



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Pennard Primary School  
Pennard Road  
Pennard  
SA3 2AD**

**Date of inspection: May 2018**

**by**

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

## About Pennard Primary School

Pennard Primary School is on the Gower Peninsula in Swansea. Currently, there are 205 pupils on roll aged from three to eleven, including 26 nursery pupils who attend part-time.

The three year rolling average for pupils who are eligible for free school meals is just over 4%, which is well below the national average of 19%. The school identifies around 28% of pupils as having additional learning needs, which is above the national average of 21%. Very few pupils have a statement of special educational needs. Nearly all pupils are from a white British background. Very few pupils speak Welsh at home or have English as an additional language.

The headteacher took up her post in January 2016. The school's last inspection was in February 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Most pupils at Pennard School make good progress as they move through the school. Most have positive attitudes to learning and their behaviour is good. Nearly all pupils enjoy coming to school and they are very proud of their school. The quality of teaching is good. Teachers and support staff are highly motivated and passionate about improving pupils' learning. The curriculum is broad and offers a wide range of interesting experiences for all pupils. The school cares for, supports and guides its pupils well. Staff track the progress of pupils effectively and provide additional interventions successfully for those who need it.

The headteacher provides strong leadership and the school has clear values and aims. There is a very clear sense of teamwork and all staff and governors work well together to ensure good quality education for pupils.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

R1 Raise standards in Welsh second language

R2 Enhance the opportunities for pupils to develop as independent learners and make choices about how and what they learn

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

Most pupils enter the school with knowledge and skills that are at or above the level expected for their age. As they move through the school, most pupils make good progress and achieve well by the end of key stage 2. Most pupils with additional learning needs make effective progress towards their individual targets.

Most pupils in the foundation phase listen carefully to adults and take turns to speak, demonstrating a high level of respect for their peers. Younger pupils follow instructions well and are eager to explain their work. By the end of the foundation phase, most pupils develop their speaking and listening skills to a high standard and communicate with each other using an extended vocabulary. Throughout key stage 2, most pupils speak fluently and confidently. They express themselves with clarity and make careful language choices to convey messages with accuracy. They use a varied and adventurous vocabulary and adapt their speech well to the audience. As they move through the school, they become more precise in their use of language. For example, Year 6 pupils use very specific technical language when explaining the organs of the body.

Most pupils' reading skills in the foundation phase are developing well. They use phonic skills securely to decode unfamiliar words. In Year 2, most discuss the main events in a story and express an opinion about what they have read confidently. By the end of key stage 2, most pupils read successfully. They discuss a wide range of genres and authors assuredly and give well thought out opinions about characters, explaining what they like and dislike about them. They use higher-order reading skills, such as skimming and scanning, well when searching for information about topics related to the Second World War and their work in science.

In the foundation phase, most pupils write accurately across a wide range of genres. They vary their writing according to their audience and take pride in the presentation of their work. Most pupils make good progress through key stage 2. Year 4 pupils write interesting descriptions of the Blitz, while Year 6 pupils produce well-researched biographies of Winston Churchill. Most older pupils use an extensive vocabulary and a variety of literary techniques to a high standard. They make generally accurate attempts at spelling new words. Across the school, the quality of pupils' handwriting and presentation is good. Most pupils apply their writing skills well in their work across the curriculum.

Overall, pupils make satisfactory progress in developing their Welsh skills. In the foundation phase, most pupils follow instructions and respond to basic Welsh with appropriate understanding. In key stage 2, most pupils use basic vocabulary to respond to simple questions. However, throughout the school, most pupils lack confidence to engage in Welsh conversations outside of designated Welsh lessons. Pupils' reading and writing skills are developing suitably.

Most pupils progress well in developing their mathematical understanding and they apply their numeracy skills confidently across the curriculum. For example, foundation phase pupils used a work timetable to calculate how long it takes

Cinderella to sweep a room or cut the grass. By Year 2, most pupils use their knowledge of place value effectively to sequence important events in the life of the astronaut Neil Armstrong on a timeline.

In key stage 2, most pupils use a range of strategies to calculate correctly which type of chocolate melts quickly and they present the findings accurately on a bar graph. Most measure accurately when designing a plan to include an electrical circuit for a small vehicle. Most pupils apply their mathematical knowledge and skills effectively in real-life contexts as part of their topic work. For example, Year 6 pupils calculate the calories people consumed during the Second World War and they compare their findings with the calories they consume today.

Most pupils develop effective skills in information and communication technology (ICT). In the foundation phase, most create and present ideas well using a range of animation packages. Many pupils can create graphs successfully using suitable programs. Most are able to access and navigate their individual files independently. In key stage 2, most pupils use spreadsheets purposefully. For example, members of the school's Senedd group devised a spreadsheet to track the profits and losses of the fruit tuck shop. Most pupils use presentation and publication software well across a range of contexts, for instance to create multi-media presentations about famous Welsh people.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils enjoy coming to school and are very proud of their school. Nearly all demonstrate high levels of respect towards each other and their behaviour is good in classes and around the school. They are kind and caring towards each other and polite and courteous towards staff and visitors. Most pupils display a meaningful understanding of issues facing the wider community, including developing an awareness of fairness and tolerance for other viewpoints as well as environmental concerns.

Across the school, most pupils develop positive attitudes to learning. Nearly all pupils work conscientiously in lessons and stay on task well. Nearly all are enthusiastic about their learning and tackle new activities purposefully. For example, in the foundation phase, pupils co-operate well when creating simple instructions for programmable digital dinosaurs. Older pupils listen attentively to the views of others and wait patiently for their turn, for example when listening to explanations about the rules of a new game.

The majority of pupils are beginning to make choices about their learning. For example, in the foundation phase, many contribute their ideas enthusiastically to a whole phase board. Throughout the school, many pupils participate in a range of worthwhile community activities and events. These include supporting the Swansea Food Bank, the local Church and the Swansea Waterfront Museum. In addition, pupils organise successful talent shows to raise money for specific charities.

The pupils' voice is at the heart of school life and across the school they undertake a wide range of responsibilities conscientiously and with maturity. For example, pupils in the school's Senedd use first-hand evidence effectively to evaluate various aspects of school life and they develop child-friendly questionnaires purposefully to

formulate action plans. Senedd groups take their roles seriously and, as a result, their deliberations have led to important improvements in the life of the school. For example, pupils agree that behaviour has improved markedly in recent times as a result of the contributions of the various Senedd groups. Consequently, most pupils are developing well as ethical, informed citizens.

There are warm, caring and respectful working relationships between pupils and staff, and pupils know whom to talk to if they need help or are worried. As a result, pupils feel safe in school and feel valued as individuals. Their understanding of the importance of staying safe on the internet is sound.

Most pupils understand the importance of eating healthy foods and the benefits of joining in physical activity regularly to improve their health and wellbeing. They participate actively in a range of sporting clubs, such as tag rugby, rounders and athletics. Nearly all pupils in the foundation phase improve their physical skills by accessing the high quality equipment in the outdoor environment.

### **Teaching and learning experiences: Good**

The standard of teaching is good. Most teachers expect pupils to achieve well and they provide an appropriate level of challenge in the work they set. As a result, most learning proceeds at a brisk pace. Most teachers use a range of effective teaching strategies and probing questioning techniques to stimulate pupils' thinking skills. Teachers deploy support staff successfully to help those pupils who have additional learning needs.

Staff employ a range of effective strategies to enable pupils to understand what makes a successful piece of work. They provide helpful oral feedback during lessons that enables pupils to reflect on their work and that of others. Teachers' written comments help pupils to know what they need to do to address any shortcomings in their work. Teachers assess pupils' work accurately and make effective use of the assessments to set purposeful targets for pupils.

The successful thematic approach to learning provides pupils with a stimulating curriculum. Opportunities for pupils to visit many local places of interest, such as the Dylan Thomas Theatre, support the school's curriculum well. The very wide range of extra-curricular clubs, which include athletics, football, rounders, knitting, ICT and ukulele, supplement the curriculum well. Throughout the school, teachers occasionally provide pupils with meaningful opportunities to direct their own learning. For example, Year 6 pupils engage in stimulating class debates on children's rights. However, in general, teachers do not provide enough opportunities for pupils to develop fully as independent learners. The school implements the foundation phase principles effectively. For example, teachers plan interesting and stimulating learning activities in the school's extensive outdoor areas.

Nearly all teachers plan successfully for the development of pupils' literacy, numeracy and ICT skills across the curriculum. They provide pupils with regular and purposeful opportunities to apply their skills in other subjects. For example, older pupils in key stage 2 produce mature studies on rainforests as part of their work in geography. However, on occasions, teachers do not give pupils enough opportunities to write at length as part of their cross-curricular work.

The school provides interesting opportunities for pupils to learn about the culture and heritage of Wales. For example, key stage 2 pupils study the work of the local poet Vernon Watkins and older pupils regularly visit the Urdd centre at Llangrannog. The school's Welsh week further enhances pupils' understanding and appreciation of Welsh culture and history. The 'Dreigiau' organise and run the St David's Day eisteddfod competitions and associated homework tasks. The majority of teachers model the Welsh language appropriately and help pupils to develop their language skills suitably. However, in general, teachers do not ensure that pupils use the language naturally within the school day and they do not provide enough opportunities for pupils to develop their Welsh language skills outside of Welsh lessons.

### **Care, support and guidance: Good**

The school is a safe, happy and caring community that nurtures pupils' personal, social, spiritual and moral skills successfully. There is a very positive ethos of trust and teamwork. Whole-school assemblies and attractive wall displays promote values of respect, tolerance and co-operation well. For example, 'Rights Respecting' assemblies contribute strongly to pupils' moral and social development. Teachers and support staff know pupils well and respond to their emotional and physical needs positively. The school provides a safe, secure environment and the school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision for pupil voice is strong. Pupils have many opportunities to be involved in decision-making and to perform leadership roles. For example, all pupils are involved in various Senedd groups and play an active part in the strategic direction of the school. As a result, pupils become active citizens who know that their contributions are valued and important.

There are effective systems to monitor pupils' attendance and their academic progress. Staff use the information usefully to identify those pupils who might be falling behind and would benefit from small-group or individual support. For example, the school provides a range of well-planned interventions to help specific pupils who require support with their literacy and numeracy skills. There are appropriate procedures to track the progress of more able pupils and the school is currently refining its practices further as a result of its involvement in a professional learning group.

Arrangements to identify pupils with additional learning needs are thorough. Staff use a wide range of assessment information well to plan beneficial support for those pupils who need extra help with their learning. The additional learning needs co-ordinator tracks the progress of identified pupils using robust processes. There are good links with many outside agencies to provide specialised support for pupils with specific needs. Pupils receiving additional support have appropriate individual education plans that staff review regularly. The school has successfully trialled a collaborative approach during the annual reviews to enable all participants to contribute effectively to the process.

The school communicates effectively with parents, who feel that staff keep them generally well informed about their child's progress. The school's popular 'Fortnightly



Friday Flyer' provides parents with valuable, up-to-date information about the curriculum, school events and guidance on how to support their children.

There are effective arrangements to promote healthy eating and drinking and staff encourage pupils to take part in the wide range of exercise and sports activities that are provided for them regularly. For example, foundation phase pupils have access to continuous healthy snacks. The school provides an extensive range of opportunities for pupils to participate in extra-curricular sporting activities. For example, pupils in key stage 2 enthusiastically participate in the whole-school daily mile.

The school makes good use of visitors from the local community and beyond. For example, parents run science and ukulele clubs. The school also plans worthwhile opportunities for the development of pupils' creative skills. The school is part of the Lead Creative Schools programme and, as a result, pupils are actively involved in a variety of exciting, arts-based projects, which have a positive impact on their artistic and creative skills.

### **Leadership and management: Good**

The headteacher, supported by an effective governing body and senior leadership team, has established a very clear direction for the school. Since her appointment, she has created a well-defined and purposeful leadership structure that results in improved outcomes for pupils and an enhanced quality of provision. Staff are clear about their roles and responsibilities. They work together well to ensure a supportive and caring environment that successfully promotes pupils' standards and wellbeing.

Leaders have a clear understanding of the school's strengths and areas for development. They gather information on pupils' progress through a wide range of well-planned monitoring procedures, such as scrutinising pupils' books, undertaking lesson observations and analysing data. They gather pupils' views on the school's current provision and the new curriculum for Wales through the Senedd groups. This enables the school to establish an agreed strategic direction that focuses clearly on continually improving pupils' outcomes.

Senior leaders and staff liaise well with various external agencies to ensure consistency in teacher assessments. As a result, the school now has an improved system for tracking pupils' progress over time. This includes a greater involvement by pupils in evaluating their own progress.

The school's self-evaluation processes have identified clearly a range of worthwhile priorities. The school's three-year strategic plan focuses on these priorities well. The plan is a detailed document, which defines measurable actions for improvement. It also addresses national priorities effectively, for example through identifying suitable strategies for the implementation of the new curriculum, reducing teachers' workload and closing the attainment gap between specific groups of pupils.

There are effective arrangements for performance management. Targets link clearly to the school's priorities and individuals' personal development. The school is an effective learning community and there are regular opportunities for staff to attend courses and work with other schools to share good practice. In addition, teams of

teachers work together closely to plan carefully and to ensure that teaching assistants play a purposeful role in developing pupils' literacy and numeracy skills. A recently established link with other primary schools is currently devising strategies to challenge more able and talented pupils.

The school manages its resources well to meet the needs of pupils and the requirements of the curriculum. Leaders use the school's budget efficiently to ensure that suitable resources are available to meet school priorities, such as improving reading and writing in the foundation phase. They have also invested in a new mathematics scheme and online resources to promote pupils' numeracy skills. The school makes effective use of the pupil development grant to raise standards and improve the wellbeing of specific groups of pupils.

Governors work with the headteacher, senior leaders and staff well to evaluate pupils' progress. They keep a careful check on school expenditure and assess the effectiveness and impact of resources. They visit the school regularly to gather first-hand information and to challenge the school rigorously on its performance. For example, they ask probing questions about the likely impact of the new curriculum and evaluate initiatives to promote pupils' wellbeing.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
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<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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Publication date: 24/07/2018