



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

**A report on**

**Talycopa Primary School  
Heol Hafdy  
Llansamlet  
SA7 9RZ**

**Date of inspection: December 2019**

**by**

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

## About Talycopa Primary School

Talycopa Primary School serves the community of Llansamlet on the outskirts of Swansea. The school has 202 pupils between the ages of 3 and 11, including 26 part-time pupils in the nursery. There are eight classes at the school.

The average proportion of pupils eligible for free school meals over the last three years is around 16%, which is close to the national average of 18%. Most pupils are from a white British background. The school has identified around 20% of its pupils as having special educational needs, which is in line with the national average.

The headteacher took up her post in January 2012. The school was last inspected in December 2013.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

The headteacher provides strong leadership in setting and promoting a vision for the school. This is based on ensuring high standards of wellbeing, improving pupils' basic skills and developing independent learners. Working relationships between pupils and staff are an excellent feature of the school and contribute extensively to the effective learning environment.

Teaching is effective in all classes. Across the school, teachers take advantage of every opportunity to challenge pupils by questioning them skilfully and encouraging them to think. Nearly all pupils behave very well in lessons and during break time. They are extremely polite and respectful towards their peers, staff and visitors.

The school has highly effective procedures to track and monitor pupils' progress and wellbeing. Leaders and teachers use the information very effectively to plan activities and provide targeted support to address the needs of individuals and specific groups of pupils through an extensive range of intervention programmes.

Pupil voice is very strong across the school. Pupils take full advantage of extensive opportunities to share their opinions and influence the school's life and work very well.

The school is an exceptionally warm and caring community that ensures pupils feel safe, secure and happy. This contributes substantially to the positive attitudes that pupils have to their work and to the school's inclusive ethos. As a result, nearly all pupils, make good progress and achieve well.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Excellent</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Excellent</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Ensure a consistent approach across the school for pupils to correct errors and present their work well
- R2 Improve standards in Welsh across the school

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to the impact of the school's tracking system in targeting pupils' progress and wellbeing, for dissemination on Estyn's website.

## Main findings

### Standards: Good

During their time at the school, nearly all pupils, including those with special educational needs and those with English as an additional language, make good progress and achieve well. They recall previous learning well, and use and apply their literacy, numeracy and information and communication technology (ICT) skills successfully in various situations.

Most pupils make strong progress in developing their oral and listening skills and use them purposefully to move their learning forward. From an early age, nearly all pupils in the foundation phase listen attentively during lessons and engage in purposeful talk during activities and play sessions. For example, older pupils in the foundation phase describe imaginatively the unique features of a sleigh they have designed for Santa. Most pupils in key stage 2 contribute thoughtfully in lessons, often giving extended answers to questions and making relevant contributions to classroom discussions. By Year 6, they are articulate and show sensitivity and maturity, such as when they tackle the difficult topic of bereavement, during a role play activity.

Nearly all pupils in the foundation phase make good progress reading. By the end of the phase, many handle books confidently and talk about different texts knowledgeably. Most pupils continue this strong progress in key stage 2. They read a wide range of texts fluently, accurately and with good expression. They develop their skills well when gathering information in their investigative work, for example when using different sources in their study of World War 2. The higher order reading skills of older pupils are developing successfully. They predict, explain, question and summarise information very effectively.

Across the school, most pupils make good progress in the developing their writing skills. Younger pupils in the foundation phase establish their pre-writing skills successfully, for example by drawing large circles and spirals as they listen to music. By the end of the foundation phase, most pupils use a range of vocabulary and styles to write a range of interesting pieces. For example, they convey factual information about the Brazilian carnival and write an interesting review of Spanish food they have tasted. Most pupils in key stage 2 use their writing skills purposefully in topics across the curriculum. By Year 6, most write emotive, extended pieces of good quality that engage the reader well. For example, they write a diary entry inspired by the story of Anne Frank. Many pupils present their work well overall, but a minority of pupils do not take enough care over their presentation and make regular mistakes.

As pupils move through the school, many make gradual progress in developing their Welsh oral skills. Most respond to instructions and display a reasonable understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in developing their Welsh in lessons or in less formal situations. In the foundation phase and in key stage 2, a majority of pupils' reading and writing skills in Welsh are at an early stage of development.

In the foundation phase, most pupils have secure numeracy skills. By the end of the phase, they have a secure grasp of number facts to 100, with a few more able pupils

calculating in 100s up to 1000 accurately. They use non-standard and standard units with an increasing degree of accuracy when measuring how far they have thrown their paper aeroplanes. They use and apply their mathematical knowledge well to solve simple problems. By the end of key stage 2, nearly all pupils use all four number operations confidently to solve complex number problems, including the use of decimals. Most pupils show an increasing understanding of how to calculate the area and perimeter of irregular shapes. Year 6 pupils use their mathematical skills in real life situations well, for example when working out the profit and loss sheets for their Japanese meals.

Most pupils' ICT skills are developing well and they use them completely naturally in their cross-curricular work. In the foundation phase, most pupils use their skills to research different plants and label them correctly. They use software purposefully to produce graphs of their favourite food. They upload pictures to the tablet computer and combine it with recordings to create interesting animated pictures. In key stage 2, most pupils use the internet confidently to create informative data bases about arctic animals. They use spreadsheets well, for example when recording the number of evacuees as part of their World War 2 topic and interpreting this information to draw conclusions.

### **Wellbeing and attitudes to learning: Excellent**

Nearly all pupils behave very well in lessons and during break time. They are extremely polite and respectful towards their peers, staff and visitors. Older pupils and playground buddies show exceptional care for their younger peers on the playground and when moving around the school. Nearly all pupils feel safe and are confident that the school responds promptly to any concerns they may have.

Nearly all pupils have very positive attitudes towards learning. They develop as enthusiastic, independent learners and respond particularly well to the caring and inclusive ethos that is an integral and highly effective part of the school's life. They are always eager to learn, are enthusiastic in lessons and work diligently for extended periods.

Nearly all pupils work particularly effectively with their peers in groups and pairs, and show a high level of maturity and respect towards each other's views. For example, in the foundation phase, many pupils contribute successfully to the activities that they would like to do in the learning areas. Most pupils in key stage 2, in agreement with their teacher, choose their targets independently and challenge their own learning in order to set a clear learning direction. From an early age, most pupils develop a sound understanding of what they need to do to improve their work, for example by discussing success criteria and when evaluating their personal targets independently.

Pupil voice is very strong across the school. Pupils take full advantage of the extensive opportunities to share their opinions and influence the school's life and work very well. A notable example of this is the natural way in which pupils across both phases lead their own learning and make choices to match their interests. They make decisions about the lines of enquiry they would like to focus on within a topic. This provides valuable opportunities for them to influence what and how they learn. It engages their interest and curiosity towards learning and strengthens their commitment to their work.

Members of the school council, eco council and 'Cryw Cymraeg' fulfil their roles enthusiastically and make a prominent contribution to school life. For example, the school council contributes to the actions linked to priorities in the school development plan. Members have prepared and delivered a presentation in simple language to pupils in the foundation phase about being a good citizen. They are particularly proud of their support for local charities such as the homeless and local food banks, which strengthens their understanding of people in the community that are less well off than themselves. Members of the eco council produced a detailed review of their current performance, and have put together an action plan that maps out what they would like to improve. Their eco code explains to all pupils what the council expects of them. A good example of their work is the way they have been successful in inviting local businesses to support them in improving the school environment. This resulted in the donation of shrubs, seeds and plants to improve the school grounds.

Nearly all pupils understand the importance of making sensible choices about eating and drinking healthily. They differentiate confidently between healthy foods and things that are not as healthy for them, and how different foods affect the body. Older pupils understand that regular exercise has a positive effect on their fitness, health and physical wellbeing. Many pupils of all ages take part in a wide range of extra-curricular clubs regularly. This has a very positive effect on their health and their personal and social skills.

### **Teaching and learning experiences: Good**

Teaching is effective in all classes. Across the school, teachers take advantage of every opportunity to challenge pupils by questioning them skilfully and encouraging them to think. By forging a very effective working relationship with pupils, staff create a warm and stimulating learning environment, which encourages them to engage successfully with learning throughout the school day.

Teachers have established assessment for learning strategies firmly throughout the school. Pupils receive constructive verbal and written feedback, which helps them to understand what they need to do to improve the standard of their work. However, teachers do not always ensure that a minority of pupils' correct important errors and present their work neatly. Staff provide increasing opportunities for pupils to reflect on their own learning and the work of their peers, and to contribute effectively to the process of setting their own levels of challenge.

The school's planning of learning experiences that meet the needs of pupils of all abilities is thorough and successful. Teachers plan interesting and imaginative cross-curricular themes and work programmes such as a 'Glitter and Glow' topic in the foundation phase and 'Extreme Earth' and 'World War 2' in key stage 2. A particularly effective feature of planning is the way in which pupils in all classes contribute to what they would like included in their topic. This engages pupils' interest develops their skills and curiosity towards learning, and strengthens their commitment to their work.

The principles of the foundation phase are firmly established in the school and staff ensure that all pupils benefit from stimulating activities in the indoor and outdoor environments. Effective focused and continuous activities include beneficial opportunities for pupils to investigate, role-play, build and practise their physical skills. This nurtures positive attitudes to learning and encourages pupils to persevere

for extended periods. Key stage 2 teachers build well on this firm foundation by encouraging pupils to apply their skills in challenging tasks. Teachers provide valuable opportunities to develop pupils' literacy, numeracy and ICT skills across the curriculum. As a result, pupils have the confidence to take risks and think for themselves from a very young age.

The school plans its provision for pupils to learn about Welsh culture and history in detail for each year group. It includes an extensive range of interesting work on for example, famous Welsh people such as Owain Glyndwr, Aneurin Bevan, and famous sporting legends. There are annual celebrations on the life of St David and Saint Dwynwen. This raises pupils' awareness and interest in Welsh traditions, culture and history very successfully. However, planning for developing the Welsh language is not progressive enough and pupils do not have enough opportunities to develop their Welsh language skills regularly and consistently throughout the school.

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

The school is an exceptionally warm and caring community that ensures pupils feel safe, secure and happy. Strategies to improve the wellbeing and self-confidence of vulnerable pupils are exemplary. They contribute substantially to the positive attitudes pupils have to their work and to the school's inclusive ethos. Working relationships between pupils and staff are an excellent feature of the school and contributes extensively to the effective learning environment. All staff have very high expectations of pupils' behaviour, effort and wellbeing.

The school has highly effective procedures to track and monitor pupils' progress and wellbeing. Leaders and teachers use the information very effectively to plan activities and provide targeted support to address the needs of individuals and specific groups of pupils through an extensive range of intervention programmes. Regular termly assessments and review meetings identify any pupils not making the expected progress. These reviews help teachers to make adjustments to teaching and provision in a timely manner. As a result, nearly all pupils make very strong progress over time.

The school operates a valuable personal and social education programme, which includes the use of wellbeing interventions for specific groups. Mindfulness sessions, lunch club and art therapy contribute well to supporting this aspect of the school's work. Pupils benefit from a range of activities, such as yoga, that encourages them to improve their posture, flexibility and reduce anxiety levels. These experiences contribute particularly well to improving pupils' understanding of the importance of wellbeing in their lives.

Provision for pupils with special educational needs is highly effective. Teachers use a comprehensive range of procedures to identify pupils who need additional support with literacy, numeracy and wellbeing at an early stage. Individual education plans for these pupils are child friendly and identify measurable development steps clearly. Leaders deploy support staff successfully to implement a range of high-quality intervention programmes to ensure that pupils make very good progress. A particular strength of the school's work is its commitment to ensuring that pupils are fully involved in celebrating their progress, setting new targets and making decisions about the support they receive. As they progress through the school pupils become increasingly capable of identifying individual talents.

The school has a successful relationship with parents. Through effective use of social media, the school keeps parents well informed about events and activities. Staff lead workshops to develop parents' capacity to support their children and these include sessions on how the school teaches numeracy, early reading skills and the use of ICT.

The school has effective procedures to promote eating and drinking healthily. For example, older pupils run a healthy tuck shop and younger pupils help to prepare their own snacks. As a result, nearly all pupils understand the importance of making sensible choices about eating and drinking healthily. The extensive range of activities that promote cultural development for all ages is a notable feature of the school. These include a choir, mini movers club, ukulele lessons and rock band club.

The school promotes pupils' spiritual, moral and social development very well. Provision to develop pupils' creative and expressive skills is highly beneficial. A very strong feature of provision is the way in which teachers encourage pupils to use their imagination and insight when engaging with the creative arts. For example, class teachers in key stage 2 use music, animation and drama very successfully to support pupils to explore and express a range of emotions evoked by World War 2.

There are many opportunities for pupils to take on responsibilities and play a full part in the life of the school. For example, there is an active school council, eco council and Criw Cymraeg. These groups provide valuable opportunities for pupils to develop their leadership skills through activities such as seeking the support of local retailers by requesting shrubs, seeds and plants to improve the school grounds.

The school has many effective links with the local community that enrich pupils' learning across the curriculum well. For example, pupils in Year 4 develop successful links with a local residential care home through a range of activities such as writing letters, visits and a dance session. This develops pupils' personal and social skills and strengthens their understanding of the community very successfully.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Leadership and management: Good**

The headteacher provides strong leadership in setting and promoting a vision for the school. This is based on ensuring high standards of wellbeing, improving pupils' basic skills and developing independent learners. Leaders have worked successfully with the whole school community to establish an effective, safe and happy learning environment for staff and pupils. As a result, staff promote positive attitudes among pupils so that they take pride in their achievements and improve themselves.

The leadership team supports the headteacher well. They lead by example, set high expectations and work with all staff to contribute enthusiastically to securing the progress and wellbeing of pupils. Leaders draw purposefully on the skills of staff to ensure a clear focus on improving the quality of teaching and developing a shared understanding of professional values. All members of staff understand their specific roles and carry out their responsibilities efficiently. As a result, all staff focus well on helping nearly all pupils make good progress from their individual starting points.

There are effective links with the regional consortium and other schools. These benefit the school community very well. For example, a collaborative approach to improving literacy skills and planning together has been very beneficial to staff and pupils.

All members of staff have a clear understanding of the school's strengths. They work together closely and meet regularly to discuss and plan jointly. A culture of continuous evaluation, which focuses in detail on pupils' outcomes, is embedded in the school's everyday life. There are robust systems to review progress, identify areas for improvement and take effective steps to implement them. These include scrutinising books and schemes of work, regular lesson observations, a careful analysis of the school's performance data and internal assessment arrangements. As a result, leaders and staff know their school very well and address improvements quickly and successfully. All teachers and staff play an active part in the process of monitoring, evaluating and planning for improvement. Progress in pupils' attainment from their starting points is robust evidence of this.

The enthusiastic and knowledgeable governing body supports and challenges the school well. They act as well-informed critical friends to the school. They take part in activities to gain a direct understanding of the work of the school, for example by working alongside teachers in learning walks and looking at the quality of pupils' work. This helps them to hold the school to account for standards of provision, pupil progress and outcomes more purposefully.

Leaders use resources efficiently to enrich the curriculum and raise pupils' standards in all areas. Expenditure is linked appropriately to improvement priorities, and funding is monitored carefully in order to ensure its best use and to provide good quality education. For example, the pupil development grant is used prudently to raise the standards of the very few pupils who are eligible to receive it.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent 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 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' wellbeing, 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](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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