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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Pentrebane Primary School
Beechley Drive
Pentrebane
Fairwater
CF5 3SG**

Date of inspection: 22 - 24 March 2011

by

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for

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Pentrebane Primary School is situated on the north western outskirts of Cardiff. The area has a high level of unemployment and experiences significant socio-economic disadvantage. 41% of pupils are entitled to free school meals (FSM); this is above local and national averages. 24% of pupils have been identified as having additional learning needs (ALN) and 15 pupils have a statement of special educational needs (SEN) and this is higher than national and local averages. There are three pupils currently looked after by the Local Authority.

At the time of the inspection 183 pupils attend the school. There are seven classes in the school and a Specialist Resourced Base for pupils with Autistic Spectrum Condition. Children are taught in single age classes with the exception of a year 4/5 and a year 5/6 class. All pupils come from homes where English is the predominant language. The majority of pupils are of White British background.

The 2011 individual school budget per pupil at Pentrebane Primary School is £4734 which compares with a maximum of £14067 and a minimum of £2787 for primary schools in Cardiff. The school has the eighth highest budget per pupil out of the 102 primary schools in Cardiff.

The present headteacher was appointed in September 2009.

There have been no significant changes since the last inspection.

Summary

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

Current performance

The current performance of the school is good because:

- nearly all learners, including those with ALN, and those with Autistic Spectrum Condition, make good progress in their learning;
- teaching is consistently good across the school;
- nearly all pupils develop good social skills and behaviour is good;
- there is a welcoming ethos that ensures all pupils are happy, safe and secure; and
- the scale of improvement is clear and progressing rapidly.

Prospects for improvement

The school has good prospects for improvement because:

- the headteacher and others with leadership responsibilities provide an appropriate strategic direction for the life and work of the school;
- the school is very receptive to new and innovative ways of improving its work.;
- all staff, including teaching assistants, are actively engaged in implementing improvements in order to raise standards;
- the school has well-established and systematic self-evaluation procedures based on a broad range of regular monitoring activities;
- significant improvements have been made to the curriculum so that learners are fully engaged and excited about learning; and
- all issues raised at the last inspection have been addressed.

Recommendations

In order to improve the school needs to:

- R1 strengthen pupils' self-evaluation and their involvement in setting targets for improvement;
- R2 continue to develop the consistency of planning; and
- R3 develop the strategic role of the governing body (GB) so as to enable it to become more critical of the life and work of the school.

What happens next?

The school will draw up an action plan to show how it will address these recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Compared with other schools in similar circumstances, as well as those locally and nationally, all groups of pupils, including those with SEN and Autistic Spectrum Condition, attain good standards in English and mathematics. There is no significant difference between the performance of boys and girls over time. All groups make good progress from Year 2 to Year 6.

In KS1 in 2010, the Core Subject Indicator (CSI), that is the percentage of pupils achieving at least level two in English, mathematics and science in combination, was below the national, local and family of schools averages. When KS1 results in 2010 are compared with similar schools, using free school meals indicator, the school was performing in the lower 50 per cent of schools. The percentage of pupils achieving the higher level three in mathematics and science was above the average for the family of schools.

In KS2 in 2010, the Core Subject Indicator (CSI), that is the percentage of pupils achieving at least level four in English, mathematics and science in combination, was below the national, local and family of schools 'averages. When KS2 results in 2010 are compared with similar schools, using free school meals indicator, the school was

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performing in the top 50 per cent of schools. The percentage of pupils achieving the higher level five in English, mathematics and science was below the average for the family of schools.

The 2010 results have been affected in general during the last few years by the number of pupils with SEN in the Year 2 and Year 6 groups and the inclusion of the results of pupils attending the Specialist Resource Base. Disaggregation of end of year results show the school to be performing in the top 50 percent of schools in two of the last four years in KS 1 and in the top 50 per cent in the three of the last four years in KS2.

Most pupils, including those with ALN and Autistic Spectrum Condition, make good progress in the acquisition of key skills in relation to their starting point. They apply their communication and numeracy skills well in a wide variety of contexts and develop the necessary skills to equip them for the next stage of their education. By the end of Year 6, nearly all pupils' literacy skills of reading, speaking and listening are good and many speak confidently. By the time they leave school, the majority of pupils read with confidence. Many pupils achieve good standards in writing, numeracy and information communication technology. They write independently and at length with fluency and accuracy in a range of genres. By the end of Year 6, the presentation of most pupils' work is of a good standard.

Considering their linguistic background, many pupils make good progress in developing skills in the Welsh language. Many use Welsh outside the structured lessons and their awareness of the Welsh culture and heritage is developing well.

Wellbeing: Good

All pupils have a secure understanding of, and positive attitudes to, keeping safe and they confirm that very little bullying occurs. When instances arise pupils know whom to approach for support. Pupils are aware of the importance of a healthy lifestyle and the need to undertake physical exercise and healthy eating.

All pupils demonstrate an interest and enthusiasm in learning focus very well on tasks and participate with enjoyment. When starting new topics, pupils contribute relevant ideas as to what they will learn. Pupils currently have some opportunities to contribute to plans about what and how they learn. However, the school is taking steps to see how pupils can be more involved.

Pupils are welcoming and courteous and relate well to their peers, staff and visitors. Nearly all behave well in class and during break times and lunchtimes.

Pupils regularly undertake responsibilities around the school with confidence and maturity. The school council and eco committee are well established. Council members are effective in bringing about improvements which have a positive effect on the work of the school.

Nearly all pupils make good progress in developing their social and life skills. They work well with others and their ability to solve problems is good. They are well prepared for life and work outside school.

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At 92.3% attendance is adequate and nearly all pupils arrive at school punctually. There are robust procedures in place to monitor attendance and lateness.

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

The curriculum fully meets statutory requirements. It is broad, balanced and meets the needs and aspirations of all pupils well. Very detailed planning is in place for nearly all areas of the curriculum. However, to ensure consistency, the school is developing this for all areas of the curriculum. Good learning experiences are delivered through a combination of discrete lessons and thematic studies. The learning experiences provided for pupils with SEN and the organisation of pupils into ability groups for numeracy is a particular strength.

A wide range of extra-curricular activities, visits, visitors and links with the community effectively enhance the curriculum. The school works closely with the local high school to ensure there is a consistency and continuity in pupils' education.

Planning for the development of pupils' key skills across the curriculum is good. The use of key skills is regularly incorporated into lessons and staff work closely together to ensure that pupils build systematically on their skills

The provision to promote the Welsh language and the Welsh dimension is developing effectively across the school and the Cwricwlwm Cymreig features prominently and all staff ensure that good use is made of opportunities to promote the use of the Welsh language.

The school provides well for Education for Sustainable Development and Global Citizenship. Promotion of global citizenship is particularly good, with the 'Issues in the News' activities contributing successfully to pupils' understanding of the wider world.

Teaching: Good

The quality of teaching is consistently good. All teachers strive to ensure that pupils reach their full potential. The extremely positive working relationship between the teachers and the teaching assistants is strength of the school. All teachers have good up-to-date subject knowledge and high expectations of all pupils. They plan and deliver engaging, well-paced lessons that are adapted well to suit the abilities of all pupils. Teachers ensure lessons have a variety of tasks, including those that support the development of pupils' thinking and problem-solving skills as a basis for future work. There is good and consistent evaluation of lessons.

Teachers mark work consistently and conscientiously and comment positively on pupils' achievements. However, they do not always identify what pupils need to do to improve their work. The school's rigorous assessment procedures are used effectively to track the progress of individual pupils and groups and to inform teachers of where pupils should enter the skills ladders. Effective use is made of

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standardised tests. The assessment and tracking of pupils with ALN is a particular strength of the school. Assessment for learning strategies has recently been introduced and is helping pupils to improve their own work. Pupils' knowledge and understanding of their individual targets are at an early stage of development.

The school is involved with various internal and local arrangements to strengthen teachers' assessments in KS2. Reports to parents are clear and informative and parents and carers feel well-informed about their children's achievements and progress.

Care, support and guidance: Good

The provision for care, support and guidance is good. The school is a caring community and promotes pupils' health and wellbeing successfully. Good emphasis is placed on healthy living, including exercise and healthy eating. Parents feel their children are included in all aspects of school life regardless of their individual needs. The provision for personal development, including pupils' spiritual, moral, social and cultural development, is good and effectively promoted through well planned learning experiences.

The school has appropriate policies and procedures for safeguarding that fully meet requirements. Criminal record checks have been carried out for all staff. There are clear and effective procedures in place for child protection.

The school liaises closely with many specialist agencies to support pupils and families with a variety of educational and social needs.

The care, support and guidance provided for pupils with ALN is good and the early identification of difficulties is a priority of the school. Support staff and teachers work diligently, using a wide range of intervention strategies to ensure pupils' progress. Individual education plans are reviewed and evaluated regularly and contain targets that are challenging but achievable. Clearly targeted and monitored support for pupils with ALN has resulted in good improvement in attitudes, confidence and achievement.

Learning environment: Good

The school's learning environment is good. It has appropriate policies and practices in place that ensures equal access for all pupils and promotes social equality and diversity well. The condition of the fabric of the building reflects its age but it is well-maintained and meets the needs of pupils well.

The building and grounds are well maintained. The outdoor area is currently being developed and there are plans for a covered area that will support Foundation Phase learning. The outside class room in the woods provides a stimulating learning opportunity. However, the school has limited facilities for the disabled.

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

Staff, governors and many parents have a good understanding of the school's aims and priorities. The headteacher provides strong and highly effective leadership and creates a positive and ambitious ethos within the school. The headteacher has been in post for eighteen months and under her guidance and support, the school team is becoming much more confident in its leadership role.

The head teacher ensures that aims and targets are correctly identified in order to develop the school further and every member of staff is fully aware of the principles and priorities. The headteacher is ably supported by the management team who are equally enthusiastic and share her commitment to improve standards.

Governors are developing their understanding of their role and the head teacher provides them with a wide range of appropriate information. As a result, they are gradually becoming more effective as critical friends. Under the guidance of the head teacher the GB helps to set the strategic direction of the school and governors are developing their monitoring role. The GB meets statutory and regulatory requirements in full.

School initiatives to meet local and national priorities are developing well. The skills curriculum, the Foundation Phase and wellbeing are priorities of the school.

Improving quality: Good

The school self-evaluation report is based on a rigorous review of standards and provision, involving the whole staff. It is an effective document to identify the school's strengths and areas for improvement all of which feed into the School Improvement Plan.(SIP) Staff concentrate appropriately on issues associated with learning, teaching and promoting pupils' wellbeing. Programmes designed to support pupils with ALN ensure that every child fulfils his or her potential.

Subject leaders are fully involved in monitoring standards. Staff are involved in monitoring performance at all levels to make judgements about the quality of teaching and learning. Management time is given to subject co-ordinators in line with priorities identified in the SIP.

The school is developing as a very strong learning community. A culture of collaboration and teamwork exists in all areas of the school and this is demonstrated by the working party that was set up to develop skills ladders. The school collaborates well with their cluster group and also their family of schools.

The progress that the school has made in relation to all the recommendations in the last inspection is good.

Partnership working: Good

Strategic partnerships are good. The school has effective structures and processes which contribute well to joint working practices. All staff work well with a variety of partners to support the aims of the school. The school's professional learning community is successful in enabling staff to develop and share their professional knowledge. The school works well with the local high school and there are successful joint working practices. The school works well with the cluster of schools particularly when moderating and standardising pupils' work. There are good links with parents and the local community. Effective transition plans, agreed by other schools, enable pupils to be prepared appropriately for the next stage in their education.

Resource management: Good

All staff have recent and relevant expertise to deliver the curriculum to a good standard. Support staff are deployed well and work very effectively alongside teachers and with withdrawal groups. Performance management systems are very well established and have a positive effect on raising standards at the school.

Spending is very closely linked to the priorities in the SIP and managers and governors monitor and control spending to ensure that it remains within the budget.

The school gives good value for money in terms of pupils' outcomes and its use of funding.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Eleven parents completed the questionnaires. They indicate a clear satisfaction with nearly all aspects of school life. All agree that their child is making good progress at school and all agree that teaching is good at the school. Out of the 11 questionnaires returned, one parent disagreed with the statement that pupils behave well in school and one parent strongly disagreed that their child is well prepared for moving on to the next school..

Responses to learner questionnaires

A large sample of pupils completed the questionnaires and the team also listened to learners throughout the school. All pupils feel they are treated with respect and say they are safe in school. Most learners say the school deals with any bullying effectively and swiftly. 97 per cent of pupils know who they can talk to if they are worried or upset. Nearly all learners think that the teachers give them good support and help them to know how well they are doing. The majority think that the school teaches them effectively how to be healthy and nearly all say they have many opportunities for regular exercise.

Appendix 2

The inspection team

Mrs Carolyn J Thomas	Reporting Inspector
Mrs Ruth Ferrier	Team Inspector
Mr Edward Tipper	Lay Inspector
Mr Stephen Mills	Peer Inspector
Mrs Sheena Duggan	School Nominee

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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