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Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on  
Pen-y-Bryn Primary School  
Dunster Road  
Llanrumney  
Cardiff  
CF3 5TP**

**Date of inspection: January 2011**

**by**

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



**INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL**

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

Pen-y-Bryn Primary School is situated in Llanrumney on the eastern outskirts of the city of Cardiff. There are 210 pupils on roll aged between three and eleven years. The number on roll is slightly higher than the time of the last inspection in April 2005. Pupils are taught in eight classes in two-storey accommodation that was built in 1957. The nursery is in the same building as the school.

Pupils live in the immediate locality. Thirty-seven per cent of pupils receive free school meals, which is well above the Welsh average. Thirty-five per cent of pupils have additional learning needs. The spoken language at home of almost all pupils is English.

The school has gained the bronze ECO award and the Basic Skills Cymru Quality Mark. The headteacher has been in post since 1996.

The 2010-2011 individual school budget per pupil for Pen-y-Bryn Primary School is £3,862, which compares with a maximum of £14,067 and a minimum of £2,787 for primary schools in Cardiff. The school has the 26th highest budget per pupil out of the 102 primary schools in Cardiff.

## Summary

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

### Current performance

Throughout the school, most pupils are well motivated and keen to learn. Their behaviour is good.

Most children make good progress in the nursery class. Many pupils progress well in key stage 2, attaining good outcomes at the end of this key stage when compared to similar schools, local and national averages.

The majority of five to seven year-old pupils make steady progress. At the end of key stage 1, pupils attain satisfactory standards compared with similar schools and local and national averages. Many of these pupils have limited reading skills and their writing skills are significantly underdeveloped. In both key stages, more able pupils do not achieve as well as they could.

### Prospects for improvement

There are good features in areas of the school's work, such as attention to pupils' wellbeing and strategic partnerships that benefit the provision for pupils.

However, the school's prospects for improvement are adequate, because:

- senior leaders, including governors, do not provide enough direction for the work of the school;
- aspects of the management of the school are underdeveloped; and
- self-evaluation procedures are not systematic or rigorous enough.

## Recommendations

In order to improve further, Pen-y-Bryn Primary School needs to:

- R1 raise standards for pupils aged five to seven years-of-age, particularly in writing;
- R2 raise the standards of more able pupils throughout the school;
- R3 continue to develop assessment procedures so that information is used fully to raise standards;
- R4 improve the leadership and management roles of senior leaders, including governors;
- R5 ensure that self-evaluation is systematic and rigorous and focuses strongly on pupil outcomes;
- R6 ensure that governing body meets all of its statutory duties; and
- R7 ensure that safeguarding requirements are met.

### What happens next?

Pen-y-Bryn Primary School will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress in addressing the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

At the end of key stage 2, most pupils attain good standards compared with similar schools and national averages. While there have been fluctuations in performance over the past five years, generally until 2010, there is an improving trend in pupils' performance in English and mathematics.

In 2010, pupils' performance in key stage 2 is in the second quartile compared with similar schools. When compared with the family of schools, performance is below the average for the family in mathematics and science and well below in English. At the higher level 5, pupils' performance is below the family average in mathematics and science and well below almost all members of the family in English.

Pupils' attainment in key stage 1 has also fluctuated over the past five years. In this key stage, pupils attain satisfactory standards compared with similar schools and local and national averages. In 2010, pupils' performance in key stage 1 is in the third quartile when compared with similar schools. When compared with the family of schools, pupils' performance is below the average for the family of schools in English and well below in mathematics and science. For the past three years, no pupil has attained the higher level 3 in any core subject.

Most pupils in the nursery and throughout key stage 2 make good progress in their learning. In the Reception, Year 1 and Year 2 classes, many pupils make satisfactory progress in their learning. A majority of these pupils have limited reading skills and their writing skills are significantly underdeveloped. These weaknesses affect their progress across the curriculum.

Throughout the school, most pupils with special educational needs make good progress in relation to their individual targets. Pupils who are more able and talented do not achieve as well as they could. While there are year-on-year variations in boys' and girls' performance, overall, boys do not achieve as well as girls in both key stages.

The majority of pupils make steady progress in gaining oral skills in the Welsh language. The good standards that pupils achieved in Year 6 in 2010 are not evident throughout the school. Pupils' reading and writing skills in Welsh are at an early stage of development.

#### Wellbeing: Good

Most pupils are well motivated, enjoy school and have positive attitudes to learning. They engage readily in their work and show good levels of concentration and perseverance. These good skills contribute very effectively to their participation in and enjoyment of learning.

Pupils' behaviour in lessons and around the school is good. Most pupils are considerate and courteous and relate well to each other and adults.

Pupils feel safe and secure in school having confidence in adults to support and care for them. They are gaining a good understanding of the importance of being healthy and active.

The school council takes an active part in the life of the school but its responsibilities are limited. Opportunities for pupils to have a direct influence on their life in school, including making choices about how and what they learn, are underdeveloped. Most pupils are given opportunities to contribute to, and benefit from, activities within the local community.

The attendance rate of 91% is below the average for Wales and similar schools. Overall rates of attendance have shown little improvement over the past five years. Most pupils arrive on time for school.

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

Throughout the school, staff provide a variety of engaging learning opportunities for pupils. Planning in the Foundation Phase and Year 2 takes account of continuity in pupils' learning. However, there is not enough focus on developing pupils' independent writing skills. With the exception of the nursery, there is not enough use of outdoor learning. Planning for pupils in Year 3 to Year 6 includes subject and topic and studies that provide motivating contexts for pupils' learning. The planning to link pupils' learning across subjects and topics is developing well.

Throughout the school, work does not always fully meet pupils' learning needs. For example, there is an over-reliance on worksheets, which inhibits pupils' independence and opportunities for writing. The work for more able pupils does not stretch and challenge them enough. While staff promote pupils' oracy skills well, there is a lack of planned provision to develop pupils' communication, numeracy and ICT skills, particularly their reading and writing skills.

The school provides a range of extra-curricular activities and educational visits that enrich pupils' experiences. There is limited use of homework to consolidate and extend pupils' learning.

The school makes satisfactory provision for Welsh language and the development of pupils' understanding of Welsh culture and heritage. Generally, the school is promoting education for sustainable development and global citizenship well.

**Teaching: Adequate**

Throughout the school, there are very good relationships between staff and pupils. Staff manage behaviour very well and set clear and consistent expectations. Together, these features contribute strongly to the positive ethos in the classrooms that encourages pupils to be motivated and engaged in their learning.

In the majority of lessons where teaching is effective:

- work is planned well so that pupils build on their previous learning and develop their knowledge and skills;
- questioning encourages pupils to develop their thinking skills; and
- staff provide a good language model for pupils.

In lessons where teaching is less effective:

- expectations of pupils are not demanding enough, particularly for those who are more able;
- there are limited opportunities for pupils to develop independent learning skills; and
- in the Foundation Phase and year 2, there is not enough attention to developing pupils' independent writing skills.

The school is developing systems to track pupils' achievement and progress, but, practice is not consistent enough across the school. In particular, links between teachers' planning and the outcomes of pupils' learning are not secure enough.

There is good use of information from standardised tests, particularly to identify support to improve pupils' reading skills. Staff provide helpful oral feedback and mark pupils' work regularly. While the comments are encouraging, usually, they do not show pupils what they need to do to improve. Pupils' own assessment of their work and that of their peers is at an early stage of development. Annual reports and twice-yearly consultations keep parents well informed.

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

The school places a very strong emphasis on developing pupils' wellbeing. The school is a caring community where everyone is valued and respected. There are effective arrangements for promoting anti-bullying, healthy living and good behaviour. Learning experiences promote pupils' personal development well, particularly their moral and social development. Most pupils and their parents or carers feel able to approach staff for support, advice and guidance when required.

The school liaises closely with a range of specialist external agencies, which benefits pupils. Pupils with additional learning needs receive in-class support and are withdrawn in small groups. On occasion, in-class support does not fully meet pupils' learning needs. The withdrawn support for pupils is well-organised and pupils receive high-quality support and teaching in these sessions. This work helps pupils with special educational needs to make good progress in relation to their individual targets. Individual education plans are effective and shared with parents and pupils.

The school does not have an appropriate policy for safeguarding. Procedures for dealing with safeguarding issues are not fully developed.



### **Learning environment: Adequate**

The school is welcoming to pupils, parents and visitors. It has an inclusive ethos where pupils are valued and receive equal access to all areas of the school's provision. Work such as topic studies and assemblies successfully promote racial equality and respect for diversity.

There is a suitable range of learning resources in most curricular areas but there are not enough Welsh reading books. Outdoor play resources for the Reception, Year 1 and Year 2 classes are very limited. The information and communications technology suite is under used.

Most of the school buildings are very well-maintained and provide a clean, pleasant learning environment. While there is plenty of space for outdoor play, the area does not provide an interesting setting for learning and play. There are very few play resources for pupils during break times.

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

The headteacher and the deputy headteacher are keenly committed to ensuring that the ethos of the school promotes pupils' wellbeing. In particular, whole school strategies for promoting good behaviour and engagement in learning are well-led and managed. Senior leaders have a good track record in the 'take-up' of local authority initiatives, which support the development of pupils' literacy skills, particularly for pupils with special educational needs. However, leadership does not provide enough strategic direction for the work of the school or focus consistently on the standards pupils' achieve. While the school operates smoothly on a day-to-day basis, aspects of the management of the school are not effective enough.

Members of staff work well together as a team. Teachers with additional responsibilities are progressing well with their work. In a relatively short period of time they have re-organised the curriculum provision for a more skilled-based approach to learning. This improved provision is engaging pupils' interest and motivating them to learn.

The governing body is supportive of the school. They are not, however, involved directly enough in formulating the school's strategic direction. The governing body does not meet all of its statutory duties.

The school gives attention to most national and local priorities, including the introduction of the Foundation Phase and Curriculum 2008 as well as the local authority's Language, Literacy and Communication strategy. The school has not taken account of the School Effectiveness Framework.

### **Improving quality: Adequate**

The school's judgements about the quality of provision and standards in the school are generally accurate. Senior managers regularly consider school improvement

matters although this work is not influential enough in raising standards. Staff with additional responsibilities are involved in evaluating their responsibilities. Senior leaders use information from external reviews undertaken by the local authority very well, to support the self-evaluation process. Standardised test information is analysed carefully to identify and arrange support for pupils with special educational needs, which contributes significantly to their progress in literacy and numeracy. Overall, however, self-evaluation procedures are too informal and not systematic or rigorous enough. They do not draw fully on a wide range of evidence, including performance data.

Priorities in the school improvement plan are clear and based on an evaluation of the outcomes of previous work and national priorities. Actions are manageable within the specified timescales. However, there is not enough detail to measure the impact of actions on pupils' progress and achievement.

Staff have good opportunities to increase their professional knowledge and skills through continuous professional development. There are examples of collaboration and shared learning with other schools, such as the visits made by the key stage 2 team leader to other schools to support her work in developing the curriculum. Overall, however, the school is not a strong learning community. There is not enough sharing of good practice or consideration of the impact of professional learning on pupils' learning within the school.

### **Partnership working: Good**

The school's partnership activities make a good contribution to its life and work and benefit pupils. The school works well with parents. They feel welcome and have opportunities to be involved in the school, for example, as classroom helpers. The school provides a Family Learning programme, which is beneficial to parents and their children.

There are particularly good links with agencies that provide support for pupils with poor attendance and behaviour and special educational needs. These partnerships are influential in securing good behaviour in the school and improving outcomes for pupils' wellbeing. The school has also worked closely with the local authority to implement a good range of initiatives to improve pupils' literacy skills. This work has led to improvements in the provision for pupils as well as support for raising standards, such as in helping reluctant readers in key stage 2.

Transition plans agreed with the Llanrumney cluster of schools enable older pupils to prepare appropriately for the next stage of their education. Transition work is particularly beneficial for pupils with special educational needs. Pupils also benefit from good links with the community.

### **Resource management: Adequate**

There are sufficient qualified teachers and support staff who are deployed well throughout the school. The management of teachers' planning, preparation and assessment time is good. While appraisal and performance management

procedures meet the needs of individual teaching staff, they do not link closely enough to whole school priorities.

The management of finances is generally efficient. While the school improvement plan identifies the costs of activities, the planning and use of funds does not fully support school priorities.

The school provides adequate value for money.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Six parents attended the parents' meeting and nine parents completed the questionnaires. Overall, these parents express satisfaction with the school. Most parents report that their child feels safe in school and that staff are approachable if parents have concerns or questions. Parents feel well informed about their children's achievements through consultations with teachers and end of year reports. A few parents believe that their children should have homework more regularly.

#### **Responses to learner questionnaires**

Eighty pupils in key stage 2 completed the questionnaire. Inspectors also talked to individuals and representative groups of pupils across the school. Overall, pupils say that they are happy, enjoy school and know whom they can talk to if they are worried or upset. Over 25 per cent of pupils, who completed the questionnaires, believed that some pupils did not behave well in class and around the school. All pupils spoken to reported that while a few pupils misbehave staff deal well with poor behaviour. Pupils feel safe in school. Pupils think that the school provides enough opportunities to develop healthy lifestyles and that they have sufficient equipment, including computers, to do their work.

## Appendix 2

### The inspection team

Wendy Young	Reporting Inspector
Bev Jenkins	Team Inspector
Edward Tipper	Lay Inspector
June Havard	Peer Inspector
Anne Jones	School Nominee

## Copies of the report

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

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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