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Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on  
Five Roads Primary School**

**Heol Hen  
Five Roads  
Llanelli  
Carmarthenshire**

**Date of inspection: May 2011**

**by**

**Dorothy Morris**

**under contract to  
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:

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

Five Roads Primary School is a community primary school which is maintained by Carmarthenshire Local Authority. The school is situated in the centre of the village and serves the village itself and the surrounding rural area. According to the school, the area overall is neither prosperous nor economically disadvantaged. Seventeen per cent of pupils are entitled to receive free school meals.

There are 81 pupils between 3 and 11 years of age on the register. Numbers have fallen slightly in recent years. Twenty five per cent of pupils have been identified as having special educational needs including three pupils who have a statement of need; a percentage which is higher than the county and national averages.

Welsh is the main medium of education in the Foundation Phase and Year 2. In key stage 2, pupils are taught through the medium of English and Welsh with the aim of ensuring that they are fully bilingual by the time they transfer to the secondary sector. Some 70% of pupils come from homes where English is the main language.

The school has received 'Healthy School' accreditation and achieved Eco-School status. It has met the standards to gain the Basic Skills Agency's Quality Mark.

The temporary headteacher has been in post since September 2010.

In 2010-2011, the individual school budget per pupil for Five Roads Primary School is £3491 which compares with a maximum of £17415 and a minimum of £3014 for primary schools in Carmarthenshire. The school has the 68<sup>th</sup> highest budget per pupil of the 114 primary schools in Carmarthenshire.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is good because:

- most pupils make consistent progress in their learning;
- the quality of teaching is good overall;
- pupils are offered a good range of learning experiences;
- pupils behave well and have good attitudes towards learning;
- partnerships with the community are a strength;
- the school operates effectively as a close, family community.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the school is going through a process of significant change with regard to its leadership and staffing complement;
- curriculum planning is not sufficiently secure to ensure progression in the learning and to develop pupils' skills progressively across the school;
- the school's self-evaluation procedures are being updated;
- the new improvement plan identifies appropriate areas for attention, but its implementation is at an early stage.

## Recommendations

In order to improve, the school needs to:

- R1 extend the achievements of more able pupils;
- R2 strengthen pupils' key and wider skills, especially their Welsh communication skills and their information and communications technology skills;
- R3 develop whole-school planning to ensure consistent progression in the learning;
- R4 develop a manageable tracking system to assist the monitoring of pupils' progress across the school;
- R5 develop the self-evaluation and forward planning processes further.

### ***What happens next?***

The school will draw up an action plan that shows how it will address the recommendations. The progress made will be monitored by the local authority.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### **Standards: Good**

Children's achievement on entry is generally good. Most pupils make consistent progress during their time at the school.

According to teachers' assessments over the last four years, the percentage of seven year old pupils attaining at least level 2 in Welsh, mathematics and science is above or similar to the national, county and family of schools' averages in most years. The results of pupils with special educational needs had a significant impact on the 2009 outcomes. In comparison with similar schools across Wales, based on the percentage of pupils entitled to free school meals, the overall results place the school in the upper quarters in most years. The percentage of pupils attaining the higher level, namely level 3, is generally lower than the national, county and the family of schools' averages.

At the end of key stage 2, pupils' results in Welsh, English, mathematics and science are above or similar to the national, county and the family of schools' averages in most years. Nevertheless, trends in the percentage of pupils achieving level 4, the expected outcome, demonstrate a gradual downward turn. The fall in outcomes in 2010 was a reflection of the high percentage of pupils with special educational needs in the cohort. In comparison with other schools across Wales, based on the percentage of pupils entitled to free school meals, the overall results place the school

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in the upper quarters in most years. The percentage of pupils attaining the higher level, namely level 5, is generally above national, county and the family of schools' averages in mathematics and science in most years, but outcomes fluctuate in Welsh and English.

There is no consistent difference between the performance of boys and that of the girls although there are some variations from year to year and between subjects. Pupils with special educational needs make good progress overall. The attainment of more able pupils according to teacher assessments is more uneven. Older pupils do not always undertake tasks that are sufficiently challenging. Pupils entitled to free school meals make consistent progress in line with their ability.

Pupils make appropriate use of their Welsh communication skills in their work across the curriculum. Nevertheless, a minority of pupils lack sufficient confidence to discuss the topics studied. Examples of more extended writing across the subjects are few. Most pupils' numeracy skills are sound and in the best practice, they make purposeful use of these skills in other subjects. In the Foundation Phase, children make consistent use of their information and communications skills. As they move through the school, pupils do not develop and extend these skills sufficiently in a variety of activities across the subjects.

Pupils make suitable use of thinking and problem solving strategies in subjects such as mathematics and geography. Pupils' ability to assess their own work and that of their peers is developing appropriately, especially in key stage 2. The ability of children in the Foundation Phase to work more independently is developing well but it is more uneven in key stage 2. In key stage 2, pupils' English skills are good.

The development of pupils' Welsh skills is good overall. Nearly all pupils listen intently. A minority of pupils discuss their work confidently in a range of situations, but in general pupils offer brief responses. Older pupils, for example, do not extend their sentence patterns sufficiently. Most pupils read competently making increasing use of their skills in accessing books and gathering information. They write appropriately in a range of styles. Even so, the writing of a minority of pupils across the classes displays an insecure grasp of correct spelling patterns.

### **Wellbeing: Good**

Pupils have a good understanding of the importance of healthy eating and developing their fitness. They understand the importance of following a healthy lifestyle. In discussion, they confirm that they are happy and feel safe in school. Most pupils display good attitudes towards learning and work productively with others.

Standards of behaviour during lessons and around the school are good. Pupils are courteous to each other and to staff. Attendance figures of 93% compare well with national averages but are a little below similar schools. Pupils arrive on time for school.

Pupils play an active part in school life. Members of the school council and eco committee are regularly involved in making decisions and they represent pupils' opinions well. All pupils develop a good range of social and life skills through a range

of activities in school and the extra-curricular experiences provided. Their contribution to community activities is a very good feature of the provision. These experiences prepare pupils well for life outside school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Adequate**

Across the curriculum, teachers provide a wide range of learning experiences that kindle pupils' interest. The planning of a skills based curriculum is developing but the new processes to promote more consistent progression in the learning are at an early stage of development. Although short term planning highlights the key skills, there are insufficient opportunities for pupils to apply and extend them progressively across the school. For example, advantage is not taken of all the opportunities to develop pupils' information and communication skills through ensuring that sufficient experiences have been planned for them.

In the best practice, planning gives good attention to the wide range of abilities within classes, but this is not a consistent feature throughout the school.

The Welsh language provision enables pupils to make good progress overall. There is a good emphasis on extending pupils' vocabulary but the new focus on extending and enriching the language of the more able pupils is at an early stage of development. The provision to promote pupils' awareness of the Welsh dimension is developing effectively through the curriculum, visits to places of interest and in the general life of the school.

Activities to develop pupils' knowledge of sustainability are good. The opportunities for extending their experiences as global citizens are developing appropriately.

**Teaching: Good**

The quality of teaching is good overall. There is a good working relationship between teachers and pupils and effective use is made of classroom support staff as they work with individuals and groups. Lesson objectives are shared with pupils and in the best practice are revisited effectively in the closing sessions. Overall, there is purposeful use of a good range of teaching methods and resources. In the best practice, tasks are consistently well matched to pupils' current learning needs.

The school complies with the local authority programme in implementing standardised tests. Appropriate use is made of the information produced for setting targets but the focus on analysing data is insufficiently developed. In addition, the procedures for tracking individual pupils' progress across the school are not sufficiently clear and effective.

Assessment for learning strategies are developing within the school. On the whole, effective oral feedback is given during lessons. In the best practice, marking is consistent and identifies ways forward for the pupils. The majority of pupils are actively involved in the process of setting their own targets and are beginning to

evaluate their own progress. Reports to parents comply with statutory requirements and provide information of a good standard.

**Care, support and guidance: Good**

The school is a caring and supportive community where pupils are respected and appreciated. The advantages of a healthy lifestyle are promoted well across the curriculum and in extra-curricular activities. Effective use is made of external agencies as and when required. The school has an appropriate policy and procedures for safeguarding.

Pupils' social, moral, spiritual and cultural development is promoted effectively.

Overall, the school's provision for pupils with additional learning needs is good. Individual educational plans are drawn up in partnership with the pupils and parents. A range of support activities is provided which is contributing to an improvement in pupils' standards of achievement. The school works well with specific agencies to support those pupils who require more specialised support. The list of more able and talented pupils is not detailed enough to identify their main strengths and, therefore, the provision for extending these pupils is not always sufficiently challenging.

**Learning environment: Good**

The school is an inclusive community with a very positive ethos. All pupils have equal access to the curriculum and to all aspects of the provision. The school actively promotes equality and diversity through curricular themes, personal and social education programmes, religious education and wellbeing.

The school provides a secure environment for pupils. The classrooms and grounds are well maintained overall and provide a suitable environment for playing and learning. Classrooms are colourful and there is good use of the outdoor areas to support a range of activities. The toilet facilities for pupils are only adequate at best.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

Effective leadership has contributed towards ensuring favourable standards of attainment at the end of both key stages in most recent years. Currently, the school is experiencing a period of significant change regarding the leadership and staffing complement. The temporary headteacher has a secure knowledge of the school's current needs. Under her leadership, many planning and monitoring procedures are being appropriately updated and new initiatives are being established.

Comparatively recently, the other permanent member of the teaching staff was appointed to the senior management team. The remaining teaching staff include one part time and two full time members. They are all newly qualified and on short-term contracts.

Since the beginning of the academic year there have been changes in the class responsibilities of some staff members, and subject responsibilities have been

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allocated to all teaching staff. All staff undertake their new responsibilities conscientiously. There is good use of support staff across the school.

The governing body is well informed about the school's educational provision and performance. Members undertake their statutory responsibilities efficiently. They oversee the life and work of the school and contribute effectively to the process of moving the school forward.

The school gives due attention to a number of national and local priorities. It has implemented the Foundation Phase, promotes assessment for learning strategies, is developing sustainable education and participates effectively as a member of the cluster of schools that feeds the local comprehensive school.

**Improving quality: Adequate**

The school is in the process of updating its self-evaluation procedures, focussing on monitoring different aspects of the provision in a more structured way, and including the analysis of data. Staff give appropriate consideration to the views of pupils, parents and governors and take advantage of the contributions of officers from the local authority. The implementation of the majority of these processes is at an early stage of development.

The school improvement plan includes appropriate areas for attention. There is a short-term as well as a long-term focus in the development plans, but the different elements have not been sufficiently prioritised. In addition, the procedures for monitoring and evaluating progress are not sufficiently structured or wide-ranging. An appropriate link is developing between the self-evaluation and forward planning processes.

Whilst the school has responded well to some of the recommendations in the previous inspection, aspects relating to the development of pupils' Welsh communication skills and more specifically information and communications technology skills remain areas for further development. The school is developing new self-evaluation procedures but they are not fully established.

The continuous professional development of teachers and support staff is linked appropriately to individual needs and to school priorities. This enables staff to share information and expertise. The professional links with other schools in the local cluster make a positive contribution to the school's overall provision.

**Partnership working: Good**

The school has fostered a range of useful partnerships. Partnerships with parents and the local community are one of the school's strengths and pupils benefit greatly from the links and the activities undertaken. Through its fund raising activities, the successful Parent/Teacher Association provides additional resources for the school which enriches pupils' learning experiences. There are good links with the local nursery school and the arrangements for transferring pupils to the secondary school are effective. Partnerships with the business sector are developing.

**Resource management: Good**

The school manages its resources effectively. The ratio of teaching staff to pupils is favourable. Teachers have a range of qualifications and specialisms that enable them to teach all aspects of the school's curriculum. Appropriate use is made of planning, preparation and assessment time to extend pupils' learning. There are effective procedures to offer the newly qualified teachers relevant support.

Although the sum of resources available in some areas are more limited, good use is made of resources overall to support the learning. Some areas of the building are not at their best but the school succeeds in creating an attractive environment for the pupils.

A committee of the governing body, working with the temporary headteacher and the school's administrative officer, provides good support for managing the budget, which at times is comparatively tight. There are effective procedures for ensuring that finance and resources are focused on meeting pupils' needs as reflected in the school development plan. Taking into consideration pupils' outcomes and the quality of experiences provided, the school offers good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The questionnaire was completed by 24 parents/carers and all expressed their satisfaction with the school. Nearly all parents provided positive responses in relation to all aspects of the provision. They say that their children enjoy being there and that they believe they are safe at the school. They note that the children receive sufficient additional support in relation to their learning needs, and that pupils behave well. They believe that they as parents/carers are well informed and that they can discuss their concerns with the school. Most parents/carers believe that their children are appropriately prepared for moving forward to their next school.

#### Responses to learner questionnaires

Most key stage 2 pupils completed the questionnaire. They feel safe, enjoy school and know who to turn to for help and guidance. They agree that the school teaches them how to keep healthy and to follow more healthy lifestyles. Most believe that they are doing well and that homework helps them to improve the standard of their work. The majority believe that other pupils behave well.

## Appendix 2

### The inspection team

Miss Dorothy Morris	Reporting Inspector
Mr Brinley Jones	Team Inspector
Mr Gwynoro Jones	Lay Inspector
Mrs Amanda Bowen-Price	Peer Inspector
Mrs Eira Rumble	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