



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

A report on

**Goytre Fawr Primary School
Penperlleni
Nr Pontypool
Monmouthshire
NP4 0AH**

Date of inspection: May 2019

by

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

About Goytre Fawr Primary School

Goytre Fawr Primary School is situated in the village of Penperlleni in Monmouthshire local authority. There are 196 pupils on roll who are taught in seven single-age classes.

On average, around 10% of pupils are eligible for free school meals. This is below the Welsh average of 18%. The school states that 19% of pupils are on the additional learning needs register, which is just below the Wales average of 21%. A very few pupils have a statement of special education needs. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh at home.

The acting headteacher was absent for the period of the inspection. The newly appointed substantive headteacher, who begins his appointment in June 2019 was seconded to the school for the period of the inspection.

The school's last inspection was in 2012.

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

During their time at Goytre Fawr Primary School, pupils generally make strong progress. They enjoy coming to school and most have positive attitudes to learning.

Most teachers have high expectations of pupils and encourage pupils to engage purposefully in their work. They foster positive working relationships with pupils and engage them well in deciding what and how they would like to learn. Teachers use questioning well to facilitate pupils' understanding, but their planning does not always identify appropriate activities to support and challenge all pupils.

After a period of instability, the newly appointed headteacher has established a clear vision for the school that focuses on the needs of all learners. However, it is too early to judge whether new systems to evaluate the school's performance and plan for improvement are effective.

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

Recommendations

- R1 Ensure that rigorous self-evaluation and monitoring is undertaken to raise standards in provision
- R2 Ensure that teaching supports and challenges pupils of all abilities
- R3 Raise standards in spoken Welsh
- R4 Improve leadership capacity of staff at all levels

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Good

Many pupils enter the school with skills at or above those expected for their age and by the end of key stage 2, many make strong progress from their starting points.

In the foundation phase, many pupils listen attentively and follow instructions accurately. Most pupils develop their reading skills well and by the end of the foundation phase, they use these skills effectively to make sense of more complicated texts. By the end of the foundation phase, many pupils demonstrate effective writing skills across a range of genres, using accurate and interesting vocabulary, for example describing what they can see and feel when writing stories, such as 'I can see the bright shining stars in the pitch-black sky'.

As they progress through key stage 2, most pupils develop valuable communication skills, using specific vocabulary appropriately. For example, older key stage 2 pupils explain the properties of shapes successfully, using the correct terminology. Many pupils' reading skills develop consistently well across the key stage and older pupils read aloud confidently and willingly. Many pupils use higher order reading skills, such as inference and deduction, to good effect. For example, an upper key stage 2 pupil explained that 'her eyes looked empty of life' meant, 'she'd run out of hope and life wasn't worth living'.

Across key stage 2, most pupils make strong progress in writing across a wide range of genres. Many pupils understand the features of different genres and apply this knowledge through their writing. More able pupils write to a high standard. For example, upper key stage 2 pupils write letters with the appropriate tone and sense of audience to console a friend about the loss of a family pet. Overall, pupils do not write at length, with sufficient independence, often enough.

Pupils show enthusiasm for learning Welsh and understand the advantages of learning the language. However, pupils' spoken Welsh is at a basic level and few pupils extend their answers effectively. Generally, pupils read at an appropriate standard with reasonable pronunciation, and many pupils show suitable understanding of simple texts. Most pupils' writing in Welsh is effective in the foundation phase, although their progress in key stage 2 is limited.

In the foundation phase, many pupils develop numeracy skills well. By Year 2, pupils count confidently in fives and tens to 100, forwards and backwards. Most pupils develop strong numeracy skills as they move through the school. By Year 6, pupils use their mathematics confidently to work out complicated calculations and can explain their methods. A majority of pupils across the school develop successful thinking and problem-solving skills. In upper key stage 2, for example, pupils work out how long it would take to evacuate soldiers from Dunkirk, using numerical reasoning estimation, division and multiplication by 10,100 and 1,000.

As they progress through school, many pupils develop competent and effective information and communication technology skills. For example, in the foundation phase, pupils use ICT to research and paint pictures of minibeasts. In key stage 2, many pupils use the internet confidently to carry out relevant research. In upper key stage 2, pupils create spreadsheets and use them successfully.

Wellbeing and attitudes to learning: Good

Most pupils feel safe and secure in school. They enjoy coming to school, have good networks of friends and strong working relationships with staff. Pupils enjoy and benefit from using the attractive grounds and outdoor facilities well. They know where to turn for help if they have any problems or concerns.

Nearly all pupils behave well in class and around the school. They co-operate well with each other in pairs, small groups and as a whole class. Interactions between pupils and adults are mostly respectful and polite. Pupils understand the important values that the school promotes, for example kindness and tolerance. Pupils know that a few pupils struggle to manage their behaviour at times, but they know that staff place a high value on their wellbeing and will try hard to defuse any difficulties quickly and effectively. Pupils respond appropriately to the system of warnings and sanctions linked to behaviour, and understand the role of 'The Cwtch' in helping pupils to manage their emotions at appropriate times.

Pupils generally have good attitudes to learning and are keen to do well. Most concentrate well on classroom tasks and try hard to achieve the learning objective in the time available. They move between tasks quickly and efficiently. Pupils enjoy opportunities for independent learning. Most engage in focused and continuous provision in the foundation phase well and move readily from one challenge to another. Pupils are responding well to the recent introduction of strategies to help them to choose tasks that they must, should or could do. Pupils with special needs generally respond well to the school's provision, but a very few pupils across the school struggle to concentrate for sufficient periods, even with support from classroom assistants.

Pupils have a strong understanding of the benefits of healthy eating and drinking. The pupils manage a fruit tuck shop at breaktime and pupils make good use of this facility. Pupils at lunchtime understand why it is important to eat vegetables and fruit and why sweet foods and drinks are bad for their health. In good weather, pupils undertake plenty of activity at lunch and breaktime using the extensive school grounds. They participate well in a suitable range of after-school clubs, such as netball, multi-skills, tag rugby, Zumba and tennis at a local tennis club.

A wide range of pupils undertake leadership roles across the school, for example by acting as representatives on the school council and eco committee, by participating as digital leaders, Cwriw Cymraeg and community ambassadors. These groups have had a significant impact on the life and work of the school. For example, the school council produced a useful leaflet on attendance for parents, helping to design 100% attendance rewards on a half-termly basis. It did this to avoid penalising pupils who were ill and whose attendance was affected through no fault of their own. Community ambassadors in Years 4 to 6 have organised a local litter trawl, toy and book collections for Nevill Hall children's ward, donations to a local food bank and the development of a vegetable garden.

Teaching and learning experiences: Good

Teachers explain work well and question pupils skilfully to assess their understanding and to develop their thinking skills. Many teachers use questions effectively to encourage pupils to explain their methods and to facilitate deeper understanding.

Support staff contribute purposefully to the work of teachers in classes and in specific intervention groups.

Most teachers have high expectations of pupils' behaviour and encourage pupils to engage purposefully in their learning. Working relationships between staff and pupils are positive, classrooms are calm and respectful places and pupils enjoy their learning environment.

Teachers plan a suitable range of interesting topics. At the beginning of each topic, teachers give pupils useful opportunities to contribute to the development of the theme. This helps pupils to focus on what they want to learn and what they need to do in their work, and engages them successfully. For example, Year 5 pupils make valuable contributions to their topic on water by asking thought-provoking questions like, 'what is water?' Teachers use a system based on 'must, should and could' to set a range of targets for learning. However, teachers' planning does not always identify appropriate activities to support and challenge all pupils.

On most occasions, teachers deliver lessons at a brisk pace and make good use of the range of learning areas, including outdoor learning classrooms.

The school provides an appropriate range of extra-curricular activities to support pupils learning. For example, following a visit to Barry Island, older foundation phase pupils completed numeracy work selling seaside treats from their beach café.

Nearly all teachers provide useful verbal feedback to pupils to support their learning. These opportunities are effective in helping pupils to discuss and explore how to improve their work. Pupils in the foundation phase have a good understanding of what the 'next step' stamp in their book means. Many pupils in key stage 2 talk about what they must do to improve their work. However, written feedback does not consistently help pupils to improve their work. Teachers do not always ensure that pupils respond to their feedback to make required improvements.

There are well-planned opportunities to develop pupils' oracy and reading skills in a wide range of contexts across the curriculum. Teachers make appropriate provision for pupils to apply their writing skills in other areas of learning. For example, in key stage 2, pupils write persuasive letters to a local store about their decision to stop stocking Fairtrade teabags. However, not all teachers plan effective and worthwhile opportunities for pupils to apply numeracy skills at a sufficiently high level across the curriculum.

The school provides regular opportunities for pupils to develop Welsh language skills through weekly Welsh lessons and short sessions to develop oral language skills. The school has a strong Welsh ethos and promotes this through noticeboards in communal areas, helpwr heddiw in class, Welsh in assemblies and a focus on Welsh in the curriculum. However, the provision does not extend pupils' oral skills enough as they move through key stage 2. The school's involvement in developing the new curriculum is at an early stage of development.

Care, support and guidance: Good

The school is a very caring community with an inclusive and happy ethos. The staff encourage pupils to work together and be considerate of others. As a result, pupils are generally confident and treat others with respect, and their behaviour is good.

The school has recently refined its arrangements to track pupils' progress. Staff make appropriate use of assessment information to provide targeted intervention for pupils with additional learning needs. As a result, most pupils make good progress from their starting points. However, the school does not evaluate carefully enough how well teaching takes account of the specific actions identified in individual plans.

The school supports pupils with emotional, health and social needs successfully. Staff work purposefully with specialist agencies and parents. This has a positive effect on the development and progress of specific pupils.

The school provides good opportunities to ensure that pupils can make sensible choices about how to stay safe. These include personal education lessons to discuss the dangers of substance misuse and how to stay safe online. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school has good arrangements for promoting healthy eating and keeping fit. For example, pupils grow their own fruit and vegetables in their school garden. It provides weekly sports lessons, and successful extra-curricular activities including dance and football. These have a strong effect on pupils' awareness of how to maintain a healthy lifestyle.

The school has developed a valuable and successful relationship with parents. Effective communication with parents, using a variety of media, informs and involves parents in school life. Parents are encouraged to play a key part in school life and support their children's education. For example, they were involved when the school held a community bake-off competition. Parents appreciated the informal access that they have to staff at the start and end of the school day, and this helps to resolve potential problems quickly.

Teachers provide valuable opportunities for pupils to contribute to the school's life and work, the local community and the wider world. For example, they take part in church services, eisteddfodau, sports competitions and charitable activities.

Leadership and management: Adequate and needs improvement

The new headteacher has quickly gained the confidence of staff, parents and pupils. He has communicated successfully his determination that the needs of pupils and their wellbeing should be at the heart of all aspects of the school. He is building well on the work done by leaders during this academic year to encourage teachers to share and reflect on their own practice and the learning experiences of pupils. For example, in the foundation phase, teachers have evaluated their use of space and resources to offer a variety of engaging activities for all year groups. However, the changes in leadership and the work to develop the staff team have not had time to address fully shortcomings in a few aspects of the school's work. This includes providing sufficient challenge or support for all pupils.

The governors provide appropriate levels of support and challenge to the school. They have managed a period of change in leadership well. They have taken good account of its impact on the morale of staff and the need to maintain provision to support the pupils' progress and wellbeing. Notably, the governing body has an evaluative approach to its work and this year, revised the committee structure to

reflect school priorities. This has proved an effective structure and has already had a positive impact. For example, effective management by the resources committee has helped the school to avoid a projected financial deficit.

The school has benefited from the support provided by the local authority. It has used the findings from their evaluations to identify suitable priorities and where professional learning links might be of benefit. For example, staff visited another school when considering their approach to assessment. The new senior leadership team has appropriate plans for improvement, but has had little time to make a substantial impact. However, the school does not currently link self-evaluation activity closely enough to improvement planning. The range of monitoring, evaluation and quality assurance activities carried out is limited. As a result, leaders at all levels are not able to identify shortcomings in their areas of responsibility precisely.

The school is successfully developing arrangements to further the professional learning of staff and promote reflection and the sharing of good practice. The school has useful links with other schools. For example, the Year 6 teacher and a mathematics teacher from a local secondary school plan and deliver numeracy lessons together on a weekly basis. Staff at the school are beginning to work more closely in teams to plan and reflect, particularly in foundation phase and for topic work in key stage 2. However, this is in its early stages and staff do not regularly observe other teachers in their classrooms.

Performance management objectives link appropriately to national and school priorities. The process includes a useful professional dialogue and identifies appropriate professional learning needs. These feed into planning for training or support. However, performance management records do not identify success criteria, which makes it difficult to hold staff to account.

Staffing and learning resources are sufficient to deliver the curriculum effectively. The school uses its attractive indoor and outdoor environment well to support learning. The extensive grassed area and well-equipped yards provide pupils with lots of space and activities that allow them to stay fit and to socialise.

The school makes use of grants appropriately to fund training and provision. However, there is limited evaluation of the impact of these on the progress, standards, attendance, and behaviour of pupils eligible for free school meals.

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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