. They are competent when highlighting blocks of text and change the colour, type and size of font carefully.
188. In key stage 2, pupils research the internet for information about social or educational conditions in the past. They access appropriate sites on the Internet and manipulate digital imagery skilfully.
189. Pupils find appropriate files on a hard disk and open and use them. They use computers well to support their research, for example, by using digital encyclopaedias on compact discs.
190. Pupils in key stage 2 improve their capability in information technology. In their word-processed writing, for example, they use a range of fonts and styles of text in poetry and letters. They use computers to combine text and images of good quality. They manipulate sounds and explore simulations dextrously.
191. Pupils in key stage 2 explain the meaning and purpose of different file commands such as edit and print. They use the CAPS LOCK key to type a capital letter or CTRL key combinations to type shortcuts. They suggest appropriate names for different fields in setting up a file to store information about themselves.
192. Year 6 pupils create a database which has field names. They find it easy to add fields or records to their databases and design the attributes of fields to receive either colour or text input. They input data in records to build up their databases.
193. Many pupils are adept at traversing the internet to use a variety of educational websites.

### **Shortcomings**

194. There are not enough computers to enable pupils to use them individually and they have to work in pairs and threes too much as a result.

**Geography**

**Key Stage 1: Grade 2 – Good features and no important shortcomings**

**Key Stage 2: Grade 2 – Good features and no important shortcomings**

195. Standards have risen in both key stages since the last inspection.

**Good features**

196. Pupils develop a good knowledge of their own environment and are aware that they are part of a wider world. They really enjoy learning about their locality and Wales. They are proud of their diverse country.

197. In key stage 1, pupils develop good geographical knowledge and skills and frequently go on field trips into the locality to bring learning to life. Pupils in Y1 accurately describe their journey to school and the problem that cars cause when going too fast. They design road signs informing motorists of the dangers and go on to make models of the road junction at the school entrance and nearby Llys Derwen. They make speed humps as a deterrent and add their own street signs.

198. Pupils' understanding of mapping begins early. They draw a plan and know how to interpret maps of the school. A visit from a BBC Wales weatherman has helped pupils to read weather symbols and understand weather charts. They write that the weather in Wales 'is sometimes sunny and sometimes rainy.' They record the weather daily and make graphs of their findings. Year 2 pupils become aware of the basic services in and around their locality.

199. Pupils in key stage 2 continue to develop their geographical knowledge with a wide range of field trips in the locality, Cardiff Bay and the coastline around Southerndown. Pupils speak confidently about land use, sea erosion and tourism. The majority are familiar with specialised geographical vocabulary.

200. Pupils name many different countries of the world and know the countries where they came from in the atlas. They use a range of artefacts, maps, photographs and the internet to compare and contrast their lives and their environment with those of the people of Chembakoli in the Kerala region of India. They work independently or in groups to write accounts using good geographical vocabulary.

201. Pupils are keen to look after the environment inside and outside the school. They have a mature approach as to how they can contribute to the community by looking after it. They report how upset they are at the damage vandals have done in the school's woodland area and the fact that local residents use their playing field after the gates have closed to take their dogs for a walk. No litter was seen during the inspection and pupils reported that this is always the case. This shows the care and the responsibility they feel towards their school environment.

202. Pupils are very environmentally aware and know of the negative effect that some climatic changes can have. Year 6 pupils had a public enquiry about the

plan to build a hotel and new car park overlooking Southerndown Bay. They thought deeply about the sustainability of the environment and the pressures of development. In heated debates, they respect each others' point of view and learn how important it is to be a responsible citizen.

### **Shortcomings**

203. There are no important shortcomings.

<b>Art</b>
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<b>Key Stage 1: Grade 2 – Good features and no important shortcomings</b>
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<b>Key Stage 2: Grade 1 – Good with outstanding features</b>
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### **Outstanding features**

204. Standards in art are outstanding in key stage 2. This is an improvement since the last inspection. Pupils' artistic outcomes show an excellent use of colour, line, pattern, texture, size and contrast.

205. Pupils have an excellent knowledge of Welsh artists. They regularly visit galleries to see original works. Year 6 pupils have studied the paintings of Elwyn Thomas and Year 5 pupils have studied the art of Quentin Blake. They enjoy using and applying some of their techniques in their own work with considerable success.

206. The entire school has recently participated in an art exhibition where standards in representational art were often high and parents were very supportive.

### **Good features**

207. Across the school, pupils work effectively with a wide range of media, tools and sizes to create, vivid, bold, innovative and imaginative artwork. They develop the skills needed early. They take risks and are experimental.

208. Pupils learn about other subjects through their artwork. In key stage 1, they learn more about mathematics when they study different patterns in their environment and the effects of different textures. The outcomes are not only colourful but also compelling to look at. Pupils talk knowledgably about Monet.

209. In key stage 2, pupils work well in two and three dimensions. They gain their inspiration from Welsh artists and those of the wider world. They investigate, experiment with and develop techniques of their own. They work in three dimensions to create sea-monster masks and then think about how they would feel when detailing facial wrinkles and expressions with string and paint.

210. Pupils use sketchbooks consistently and effectively to experiment with different techniques for drawing, shading, tone, pattern and effect. Their sketchbooks become a record of experiment in art and a map of achievement.

211. Pupils benefit from the visits of contemporary artists and these make a significant contribution to their creative development. Pupils realise how much preparation and refinement goes into art activities when a visiting artist speaks with them.

### **Shortcomings**

212. There are no important shortcomings.

<b>Physical education</b>
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<b>Key Stage 1: Grade 2 – Good features and no important shortcomings</b>
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<b>Key Stage 2: Grade 2 – Good features and no important shortcomings</b>
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213. Standards have risen since the last inspection when they were judged to be satisfactory.

### **Good features**

214. In both key stages, pupils are appropriately dressed for all physical education activities. They listen well. They follow instructions carefully and are conscious of the importance of safety. They follow the routines for handling apparatus carefully and sensibly.

215. In key stages 1 and 2, pupils have a sound knowledge of the effect of exercise on their bodies. Pupils understand the purpose of warm-up and cool down activities and perform them well. They correctly describe changes that occur to their bodies during physical activity.

216. Pupils respond very well to physical education lessons. They show good control of their body movements and make good use of space in the hall and in the outside environment.

217. Pupils are enthusiastic and responsive to a comprehensive and varied programme of activities in gymnastics and athletics through which they develop and refine specific skills well.

218. No lessons were observed in games, dance or swimming but the evidence from records and other sources indicate good progress in games and swimming. Dance has been identified by the school as an area which requires improvement.

219. Boys and girls have equal access to the physical education curriculum and there are no marked differences in their attainment. Those who are unable to take part in lessons, due to injury, are given appropriate tasks and roles.

220. Year 1 pupils develop their throwing techniques using bean bags to throw at a target with increasing accuracy. They work cooperatively with partners and evaluate an activity to improve the outcome.

221. Year 4 pupils working in pairs throw a ball over a distance and analyse their partner's techniques when gripping, holding, shifting or putting. They record each other's efforts on assessment sheets and evaluate each other's work with accuracy and enthusiasm.
222. Year 6 pupils demonstrate confidently in front of their peers. They provide sensible evaluations when observing the performance of others. This happens when they carry out floor exercises or use small apparatus in gymnastics or carry out cardiovascular training through circuit training to measure their fitness levels. They offer helpful suggestions for improvement.
223. Pupils who attend extra-curricular sports activities often achieve high standards in team competitions and as individuals. Older pupils make good use of an annual residential outdoor pursuits visit to the Brecon Beacons.

### **Shortcomings**

224. There are no important shortcomings.

### **School's response to the inspection**

We would like to thank the inspection team for their professionalism and courtesy during their visit to Penygawsi Primary School. The inspection was carried out with considerable rigour and attention to detail but also with the sensitivity needed to ensure that the pupils and staff were at ease and enabled all members of our school community to make a full contribution to the process.

The governors and staff are delighted with the findings of the inspection report and celebrate the fact that it confirms 'that the quality of teaching is now often outstanding' and that 'the pupils show outstanding motivation, are eager to learn and have very positive attitudes to learning.' It is particularly gratifying to see that pupils commented that 'bullying is rare' and that 'we all get on well here and are close like a family.' We are very proud of our school council and are thrilled that their valuable work and impact on school improvement has been judged as outstanding.

We are very pleased that the team recognised that the school's progress since its last inspection and particularly since September 2007 has been outstanding. The report confirms that the standards that pupils achieve are consistently good and this reflects the hard work of all the staff.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. Raising standards in reading and writing at key stage 1, supporting pupils who are more able and talented, matching work more closely to the needs, abilities and prior attainments of pupils are all aspects that we believe we can confidently address. The school council, staff and governors are already addressing the health and safety issues identified by the inspectors in the report. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Penygawsi Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Charist Road Penygawsi Llantrisant Pontyclun Rhondda Cynon Taff
Postcode	CF72 8DU
Telephone number	01443 237834

Headteacher	Mr Jonathan Davies
Date of appointment	1 September 2007
Chair of governors	Mr H. Rees
Registered inspector	Mr Robert Alun Isaac
Dates of inspection	30/06/08 to 02/07/08

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	34	33	32	30	38	29	30	31	257

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.78 : 1
Pupil: adult (fte) ratio in nursery classes	11.3 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27.9
Teacher (fte): class ratio	1.11: 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	90%	94%	95%
Autumn 2007	95%	95%	97%
Summer 2007	87%	88%	94%

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	Nil

### Appendix 3

National Curriculum Assessment KS1 Results 2008 compared with national averages for 2007			Number of pupils in Y2					30
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School	0	0	0	70	30	100
		National	0	4	12	64	20	84
En: reading	Teacher Assessment	School	0	0	0	53	47	100
		National	0	4	14	56	26	82
En: writing	Teacher Assessment	School	0	0	0	73	27	100
		National	0	5	14	69	12	81
En: speaking and listening	Teacher Assessment	School	0	0	0	73	27	100
		National	0	2	11	64	23	87
Mathematics	Teacher Assessment	School	0	0	0	57	43	100
		National	0	2	10	63	24	87
Science	Teacher Assessment	School	0	0	0	57	43	100
		National	0	2	9	65	24	89
Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment								
In the school	100%		In Wales			81%		

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

National Curriculum Assessment KS2 Results 2008 Compared with national averages for 2007			Number of pupils in Y6								31
Percentage of pupils at each level											
			N	D	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	2	0	0	0	0	13	48	39
		National	0	0	0	1	1	4	16	50	29
Mathematics	Teacher Assessment	School	0	2	0	0	0	0	19	35	45
		National	0	0	0	1	1	3	15	50	30
Science	Teacher Assessment	School	0	2	0	0	0	0	3	39	58
		National	0	0	1	0	0	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment	
In the school	81%
In Wales	74%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### **Evidence base of the inspection**

Five inspectors spent a total of thirteen inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- forty-three lessons or parts of lessons;
- all classes;
- three acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 45 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Rob Isaac	Registered inspector	Pre-inspection Commentary Context and Aims Key Question 1 Key Question 5 Key Question 6 Summary and Full Reports Editing Art Information Technology
Mr John Foley	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 7 (Accommodation)
Mr David Beaumont Morgan	Team Inspector	Key Question 2 Key Question 7 (Resources & Finances) Bilingualism Science PE
Mrs Gail Robertson	Team Inspector	Key Question 3 Key Question 4 Key Question 7 (Staffing) English Geography
Mrs Janet Morgan	Peer Assessor	Lesson observations
Mr Jonathan Davies	Nominee & Headteacher	Self-evaluation Report Contributing to all key questions School's Response to the report

### Acknowledgement

The inspectors wish to thank the headteacher, the governors, all the staff and the pupils for all the co-operation and courtesy they received during the inspection.

### Inspection Contractor

The contractor was:

Baker-Phillips Educational Communications Ltd  
Oaks Lea  
Higher Knolton  
Overton  
Wrexham  
LL13 0LF