



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

A report on

Penyrheol Primary School

**Frampton Road
Gorseinon
Swansea
SA4 4LY**

Date of inspection: February 2024

by

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

This report is also available in Welsh

About Penyrheol Primary School

Name of provider	Penyrheol Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	None
Number of pupils on roll	225
Pupils of statutory school age	174f
Number in nursery classes	30
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%)	29.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)	39.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	2.9%
Date of headteacher appointment	01/09/2001
Date of previous Estyn inspection (if applicable)	12/10/2015
Start date of inspection	26/02/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Penyrheol Primary School is an inclusive and welcoming school that provides pupils with a rich variety of exciting learning experiences. Staff ensure that all pupils have access to a broad range of opportunities that engage their interest, stimulate their curiosity and develop their skills, knowledge and understanding well. Because of this, most pupils enjoy their time in school and show a high degree of enthusiasm in lessons.

Teachers build on pupils' previous learning successfully. They plan motivating lessons that develop pupils' literacy, numeracy and digital skills progressively, using purposeful activities that are well matched to pupils' needs. Teachers, across the school, provide an appropriate level of support and challenge that ensures most pupils make strong progress in developing their skills over time. However, they do not always provide enough opportunity for pupils to learn independently. Staff question pupils to assess their progress and to extend their thinking effectively. They provide useful feedback to pupils that helps them to further their learning successfully.

Staff have established positive relationships with parents and with partners in the local community. They build on these to enrich the curriculum beneficially. The school makes good use of its grounds and local area to develop pupils' understanding of the environment and of their Welsh heritage and identity. Staff promote the Welsh language well and foster pupils' positive attitudes towards speaking Welsh.

Leaders and teachers set high expectations for themselves and for pupils' progress and attitudes to learning. They model these consistently well. As a result, pupils' behaviour is exemplary and all members of the staff team demonstrate strong professional commitment to their role. Leaders and governors set a clear direction for the school's development. They focus beneficially on securing consistently effective teaching and have created a climate where all staff collaborate effectively to develop their practice further.

Recommendations

- R1 Improve opportunities for pupils to make decisions about their learning and to work with independence

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Learning

During their time in the school, most pupils build their knowledge and understanding purposefully and make strong progress in developing a broad range of skills.

Nearly all pupils listen well. They attend to adults' instructions and listen carefully to their peers when working in small groups and during class discussions. As pupils move through the school, most begin to use spoken language with increasing precision and to extend their vocabulary well. They respond sensibly to questions and are eager to share their ideas. Most older pupils engage in discussion maturely, listen closely and show respect for the differing opinions of others.

Across the school, most pupils show enjoyment in reading and in being read to. Most younger pupils make good progress in developing and using their knowledge of letter sounds. By Year 2, most pupils read suitably challenging texts confidently and with appropriate fluency. Most older pupils read with understanding. They skim and scan texts to locate key pieces of information efficiently and develop their use of inference and deduction well. For example, they discuss the engaging picture books they share in lessons thoughtfully and enjoy acting as reading detectives, using clues to predict what may happen next. By Year 6, many pupils synthesise information in texts effectively, for instance to highlight how a female mountaineer uses her experience and personal qualities to overcome obstacles and develop her resilience.

Most pupils make good progress in developing their writing skills. The youngest pupils use large sheets of paper to make marks that retell a story they share in class. By Year 2, most pupils write for a purpose well, for instance to recount a visit to a castle. Most older pupils develop a sound understanding of the features of different genres and apply this purposefully in their own writing. They use figurative language, such as metaphor, to add interest to their writing and employ an increasing variety of sentence structures for effect. By Year 6, most pupils write at length effectively. For example, they plan, draft and publish a balanced argument that considers the reintroduction of wolves to the UK. They make worthwhile improvements to their writing to strengthen their vocabulary and express points of view more clearly. Most pupils use their writing skills successfully in their wider learning. They punctuate and present their writing appropriately and spell with good accuracy.

Most pupils develop a good range of numeracy skills. Younger pupils count natural materials and compare the size of everyday objects to develop their mathematical language. They use practical resources to support their addition and begin recording simple calculations systematically. By Year 2, most pupils develop a sound understanding of place value and use their measuring skills to read scales in standard units accurately and to estimate dimensions sensibly. Most pupils in Year 4 use visual methods to find fractions of quantities and add and subtract decimals correctly, for instance when working with money. By Year 6, most pupils use their mental recall of multiplication facts with agility when solving two-step word problems. They use a variety of written methods to calculate with confidence. In a few instances, pupils apply their numeracy skills to their wider learning well. For example, pupils in Year 3 use their measuring skills purposefully when carrying out fieldwork

on a visit to the Ilston River. Overall, pupils' use of their data handling and numeracy skills in their wider learning is less well developed.

Pupils across the school show positive attitudes to learning the Welsh language. Younger pupils enjoy joining in with Welsh songs and rhymes that build their confidence and vocabulary effectively. By Year 2, many pupils ask and respond to simple questions, for instance to describe the weather and where they live. Older pupils extend their spoken responses to include further detail and to qualify their answers appropriately. They view learning Welsh as a valuable skill that enhances their ability to communicate with others.

As they move through the school, most pupils make good progress in developing their digital skills. Younger pupils show confidence when using digital devices and begin to use them well to support their early language development. Pupils in the Nursery class use tablets to record themselves singing lullabies and, by Year 2, most pupils use a keyboard and mouse competently to record their work. By Year 6, most pupils use a range of digital skills to good effect. For example, they create digital buildings and landscapes that depict an Antarctic expedition and use formulae in a spreadsheet to model the effect of substituting ingredients on the overall cost.

Most pupils develop their expressive skills well. They enjoy the frequent and varied opportunities to respond to engaging stimuli using a range of different artistic media. Many pupils develop a skilful use of technique that they apply imaginatively to create striking visual art. Most pupils participate readily in music and drama activities that strengthen their speaking and listening skills successfully and develop their confidence and self-esteem beneficially.

Most younger pupils take part in physical activities enthusiastically. They develop good manipulative skills and show confidence when running, jumping and turning. Most younger pupils control their gymnastic movements well, for instance when balancing and rolling. Most older pupils demonstrate increasingly sophisticated skills, for instance when mirroring a partner's movements or following a leader's sequence.

Well-being and attitudes to learning

Most pupils are enthusiastic about their time in school and show enjoyment in the experiences the school provides. This ensures that they attend regularly and arrive on time. Most pupils feel safe and respected and know that their thoughts and suggestions are valued. They are confident that staff will listen to any concerns they have and provide the support they need.

Nearly all pupils are polite and courteous. They show respect for each other, staff and visitors. Across the school, pupils work and play together happily. Most pupils are keen learners who show high levels of interest in the opportunities provided to them. They listen attentively to their teachers and to each other, and settle to tasks quickly, maintaining their focus during lessons successfully.

Pupils value the feedback they receive from staff. Most older pupils use feedback constructively, for instance to correct mistakes and to improve their understanding. Many pupils know how to use success criteria to help them complete tasks effectively, such as by focusing their research to find relevant information about

motte and bailey castles. Many younger pupils are beginning to reflect well on their own work and the work of others. For example, they check each other's repeating patterns carefully and talk sensibly about ways they could make their own pattern better.

Pupils' behaviour is a strong feature of the school. Nearly all pupils understand and follow the school rules consistently. They are caring towards each and frequently demonstrate empathy and compassion whilst in school. Many pupils, including those with additional learning needs (ALN) or who are eligible for free school meals, take on leadership roles with pride and vigour. They contribute well to the work of the school and carry out their duties maturely. For example, the school council has introduced 'worry monsters' into every class that enable pupils to share confidential concerns they may have with staff in an unobtrusive way. This supports pupils to express their feelings and gives them confidence in the help staff provide.

During their time at Penyrheol Primary School, most pupils develop a good understanding of the importance of a healthy diet and lifestyle. They embrace the opportunities they have to develop their physical skills through the many enrichment experiences the school provides. For example, many younger pupils quickly learn how to ride a bicycle and many older pupils take part in a wide variety of beneficial sporting activities. By Year 6, most pupils have a solid understanding of how to stay safe when online. They know not to share personal and private information publicly and understand what steps they should take in response to inappropriate material or any concerning contact they receive online.

Most pupils develop good teamwork skills and a sound understanding of sustainability through participating in the school's community kitchen project with family members and their peers. In general, pupils have a strong awareness of environmental issues. They develop a good understanding of the benefits for their health and for wildlife in maintaining and protecting their local environment. Most pupils contribute directly to improving biodiversity in the school grounds by planting over 600 trees, cultivating fruit and vegetables in a polytunnel and developing a heritage orchard. Most pupils recognise the potential dangers of traffic and pollution and increasingly walk to school or use their bikes or scooters.

Teaching and learning experiences

Staff have a clear, shared vision for the curriculum that fully embodies the school's motto of 'Putting Children First'. Throughout the school, teachers provide an exciting variety of relevant and purposeful learning experiences that stimulate pupils' interest well and meet their needs effectively. They ensure that pupils have access to a broad range of vibrant opportunities across the breadth of the curriculum that engage and motivate nearly all pupils successfully. As a result, most pupils are eager to learn and enjoy their time in school.

Teachers and support staff consistently display a calm, sensitive and supportive manner. They have created stimulating, well-resourced learning environments that celebrate pupils' achievements and support the next steps in their learning well. They use the school's extensive grounds to develop pupils' physical and enquiry skills purposefully and to promote their understanding of sustainability effectively. For

example, they teach pupils innovative ways to compost materials for re-use when planting bulbs.

Across the school, staff provide pupils with beneficial opportunities to have 'a voice and a choice' in their learning. They provide time at the start of each topic to enable all pupils to share what they know and to make worthwhile suggestions about what they want to learn. Teachers plan the curriculum effectively to ensure that pupils have suitable opportunities to build their skills, knowledge and experience systematically as they move through the school. Teachers use their detailed knowledge of pupils to design activities that provide appropriate challenge and support so that all pupils engage with the school's curriculum fully.

Teachers and support staff develop pupils' use of expressive language and the range of their vocabulary well. They model high expectations and provide valuable opportunities for pupils to develop and apply their oracy skills in a good range of purposeful contexts. For example, members of pupil groups frequently lead whole-school assemblies and communicate their work clearly and effectively. Teachers use questioning skilfully to prompt pupils to use words precisely in order to clarify their thinking. Because of this, most older pupils speak confidently and express their views and ideas maturely.

Staff are strong advocates for the Welsh language. They embrace, promote and celebrate the use of Welsh in school and create a climate where pupils feel comfortable to speak Welsh without worrying about making mistakes. Across the school, teachers and support staff model the language consistently well. They use Welsh frequently throughout the day and provide regular sessions that build pupils' skill and confidence effectively.

The school makes comprehensive use of the local area to enhance and enrich its curriculum. Staff use trips and visits to ignite pupils' motivation and inspire their learning beneficially. For example, during a visit to Swansea Museum, Year 4 pupils gain valuable understanding of the process of mummification which they reflect on expertly in class. Staff use facilities such as the pool at the neighbouring comprehensive school and the local library to support pupils' development and to broaden their access to local amenities.

Teachers and support staff are skilled, confident and reflective practitioners. They embrace professional learning and actively seek opportunities to develop their practice. Teachers have strong subject knowledge and show a good understanding of how to build pupils' literacy, numeracy and digital skills progressively. They adapt their teaching to meet the individual needs of the pupils in their class successfully. However, they do not always provide enough opportunity for pupils to make independent decisions about how to present, carry out or resource their work. Where this is the case, pupils have less opportunity to be self-reliant in their learning and to seek their own creative solutions.

Teachers make skilful use of assessment to monitor pupils' progress and identify aspects of their learning that need reinforcing. They provide pupils with immediate feedback during lessons that supports them to improve their work and to deepen their understanding. For example, they identify errors in pupils' calculation method and use a pit stop to address the misconception swiftly. Teachers use this

information to inform future learning so that they build on the progress pupils make and plan appropriate next steps. They revisit objectives for learning to support pupils to review what they have achieved and to take increasing ownership for the progress they make.

Care, support and guidance

The school is a nurturing and supportive community where staff foster a caring and friendly ethos that enables all pupils to thrive. The strong relationships between staff, pupils and parents are a hallmark of the school's work. Teachers and support staff address pupils' emotional and social needs well. They create a reassuring and warm environment that contributes beneficially to pupils' contentment and underpins the high standard of behaviour that is evident across the school. Staff make good use of facilities such as the school's sensory room and extensive grounds to promote pupils' physical and emotional well-being effectively. They provide engaging activities at the either end of the school day that encourage pupils' active involvement in wider school life and increase their enjoyment of their time in the school.

The school's ALN Co-ordinator collaborates effectively with staff and senior leaders to support pupils with ALN. Staff identify pupils' needs swiftly and provide timely, targeted support. They review individual pupils' progress regularly and meet with parents to develop a shared understanding of pupils' ongoing needs. Teaching assistants run a well-planned series of focused interventions, for instance to strengthen pupils' communication and social skills. They work skilfully with pupils to narrow gaps in their learning and to boost their confidence effectively. The school engages well with specialist services to access relevant guidance and support that helps nearly all pupils with ALN to make sound progress from their individual starting points.

The school provides worthwhile opportunities for pupils to take on a variety of leadership roles. Staff support elected pupils to create their own development plan and to contribute purposefully to decision-making. For example, the school's 'Green Team' have been instrumental in developing the school grounds to establish the 'Dingley Dell', construct a polytunnel, and plant the heritage orchard. These initiatives provide valuable resources for pupils' learning that promote their understanding of biodiversity and sustainability successfully.

Staff provide a good range of beneficial experiences that develop pupils' understanding of their Welsh heritage and cynefin. For example, as part of a local history project, pupils learn about the Battle of Gower and role play the life of Evan Roberts, a key local figure in the 1904 Religious Revival. The school fosters pupils' appreciation of contemporary Welsh culture successfully, for example through pupils' participation in various Urdd competitions and through the work of the Criw Cymraeg who promote the Welsh language enthusiastically in playtime games. Staff provide rich opportunities for pupils to engage with the expressive arts, for example through weekly drama sessions and music sessions and regular visits from a visual artist. These experiences support pupils to develop their skills and to use their creativity and imagination with purpose.

Staff provide a diverse range of visits that enhance the curriculum and engage all pupils actively in their learning. The school uses an established connection with an

international school in Spain to develop pupils' language skills and their knowledge of other cultures. Staff make good use of residential visits, such as to the Urdd centre in Llangrannog, to enable pupils to experience an exciting variety of problem-solving and adventurous activities and to enhance their Welsh speaking skills.

The school promotes pupils' understanding of others' needs and rights, both locally and globally, effectively. This supports pupils to make choices that align with the school's clear values and to reflect the respectful attitudes modelled in school. Staff enable pupils to make strong contributions to the life of their local community. For example, the school makes thoughtful use of a partnership with a wedding venue for pupils to create floral posies from recycled wedding flowers as a gift for anyone in need. As a result, pupils develop an understanding of the positive impact their actions can have on the well-being of others. Staff make effective use of lessons and assemblies to promote pupils' spiritual and moral development and to increase their awareness of diversity.

The school provides valuable opportunities for pupils to perform. For example, pupils from across the school participate in annual public show at the Grand Theatre in Swansea. Teachers plan for the development of pupils' entrepreneurial skills effectively. For instance, they use partnerships with local businesses to sponsor pupils to run a small-scale enterprise and to learn about different career opportunities in the local area.

Leaders and teachers make suitable arrangements to ensure the safety of pupils and to develop their understanding of how to manage risk. For example, staff teach pupils how to keep safe online and arrange informative workshops that develop pupils' understanding of healthy relationships. Leaders place a strong emphasis on securing the well-being of all pupils and ensure that robust arrangements to safeguard pupils and to promote good attendance are followed appropriately.

Leadership and management

The school has an arrangement where two senior leaders share the headship role. Both headteachers provide clear and effective direction to the work of the school. They have created a strong sense of identity for the school that is rooted in its community and visible in the rich variety of purposeful learning opportunities it provides for all pupils.

Senior leaders set high expectations for pupils and staff and model these consistently well. They work efficiently as a team to share responsibility for developing the work of the school. They use a suitable range of first-hand evidence, such as pupils' work, observations of teaching and discussions with pupils, to evaluate the school's strengths and areas for development accurately. Leaders use this knowledge to lead school improvement effectively. For example, they prioritise developments thoughtfully and maintain a sharp focus on implementing a small number of worthwhile changes thoroughly. They foster the engagement and commitment of the wider staff team to ensure that improvements are embedded and sustained. As a result, the school has a strong track record of leading improvements that impact notably on pupils' progress and the quality of teaching. For example, staff have made carefully considered changes to the way they develop pupils' reading skills that have strengthened pupils' enjoyment and understanding of what they read.

Leaders underpin these improvements with valuable opportunities for staff to benefit from focused professional development. They align professional learning with the school's strategic priorities so that staff build a common understanding of effective teaching. This helps to secure consistent practice across classes and ensures that staff adopt a coherent approach to delivering the school's curriculum. Teachers and teaching assistants take responsibility for improving their practice through the school's performance management arrangements. They seek out opportunities to strengthen their skills and to update their knowledge for the benefit of pupils. For example, staff engage in specific training to deliver a series of interventions that enhance pupils' skills and well-being effectively. These arrangements build capacity amongst the staff team and ensure that skilful practice, for instance in behaviour management, is strengthened further.

Leaders create a supportive culture in which staff feel confident to share their practice and to seek professional advice and guidance from their peers. For example, staff collaborate to assess the impact of changes they have made to teaching when reviewing pupils' work in staff meetings. This enables teachers and teaching assistants to participate purposefully in ongoing self-evaluation activity and to contribute their experience and expertise to leading worthwhile developments.

Governors work constructively with the school's leaders to promote improvement. They have a good understanding of the school's priorities and question leaders appropriately, for instance to establish the effectiveness of the school's assessment procedures. Many governors provide strong support for the school by contributing their time and skills to enrich the curriculum. They carry out their statutory responsibilities diligently, for instance to ensure that the school has suitable arrangements to promote healthy eating and drinking and to safeguard pupils effectively. School leaders and governors manage the school's finances prudently. They make effective use of the school's pupil development grant to ensure that all pupils benefit from the wide range of opportunities the school provides to develop their creative and physical skills. Leaders take good account of national priorities, for instance by making effective provision to develop pupils' Welsh language skills and by reducing the financial burden on families by sourcing a donation of uniform from a local retailer.

Leaders have established productive working relationships with families who appreciate the school's welcoming ethos and the strong support staff provide for pupils' well-being. The school uses its beneficial partnerships with community organisations to develop the skills of wider family members. For example, the school hosts workshops run by a community cooking initiative that enable different generations to enjoy cooking together while learning how to budget effectively and eat healthily. Leaders work alongside governors and members of the active Parent Council to strengthen these relationships further, for instance by improving communication between home and school.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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