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Her Majesty's Inspectorate
for Education and Training in Wales

**A report on
Tynyrheol Primary School**

**Heol Llangeinor
Llangeinor
Bridgend
Mid Glamorgan
CF32 8PN**

Date of inspection: November 2010

by

Peter Mathias

for

**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

Tynyrheol Primary School serves the once mining communities of Llangeinor and Pontyrhyl in the Garw Valley. The school is in a Communities First area. The local authority (LA) is Bridgend.

Currently, there are 83 full-time pupils on roll between the ages of four and eleven years of age. One child is of nursery age who attends on a part-time basis making a total of 83.5 full-time equivalent pupils. These figures are above those at the time of the last inspection in December 2004 when 65.5 full-time equivalent pupils were on roll. There are three classes which are all of mixed ages. The headteacher is the same as in December 2004.

In general, on entry to the nursery, many children have levels of basic skills and experiences which are below those expected and usually found amongst these children.

Nearly all come from the local area, where there are high levels of unemployment and often some degree of social and economic disadvantage. Thirty-three per cent of pupils are considered eligible to free school meals which is above the local authority (LA) average and the national average.

Nearly all pupils come from English speaking Welsh backgrounds. No pupil has Welsh as a first language and a small proportion come from other backgrounds. No pupil has support in English as an additional language (EAL).

Twenty-five per cent of pupils are considered to have some degree of special educational needs (SEN). No pupil has a statement of SEN. The overall figure is higher than most schools. No pupil is 'looked after' by the LA. No pupil was excluded in the previous school year.

The school holds the Basic Skills Quality Mark, the BECTA award for information communications technology (ICT), and Eco Schools Green Flag status.

The individual school budget per pupil for Tynyrheol Primary School is £3,993 which compares with a maximum of £4,826 and a minimum of £2,758 for primary schools in the Bridgend LA. The school has the ninth highest budget per pupil out of the 52 primary schools in the Bridgend LA.

Summary

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

Current performance

The school is good because:

- by the end of Key Stage 2 (KS2) nearly all reach or exceed the targets set for them to achieve;
- children in the Foundation Phase settle into school life well and make good progress;
- all staff work together effectively in a strong team; and
- there is a very positive ethos where care and respect for all members of the school community is all pervasive.

Prospects for improvement

The school has good prospects for improvement based upon:

- a successful record of addressing the recommendations of the previous inspection;
- good use of assessment information to raise standards; and
- strong leadership from a committed senior management team who share a clear vision for the future.

Recommendations

Inspectors have agreed with the school the following recommendations for improvement:

In order to improve the school further, Tynyrhoel Primary School needs to:

- R1 raise standards at KS2 in pupils' Welsh language skills and in the quality of their presentational skills in their written work;
- R2 monitor closely the impact of recent initiatives to extend further the standards reached by those considered to be more able and talented; and
- R3 take steps to make the effective deployment of support staff in classes consistent across the school.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children enter school with levels of basic skills which are below those usually found amongst children of their age. Nearly all make good progress and at least reach the targets set for them.

Care should be taken when considering the overall performance of pupils in the national teacher assessments for seven and eleven year olds because the size of the groups who are assessed is generally very small. As a result the overall trend in performance varies widely and is very dependent upon the abilities of individual pupils.

Generally, performance at seven years of age is below the local and national averages and that of most of those schools with a similar proportion of pupils entitled to free school meals. At the age of 11 results are much higher where results in 2010 were above local and national averages in English, mathematics and science at the expected level 4. The combined results were also above these averages. In comparison to similar schools results were in the top 25%. However, at both key stages no pupils reached the higher levels.

When these results are compared to the family of schools across Wales to which this school belongs, results over time have been below most of these schools at KS1 and close to the majority at KS2. At both Key Stage 1 (KS1) and KS2 girls consistently outperformed boys in 2010. However, over time there is no significant difference in the relative performance of boys compared to girls. In 2010 the school met the targets it had agreed with the LA.

By the end of KS2 standards in subjects are good and nearly all make good progress. The majority of pupils speak, listen and read well. They write expressively for a wide range of reasons and in different styles. However, standards in handwriting in English in KS2 vary considerably and pupils do not consistently take a pride in presenting their written work neatly.

Most pupils apply their communication, numeracy and ICT skills successfully in a range of contexts. By Y6 most pupils apply their skills in numeracy effectively in other subjects for example, in history when looking at life in World War II. Many pupils achieve well in ICT and use their knowledge and understanding to interpret and present data and to make electronic presentations. They find out information readily for themselves using ICT confidently.

Nearly all in KS1 make good progress in gaining skills in the Welsh language. By the end of KS2 standards are adequate because pupils do not consistently build on previous learning.

Wellbeing: Good

Tynyrheol is a caring community where pupils enjoy coming to school, wish to help each other and feel completely safe and healthy. They are very aware of the importance of leading fit and healthy lifestyles and help to promote this with other pupils.

The current attendance rate is 92%. Attendance in 2008-2009 was 92% and in the top 25% of similar schools, but under LA and All Wales averages.

Nearly all pupils behave well. Behaviour at meetings, lessons, break times and lunchtime is good, with everyone willing and wanting to help each other.

The school council and eco-committee work well with pupils being very proud of their roles and responsibilities in them. Across the school all pupils have many opportunities to voice their opinions openly and to share in decision making. They have good use of social skills.

The school council and eco-committee enable pupils from different groups to take responsibility and play a part in the school and wider community. They help to support local and national charities and like working together to help others. Pupils are proud of their associations with the local community and are well prepared for life in it outside school.

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

The school provides a good range of enriching learning experiences which meet the needs of all learners and the community and of the National Curriculum (NC) and the locally agreed syllabus for religious education. It is sufficiently broad and enables all pupils to build systematically on what they know and can do. Teachers' planning includes clearly defined plans for the development of subjects and key skills. Much of the learning is developed around clear aims and objectives. Learning activities are further enhanced through a wide range of extra-curricular activities. Learning experiences emphasise the particular nature of their country well.

Very effective use is made of the local area and its people to provide rich learning experiences and activities that enable pupils to gain good knowledge and understanding of their landscape and environment, the history and folklore of their immediate locality and the whole of the Garw Valley.

Children in the Foundation Phase and in KS1 have good opportunities to develop their Welsh language skills. In KS2 these opportunities are adequate and do not help to extend what pupils already know and can do.

The school's environmental club and eco-committee ensure that environmental issues are firmly rooted in school life. The school places significant emphasis on environmental issues so that pupils are very aware of sustainability issues and they learn to act sustainably by recycling and saving energy. Pupils readily express their

understanding of their role as global citizens and have a desire to 'save the world and make a difference'.

Teaching: Good

The overall quality of teaching is good. A particular strength is the understanding of practitioners in the Foundation Phase and in KS1 of how to plan, provide and support the learning of all of those in their care.

Across the school lessons are nearly always lively and stimulating and there are high expectations for all. In a very few lessons where teaching is less effective, opportunities to provide focused support for individual pupils or groups of pupils are missed as are opportunities to extend pupils' Welsh language development.

The quality of assessment is good. A relatively new tracking system is used carefully to analyse and compare individual pupils' predicted and actual performance. Pupils set their own targets in language and this enables them to focus clearly on improving their work. Oral feedback and marking ensures that pupils are given good feedback in terms of what has been achieved, but does not always point to ways forward.

New strategies are being developed appropriately across the school to encourage pupils to assess their own progress and that of others. These are beginning to have a positive impact on pupils' understanding of what they need to do to improve.

Reports to parents are detailed and informative. Parents are well informed about their children's achievements and progress.

Care, support and guidance: Good

Effective arrangements exist to support pupils' health and wellbeing as well as to encourage their involvement in their school or wider community. Learning experiences successfully promote pupils' personal and social growth well, including their spiritual, moral, social and cultural development.

Morning worship sessions are held in an appropriate atmosphere of reverence and respect. There is good provision for pupils to know right from wrong and to be aware of their own culture and the ways of life of others.

The school liaises well with a range of specialist services. Clearly targeted support has resulted in good improvement in behaviour, emotional development and achievement.

The school has appropriate policies and procedures in place in respect of safeguarding. Child protection arrangements meet legal requirements and recommended good practice.

Pupils with additional learning needs receive good support within the school. Staff diagnose learning difficulties early and have a clear, well-defined procedure for the identification and provision of support. Individual education plans (IEPs) are detailed and set out achievable objectives which are regularly reviewed and updated in agreement with parents. All reviews of progress as well as recording and reporting procedures satisfy statutory requirements.

Learning environment: Good

The school is an inclusive community, where pupils receive equal access to all areas of the school's provision. There is a clear emphasis on recognising, respecting and celebrating diversity. The schools' policies and procedures actively promote good race relations and the school meets its duties under the Race Relations Act. The school promotes the prevention and elimination of oppressive behaviour.

The school has an adequate supply of good resources that are matched to pupils' learning needs. The Foundation Phase class is well resourced and the school has worked hard to develop good outdoor facilities for these children. The accommodation overall provides a stimulating and well maintained learning environment to support teaching and learning. The school buildings and playground are very well maintained. The accommodation is sufficient for the number of pupils and the activities offered.

However, the school does not have access for those with physical disability or those who wish to deliver or collect materials. The school does not have any facilities for the safe and easy delivery of goods and supplies.

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

The headteacher leads the school well and has succeeded in developing a hard working team who share a strong commitment to the school. They have high expectations of themselves and of each other. The senior management team has a clear picture of where they wish to take the school in the future and the means of getting there. Performance management arrangements and the involvement of all staff in school development planning has had a positive impact on this process.

Curriculum co-ordinators play an influential role in judging and improving standards. All staff are consistently focused on evaluating standards and taking appropriate action to raise standards further, for example in recent initiatives to offer more challenge to the more able and talented. Good progress has been made in addressing local and national priorities and initiatives. A particular success has been in introducing and providing well for the Foundation Phase.

The governing body is well led and is heavily committed to the school. It is mindful of its responsibilities and correctly works alongside the professional leadership to hold it constructively to account. It is well informed about the school's everyday life and about the standards achieved.

Improving quality: Good

Leaders and managers have an accurate picture of the school's strengths and weaknesses. The school has a sound annual system of self-evaluation in which all stakeholders are involved and which is focused on raising standards. Self-evaluation

informs school development planning which is monitored against clear targets and success criteria.

All staff work as a team to ensure targets for improvement are focused on raising standards. Targets are realistically achievable and are well defined in terms of timescales and responsibility. Measurable improvements have been made in achieving targets set, especially in terms of provision, resourcing and support for pupils with additional learning needs.

All staff are given good opportunities for continued professional development matched to their roles and responsibilities. This is having a positive impact on learning. Links with local schools promote pupil achievement and wellbeing.

Partnership working: Good

There is a strong partnership and a shared vision between the school and its partners. Parental, community and business support have impacted positively on standards, for example, in the provision of a computer suite, Foundation Phase outdoor play equipment and the school garden.

Transition links with the secondary school are good. Joint teaching and planning between the school and secondary school is beginning to have an impact on pupils' standards. Collaborative work between local schools on assessment and recent pooling of funding with other local schools has enabled the school to secure the support of an ICT teacher for a day a week. Collections of pupils' work to indicate and to agree standards are being assembled. Currently there are no links with the family of schools across Wales.

Resource management: Good

Staffing and financial resources are managed and deployed effectively to support learning. Overall the school deploys teaching and support staff well. They have the knowledge and expertise to cover all aspects of the curriculum.

Managers have responded appropriately to the conditions in the national agreements on 'Raising Standards and Tackling Workload'. Teachers make good use of the time set aside for planning, preparation and assessment. These arrangements are well managed and are having a positive effect on standards.

The impact of resources on teaching and learning is kept carefully under review and future needs are accurately identified. The school's spending decisions relate well to priorities for improvement.

Overall, outcomes for pupils are good. Bearing in mind the good quality of education provided and the effective management of resources, the school gives good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

A majority of parents completed the questionnaire. Overall, they expressed positive views of the school. All felt that their children liked the school and made good progress. They believed that their children were well-behaved. All thought that the teaching was good and staff had high expectations. They felt that homework was helpful and their children were encouraged to be healthy and to take regular exercise.

All parents who responded thought that their children had appropriate personal support to meet their needs. They were well informed about their children's progress and all felt happy to approach the school if they had a problem. They knew what to do if they had a complaint. All believed the school encouraged their children to be mature and to have good opportunities to take part in a wide range of activities and visits. All thought that the school was well run.

A very few had any negative views. These include how well their children settled to school life, how staff treated children and how safe they felt their children were in school. A very few thought their children were not well prepared for moving on to the next phase of their education.

Responses to learner questionnaires

Many KS2 pupils completed the questionnaire. All felt safe in school and had no concerns about how well the school dealt with any bullying. They knew what to do if they felt worried or upset. They thought that they were taught how to be healthy and had lots of opportunities to get regular exercise.

All felt that they were doing well at school and that they were well supported and helped to make progress. They thought homework was helping them to understand and to improve their work. All believed that they had enough books and equipment including computers. They felt that all children behaved well at play and at lunch times.

Where a few had some negative views, these related to not knowing what to do if they found their work hard and the behaviour of other children in lessons.

Appendix 2

The inspection team

Peter Mathias	Reporting Inspector
Helen Smith	Team Inspector
Glenda Jones	Lay Inspector
Sarah Louise Rees	Peer Inspector
Martin Griffiths	School Nominee

Contractor:

Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton,
Wrexham, LL13 0LF

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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' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 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	R	Y1	Y2	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:

Key stage 1	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