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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on
Penyrenghlyn Community Primary School

**Baglan Street
Treherbert
Treorchy
Mid Glamorgan
CF42 5AW**

Date of inspection: November 2010

by

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



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Penyreglyn Community Primary School is located in the Penyreglyn district of Treherbert in the Rhondda Cynon Taff local authority (LA) area. The area is one of considerable economic deprivation and has been designated as a Communities First neighbourhood. The school is the most challenged in its family group of schools.

The school was opened in 2003 in a new purpose-built building as a result of amalgamation between Penyreglyn Infant and Junior Schools. In September 2005, Treherbert Infants School was also amalgamated with the school. Pupils from the nearby Ynyswen Infants enter the junior department of the school in Year 3.

There are 165 full time pupils on roll and a further 32 children attend the nursery. Almost all pupils come from homes where English is the predominant language. Approximately 38% of pupils are entitled to free schools meals, which is significantly higher than the all-Wales average of just under 20%. The school has identified just over a third of pupils with additional learning needs (ALN) but no pupil has a statement of special educational needs (SEN). Two pupils are currently looked-after by the local authority. Three pupils have been excluded from school in the last year.

The school has achieved a number of awards including the Eco School Silver Award, the Becta ICT Mark Accreditation, the ActiveMarc Cymru and the International School Award for developing Internationalism.

The current headteacher has been in post since January 2006 and there has been a recent appointment of a deputy headteacher in September 2010.

The 2010-2011 individual school budget per pupil for Penyreglyn Primary School is £3,320, which compares with a maximum of £9,064 and a minimum of £2,553 for primary schools in Rhondda Cynon Taff. The school has the 65th highest budget per pupil out of the 116 primary schools in Rhondda Cynon Taff.

Summary

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

Current performance

Penyreglyn Community Primary School is a good school because:

- the school is very well led and managed and provides a safe, stimulating and vibrant learning environment for pupils;
- pupils have great pride in the school;
- despite significant challenges, most pupils achieve well in relation to their starting points; and
- the level of care, support and guidance provided to pupils is good.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher provides outstanding leadership to a very dedicated team;
- school leaders have a very clear vision, very high expectations and clear, well targeted priorities for future improvement;
- the school has responded extremely well over the last few years to improvements; these have been introduced consistently and have had a very positive impact on pupils' standards and wellbeing;
- the school ethos is one in which pupils are well-supported and are able to make good progress; and
- there are very effective systems in place to review progress and the school clearly knows its strengths and the areas it needs to continue to develop.

Recommendations

The school needs to:

- R1 continue to improve the number of pupils who achieve well in relation to their starting points by the end of key stage 2, particularly boys;
- R2 improve attendance by continuing to give a strong focus to the strategies introduced; and
- R3 monitor the progress of pupils in Welsh as a second language.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

The school will also be invited to prepare a written case study describing the context and background of the best practice underpinning the excellent judgement given to leadership.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils listen well and speak confidently in a wide range of situations. Many read competently for their age and discuss knowledgeably what they have read. Most pupils write appropriately in relation to their age and ability while a few pupils write well and at length. Pupils generally apply these skills effectively to tasks across the curriculum.

Nearly all pupils make good progress in their use of Welsh. They speak simply, accurately and confidently with good pronunciation.

Pupils with ALN and pupils in receipt of free school meals generally make good progress and achieve well in relation to their starting points by the end of key stage 2.

Pupils' performance in the core subject indicator (CSI), the expected level in English, mathematics and science, in key stage 1, has generally been in the second or third quarters over the last four years when compared with performance in other similar schools. In key stage 2, pupils' performance has been more varied and in 2010 has decreased in all subjects.

In key stage 1, when compared with other similar schools, the overall performance of pupils is in the second quarter and is the same as the average for the family of schools. However, more pupils than the family average attained the higher level 3 in English and mathematics.

In key stage 2, the performance of pupils in English, mathematics and science, when compared with other similar schools, has generally been in the second and third quarters. In 2010, there has been a decrease in the numbers achieving the expected levels, placing the school's performance just below the family of schools average. However, the performance of pupils at the higher level (level 5) in English, mathematics and science compares well with the family of schools.

Overall, boys do not achieve as well as girls, particularly in key stage 2. In 2010, 30% fewer boys than girls achieved the expected level in English and mathematics and this is significantly less than the average for the family of schools. However, the progress made by boys between key stages 1 and 2 indicates that many achieve well in relation to their starting points.

Wellbeing: Good

Most pupils are highly motivated and keen to learn. They show great pride in their school and are confident and well-behaved. They have positive attitudes to healthy living, feel safe in school and are keen to engage in sport. The school has an attendance rate of 90%, which is below that of similar schools and the national

average. However, attendance rates have improved over the last year due to the school's very strong focus on this issue. Most pupils arrive on time.

In lessons, pupils are interested in the activities they undertake and work hard to improve their learning. They regularly take on responsibilities and contribute to decision-making in the school. Pupils who are member of the school council and eco committee are very clear about their roles and responsibilities and proud of their achievements. A number of pupils in Years 2 and 6 are appointed as prefects. They are responsible for the behaviour of other pupils during break times and they carefully monitor the movement of pupils around the school. They carry out their work conscientiously. Pupils who have been appointed as play leaders and 'Helpers for the Week' support the staff inside and outside the classroom. These pupils show great respect and concern for others and this contributes to the school being a very friendly and orderly place.

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

The school provides a broad, balanced, relevant and coherent curriculum. Staff work well together to plan imaginative learning experiences that build on pupils' own experiences and develop their understanding of the wider world. Work to support the development of communication, numeracy and information and communications technology (ICT) skills is well-planned. The curriculum is very well organised and provides continuity, progression and clarity at all levels. This ensures that pupils are well-prepared for the next stage in their learning.

There is good provision to enable pupils to learn about sustainability and to develop an understanding of local and global issues. This work is developed effectively through the links the school has made with schools in Uganda, Madagascar and the European partner schools that form part of the Comenius project. There is an exceptionally good range of extracurricular activities which enhance pupils' learning and these are well-attended.

Most staff use Welsh effectively in the classroom and around the school. They provide a good range of opportunities for pupils to learn about their locality, and the history and culture of Wales.

Teaching: Good

All staff have a good, up-to-date knowledge of effective teaching approaches and these are used consistently throughout the school. Staff have very high expectations for all pupils and there are clear strategies to support pupils' learning. For example, the work in Assessment for Learning (AfL) and 'Thinking Through Talk' is well-developed in each classroom. As part of these processes, pupils discuss their work effectively with partners. Pupils' behaviour is very well managed

School staff have a detailed knowledge of each pupil's strengths and areas for development. There is good adult support in place for those children who are not

achieving as well as they should be, particularly in literacy and ICT. The school enlists the support of outside agencies very effectively to help ensure that pupils make appropriate progress.

Pupils regularly review their own learning and progress and are involved in setting their learning targets. Pupils have a clear idea of how well they are doing and what they need to do to improve through teachers marking their work and discussing it with them.

Teachers maintain clear, manageable and useful records on each pupil. Staff use these effectively to track pupils' progress in a variety of areas and to identify any areas of concern. This enables the school to provide well-targeted support for pupils, when appropriate.

Reports to parents are clear and informative, and indicate areas for improvement. They provide opportunities for pupils to review their own progress and for parents and carers to respond to their child's report.

Care, support and guidance: Good

There are clear, well-ordered procedures for all aspects of school life and pupils have a good awareness of the high standards of behaviour expected of them.

Pupils and parents value the school's safe and caring environment. Pupils learn to play an active and positive role in the school. Learning experiences are successful in advancing pupils' spiritual, moral, social and cultural development.

Effective arrangements exist to support pupils' health and wellbeing. The school identifies vulnerable pupils and works collaboratively with other key agencies to provide early intervention and support for these. This has resulted in an improvement in pupils' confidence, attitudes and behaviour.

The benefits of a healthy diet and lifestyle are promoted well by the school. Most pupils act upon this information through, for example, choosing a healthy snack from the school tuck shop.

The school has clear identification and monitoring arrangements for pupils with ALN. Staff identify pupils' individual learning needs when they join the school and ensure that these needs are met. Learning support assistants provide good quality support for pupils and clearly targeted literacy support has resulted in improved standards of achievement.

The school has an appropriate policy and procedures for safeguarding.

Learning environment: Good

The school is a very welcoming, interesting, safe and orderly environment which supports pupils' learning very well.

It has a positive, caring and supportive ethos which encourages pupils to treat each other fairly and with respect. The school is inclusive and all pupils receive equal

access to areas of the school's provision. Pupils are encouraged to take on additional responsibilities and are keen to do so.

The school accommodation provides a very attractive and stimulating learning environment for pupils. Extensive, good quality displays around the school celebrate pupils' work and achievements effectively. Classrooms are spacious and well-ordered. The building is very clean and the grounds are well-maintained and provide interesting play areas for pupils. The good zoning of the outside play areas to cater for a range of different activities has been the result of work by the school council. The school has acquired a forest school area in a nearby wood and this is regularly used very effectively to support children's learning.

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

The headteacher, governors and leadership team have been very successful in developing a shared vision for the school based on high expectations for pupils' achievement and behaviour, and high levels of care and support. These principles are at the heart of the school's work with all staff working collectively to support them.

The headteacher provides outstanding leadership to a very dedicated team. He has a highly visible presence and an effective 'hands-on' leadership style. All teaching staff have leadership responsibilities and they receive well-planned, targeted training and support. Performance management arrangements are sound and targets set reflect school priorities for improvement.

The governors have a clear understanding of their role and are an effective critical friend to the school. They show determination in challenging and supporting the school to make any necessary improvements. The governors are actively involved in evaluation and planning at whole school level. A particular strength is the support and challenge offered by the curriculum link governors. These visit the school to discuss issues with curriculum co-ordinators and observe lessons. There is a clear protocol for this process and sound plans to further develop this link and its contribution to school self-evaluation and planning.

The staff are consistent in their implementation of policies and initiatives, including those that meet local and national priorities, such as the local literacy and 'Thinking Through Talk' initiatives and AfL; this is a particular strength of the school. These initiatives have a very positive impact on pupils' standards and wellbeing.

Improving quality: Good

School leaders have a very good knowledge and understanding of how well pupils are doing, the strengths of the school and the priorities for improvement. There is a thorough process for self-evaluation using a wide and appropriate range of evidence. All staff, governors, pupils and parents are involved and the school makes good use of their opinions and ideas. Staff and governors have received training together to ensure consistency in the way self-evaluation is undertaken and how judgements are

arrived at. As a result, the school development plan and its priorities for improvement are based on the outcomes of accurate evaluations of all aspects of school life.

The school is a strong learning community. School staff share learning and teaching strategies effectively within the school and within the Treorchy cluster of schools. They work closely together and with their strategic partners to implement development plans and there is a high level of consistency in teaching, learning and assessment, and care, support and guidance. This consistency has a positive effect on pupils' standards of achievement, behaviour and attitudes to learning.

Partnership working: Good

The school has established a number of very strong partnerships with the local authority, the community it serves, support services, cluster schools and schools included in a 'Raise attainment and individual standards in education' (RAISE) project. These partnerships make a strong contribution to improving pupils' standards of achievement and wellbeing.

Penyreglyn is the lead school for the RAISE project and it takes great care to ensure that this partnership benefits its pupils. The cluster primary schools work closely with the secondary school and there are very good arrangements to allow pupils to make a successful transition to secondary education. A particularly strong feature of cluster working is the collaboration between curriculum co-ordinators to develop shared schemes of work and to ensure that teacher assessments are moderated accurately. A wide range of transition activities takes place, including regular visits by a teacher of Welsh to improve pupils' confidence and fluency.

The school has developed good liaison and communication with parents to ensure that they are encouraged to be partners in the life and work of the school.

Resource management: Good

The school manages its finances well. Spending decisions are clearly linked to priorities for improvement. There is generally a good range of learning resources in the school with ICT resources given a high priority. The school accommodation is very well ordered and maintained. Teachers make effective use of their planning, preparation and assessment time and arrangements for this are well-managed.

The school has managed the RAISE grant effectively to focus on improving the literacy and oracy skills of pupils. This has had a positive impact on pupils' standards of achievement.

In view of the good use the school makes of its funding, the high level of care, support and guidance and the good progress made by most pupils in relation to their starting points, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Overall, parents express a great deal of satisfaction with the school. They feel that it is well run and have very positive views about its work.

Most parents state that their children were helped to settle into school when they first started. All parents feel that their children like school and are happy and safe there and nearly all feel that children behave well. All parents also feel that teaching is good and that children are expected to work hard and encouraged to be healthy. As a result, parents state that their children are making good progress and are becoming more mature. All parents feel that there is a good range of activities in school and the homework given is appropriate. Nearly all parents state that children receive enough additional support with their individual learning needs and all feel that children are treated fairly and with respect.

Nearly all parents state that school staff are approachable if they have concerns or questions but a few do not feel that they are well-informed enough about their children's progress. Also, a few parents are not sure about whether their children are well-prepared for moving on to their next school.

Parents feel that they are listened to and most know how to make a complaint if they need to.

Responses to learner questionnaires

All pupils feel safe in school and nearly all know to whom to talk when they are worried or upset. Nearly all pupils also feel that they are doing well at school and all agree that the teachers and other adults in the school help them to learn and make progress. If pupils find their work hard, they know whom to ask and only a very few pupils feel that homework does not help them to better understand and improve on their work. All pupils agree that the school helps them to live healthy lifestyles and nearly all feel that they have many opportunities in school to get regular exercise. Nearly all pupils believe that there are enough resources to enable them to learn well. Nearly all pupils think that pupils' behaviour is good in the school, especially during the playtimes and lunchtimes, and all feel that any instances of bullying are dealt with well by school staff. .

Appendix 2

The inspection team

Mike Maguire	Reporting Inspector
Sue Halliwell	Team Inspector
Deirdre Emberson	Lay Inspector
Kevin Hart	Peer Inspector
Mark Carrington (Headteacher)	School Nominee

Copies of the report

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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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	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 four key stages cover the following year groups:

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