



*Rhagoriaeth i bawb - Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**Report of visit  
Level of follow-up: Estyn monitoring**

**Pentip V.A. C.I.W. Primary School  
Pembrey Road  
Llanelli  
Carmarthenshire  
SA15 3BL**

**Date of visit: May 2014**

**by**

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

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**The monitoring team**

Jane McCarthy	Reporting Inspector
Ann Dackevych	Team Inspector
Alun Meilyr Rees	Local authority representative

## **Outcome of monitoring visit**

Pentip Voluntary Aided Church in Wales Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in March 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

## **Progress since the last inspection**

### **Recommendation 1: Improve pupils' skills, particularly their writing across the curriculum**

This recommendation has been largely addressed.

Scrutiny of pupils' work shows that most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, many pupils write short texts well in topic work, for example when applying for a job as a zoo keeper. At the end of key stage 2, most pupils write purposefully in a variety of styles. Pupils' writing for a range of purposes is well organised and interesting, for example, when writing news reports and stories about evacuation in the Second World War in history lessons. The presentation of their written work has generally improved and most pupils in key stage 2 show an increased confidence in using drafting and editing skills. Pupils now complete work sheets less frequently.

Pupils are beginning to apply their numeracy skills in other subjects. In the Foundation Phase, they produce simple charts to collect data when recording the weather over a week or the numbers of various animals in a zoo. They enter this data correctly into an electronic programme to create simple bar graphs. In key stage 2, pupils create accurate bar and line charts, for example when measuring the changes in a pupil's heart rate before, during and after exercise in science. In history, pupils use percentages well to work out how many people the Blitz affected. Pupils now need to apply numeracy skills more widely in other curriculum areas.

Nearly all pupils use ICT skills well and are now applying these skills purposefully across the curriculum. Pupils in the Foundation Phase use electronic tablets to make simple animations and use publishing programmes to make posters about pirates. In key stage 2, pupils use word processing, presentation and data handling programmes well and make good use of these skills in their topic work.

Many pupils in Years 5 and 6 are able to hold a conversation in Welsh using an appropriate range of familiar sentence patterns and vocabulary. They use the Welsh language more frequently outside lessons following the introduction of strategies to promote Welsh, including a weekly Welsh detective and a Welsh speaker of the week.

## **Recommendation 2: Provide a curriculum that meets the needs of all learners**

This recommendation has been largely addressed.

Senior leaders have introduced a good range of effective programmes to improve provision for learners. Teachers use the new curriculum planning tool more effectively to provide opportunities for pupils to learn through topics that are interesting and engaging. The curriculum offers good opportunities for pupils to develop and apply skills in all areas of learning. Throughout the school, teachers use the ‘talk for writing’ approach well to develop pupils’ literacy skills and this has had a positive impact on pupils’ writing skills. Teachers’ short-term plans show how they intend to meet the needs of different learners in lessons. They generally deploy support staff well to work with pupils needing additional help.

All teachers use the schools’ electronic tracking system purposefully to track the progress of individual pupils and groups of learners. Senior leaders use the system well to analyse the progress different groups of pupils make, including those in receipt of free school meals, pupils with English as an additional language, pupils with special educational needs and the more able. The school is implementing a good range of effective intervention programmes to help pupils improve their literacy and numeracy skills. The school’s provision map shows how teachers plan to meet the needs of all learners.

Teachers now have higher expectations of pupils and set targets that reflect this. However, the school needs to provide more able pupils with tasks and activities that challenge them appropriately and give them opportunities to apply a wider range of skills independently.

## **Recommendation 3: Improve the quality and consistency of teaching**

This recommendation has been largely addressed.

The school has worked hard to improve the quality and consistency of teaching. Senior leaders have organised a good range of training opportunities for all staff to help them to deliver the curriculum more effectively, including visits to other schools. Senior leaders monitor lessons regularly and provide feedback to teachers about the standards pupils achieve and the quality of the teaching observed. The headteacher has introduced a programme of peer observation for teachers. This involves them visiting each other’s classes and focussing on aspects of good practice that they can incorporate into their own teaching. This has helped to ensure that approaches to teaching and learning are more consistent and that good practice is shared throughout the school.

Teachers now work together to plan lessons within themes. They plan to meet the needs of a range of ability groups by differentiating the work they set for pupils, including the more able. Teachers now need to ensure that tasks set for more able pupils are suitably challenging.

In nearly all classes, the quality of teaching and the pace of lessons are good. Teachers have improved the range of strategies they use to question pupils, for example asking other pupils for their views once a pupil has given an opinion.

**Recommendation 4: Strengthen assessment procedures and ensure a consistent approach to assessment for learning to raise standards effectively**

This recommendation has been largely addressed.

Senior leaders track pupils' progress carefully using the school's electronic tracking system. They provide teachers with individual feedback in relation to the progress of pupils in their class. This includes guidance on how different groups of learners are performing, for example boys, and how many pupils are likely to achieve their targets. Teachers are making increasing use of the outcomes of tracking to influence their planning and target future interventions for all pupils, including the more able. As a result of this, pupils are now making good progress against their targets.

Throughout the school, teachers and teaching assistants incorporate the use of assessment for learning strategies in their lesson plans. Lesson observations and discussion with pupils indicate teachers use these strategies regularly in the classroom. However, at times, teachers highlight too many strategies for a single lesson rather than focussing on those that will be most effective in the context of the session.

Oral and written feedback has improved significantly over the last year. There is far greater consistency in the way teachers at both key stages are responding to pupils' work. In the Foundation Phase, the new approach to providing feedback on what has been done well and what needs to be improved is becoming well embedded, whilst marking according to success criteria is a strong feature of the work at key stage 2.

Teachers provide regular opportunities for pupils to use self and peer assessment in key stage 2. Pupils respond positively to the challenge and their comments show that they are becoming increasingly focussed on the success criteria for the task. However, there is little evidence of self or peer assessment in the Foundation Phase.

Pupils are very positive about the assessment strategies and feel that they are helping them to make better progress in their learning.

**Recommendation 5: Ensure that the school's self-evaluation process and the targets in the school development plan are directly related to raising pupils' standards**

This recommendation has been fully addressed.

The school has improved the range of information it collects through its self-evaluation processes to help it evaluate what it does well and what it needs to improve. There is a clear and comprehensive monitoring cycle in place. This includes data analysis, tracking of pupil progress, regular lesson observations, scrutiny of pupils' work, listening to learners and gathering the views of parents and

governors. All monitoring activities now focus on pupils' standards. For example, when carrying out lesson observations senior leaders now make judgements about the standards pupils achieve in the sessions and teachers use the tracking system regularly to identify whether pupils are on track to attain the outcomes expected of them.

School leaders use information from all monitoring activities well to identify the school's strengths and the areas it needs to develop further. There is now a strong culture of self-evaluation amongst staff and a positive ethos of working together as an effective team. The school's self-evaluation report is a detailed and accurate document that clearly indicates the school's strengths and areas for improvement.

Senior leaders use information from the self-evaluation process well to produce improvement plans. The actions within these plans and their success criteria focus clearly on raising standards. The plans have clear timescales, budget allocations and targets that relate directly to raising pupils' standards.

### **Recommendations**

In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.