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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

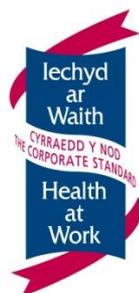
A report on

**Ysgol Penrhyn Coch
Penrhyncoch
Aberystwyth
Ceredigion
SY23 3EH**

Date of inspection: May 2012

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

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Context

The school is situated in the village of Penrhyn Coch, about three miles to the north of Aberystwyth. It serves the local community and the surrounding area and is maintained by Ceredigion local authority.

About 2% of pupils are entitled to receive free school meals, a figure that is much lower than local authority and national averages. The school provides for pupils of between four and 11 years of age. There is not one pupil who is looked after by the local authority.

There are about 96 pupils on roll and they are arranged into four classes of mixed ages. About 2% of pupils are from an ethnic minority background but there are no pupils who are learning English as an additional language. A little over half the pupils speak Welsh at home.

Pupils encompass a full range of ability and their attainments vary when they start at school. About 19% of pupils have additional learning needs, which is similar to the county and national percentages. A small number of pupils have a statutory statement of special educational needs.

The individual school budget per pupil for Ysgol Gynradd Penrhyn Coch in 2011-2012 is £3,329. The maximum per pupil in primary schools in Ceredigion is £8,706 and the minimum is £2,987. Ysgol Gynradd Penrhyn Coch is 50th of the 60 primary schools in Ceredigion authority in terms of its school budget per pupil.

There have been no significant changes in the nature of the school since the last inspection in July 2006. The headteacher has been in post since September 2002.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- the literacy skills of pupils of all ages are good;
- most pupils work to their full potential;
- pupils show respect and care towards one another;
- learning experiences meet the needs of pupils successfully; and
- the quality of teaching and assessment is good.

Prospects for improvement

The school's prospects for improvement are good because:

- the management team's clear vision gives effective strategic leadership to the work of the school;
- staff strive continually to improve on previous performance;
- the school has responded positively to local and national priorities;
- performance data is used effectively to improve standards; and
- effective co-operation with strategic partners has a beneficial effect on pupils' wellbeing and outcomes.

Recommendations

In order to improve further the school needs to:

R1 increase the percentages of pupils who reach levels 3 and 5;

R2 strengthen the role of the governors as critical friends of the school; and

R3 give a clearer focus in the development plan to the school's main priorities.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The literacy skills of pupils of all ages are good. Nearly all those in the Foundation Phase listen attentively during whole-group sessions and express their ideas confidently and accurately. They have an interest in books and most choose books independently and use a wide range of strategies to enable them to read unfamiliar words. By the end of the Foundation Phase, many have begun to write in a conventional manner and use words, phrases and sentences effectively to communicate their ideas.

Nearly all pupils in key stage 2 listen carefully during lessons and contribute appropriately in group and class discussions. Most are confident readers and, by Year 5, they obtain information in an orderly way from different sources, such as books and websites. Many pupils write skilfully for a number of purposes in both languages and display increasing fluency and accuracy in spelling and expression.

In the Foundation Phase and key stage 2, nearly all pupils use their thinking skills very skilfully when planning together and solving practical problems. This has a positive effect on their learning and on the standards they achieve.

At the end of the last educational year, the percentage of pupils who achieved the expected levels in Welsh, English (key stage 2 only), mathematics and science at the end of the Foundation Phase and key stage 2 was similar to the national averages and those of the family of similar schools. The percentage of pupils who attained the higher levels (levels 3 and 5) was lower than the national averages and the average performance of the family.

In four of the last five years, the performance of pupils at the end of the Foundation Phase in the three subjects has placed the school mainly in the lower 50% of schools with a similar percentage of pupils who are entitled to receive free school meals. Performance at the end of key stage 2, more often than not, has placed the school in the top 25% of similar schools.

In the Foundation Phase and in key stage 2, girls and boys perform as well as one another.

Pupils in all classes give of their best in lessons and are making good progress in their learning. Nearly all concentrate and persevere with their tasks, are alert to questioning and asking questions and work productively, using their time effectively. Many pupils discuss their tasks confidently and, as they mature, can evaluate their work thoughtfully and identify what they need to do to improve it. Most of them work to their full potential.

Wellbeing: Good

Pupils say that they feel safe in the school environment and that they are free from any disruption from other pupils. Pupils of all ages have a firm understanding of how

to become healthy and they appreciate that healthy foods and regular physical exercise have a positive impact on their wellbeing and development.

In every class, pupils behave in a very responsible way and show respect and care for one another. With rare exceptions, pupils are industrious and enthusiastic and work harmoniously and diligently for extended periods. Many of them recall previous learning easily and face new challenges confidently.

As they mature, most pupils enjoy and benefit from a variety of experiences and opportunities to undertake responsibilities, including the school council and the eco group. The council has an active role in the life of the school and members respond positively to the opportunities that they have to influence and make decisions. Through a wide range of activities, pupils of all ages make a key contribution to the activities of the local community.

Attendance rates are consistently good and, more often than not, they are higher than the rates for the whole of Wales and some similar schools.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The wide range of rich learning experiences that are provided meet the needs of the full range of pupils successfully. In the Foundation Phase, the extremely interesting and imaginative learning experiences that are planned enable pupils to make very good progress towards achieving the necessary learning outcomes. Through careful planning, it is ensured that the curriculum at the beginning of key stage 2 builds systematically on pupils' current knowledge and understanding and that there is progression and continuity in their learning. Although only a few pupils attain level 3 or 5 at the end of the Foundation Phase and key stage 2, there is appropriate provision in classes for challenging more able and talented pupils.

Opportunities for pupils to develop key skills, and particularly literacy skills, are planned very thoroughly. The intervention programmes for pupils who have low literacy skills enable these pupils to acquire the necessary skills that they need in order to access the wider curriculum.

The Welsh dimension has a central place in the school's work programme and imaginative use is made of the local area and its people, in order to provide stimulating experiences and learning activities. The curriculum, along with the wide range of extra-curricular activities that are provided, helps pupils to develop a number of key personal and social skills very effectively.

There is comprehensive provision for promoting pupils' understanding and experiences of global citizenship. Respecting multiple cultures, promoting anti-racist attitudes and developing fairness and equal opportunities are strong elements of the school's culture. The school's strategies, in addition to the eco council programme, contribute significantly to raising pupils' awareness of the importance of sustainability and protecting the environment.

Teaching: Good

The close working relationship that exists between adults and pupils results in effective teaching and learning. All teachers are proficient in their work and they use their knowledge and expertise very creatively to plan stimulating learning experiences that have clear learning objectives. Pupils of all ages and ability are challenged to achieve well and, through appropriate intervention and staff's skilful questioning, are encouraged to strive hard and take an active part in their learning.

By using a wide range of teaching methods, teachers ensure every individual's involvement in his/her learning. Teachers and pupils receive strong support from skilful teaching assistants who contribute significantly to learning and teaching. The strong emphasis that is placed on developing thinking and problem-solving skills contributes effectively towards promoting pupils as independent learners.

The school's assessment and recording arrangements are comprehensive and enable teachers to monitor and track the progress of every pupil regularly. Assessment for learning strategies are an obvious strength and are strongly rooted in the school's teaching and assessment methods. Pupils of all ages have regular opportunities to evaluate their own work as well as the work of their peers.

The annual reports to parents provide them with beneficial information about their children's development and progress.

Care, support and guidance: Good

The school is a happy, orderly community that gives a high priority to its pupils' wellbeing and safety. A warm and welcoming environment is provided and staff ensure that the needs of every individual are met. There are appropriate policies and procedures to ensure that pupils are safe and that they achieve their emotional and physical wellbeing successfully. Pupils are encouraged to eat healthily and, through physical activities and after-school clubs, they have a wide variety of opportunities to increase their levels of fitness and health.

The school has an appropriate policy and has procedures for safeguarding.

The school promotes good attendance regularly and ensures that pupils and parents are aware of its expectations.

Through a wide and interesting range of experiences, spiritual, moral, social and cultural development is promoted successfully. The strong emphasis that is placed on fostering values such as honesty, fairness and respect towards others contributes effectively towards creating a feeling of a civilised society at the school.

Provision for pupils with additional learning needs is effective. Pupils' needs are identified early by teachers and there are individual education schemes of good quality for every pupil. They are reviewed regularly in consultation with parents and appropriate specialist agencies. Appropriate use is made of performance data to keep a close eye on the progress of every pupil and also to identify different groups that need provision that is different from the ordinary.

Learning environment: Good

The school is an inclusive community in which pupils have equal rights to all the activities arranged for them. The strong emphasis placed on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance creates a stimulating learning environment.

There is an extensive supply of relevant resources of good quality that are matched appropriately to the whole range of age and ability. Full advantage is taken of the resources that are available in the community to add to provision in class. Pupils have frequent opportunities to be part of the school's activity and they show pride in this role. The school is very effective in preparing pupils for the next stages in life.

The building is of good quality and is used extensively. The outdoor area for the Foundation Phase is a valuable resource that offers very interesting and stimulating experiences to pupils.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The management team's clear vision provides effective strategic leadership to the school's work. Teachers and assistant staff work closely as a team and fulfil their roles and responsibilities conscientiously. Staff's willingness to support and challenge one another and to try new initiatives and ways of working contributes significantly to teaching and learning.

Recently, the governing body has begun to revise and analyse data on pupils' achievement and to observe lessons, which has given them a better understanding of the school's performance. The body fulfils all its statutory responsibility in full. Although the headteacher receives strong support from the governors, their role as critical friends has not been developed fully.

The school has responded positively to many of the most recent local and national priorities. Promoting the skills curriculum is developing well and constructive links with other schools are of help in raising standards and sharing good practice.

Improving quality: Good

Self-evaluation and strategic planning processes are a regular part of the school's life and work and staff endeavour constantly to improve on previous performance. The school makes effective use of a variety of indicators, including evidence from other agencies, such as the local authority's advisory service, when reaching a judgement about current performance.

Performance data is used effectively and consistently in order to monitor and plan for improving standards. This process ensures increasing improvement through identifying various target groups of pupils. The school seeks the opinion of pupils, parents/carers and the wider community and considers carefully any suggestions that are made. This process ensures increasing improvement.

Self-evaluation processes have a positive influence on the school's plans for maintaining improvements. The self-evaluation report conveys a clear picture of the current situation and identifies clearly the areas that need to be developed further. Although the development plan is a useful document, there is not a clear enough focus in it on the school's main priorities.

A strong professional learning community has been established in the school, which is a key tool for promoting and expanding the experiences of pupils and staff. Recent initiatives with various schools to raise standards of literacy have already had a positive effect on pupils' standards of achievement.

Partnership working: Good

The school co-operates effectively with a range of strategic partners that have a beneficial impact on pupils' wellbeing and attainment. Parents are very supportive of the school and contribute towards many activities, including raising money to improve the educational provision. The school makes regular use of the community and of communal resources and these have a positive influence on the quality of education.

Links with various agencies, to promote pupils' wellbeing and specific needs, are good. The school co-operates closely with a cluster of primary schools in the catchment area, along with a number of other schools, to moderate teachers' assessments and share good practice

The school has a close partnership with the local secondary school. Transition activities have been established well and address the curriculum and pupils' wellbeing. The school makes effective use of the local authority's services for developing and supporting staff in order to raise standards further.

Resource management: Good

The school is staffed appropriately in order to teach the curriculum effectively. Teachers and support staff are deployed well in order to make the best possible use of their time, expertise and experience. Teachers make appropriate use of their planning, preparation and assessment time and the arrangements for this are managed well.

Staff performance management arrangements are implemented thoroughly and there are effective arrangements for identifying and meeting staff's professional development needs. These processes have a direct influence on the quality of teaching and learning and on pupils' outcomes.

The good range of teaching and learning resources and the facilities are used effectively in order to support children's learning and they are reviewed regularly.

Systematic and accurate budgeting arrangements are in place and decisions on expenditure link well with priorities for pupils' improvement and wellbeing.

The school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase during four of the last five years, the percentage of pupils who achieve level 2 (the expected level in Welsh, mathematics and science for seven year old children) has placed the school mainly in the lower 50% of schools that have a similar percentage of pupils who are entitled to receive free school meals. In one year, the results for mathematics and science have placed the school in the top 25% of similar schools.

The results for key stage 2 pupils in three of the five years are very positive, with a percentage of pupils who achieve level 4 or higher (the expected level) in the top 25% in comparison with the local and national benchmarks and in comparison with the results of similar schools. In 2007 and 2011, the results for almost every subject have placed the school in the bottom 25% of schools in the same family.

The proportion of pupils who achieved level 2 or higher at the end of the Foundation Phase in 2011 in Welsh, mathematics and science compares favourably with the national benchmarks and the results of most schools in the same family. None of the more able pupils reached the higher level 3 in any of the subjects. This is considerably lower than the average for the family.

In 2011, the proportion of pupils who achieved level 4 or higher at the end of key stage 2 in English, mathematics and science is a little higher than the national benchmarks and averages for schools of the same family. Results for Welsh are a little lower than these benchmarks. The proportion of pupils who attained the higher level 5 in any of the subjects is lower than the national benchmarks and the averages for the family. No pupils achieved level 5 in Welsh or science.

In the Foundation Phase and in key stage 2, girls and boys achieve as well as one another.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Forty parents completed the pre-inspection questionnaire, namely a little over half of the school's families. Nearly all the questionnaires expressed complete satisfaction with the school and compared well with national averages.

Nearly all parents say:

- that they are satisfied with the school in general and that their child is making good progress;
- that their child likes school and that he/she has had good support to settle in when starting at the school;
- that their child is expected to work hard and that staff respect every individual and treat them fairly;
- that their child is encouraged to be healthy and is helped to become more mature and to shoulder responsibilities and that he/she is safe whilst at school;
- that they receive regular information about their child's progress; and
- that teaching is good and the school is run well.

A very few parents say that homework does not build well on what their children have learnt at school.

Responses to learner questionnaires

Nearly all of the 51 pupil questionnaires that were completed expressed positive attitudes towards the school, which is much higher than the national averages.

Nearly all children say:

- that they feel safe at school, that there are many opportunities for them to take regular physical exercise and that they have help from teachers and adults to learn and make progress;
- that homework helps them to make progress and that they are satisfied with the school in general;
- that they are prepared well for moving on to the secondary school; and
- that they are doing well and that other pupils behave well.

Appendix 3

The inspection team

Wil Williams	Reporting Inspector
Hazel Hughes	Team Inspector
Dylan Jones	Lay Inspector
Gwilym Rees	Peer Inspector
E Pugh-Evans	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.