



Report summary for parents and carers on Penygaer Primary School

Date of inspection: March 2023

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

Overview

Leaders have developed an inclusive culture at Penywaer Primary School where pupils interact well with adults and each other. They are courteous and polite, and nearly all pupils behave very well. Staff encourage pupils to take responsibility for their own well-being and behaviour and this contributes effectively to their enthusiastic approach to school life. This inclusive culture helps pupils to build confidence and develop their self-esteem, whilst also respecting the views and feelings of others.

In a few areas of the curriculum, pupils make good progress in developing their skills, for example in oracy and mathematics. However, as pupils move through the school, the progress they make is inconsistent. As a result, too many pupils do not develop their skills well enough or make sound progress from their starting points. This has a negative impact on their work in other areas of the curriculum.

Although the school is beginning to develop its curriculum appropriately, progress towards implementing the Curriculum for Wales is slow. Teachers use an increasing range of visits and visitors to enhance pupils' experiences. However, the school's curriculum does not offer opportunities for pupils to use and develop their skills systematically over time.

The quality of teaching across the school is variable. Often, teachers' expectations of what pupils can achieve are too low and the pace of learning is generally slow. Teachers regularly structure activities too tightly and over-direct pupils' learning. This hampers pupils' capacity to become resilient, independent learners who can work things out for themselves. Teachers' feedback to pupils does not always help them to understand what they need to do to improve their work.

Over time, leaders have not monitored the school's work robustly enough. This means that they have not identified major shortcomings in the school's work or put in place actions to address them. Self-evaluation and improvement activities, as well as professional learning opportunities for staff, do not focus beneficially on improving the quality of teaching and learning. The local authority and governing body recognise the challenges facing the school and are providing additional support. Members of the school's governing body are keen and enthusiastic, but they have been unable to provide effective support and challenge to the school due to an over-reliance of information from leaders about the quality of the school's work.

Recommendations

- R1 Develop leadership at all levels so that leaders have the necessary skills to bring about school improvement**
- R2 Ensure that evaluation processes clearly focus on the quality of teaching and pupils' standards**
- R3 Improve teaching and assessment across the school**
- R4 Improve the curriculum and provision for the progressive development of pupils' skills**
- R5 Address the safeguarding issue that was identified during the inspection**

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection report.



School context

Name of provider	Penygaer Primary School
Local authority	Carmarthenshire County Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	212
Pupils of statutory school age	157
Number in nursery classes	35
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	35.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	36.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	3.8%
Date of headteacher appointment	01/09/2011
Date of previous Estyn inspection (if applicable)	11/11/2014
Start date of inspection	13/03/2023

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