



*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

**A report on**

**Tondu Primary School  
Meadow Street  
Aberkenfig  
Bridgend  
CF32 9BE**

**Date of inspection: January 2013**

**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:

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

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

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## Context

Tondu Primary School serves the village of Aberkenfig and the surrounding area north of Bridgend, including Tondu, Coytrahen and the Communities First area of Sarn. It is located on two sites about a quarter of a mile apart, following amalgamation with Pandy Infants School in September 2011, where the nursery and reception classes are accommodated.

Pupils come from a variety of backgrounds, ranging from relatively prosperous to economically disadvantaged, although around 35% live in the 20% most deprived areas of Wales. Approximately 27% of pupils receive free school meals, which is above the local authority and national averages.

There are currently 258 pupils in the school aged between three and 11, taught in nine classes, including the nursery. Six contain a mixed age range. Pupils are admitted part-time to the nursery in the term following their third birthday and full-time following their fourth birthday. The number on roll has increased since the last inspection due to the amalgamation.

The school has identified around 43% of pupils as having additional learning needs, which is well above the national average. A very few have a statement of special educational needs or receive support in English as an additional language. No pupils use Welsh as a first language or are looked after by the local authority.

The school was last inspected in March 2007. The headteacher was appointed in September 2003 and took responsibility for Pandy Infants School in February 2011. Half of the key stage 2 staff joined the school in September 2012.

The individual school budget per pupil for Tondu Primary School in 2012-2013 means that the budget is £3,199 per pupil. The maximum per pupil in the primary schools in Bridgend is £5,467 and the minimum is £2,828. Tondu Primary School is 31st out of the 50 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's performance is good because:

- nearly all pupils make good progress through the school;
- standards overall in the Foundation Phase and in key stage 2 are better than the family, local authority and Wales averages;
- standards in the key skills of literacy and numeracy are good;
- all pupils behave well and attendance is better than most similar schools; and
- nearly all teaching is good.

### Prospects for improvement

Prospects for improvement are good because:

- the school has well-embedded self-evaluation procedures that involve all members of staff and draw on a range of first-hand evidence;
- standards overall are improving;
- the school is very well led and distributed leadership is well established;
- governors are very supportive, proactive and well-informed; and
- partnerships with parents, the community and other institutions are strong.

## Recommendations

- R1 Ensure that tasks are consistently well matched to pupils' ability levels, so that the more able, in particular, are suitably challenged
- R2 Ensure that effective marking, assessment for learning and individual target setting procedures are fully embedded across the school
- R3 Improve the provision for information and communication technology

### What happens next?

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

Throughout the school all pupils listen attentively to each other and adults. They respond appropriately to directions, guidance and questions. They speak clearly and purposefully using relevant language. By the end of key stage 2, they perform well above the family, local authority and national averages.

In the Foundation Phase, all pupils use a variety of reading strategies and read with pace and expression relevant to their age and stage of development. In key stage 2, most pupils read fluently and expressively and extract meaning from text successfully. In Years 5 and 6, although progress is relatively slower, most perform well above the family, local authority and national averages.

By the end of the Foundation Phase, the majority of pupils write independently and communicate meaning effectively using simple words and phrases and basic punctuation. Most spell common words accurately and make plausible attempts to spell unfamiliar ones. A minority, however, do not form letters correctly.

In key stage 2, results in writing are not as good as other aspects of literacy, especially among boys, but there is an improving trend. The majority of pupils write well for a range of audiences, using appropriate form and language. Spelling is generally accurate and by the end of the key stage most pupils use punctuation correctly. Presentation of work, however, is inconsistent. A majority of pupils develop a neat cursive handwriting style, but a minority produce untidy work with poor letter formation.

In mathematics, although a few older pupils in particular lack confidence, most make good progress in using and applying their skills. In information and communication technology (ICT), all pupils demonstrate good standards, although they do not always apply their expertise sufficiently across the curriculum.

Overall, standards in oral Welsh are good with pupils confidently engaging in dialogue with each other and adults. Their reading and writing skills also develop well throughout the school.

In 2012 at the end of the Foundation Phase in all areas of learning assessed, pupil attainment of both the expected outcome 5 and the higher outcome 6 was well above the family, local authority and Wales averages. This placed the school among the best 25% of similar schools.

In 2012 in key stage 2, pupil attainment of the expected level 4 in English was better than most previous years and above the family, local authority and Wales averages. In mathematics and science it was lower than most previous years, although it was above or similar to the family and local authority averages. This placed the school among the lower 50% of similar schools overall. At the higher level 5, attainment

was better than most previous years in English and mathematics, but it declined in science. In all three subjects it was below the Wales average.

Nearly all pupils, including those with additional learning needs, make good progress through the school and achieve their targets, although at times the more able do not achieve their full potential.

**Wellbeing: Good**

Nearly all pupils enjoy school and feel safe. They all behave well and show respect, care and concern for each other. They develop good self-esteem and resilience.

Most pupils are enthusiastic and keen to learn. They work quietly in lessons, are good listeners and have positive attitudes to learning. Nearly all sustain concentration well and collaborate willingly with each other in paired and group activities.

Nearly all pupils have a good understanding of the importance of healthy eating and the benefits of regular exercise.

The overall attendance rate is 94.5%, which is better than most similar schools. A few pupils are occasionally late.

Pupils are well represented by the school council, whose members are actively involved in making decisions about what happens in school. All pupils are proud of their school, express their views confidently and have a good awareness of their local community.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school provides a broad and balanced curriculum, which complies with statutory requirements. It builds systematically on pupils' previous knowledge, understanding and skills and supports the good standards many achieve.

Teachers' long and medium-term planning is good and key skills are well embedded across the learning experiences provided. In most cases short-term planning is effective and caters well for the needs of all pupils. Intervention programmes support those with additional learning needs successfully, but provision for the more able is inconsistent and the overuse of worksheets, especially in the younger classes, limits opportunities for independent learning and extended writing.

A wide range of extra-curricular activities is available to pupils and these stimulate and enhance learning effectively. They are well attended by both boys and girls from the Foundation Phase and key stage 2. Visitors to the school and visits to local places of interest also enrich pupils' learning experiences. Homework is provided regularly.

Provision for Welsh enables all pupils to make good progress within designated lessons and throughout the day. All teachers use incidental Welsh well during school routines and when giving commands and praise. A wide range of learning experiences and events develop pupils' understanding of their Welsh culture and heritage appropriately.

The school promotes awareness of sustainability and energy conservation successfully. Fundraising events are linked to a very well-developed partnership with a school in Uganda. Together with the citizenship award scheme, this helps pupils increase their understanding of their roles as members of the global community.

### **Teaching: Good**

In most lessons, teachers prepare lessons thoroughly, give clear instructions and make learning objectives clear. They use a range of strategies to promote effective learning, conduct sessions at a lively pace and manage time well, so that a calm and purposeful classroom atmosphere prevails.

All teachers have high expectations and motivate pupils to achieve by using appropriate questioning techniques and by providing regular praise and encouragement. They plan stimulating and interesting activities, intervening when necessary and monitoring progress carefully.

Where occasionally there are shortcomings, teachers give pupils too little responsibility for their own learning. The pace slows and tasks are not appropriately matched to the ages and abilities in the class.

All teachers organise and structure lessons well, so that pupils remain on task. They ensure all materials are ready for pupils, so that learning can proceed promptly. They establish very good relationships with their pupils and manage behaviour very well.

Statutory requirements for assessment, recording and reporting are met. The tracking and recording systems used by the school identify pupils' needs and progress effectively and are used to target those who require specific help.

The school is developing purposeful approaches to assessment for learning and individual target setting in line with its new curriculum, but these aspects are not yet fully implemented across the school.

Teachers mark all work conscientiously and provide positive and supportive comments, but the quality of feedback and the impact on learning is relatively underdeveloped.

Annual pupil reports are detailed and provide parents with useful information about their children's progress.

### **Care, support and guidance: Good**

The provision for promoting the health and wellbeing of all pupils is effective. The school's well-established procedures to nurture pupils' self-esteem and emotional

health contribute positively to its ethos and standards of achievement. In addition, the high level of care, support and guidance makes a positive contribution to their wellbeing and enjoyment of school.

Efficient arrangements promote good behaviour and regular attendance. The school has good procedures for monitoring pupils who are late or absent.

The school caters well for pupils' spiritual, moral, social and cultural development, which successfully supports their learning.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The site and buildings are secure and regular health and safety checks are undertaken. Any incidents of bullying are dealt with promptly and effectively.

The school makes good provision for pupils with additional learning needs, who are able to access all areas of the curriculum. Teachers identify any issues at an early stage and quickly ensure purposeful individual support programmes are in place, so that tasks and expectations are well matched to ability levels.

The school provides good support for pupils experiencing difficulties in basic skills, especially literacy, and who have social and emotional needs. All interventions are carefully tracked and evaluated.

Individual education plans clearly outline learning and behaviour objectives. Progress is carefully monitored by the additional learning needs co-ordinator and through regular reviews that involve parents and pupils.

The effective use of support staff and appropriate outside agencies ensures provision meets pupils' specific requirements.

### **Learning environment: Good**

The school has a strong inclusive, caring and supportive ethos. It ensures that pupils have equal access to all aspects of school life and that staff and pupils are treated fairly and are free from any harassment or discrimination.

The school promotes tolerant attitudes and respect for diversity successfully. It celebrates pupils' achievements and progress, whatever their background or ability. Pupils learn to challenge any negative stereotyping and to show care and consideration for others, living creatures and the environment within the school and the wider community.

Accommodation is of a varying standard, particularly in the former infant school due to its age, but there is sufficient space for the number of pupils on roll. Both sites are well maintained and provide an environment that promotes effective learning.

The school has a range of resources that are of good quality and well matched to pupils' needs, although there is a shortage of up-to-date ICT hardware.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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**Leadership: Good**

The school is very well led. The headteacher has a clear vision for the school and leads by example. She has managed the amalgamation of the two schools and the changes in staffing very successfully, with the result that good standards have been maintained.

The recently-appointed deputy headteacher is very supportive and is helping to introduce new ideas and practices across the school.

The senior management team, comprising senior staff from both of the amalgamated schools, is helping to forge a strong sense of team work and plays a major role in school improvement.

All teachers have a delegated co-ordinating or management role and undertake their responsibilities conscientiously and work together effectively.

Governors are very supportive and ensure all statutory requirements are met. They provide appropriate challenge and help determine the school's strategic direction through a clearly focused committee structure.

Most governors visit the school regularly and draw appropriately on advice from the local authority and the experienced chair, who frequently attends training events and produces a regular newsletter to keep members well informed.

All statutory policies are in place and there is a rolling programme of review. The school has made good progress in responding to national and local priorities, such as the local authority's challenge to embed new school policies, procedures and practices to raise standards in literacy and to develop a whole-school approach to tracking pupils' progress.

**Improving quality: Good**

The school has well-established self-evaluation procedures and a culture of collaboration that encourages all members of staff to contribute to school improvement.

The school draws on a wide range of first-hand evidence and seeks the views of parents, pupils and other stakeholders actively to identify its strengths and areas for development. It also uses effectively information gathered by all teachers from classroom observations, scrutiny of pupils' work and data analysis.

Along with members of the senior management team, subject co-ordinators monitor and evaluate standards linked to their areas of responsibility effectively and produce relevant end-of-year development plans.

The self-evaluation report and the school development plan are thorough, honest and accurate documents that provide realistic and manageable priorities for improvement.

Identified actions are supported by the allocation of suitable resources and have appropriate time scales. Progress is monitored systematically by staff and the governing body.

The school is an active member of a number of professional learning communities, both within the school and externally, covering, for example the new numeracy framework, science moderation, wellbeing and school improvement planning. This involves the sharing of good practice and building capacity for improvement, especially in relation to outcomes for pupils.

### **Partnership working: Good**

Partnerships with parents, the community and other institutions are strong and effectively support the school in achieving its aims.

Nearly all parents are supportive of the school. They are kept well informed and take an active role in their children's education. The school provides a range of activities, such as 'Inspire' days, that promote family learning and wellbeing successfully.

The school benefits from well-developed links with the local and wider community, such as the pensioners' association, the community council and local churches.

There are well-established links with the local cluster of primary schools. The school participates fully in joint standardisation and moderation procedures to share good practice and to ensure the accuracy of its teacher assessment results.

There are effective transition arrangements in place for pre-school pupils and for those transferring to the local secondary school.

The school has good links with the local authority and other institutions and regularly offers placements to students from local colleges and universities.

### **Resource management: Good**

The school has a full complement of staff who are appropriately experienced and qualified. Recently appointed staff and newly-qualified teachers are well supported. All staff have appropriate job descriptions and fully understand their roles and responsibilities.

Learning support officers play an important role in the school and are deployed effectively to meet the needs of pupils, especially those with additional learning needs. They are trained in various intervention programmes and a few have undertaken further qualifications.

All staff participate in regular training events in line with their professional and personal development targets and whole school priorities. Much recent training has taken place at a whole-school level in order to develop the consistency of provision.

Performance management procedures meet statutory requirements. All staff are familiar with the new processes and all teachers and learning support officers have two common targets that focus on school priorities and measurable pupil outcomes.

All requirements of the national workload agreement are met. Teachers' planning, preparation and assessment time is appropriately allocated.

The school makes imaginative use of the available accommodation. Both sites are successfully managed and space is well utilised. Staff ensure the learning environment is stimulating and vibrant through attractive displays that celebrate pupils' achievements and support learning.

Despite a period of significant restructuring and financial realignment, as a result of the amalgamation process and staff changes, the budget continues to be well managed and good financial controls are in place.

Due to the good outcomes achieved by pupils and the quality of provision overall, the school provides good value for money.

## Appendix 1

### **Commentary on performance data**

In 2012 at the end of the Foundation Phase in language, literacy and communication skills, mathematical development and personal and social education, wellbeing and cultural diversity, pupil attainment of both the expected outcome 5 and the higher outcome 6 was well above the family, local authority and Wales averages. This placed the school among the best 25% of similar schools overall.

In 2012 in key stage 2, pupil attainment of the expected level 4 overall and in English was better than most previous years and above the family, local authority and Wales averages. In mathematics and science it was lower than most previous years. In mathematics it was better than the family, local authority and Wales averages, whereas in science it was similar to the family and local authority averages, but below the Wales average. This placed the school among the better 50% of similar schools for English and mathematics, but among the lower 50% for science. At the higher level 5, attainment was better than most previous years in English and mathematics, but it declined in science. In all three subjects it was similar to or better than the family and the local authority averages, but below the Wales average, placing the school among the lower 50% of similar schools for English, but among the better 50% for mathematics and science.

In 2012 results in oracy and reading in key stage 2 were well above the family, local authority and Wales averages. However, attainment in writing, especially among boys, was below the local authority and Wales averages, although there was an improving trend. Overall, boys in both the Foundation Phase and in key stage 2 performed better than girls.

Nearly all pupils, including those with additional learning needs, make good progress through the school and achieve their targets, although at times the more able do not achieve their full potential.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Thirteen parents completed the questionnaire. Responses were generally similar to or better than national norms.

All parents say that:

- their child likes school;
- their child was helped to settle in well when starting school;
- pupils behave well in school;
- teaching is good;
- staff expect pupils to work hard and to do their best;
- their child is safe in school;
- they feel comfortable about approaching the school with any suggestions or problems;
- their child is helped to become more mature and responsible;
- their child is well prepared for moving on to the next stage of his/her education;
- there is a good range of activities and trips provided; and
- the school is well run.

Most parents say that:

- they are satisfied with the school;
- their child makes good progress;
- homework builds well on what is learnt in school;
- staff treat all pupils fairly and with respect;
- their child is encouraged to be healthy and to take regular exercise;
- appropriate additional support is provided, if necessary; and
- they are kept well informed about their child's progress.

Many parents say that:

- they understand the procedures for dealing with complaints.

#### Responses to learner questionnaires

One hundred and three pupils in key stage 2 completed the questionnaire. Their responses were better than national norms.

All pupils say they that they:

- feel safe in school;
- the school deals well with any bullying;
- learn how to keep healthy;

- they have plenty of opportunities for regular exercise;
- are helped to learn and to make progress; and
- know whom to ask if they find work hard.

Nearly all pupils say that they:

- know whom to talk to if they are worried or upset;
- are doing well at school;
- think homework helps them to understand and improve their work in school; and
- have enough books, computers and equipment.

Most pupils say that:

- pupils behave well in class so they can get their work done; and
- nearly all pupils behave well at playtimes and lunch time.

## Appendix 3

### The inspection team

David Ellis	Reporting Inspector
Rhian Jones	Team Inspector
Peter Howarth	Lay Inspector
Caroline Jenkins	Peer Inspector
Sue Pilcher	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.