



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

A report on

**Jenner Park Primary
Hannah Street
Barry
CF63 1DG**

Date of inspection: June 2019

by

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

About Jenner Park Primary

Jenner Park Primary School is in Barry, in the Vale of Glamorgan local authority. There are 257 pupils on roll, aged from 3 to 11 including 46 pupils in the nursery. There are six single-age classes and one mixed-age class. The school also has two learning resource base classes with 12 pupils in the foundation phase and 11 pupils in key stage 2. Most of these pupils come from a wide geographical area within the local authority.

The rolling average for the past three years shows that about 43% of pupils are eligible for free school meals, which is well above the national average of 18%. Most pupils are of white British ethnicity. A very few pupils have English as an additional language. The school identifies around 32% of pupils as having additional learning needs. This is well above the national average of 21%, but includes pupils in the learning resource base classes. A very few pupils have a statement of educational needs or are in the care of the local authority.

No pupils speak Welsh at home and very few pupils come from ethnic minority background.

The headteacher took up his position in September 2010. The school's last inspection was in March 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

Jenner Park Primary School is highly inclusive and provides a safe, welcoming and stimulating learning environment for all its pupils. During their time in school, most pupils, including those with additional learning needs, make good progress in developing their literacy and numeracy skills.

Teachers foster a positive climate for learning and provide pupils with interesting activities that engage them well. Most pupils behave well and have positive attitudes towards their work. However, many pupils are only beginning to contribute to how and what they learn.

The headteacher works conscientiously with staff and has developed a strong team over time to support pupils' wellbeing effectively. A culture of improvement permeates the school and the headteacher encourages the staff to try out new approaches. However, the monitoring of planned actions lacks drive and this means that, over time, a few important issues remain which the school needs to address, for example to improve pupils' skills in Welsh and school attendance.

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

Recommendations

- R1 Ensure that school leaders implement monitoring strategies rigorously to secure improvements
- R2 Improve pupils' Welsh language skills
- R3 Improve attendance
- R4 Improve pupils' decision-making skills so that they can make independent 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

On entry to the school, most pupils' literacy and social skills are well below the expected level for their age. During their time at the school, most pupils, including those with additional learning needs, make good progress. Most pupils in the learning resource base achieve well in line with their needs and abilities. The more able pupils recall their previous learning well and apply their skills successfully to new situations.

Most pupils develop highly effective speaking and listening skills. They listen attentively and consider others' views respectfully. From an early age, many pupils describe their tasks clearly, for example as they demonstrate the water cycle practically and draw patterns in the sand in the style of Kandinsky. By the end of key stage 2, nearly all pupils communicate confidently and talk with accuracy and maturity. Most pupils' high standards of oracy have a positive effect on their writing skills.

In the foundation phase, many pupils read a broad range of texts appropriate to their ability. They pronounce unfamiliar words suitably, using phonic strategies and sounds to work out new and unfamiliar words. By Year 2, many pupils talk confidently about key events in the stories they read, for example they describe in appropriate detail the journey a father and son take to school. In key stage 2, most pupils read a wide range of books appropriately with enthusiasm and understanding. Older pupils use their higher-order reading skills effectively, for example when investigating information on the effects of climate change on the Antarctic.

Across the school, most pupils use the writing skills they learn in English lessons to good effect in other subject areas. The quality of their extended writing is good. Nearly all younger pupils make effective progress in developing their early writing skills. By Year 2, many pupils form letters correctly, present their work neatly with legible handwriting and use basic punctuation accurately including when writing independently. By the end of key stage 2, many pupils write clearly and imaginatively and the majority use paragraphs and punctuation accurately. They show a sound understanding of different writing styles and audiences, for example when applying their imagination to write a holiday adventure using a variety of exciting sentence openers to grip the reader. A few more able pupils apply their thinking skills to write a letter to Richard the Third incorporating words from the old English language to a high standard.

Most pupils use their numeracy skills flexibly in a range of meaningful activities in other areas of learning and subjects. Younger pupils in the foundation phase apply their number skills appropriately to solve real-life problems, for example when applying their knowledge of addition and subtraction when buying and selling food from the Brazilian food store. In Year 2, most pupils gather information successfully when constructing a bar graph to share their favourite fruit. Many key stage 2 pupils select appropriate flexible calculation methods when solving problems across the curriculum, for example when measuring the effect of the thermal properties of different materials and how it effects the speed that ice melts. They use formal

calculation strategies accurately. Older pupils use data handling skilfully to construct and analyse sets of data arising from science experiments.

The majority of pupils' information and communication technology (ICT) skills are developing appropriately. By the end of the foundation phase, many use tablet computers to record their work and a variety of applications to support work in other subjects, well. In key stage 2, most pupils search for information online competently and use a range of multi-media skills to present information, for example to describe their design task when creating a marshmallow igloo. They are beginning to develop simple data bases and to write basic programs.

Many pupils understand the benefits of speaking Welsh and enjoy learning the language. The majority of pupils use Welsh confidently in familiar, formal contexts, but few have a wide enough vocabulary to engage successfully in simple conversations. Most pupils make limited progress in their Welsh oracy skills. By Year 2, they describe a character from a book in simple terms and use basic words to describe their emotions. A minority of pupils in Year 6 can reply and ask questions adequately. Most pupils do not write accurately enough in Welsh. They read with suitable pronunciation, but do not read simple texts fluently enough.

Wellbeing and attitudes to learning: Adequate and needs improvement

Most pupils feel happy, safe and secure in school. They speak confidently and proudly about their school and know where to turn if they have any concerns. Most pupils behave well in lessons and during break and lunchtime. They are kind and supportive of each other, which contributes successfully to the school's inclusive and caring ethos. Most pupils treat adults and visitors with respect and maturity. They have a sound understanding of how to keep themselves safe online.

Overall, most pupils speak confidently about their work and discuss current and previous work with enthusiasm. They enjoy the topics they study, and are generally willing to work hard to achieve their best. Across the school, many pupils have a sound understanding of how well they are achieving and what they need to do to improve their work. A minority of pupils are beginning to choose what they would like to study in their topic. For example, Year 3 choose which animals to research in their topic on 'predators'. However, the majority of pupils do not express their views on what and how they learn. A minority of pupils rely too much on adults to direct them in their learning and do not develop sufficient skills as independent learners.

Many pupils engage positively in their learning and settle well to their tasks quickly. Across the school, most pupils work effectively in pairs and groups and can concentrate for extended periods. They persevere well, for example, when making tunnels out of a variety of materials in the foundation phase. Many pupils try a variety of approaches in order to create the sturdiest tunnel. They develop the ability to use 'self-help' strategies and peer support with increasing confidence. For instance, most pupils in Year 6 use their resilience strategies well when working together to design a floating garden for the school.

Most pupils have a clear understanding of how to keep healthy through eating a balanced diet and taking regular exercise. Most pupils know that fruit and vegetables are an essential part of a healthy diet and make healthy choices by using the daily

fruit tuck shop organised by the pupils. Most pupils understand the benefits of taking part in physical activities during the school day and joining in with sessions run by visitors, such as the Welsh cricket association.

Many pupils from Year 2 to Year 6 are enthusiastic about their roles in representing pupils across the school. The eco-club has made suitable contributions to improving the school garden and raising pupils' awareness of the importance of recycling, reusing materials and saving energy. Recently, members of the school council have organised a fund-raising activity to improve the playground environment. However, overall, the school council, digital ninjas and the criw Cymraeg have a limited input in bringing about change or making improvements around the school.

Most pupils in key stage 2 understand the importance of regular attendance. However, in recent years attendance rates have remained below average and do not compare well to those in other similar schools. Many pupils arrive at school on time in the mornings, although a very few pupils are persistently late.

Teaching and learning experiences: Good

The planned curriculum provides a stimulating range of learning experiences for pupils that reinforce and build successfully on prior learning. Schemes of work have a firm focus on enabling pupils to use their skills competently in many areas of the curriculum. A range of interesting topics ensure that all pupils engage well and foster positive attitudes to learning. Through planned visits to Barry Island and a visit from Buster the golden retriever, for example, pupils' knowledge of the local community and the wider world develops well.

The school's provision to develop pupils' speaking and listening skills is very successful. The staff organise a range of interesting experiences to enhance pupils' oracy skills effectively. For example, pupils in Years 5 and 6 have worthwhile opportunities to perform their own and Shakespearean playscripts in theatres both locally and in the wider community. Teachers take good account of the literacy and numeracy framework to ensure that planning for the development of pupils' skills is effective, particularly in literacy. Provision to develop pupils' mathematics and numeracy skills is purposeful and supports pupils to make the progress of which they are capable.

Most staff across the school have effective working relationships with pupils. They manage pupils' behaviour in classes and around the school successfully. Teaching assistants know when to intervene and provide effective support to individuals and groups of pupils. The teachers use assessment for learning strategies well, particularly in the older classes of the school. They introduce learning objectives to pupils effectively and set purposeful success criteria for them. There are regular opportunities for pupils to reflect on their work and many pupils respond sensibly to written comments and to a new style of digital oral feedback.

Many teachers share instructions and explanations clearly and ask appropriate questions to extend and develop pupils' understanding. However, a few teachers do not always have high enough expectations of what pupils can achieve, particularly in relation to more able pupils. This limits the pace of learning in these lessons and pupils' progress over time. In a minority of classes, the overuse of worksheets

restricts pupils' opportunities to make decisions and choices about how they learn and to develop their skills as independent learners.

Generally, the school implements the principles of the foundation phase well. There is a purposeful balance between teacher directed activities and those for group, paired and individual work. Teachers plan activities, which are practical and build effectively upon pupils' own first-hand experiences. For example, nursery pupils go on a hunt around the school using a treasure map. Overall, opportunities for pupils to use the outdoor environment to develop suitable independent skills and for imaginative and creative play are less evident.

Staff have begun to adapt their planning to incorporate the four purposes of the new curriculum for Wales. A good example of this is the interesting cross-curricular challenges, which Year 6 undertake weekly. Pupils have a few limited opportunities to contribute ideas to topic related activities. Teachers are beginning to adapt learning experiences in response to these suggestions. For example, Year 1 design a carnival based on their topic about Brazil. However, overall, opportunities for pupils to contribute to what and how they learn are underdeveloped. Teachers are beginning to plan for the digital competence framework. They provide suitable opportunities to enable pupils to use their ICT skills appropriately in various contexts, such as creating a presentation on facts about Tutankhamun.

The school holds an annual Eisteddfod to raise pupils' awareness and interest in the traditions and culture of the local area and Wales. However, very few members of staff model the language appropriately and few teachers plan sufficient Welsh themes into their topic work. The provision does not support pupils across the school to make enough progress in developing their Welsh language skills.

Care, support and guidance: Good

The school is a welcoming and caring environment for all its pupils. Staff know the pupils well and respond positively to their social and emotional needs. They ensure good behaviour among pupils at all times.

The school's provision to support pupils with additional learning needs is effective. Staff identify pupils' additional learning and personal needs from an early age and ensure that they receive the necessary support to succeed in their work as they move through the school. Individual education targets for pupils with additional learning needs are specific and measurable, and the pupils play an important part in the process.

The whole-school monitoring of pupils' progress is robust. School leaders and teachers use tracking information well to identify and provide additional support for individual pupils and groups of learners. For example, staff provide an effective programme to support vulnerable pupils to develop their social and emotional skills in a calm environment which provides a safe and nurturing place for them. This has a positive impact on raising self-esteem and helps most pupils to develop improved levels of confidence and engagement in school life.

The learning resource provision provides a nurturing environment that addresses pupils' specific needs effectively. The staff plan carefully to meet a wide range of

educational and social needs and work with a wide range of specialist services, which support the pupils and parents very successfully. Pupils in the learning resource provision take a full part in their own learning and assess confidently their own progress.

Pupils develop their creative skills successfully in well-planned regular specialist lessons. The staff provide pupils with opportunities to take part in the school choir and performances, class assemblies and to play a musical instrument. These experiences develop pupils' self-confidence and their ability to work with others well.

The school has appropriate arrangements to promote healthy eating and drinking among pupils. It plans well for pupils to understand the importance of being physically active through physical education lessons and other opportunities. For instance, attendance at an outward-bound residential course in Year 6 develops the pupils' physical and team building skills effectively. The school provides a suitable range of extra-curricular clubs and activities that enrich pupils' learning successfully and contribute well to pupils' standard of wellbeing. The school provides a few useful opportunities for pupils to influence matters that affect them through the work of the eco-club members and, more recently, the school council. However, overall, the school provides very few opportunities for pupils to undertake leadership roles and pupil voice groups have a limited impact on the day-to-day life of the school.

The school's provision for developing pupils' moral and social development is effective. Staff make good use of planned lessons to broaden pupils' knowledge of respect, tolerance and how they should treat others. The school is beginning to develop pupils' understanding of the diversity of the wider world, such as the impact of natural disasters on communities around the globe. However, the school provides limited opportunities for pupils to reflect on their own, and the beliefs of others.

The headteacher has introduced a range of strategies to promote good attendance and punctuality, including working closely with the local authority. However, these approaches are not having as much impact as they could on improving pupils' overall attendance and punctuality over time.

The arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher leads a highly inclusive school that values each individual successfully. He receives effective support from the deputy headteacher to ensure that the school runs efficiently on a day to day basis. Leaders ensure that all staff and the school community work well as a team to ensure that pupils feel happy, safe and secure at school.

The deputy headteacher leads important initiatives that improve provision for managing behaviour and the quality of assessment of pupils. Leaders at all levels understand their roles and responsibilities well and are capable of managing areas of the school's work when given an opportunity. For example, the newly introduced pupil progress meetings ensure that all teachers take responsibility for the standards pupils achieve and the progress they make in their class. The school is beginning to

address national priorities for improvement, such as the implementation of the digital competence framework and the development of skills in ICT, appropriately. However, senior leaders do not always pay enough attention to key areas for improvement such as the progress made by pupils' in their Welsh language skills.

Senior leaders undertake an extensive range of monitoring activities that help them evaluate the quality of the school's work purposefully. They use a wide range of first-hand information well including a detailed analysis of pupils' performance, lesson observations, learning walks, listening to learners and scrutiny of books to inform the self-evaluation process. These processes help them to have an accurate understanding of the school's strengths and weaknesses. For example, they have identified a need to improve the standard and extent of pupils' writing and the initiative to develop expressive arts enriches the curriculum very well. However, over time regular monitoring arrangements to evaluate the impact of initiatives and current provision lack rigour. As a result, the need to provide pupils with more opportunities to develop as independent learners and to reduce the over-reliance on worksheets is ongoing.

The school is an effective learning community. The performance management system for staff is robust and all staff have access to relevant professional development opportunities. These have had a positive impact on developing staff expertise and on improving pupil outcomes. For example, training to improve pupils' numeracy skills as well as the programmes to support the wellbeing of vulnerable pupils has been successful. The school works very well with other schools in its cluster to develop professional practice. Teachers are beginning to use a more effective way of providing pupils with feedback using quick response codes as a result of training that arose from working with a nearby school.

Governors know the school well and offer valuable support. For example, they are aware that the school's attendance data does not compare well with other similar schools. They oversee spending decisions meticulously. They also hold the senior leadership of the school to account for decisions relating to the site and provision for learning effectively. The governing body fulfils its statutory duties.

The school uses its attractive indoor areas to support teaching and learning well. The school's spending decisions and broad financial planning link well to its strategic priorities and take good account of both short-term and long-term needs. For example, there have been recent beneficial improvements in the outdoor area for foundation phase pupils. The school uses the pupil development grant well to support pupils eligible for free school meals, for example to improve reading and social skills through intervention sessions. As a result, the targeted pupils have full access to the same experiences as other pupils and most make good progress from their starting points.

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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