



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

A report on

**Pentre'r Graig Primary School
School Road
Morrison
Swansea
SA6 6HZ**

Date of inspection: June 2018

by

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

About Pentre'r Graig Primary School

Pentre'r Graig Primary School is in the Murryston area of Swansea.

There are currently 324 pupils on roll between the ages of 3 and 11. There are 10 classes in the school, which includes seven mixed-age classes, two single-age classes and a nursery class with 44 part-time pupils. The three-year rolling average of pupils eligible for free school meals is 25%, which is above the national average of 19%.

The school identifies around 20% of pupils as having additional learning needs. This is just below the national average of 21%. Very few pupils have a statement of special educational needs.

A few pupils have English as an additional language, but no pupils speak Welsh at home.

The school was last inspected in March 2013. The current headteacher took up her post in April 2017.

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

Pentre'r Graig Primary School is inclusive and caring and places pupils' wellbeing at the centre of its work. The headteacher provides strong and effective leadership and promotes successful teamwork approach among all staff.

Most pupils make strong progress from their individual starting points. Most have positive attitudes towards learning. They work well together, and their willingness to take on responsibilities means that pupils' contribution to the work of the school is growing successfully.

Teaching is good and the curriculum provides a broad and balanced range of interesting learning opportunities. Most pupils acquire effective skills in literacy and numeracy, which they apply consistently across the curriculum.

Over time, the school has developed strong relationships with parents and provides families with very effective support. This has helped to create a strong sense of community, of which pupils, staff, parents and governors are very proud to be a part.

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

Recommendations

- R1 Provide opportunities for foundation phase pupils to work with increasing independence, including in the outdoor learning area
- R2 Ensure that pupils have regular opportunities to understand different religions and beliefs
- R3 Challenge more able pupils in order to ensure that they achieve as well as they could

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, the majority of pupils' literacy, numeracy, and personal and social skills are below those expected for their age. Over time, many pupils make strong progress as they move through the school and they achieve in line with the expected level by the end of key stage 2. Most pupils with additional learning needs make good progress towards their targets.

Across the school, most pupils listen attentively to adults and other pupils, and they follow instructions carefully. They express their ideas clearly and enjoy talking about their work with visitors. Most pupils in the foundation phase talk purposefully with each other. For example, the very young pupils share their concerns about their pet during a role-play activity in the veterinary surgery. Most pupils in key stage 2 talk with maturity when they share ideas and express opinions, for example about space exploration.

In the foundation phase, most pupils make good progress in developing their reading skills. They show a sound grasp of initial sounds from an early age, and they apply this phonic knowledge well when reading unfamiliar words. Many older pupils in the foundation phase read fluently and with clear expression. In key stage 2, many older pupils scan for information skilfully and readily share their opinions about their favourite styles of books.

From the reception class many pupils in the foundation phase start to form letters correctly and write an increasing range of sentences competently, for example when describing a member of their family. By Year 2, most write confidently and vary their sentences sensibly to create effect in their work. They include simple punctuation, for example using full stops and capital letters correctly to write a set of instructions on how to make a paper dragon. Across key stage 2, most pupils develop their work interestingly across a range of writing forms. Many pupils in Year 4 write effectively when composing a letter to request help with the school garden. In Year 6, most use paragraphs to present their work methodically, and often use interesting words to create effect when writing their World War 2 diaries. Many pupils draft and refine their work competently to improve its quality.

Most pupils throughout the school make good progress in developing their numeracy skills in mathematics lessons and applying them in a range of activities across the curriculum. For example, in the foundation phase, most pupils in Year 1 measure in standard and non-standard units competently when building a bridge for the queen from their class story book. Pupils in Year 2 use co-ordinates correctly to locate objects on a pirate map. Most pupils continue to make good progress in key stage 2, using increasingly complex calculations effectively across the curriculum. For example, pupils in Year 4 use their knowledge of time to plan a timetable of television programmes. Older pupils in key stage 2 create a pie chart to present their friends' favourite activities.

In the foundation phase, many pupils have a positive attitude to Welsh. They respond appropriately to instructions given in Welsh, sing simple Welsh songs and

begin to build a useful vocabulary. In key stage 2, many pupils read Welsh books with suitable pronunciation, and many respond confidently to questions about the text. Most older pupils write competently in Welsh. They write articles about cars in the sixties and compile a profile about Tim Peake. Many pupils answer questions orally about themselves, their families and the weather, and the majority are developing the confidence to answer at length.

Most pupils have good information and communication technology (ICT) skills. In the foundation phase, a majority of pupils use word processing packages, for instance to set animal fact challenges for their peers. They use simple painting programmes to create pictures, and add text and change colours and font size confidently. They search competently for information online and use a range of programs confidently to present their findings. Many older pupils use spreadsheets confidently to calculate the cost of selling their products as part of their entrepreneurial projects. Most pupils across the school have a good understanding of e-safety.

Wellbeing and attitudes to learning: Good

Most pupils enjoy coming to school and are confident in the school environment. The strength of the working relationships between pupils and staff means that pupils feel safe and secure in school. They are confident that adults will listen to their concerns and deal with any problems.

Many pupils behave well and, with the help of the school council, pupils are beginning to take responsibility for their own conduct. For example, the new pupil-led guidance for good behaviour is helping to develop pupils' self-control in lessons and during playtimes. Many pupils show respect for adults and for one another. They listen carefully to what their friends and teachers say and respond to their ideas maturely. They show care and concern for each other at lunchtime.

Most pupils have positive attitudes to learning. They persevere well when undertaking challenging tasks. Many pupils have a clear understanding of what to do when the first approach to a challenge is unsuccessful. For example, pupils in Year 3 show resilience during an activity to solve mathematical problems before asking an adult for help. Many pupils collaborate well and support one another in their learning. They listen well to the contributions of others in lessons.

Across the school, most pupils contribute to their own learning successfully. They make decisions about topics and activities and they have a sound understanding of how to improve their own work. Most pupils in key stage 2 work independently in most tasks. However, in the foundation phase, most pupils tend to rely too much on adults directing them in their learning.

Most pupils are very proud of their school and the roles they play within it. Pupils from Year 2 to Year 6 make a valuable contribution to school life. They speak enthusiastically about the range of leadership roles available to them and the difference they make to school life. Pupil groups, such as the playground buddies, the rights and values group and the ambassadors of change, have developed effective systems to improve pupils' wellbeing across the school. For example, a system that supports pupils lacking in confidence during lunch and playtimes addresses pupils' individual needs successfully.

Most pupils are developing well as ethical and informed citizens and show consistently good attitudes to the wellbeing of others. The values group visit the residents of a nearby care home weekly to play board games with them. Through the work of the champions of change, most pupils have a good understanding of the needs of others in their local and wider community. They organise fund raising activities, such as a bike ride, to purchase classroom equipment for children in India.

Most pupils have a good understanding of the importance of eating healthily and taking regular exercise. Pupil voice groups promote exercise across the school effectively. For example, a recent daily mile initiative by the sports ambassadors is having a beneficial impact on pupils' stamina, and the sports club that Year 6 pupils run for foundation phase pupils is improving their basic gymnastic skills successfully.

Many pupils and parents have responded positively to the school's focus on improving attendance, and pupils understand the importance of attending school regularly. As a result, the school's level of attendance is now in the top 50% when compared with that of similar schools. Most pupils are punctual in the morning.

Teaching and learning experiences: Good

The overall quality of teaching is good. In most classes, staff build supportive working relationships with pupils and create a productive learning atmosphere. They place a high priority on promoting pupils' wellbeing. Most teachers use a good range of questioning strategies to check on pupils' understanding and to promote their thinking skills. Teachers and teaching assistants know their pupils well and intervene at appropriate times to provide support, particularly for the less able. This nurturing ethos enables most pupils to make good progress. Teachers deploy their assistants effectively and they work in purposeful partnership to enhance provision. Many plan effective lessons that proceed at a brisk pace. Teachers remind pupils of the purpose of the lesson and use pit-stops to ensure that pupils are on track to achieve their objectives. Many teachers have high expectations of most pupils. However, in a few classes, teachers do not always challenge more able pupils well enough.

Teachers provide effective written and oral feedback and most pupils have a clear understanding of what they need to do to improve their work. There are regular opportunities for pupils to reflect on their work and pupils respond sensibly to all written feedback. Many pupils evaluate their own work successfully and identify purposeful targets for improvement.

The curriculum provides pupils with a wide range of learning experiences that reinforce and build successfully on prior learning. Teachers are beginning to consider principles of the new Curriculum for Wales in their planning and use a range of highly effective motivational techniques to stimulate learning. In most classes, teachers listen and respond positively to pupils' ideas. As a result, teachers adapt topics to meet the interests of pupils. For example, Year 2 pupils are studying amazing animals and this ensures that all pupils engage well in their learning. Schemes of work have a firm focus on enabling pupils to use their literacy, numeracy and ICT skills competently in all areas of the curriculum. Staff provide opportunities for pupils to apply their skills in real life situations, such as interrogating crime data from different areas around Swansea as part of their crime scenes and investigations topic.

Opportunities for pupils to develop their Welsh language skills in designated lessons are purposeful. The staff are effective language role models for pupils and this helps to develop their understanding of the language well. Staff provide interesting activities to enrich pupils' knowledge about the culture and heritage of Wales.

In the foundation phase, there is an appropriate balance of teacher-directed activities, group, paired and individual work. Teachers plan activities that are practical and multisensory and build suitably upon pupils' own, first-hand experiences and interests. For example, during a wet day, the nursery pupils resolve an issue with a leaking pipe by collecting the water in other appropriate vessels. However, there are not enough opportunities for foundation phase pupils to use the outdoor environment for imaginative and creative play or to develop suitable independent skills.

Long and medium-term planning in key stage 2 is effective and meets the needs of most pupils. Many teachers provide valuable opportunities for pupils to extend their knowledge and understanding across the curriculum. For example, older key stage 2 pupils create their own moving pictures about space. The school's provision for enterprise for pupils is engaging. The annual financial fair project to create and sell home-made goods of their own design develops pupils' knowledge of how to plan a successful business well.

Care, support and guidance: Good

The school has a caring and inclusive ethos, to which all staff contribute well to provide a safe, secure and stimulating learning environment. They ensure that the school is a place for pupils to learn, care and have fun.

The school has a comprehensive system for identifying and tracking pupil progress on their journey through the school. Teachers use this detailed information very effectively to identify pupils who need intervention in literacy and numeracy and additional support to ensure their emotional wellbeing. The school's provision for pupils with additional learning needs is robust and a strength of the school. All pupils contribute successfully towards their targets for their individual learning plans. Staff, pupils and parents review progress towards these targets frequently. Carefully planned support strategies help all targeted pupils to make good progress.

The staff work well with a wide range of specialist services, which support pupils and parents very well. Teaching assistants provide highly effective programmes to support vulnerable pupils. Many pupils attend regular, bespoke sessions with the family engagement officer, and the introduction of emotional literacy sessions is already raising pupils' self-esteem. Overall, most targeted pupils demonstrate improved levels of confidence and engagement in school life.

Through the school's provision to improve family engagement, parents receive useful information about events and projects. Activities such as regular learning programmes for parents and the express time afternoons to share pupils' work enable parents to have a thorough understanding of the work of the school and how well their children are doing. In addition, the family engagement officer offers a six-week course for pre-school pupils, which benefits the pupils' social skills when they start school. The weekly drop-in sessions to support parents with a range of issues beyond their children's learning, for example to access financial and medical services, are a notable feature of the school.

School leaders have developed an effective range of strategies to promote good attendance and punctuality, including working closely with the local authority. The star pupil voice group supports this work by looking at class attendance data and creating mottos such as 'Learning is cool, be early for school'. These approaches are beginning to improve attendance and, more recently, persistent absenteeism is also falling.

The school has worthwhile arrangements to promote healthy eating and drinking. For example, the school council takes a leading role in selling and promoting fruit at playtimes and pupils in the foundation phase grow fruit and vegetables in containers around the yard. The curriculum provides regular opportunities for pupils to participate in physical education lessons such as cricket and gymnastics. A broad range of after school sports clubs, for example tennis and the football club, benefit pupils' fitness levels well.

The school's provision for developing pupils' moral and social development is sound. Staff make good use of a coastal residential course for Years 5 and 6, where pupils learn about trust and team work while taking part in outdoor activities. The school promotes respect and tolerance well through planned lessons, pupils' voice groups and charity events. Through activities such as the Eco club cake stall to promote fairness to farmers around the world, pupils reflect well on how they should treat others and understand the diversity of the wider world. Staff promote pupils' cultural diversity well through a purposeful range of musical and artistic opportunities, such as the Patagonia art project. In addition, the majority of pupils in key stage 2 benefit from music tuition during the school day. Educational visits help to broaden pupils' understanding of the topics covered, such as a visit to Kidwelly castle.

Regular collective worship sessions held by representatives from local churches of different denominations develop pupils' knowledge of spiritual issues appropriately. However, opportunities to develop the pupils' knowledge and understanding of different beliefs and faiths progressively across the school are limited.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher is a highly effective communicator, with strong interpersonal skills. In her first year of headship, she has successfully ensured that all stakeholders can contribute to the school's vision of raising standards and improving the wellbeing of all pupils. As a result, all staff, pupils, parents and governors feel valued and work together successfully to drive forward strategic priorities for improvement. The headteacher is supported very effectively by the deputy headteacher. Together, they set high expectations for themselves, staff and pupils.

Across the newly formed senior management team, there is a good balance of skills and expertise, which complement each other well. The recently revised staffing structure has resulted in improved distributed leadership in the school. All members of staff have a clear understanding of their role, and regular meetings to discuss pupil progress ensure that all teachers are accountable for the standards that pupils achieve. However, it is too early to measure the full impact of these good leadership strategies on pupil attainment and the quality of provision.

Over the past year, senior leaders have established robust monitoring and evaluation systems that use a good range of first hand evidence. Generally, leaders have a clear understanding of the school's strengths and areas for development. A strong feature is the involvement of key stage 2 pupils in the self-evaluation process. Members of the star group monitor books and have recently identified an area requiring improvement in the written work of foundation phase pupils. There is a clear link between the self-evaluation process and the school's priorities for improvement. The school development plan identifies tasks to be achieved within a realistic timescale and funding is suitably allocated to deliver strategic priorities. Leaders monitor progress towards targets regularly and thoroughly. As a result, the quality of teachers' feedback has improved, and regular discussions about how they can set their own learning targets are successful.

The governing body is supportive and knows the school and the community it serves very well. Many governors visit the school regularly and participate fully in evaluating the school's effectiveness. The governors regularly review their own practice robustly and, as a result, they have a good understanding of their effectiveness. They hold the school to account successfully, for example when discussing changes in the national requirements for pupils with additional needs and the reorganisation of the school's staffing structure and its impact on standards and achievement.

The school is an effective learning community. For example, leaders provide good opportunities for staff to share good practice and to evaluate each other's effectiveness within a trusting, supportive environment. As a result, the quality of teaching across the school has improved. Performance management procedures are robust. Targets link well to staff's individual professional development needs and to the school's strategic plans for improvement. For example, staff training to improve pupils' wellbeing links closely with improving the standards of teaching and is having a very positive impact on pupils' attitudes towards their work.

The school has sufficient, well-qualified and experienced teachers to deliver the curriculum successfully. The teaching assistants provide valuable support to groups of vulnerable learners. The indoor learning environment is bright and stimulating and supports learning of high quality. However, the outdoor learning areas for pupils in the foundation phase are not well developed and this limits the way in which staff use it to support the curriculum.

The headteacher and governors monitor the budget efficiently and ensure that expenditure links appropriately to strategic improvement plans. They evaluate the effectiveness of teaching programmes to ensure value for money effectively. Leaders make effective use of the pupil development grant and, as a result, eligible pupils make good progress from their individual 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.

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