



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

A report on

**Pentip V.A. C.I.W. Primary School
Pembrey Road
Llanelli
Carmarthenshire
SA15 3BL**

Date of inspection: March 2019

by

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

About Pentip V.A. C.I.W. Primary School

Pentip Voluntary Aided Church in Wales Primary School is in Llanelli, in the Carmarthenshire local authority. There are around 156 pupils on roll, aged from 4 to 11. There are six single-age classes and one mixed-age class in the school.

The rolling average for the past three years shows that about 18% of pupils are eligible for free school meals, which is in line with the national average of 19%. Most pupils are of white British ethnicity. A very few pupils speak Welsh at home, and a few pupils have English as an additional language.

The school identifies around 23% of pupils as having additional learning needs. This is slightly higher than the national average of 21%. The headteacher took up his position in September 2014. The school's last inspection was in March 2013.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

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

This is a very caring school where nearly all pupils feel happy and safe. They are cheerful and polite and play and work together harmoniously. Pupils' behaviour in classes and around the school is good. Most pupils work hard and are keen to do well. Most pupils' progress accelerates in upper key stage 2, but because their earlier progress is slow, many pupils do not make good enough progress from their starting points. This is especially the case for pupils who are more able.

The school's curriculum is broad and balanced, but does not promote pupils' development as independent learners well enough. Many teachers underestimate pupils' abilities and set undemanding tasks. They give pupils too few opportunities to make meaningful choices about what and how they learn. The quality of teaching is variable and, in a majority of classes, teachers do not challenge pupils at an appropriate level.

Overall, leaders and managers do not monitor standards of teaching and learning rigorously enough. Currently, they do not demonstrate the capacity to bring about necessary improvements. The governing body is supportive of the school but does not provide effective challenge regarding shortcomings in its provision and pupils' performance.

Inspection area	Judgement
Standards	Unsatisfactory and needs urgent improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Unsatisfactory and needs urgent improvement

Recommendations

- R1 Improve teaching by raising teachers' expectations of what pupils can achieve
- R2 Raise pupils' standards in writing and numeracy across the curriculum and Welsh oracy
- R3 Provide greater opportunities for pupils to develop as independent, resilient learners, particularly in the foundation phase
- R4 Develop leadership capacity at all levels
- R5 Improve the effectiveness of monitoring and self-evaluation processes and planning for improvement
- R6 Improve procedures for assessing and tracking the progress of all pupils, notably of groups of vulnerable pupils
- R7 Improve pupils' attendance

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. Estyn will monitor the school's progress on a termly basis.

Main findings

Standards: Unsatisfactory and needs urgent improvement

Nearly all younger pupils make slow progress in developing their skills in literacy and numeracy, although their rate of progress improves towards the end of key stage 2. Many pupils who are more able do not achieve as well as they could.

Most pupils develop their listening skills appropriately. In the foundation phase, many pupils pay attention for extended periods while teachers outline the session's activities. In key stage 2, nearly all pupils listen attentively in lessons. When in discussion groups, they share ideas respectfully, listening to others' opinions and not interrupting or contradicting them.

Most pupils develop their speaking skills suitably. For example, pupils in the foundation phase describe clearly how they would create an adventure park equipped with gates to keep out crocodiles. Many pupils in key stage 2 are articulate and make their meaning clear. For example, they explain logically why the moon's shape appears to change over time.

Many pupils in the foundation phase make slow progress in learning letters and sounds. As a result, they make inconsistent progress in reading. They recognise common words by sight and use picture cues well to aid their understanding. However, because their phonological knowledge is insecure, they struggle to read unfamiliar words. Many describe their favourite characters vividly and recount the events stories they have read.

In key stage 2, most pupils make suitable progress in developing their reading skills. Older pupils in key stage 2 read aloud accurately, fluently and with lively expression. They state their reading preferences convincingly and use the correct terminology when speaking about various genres of fiction. Nearly all make effective use of context to support their understanding of what they read. Many are beginning to develop higher-order reading skills, such as inference.

By the end of the foundation phase, a majority of pupils write legibly for a range of purposes. For example, they recount their visit to the local park, compose persuasive letters in support of playtimes and write instructions for making pancakes. However, they rarely write at length, their sentences frequently lack basic punctuation and their spelling is often inaccurate. In lower key stage 2, many pupils make insufficient progress in developing their writing skills. Their letter formation is often inconsistent, and their spelling and punctuation is unreliable. In topic work, pupils rarely write at length. The quality of pupils' writing improves in upper key stage 2. In Year 5 and Year 6, the quality of many pupils' independent writing is appropriate to their age and ability. For example, when empathising with wartime evacuees, they write long, heartfelt letters home.

The majority of pupils in the foundation phase make good progress in acquiring basic skills in mathematics. Most perform simple calculations accurately and measure carefully using non-standard units, for example noting that a giraffe is four teachers tall. However, many pupils' ability to apply their skills to interpret graphs and to

choose which operations they need to solve word problems is underdeveloped. Pupils in key stage 2 develop a range of skills in most aspects of mathematics competently. However, they apply their skills only infrequently in the wider curriculum. Across key stage 2, pupils practise drawing and reading bar graphs, but they rarely transfer this skill to other areas of the curriculum. By the end of key stage 2, many pupils use their problem-solving skills effectively. For example, pupils in Year 6 calculate the costs of equipping army platoons within a fixed budget. Overall, most pupils throughout the school do not apply their numeracy skills well enough across the curriculum

Many pupils make good progress in developing their skills in information and communication technology (ICT). In the foundation phase, pupils direct miniature robots around a given course, practise their phonics and numeracy skills using apps on a tablet computer and capture images of one another at work. In key stage 2, many pupils work confidently with a range of devices and software to present information in engaging ways, to handle data and to model different scenarios in a spreadsheet, for example comparing pulse rate data before and after exercise.

Many pupils make limited progress in developing their Welsh language skills. Many pupils in the foundation phase develop a useful vocabulary of the Welsh words for numbers, colours, foods and the weather. Through key stage 2, many pupils read regularly in Welsh and write basic sentences that conform to set patterns. Most pupils use their Welsh to hold simple conversations, describing their favourite foods and hobbies. They answer questions about today's and yesterday's weather, using present and past tense. Overall however, their oral skills in Welsh are limited.

Wellbeing and attitudes to learning: Adequate and needs improvement

Nearly all pupils feel safe and enjoy coming to school. They are confident that adults care for them and will support them if they are worried or upset. On the playground, they have a caring attitude towards one another, and their self-control ensures that disagreements are rare. Nearly all pupils are amiable, considerate and well-mannered. For example, they hold doors open courteously for others and welcome visitors with a smile.

Nearly all pupils behave well and settle quickly to their work. Most maintain concentration and manage distractions well, even when they have to sit and listen for long periods. They are keen to please their teachers and follow instructions carefully. They co-operate well with others in classes, sharing and taking turns appropriately. At the start of each term's topic, many pupils demonstrate curiosity when they suggest areas for inquiry in each new topic. However, they make fewer decisions about how to work creatively within lessons, and are rarely able to work tenaciously at tasks of their own devising

Many older pupils are keen to take on additional responsibilities. For example, pupils are proud to serve on the school council and eco-committee and have raised funds for national charities. The Criw Cymraeg promotes the use of a 'sentence of the week' and digital leaders emphasise the importance of e-safety. However, overall, the results of their activities are limited.

Many pupils have a growing awareness of their responsibilities as citizens and are aware of their responsibilities towards the sustainability of the planet. They have distributed signs and posters warning against wasting water and power and promote the use of Fair-Trade products. Older pupils have joined in litter picks in the locality. Pupils contribute well to the life of the local community. For example, they participate in the Llanelli Carnival and the choir entertains residents of the local care home.

Nearly all pupils understand the principles of healthy eating and explain what constitutes a healthy diet. They know that regular exercise is important and participate in the 'daily mile' when weather permits. Most pupils have a sound awareness of how to stay safe, including when online.

Over time, pupils' attendance does not compare well with that of pupils in similar schools.

Teaching and learning experiences: Unsatisfactory and needs urgent improvement

All teachers and support staff have good working relationships with pupils. This is a notable feature and contributes to the warm friendly ethos that characterises the school.

Staff have recently reviewed the curriculum but have not yet developed it sufficiently well to meet the needs of pupils of all abilities. The school has not fully adopted the principles of the foundation phase. Over-direction of learning by adults leads to limited pupil progress. Opportunities for pupils to engage in high quality activities that develop their independent learning are limited, the quality of many activities is poor, and they do not enable pupils to embed or extend their learning and skills. In many classes, teachers' expectations of what pupils can achieve is too low and, as a result, a majority of pupils do not make enough progress. Adults' subject knowledge is not always secure enough to enable pupils to make good progress for example in reading.

Pupils' involvement in planning their own learning is at an early stage of development and teachers encourage pupils to state their preferences. However, teachers rarely encourage pupils to make meaningful decisions about what and how they learn. Much work is closely directed by teachers, relies on restrictive worksheets and rarely gives pupils opportunities to work creatively at tasks of their own choosing. Nearly all pupils benefit from a range of local visits to enhance the curriculum, including to St David's Cathedral and Kidwelly Castle.

The quality of teaching is inconsistent. Too frequently, teachers' expectations of what pupils can achieve are too low and they provide pupils with activities that do not challenge them at a suitable level. They rarely enable pupils to develop their independent learning skills well enough. For example, in lower key stage 2, too many tasks rely on worksheets, which limit the opportunity for pupils to write at length. As a result, learning tasks do not always meet the needs and abilities of all pupils well enough. In a minority of classes, where teaching is strong, teachers provide stimulating learning experiences and foster pupils' independent learning skills well. In these classes, most pupils speak enthusiastically about their work. For example, they particularly enjoy taking part in a national writing competition. They

describe how they redraft and improve their work before the final piece of writing can be submitted. On the few occasions when pupils are given opportunities to write at length across the curriculum, they develop effective writing skills.

In many cases, teachers share the intended learning outcomes with pupils for their lessons and, in a minority of classes, indicate the actions they need to take to be successful in their learning. However, this is not consistent across the school.

A new policy to provide pupils with feedback is in place, but teachers do not apply it consistently across the school. Few written comments link directly to the lesson's learning objective. As a result, pupils are unclear about how to improve their work. There are few examples of good quality feedback, which pupils act upon and this has a positive impact on their progress. There are few opportunities for pupils to learn from assessing their own work or the work of their peers, or to improve the content of their writing through redrafting.

Care, support and guidance: Adequate and needs improvement

As a result of the mutual respect, care and concern shown by adults and pupils, the school has an inclusive and welcoming ethos that permeates its daily life and work. The school supports pupils effectively in developing their social and emotional wellbeing. All staff provide successful opportunities for pupils to share their emotions and concerns and are sensitive when responding to their needs. The school promotes the importance of good behaviour and courtesy successfully. There are appropriate arrangements for promoting healthy eating and drinking.

Pupils have a range of opportunities to develop their understanding of spiritual and moral issues through the school's focus on its values. This ensures that nearly all pupils have a sense of self-worth, and develop appreciation, respect and tolerance of one another. This is a strong feature in all aspects of school life. There is a school council and eco-committee, but their day-to-day operation is adult-led, and pupils have not fully developed their role in decision-making in the school.

Parents value the school's open-door policy, which promotes and encourages positive working relationships. Parents generally feel supported by staff and welcomed as members of the school community. Newsletters and active social media accounts provide parents with helpful information about the life of the school.

The school supports pupils with additional learning needs appropriately through its targeted intervention programmes. Teachers and teaching assistants know these pupils well and work closely to ensure that they meet their needs. However, targets in a few pupils' individual plans are not specific enough to measure the progress of pupils with additional needs. The school works effectively with parents and outside agencies when needed, including the educational psychologist and the speech and language service.

The school uses electronic tracking procedures to monitor pupils' progress from their starting points. However, teachers do not use this information well to identify pupils who may be at risk of underachieving. As a result, most teachers do not set ambitious enough targets that would enable pupils to progress as well as they should.

The local police officer and school nurse strengthen the support that the school provides for pupils to develop their understanding of personal health and safety issues. For example, they offer advice to pupils about how to keep themselves safe when using the internet. This is developed further by the school in its 'safer internet week'. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Unsatisfactory and needs urgent improvement

The headteacher has established a clear vision for the school that focuses on the wellbeing of pupils and on providing an inclusive education for all. He has communicated this vision clearly to staff, governors, pupils and parents.

Roles and responsibilities for all members of staff are well defined. However, there is limited scope for them to share leadership roles within the school. As a result, leadership capacity is underdeveloped and responsibilities lie heavily on a very small number of individuals. The procedures for performance management are not robust enough to enable leaders to hold staff to account for the progress of pupils in their care.

Leaders organise suitable staff training that targets improvement, such as improving the quality of guided reading. There are useful opportunities for staff to receive in-house training and the school has worked recently with other schools to observe good practice. As a result, staff have adapted their teaching styles in key stage 2. Also, the school has recently started to work with other agencies to support staff with the development of the foundation phase. However, this has not yet had enough time to have a notable impact on developing pupils as independent learners.

Regular staff meetings help to create a strong team ethos. An important focus of the meetings has been the development of the teaching of guided reading. However, decisions taken at these meetings do not always identify specific actions that lead to improvements in outcomes for pupils.

The school's procedures for monitoring the quality of teaching and learning are not robust enough. Senior leaders currently undertake a limited range of monitoring activities including lesson observations, scrutiny of pupils work and the monitoring of teaching. However, these are not focused sufficiently to enable leaders to identify effectively shortcomings in teaching and the underachievement of groups of pupils. The links between the outcomes of self-evaluation and improvement priorities are not always clear, and targets do not address outcomes for pupils appropriately.

Leaders manage the school's resources carefully, with spending decisions linked to targets for improvement. The school makes efficient use of funding, such as the pupil development grant to improve the achievement and wellbeing of pupils who are eligible for free school meals. There are enough teachers and support staff to deliver the curriculum.

The governing body is supportive of the school and its vision. However, governors' level of challenge to support the school to improve is insufficient. The headteacher's reports to the governing body do not provide enough information about the progress and attainment of pupils. Therefore, the governors' understanding of how pupils

perform is incomplete and, as a result, they are unaware that many pupils are not challenged sufficiently and do not achieve as well as they should. The school has made limited progress towards most recommendations from the previous inspection.

The school engages well with local and national priorities. For example, the implementation of the digital competence framework is progressing well.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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