



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

**Tonnau Primary
School Road
Tonna
Neath
SA11 3EJ**

Date of inspection: March 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.

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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Context

Tonnau Primary Community School is situated near Neath in Neath Port Talbot local authority. Nearly all pupils live locally with a few pupils coming from the surrounding area. Pupils come from a variety of backgrounds and the school describes the area it serves as neither advantaged nor disadvantaged. Currently, around 13% of pupils are entitled to free school meals. This is below local and national averages.

There are currently 163 pupils on roll, including 37 part-time pupils in the nursery class. Pupils are organised into six classes. The school admits pupils to the nursery at the age of three. The school employs seven full-time teachers. They are assisted by nine part-time learning support staff.

The school has two pupils who are “looked after” by the local authority. Eight pupils receive support for English as an additional language. Around 19% of pupils are identified as having additional learning needs. No pupil has a statement of special educational need. English is the predominant home language of almost all pupils. No pupil was excluded in the last year.

The headteacher was appointed in September 2007.

The individual school budget per pupil for Tonnau Primary Community School in 2011-2012 means that the budget is £3,622 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £21,718 and the minimum is £2,648. Tonnau Primary Community School is 33rd out of the 71 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The overall judgement for current performance is judged adequate because:

- most pupils in the Foundation Phase achieve well;
- nearly all pupils who are in need of additional support make good progress;
- standards of wellbeing are good; and
- staff support pupils well.

However:

- older pupils do not make enough progress, especially in English; and
- teachers' planning at all levels has shortcomings.

Prospects for improvement

The overall prospects for improvement are judged as adequate because:

- partnerships have a positive impact on pupils' wellbeing;
- school leaders have sound processes for self-evaluation; and
- school leaders have recently introduced a range of appropriate initiatives, which are having a positive impact on raising standards.

However:

- leaders and managers do not consistently nor rigorously hold themselves or other staff to account for the quality of provision or for the standards that pupils achieve.

Recommendations

In order to improve the school needs to:

- R1 raise standards in key stage 2, especially in English;
- R2 improve attendance;
- R3 improve subject plans so that the curriculum builds systematically on pupils' existing knowledge, understanding and skills;
- R4 ensure that learning activities are suitably adapted to meet the needs of all pupils;
- R5 challenge shortcomings in performance, provision and leadership more rigorously;
- R6 develop the governing body's role as a critical friend;
- R7 improve school development planning so that priorities clearly identify targets in terms of pupil outcomes; and
- R8 address the accommodation issues brought to the attention of the governing body.

What happens next?

In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils make appropriate progress in their learning in Tonnau Primary School. Most pupils enter the school with skills around the average for those of a similar age. Over the last four years, pupils in the Foundation Phase have largely performed better than pupils in schools with a similar percentage of free school meals. Other than in science, results in key stage 2 have generally been below those of these schools.

In 2011, the school largely attained better than its family (schools that face similar challenges) at the end of the Foundation Phase, and below its family in key stage 2. The performance of more able pupils in the Foundation Phase is generally below that of similar schools, but rose in 2011. Results of more able pupils in key stage 2 have generally, over the last four years, been below the family average.

In the Foundation Phase, pupils in receipt of free school meals generally do better than other pupils. This situation is reversed in key stage 2. There is no significant difference between the performance of boys and girls. Pupils who need extra help with their learning do well in school and many make good progress. Pupils who have support for English as an additional language also do well.

Most pupils make good progress with their early writing skills. A very few younger pupils can write their name accurately and a minority can recognise initial letter sounds. By the end of the Foundation Phase most pupils write well in a range of styles. Pupils' performance in writing is better than in other schools in the family.

In key stage 2, a minority of younger pupils have a poor grasp of letter sounds and names, which hinders their progress in reading, writing and spelling. Most older pupils generally write well in a variety of ways, for example poems, letters and instructions, as well as stories. Less able pupils do not always use basic punctuation well enough. In addition, a majority of more able pupils do not consistently develop the use of more complex sentence patterns or vocabulary. As a result these pupils do not develop an increasingly mature style of writing.

Many pupils in the Foundation phase do well in their reading. Standards are better than in similar schools and are improving. This progress is not maintained in key stage 2. By age 11, pupils' performance is the lowest in the family and the gap is widening.

A majority of younger key stage 2 pupils read with appropriate fluency. Most talk confidently about why they like books and the characters they are reading about.

More able older pupils read with confidence and fluency, name authors they enjoy, and can quickly find specific information from a text. A majority of pupils make slow progress due to the limited range of strategies they use to help them understand what they read. Nearly all pupils can use a glossary, and contents and index pages correctly.

Throughout the school most pupils reach good standards of speaking and listening and speak with confidence and clarity.

Most pupils enjoy learning Welsh but standards are adequate. Many pupils understand the instructions and the incidental Welsh used by staff, but few pupils are confident when speaking Welsh to others and they use a very narrow vocabulary.

Wellbeing: Good

Pupils feel safe and secure in school. They are gaining a good understanding of the importance of being healthy and active. Nearly all pupils behave well in class, are considerate and courteous and relate well to each other and adults.

Many pupils have an awareness of how to improve their work. They are proud of their school and their work. Most pupils are keen to succeed in lessons and nearly all work well with others and when solving problems.

The school council takes appropriate notice of other pupils' views and has taken on responsibility for buying small pieces of playground equipment and raising money for charity. Many pupils play a wide and active part in the community, including planting bulbs, creating a mural for the village and singing at local churches.

Over the past four years there has been a small downward trend in pupils' attendance. In 2011, attendance, at just over 93%, is not quite as good as the attendance of pupils in other similar schools.

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

Overall, the school provides a range of interesting learning experiences based on a broad and balanced curriculum. The Foundation Phase experiences provide a good range of activities for learning outdoors and these contribute effectively to the pupils' desire to discover and learn. Classes and groups are well organised to meet pupils' needs.

In key stage 2, in particular, schemes of work do not clearly identify how learning experiences build systematically on pupils' existing knowledge, understanding and skills. Therefore work does not always fully meet pupils' needs, especially those of the more able. While staff promote pupils' oracy skills well, there is a lack of planned provision across the curriculum to develop pupils' reading and writing skills. However, provision to develop pupils' numeracy and information and communication technology skills is effective.

Learning experiences are enhanced by a wide range of events, such as out of school visits and contributions by members of the wider community. These enrich the curriculum and help to develop further pupils' learning.

The school make appropriate provision for the promotion of the Welsh language, but there are too few opportunities for pupils to practise and develop their skills outside of

Welsh lessons. The Welsh dimension is promoted well in a wide range of activities and subjects such as visits to the Swansea War Museum, visits by Welsh artists and studying Welsh musicians.

The school promotes education for sustainable development well, but there is limited opportunity for pupils to gain an understanding of the lives and cultures of other people across the world.

Teaching: Adequate

Throughout the school there are very good relationships between staff and pupils.

In many lessons observed, teachers motivate and engage pupils well. They use a good range of effective teaching approaches and resources. Teachers regularly use thoughtful questions to extend pupils' thinking. They manage pupils' behaviour well.

Where teaching is less effective, teachers fail to plan well enough to meet the needs of all pupils and do not make the best use of additional adults within the classroom. As a result, pupils' progress is often too slow.

Teachers make good use of information from a range of tests, especially to identify pupils who need extra support with their work. Staff mark pupils' work regularly and provide pupils with useful oral and written feedback. This helps pupils know what to do to improve their work.

Reports keep parents well informed of their child's progress.

Care, support and guidance: Adequate

The school is a caring community and successfully supports pupils' spiritual, moral, social and cultural development. There are effective arrangements for promoting anti-bullying, healthy living and good behaviour. However, the school's arrangements for improving attendance have had limited impact.

The school liaises effectively with specialist agencies, which benefits pupils. There are clear identification arrangements for pupils with additional learning needs. The withdrawal groups for pupils are well organised and pupils receive good support and teaching in these sessions. This helps pupils to make good progress against their individual targets. Individual education plans are written well and provide parents and pupils with relevant information

The school has an appropriate policy and has procedures for safeguarding. Safety issues in respect of school accommodation were brought to the attention of the governing body.

Learning environment: Good

The school is a welcoming and interesting environment, which largely supports pupils' wellbeing effectively. It has a positive, caring and supportive ethos, which encourages pupils to treat others fairly and with respect. Pupils have equal access to all areas of the school's provision.

The good quality accommodation is generally well maintained and meets pupils' needs well. Staff make good use of a range of outdoor areas. These include the attractive and interesting school garden, the covered shelter in the Foundation Phase and the multi-use outdoor games area. The community rooms and hall are used regularly by the school and the local community. Levels of resources are good overall and well matched to pupils' needs. Pupils have limited access to computers in the Foundation Phase.

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

Leaders and managers have a clear and shared vision for the school where all staff and pupils are valued and respected. They work together efficiently to identify strengths and areas for improvement in standards and provision. However, leaders and managers do not challenge underperformance rigorously enough or have high enough expectations of standards that pupils can achieve. As a result, pupils' performance remains largely below the performance of pupils in other of similar schools, especially in English in key stage 2. Leaders and managers have not been effective over a period of years in addressing health and safety issues in respect of school accommodation.

The governing body is supportive of the school and fulfils its statutory obligations well. It does not, however, always receive a sufficient range or clarity of data to consistently hold the school to account for the standards and quality it achieves.

The school has made appropriate progress in addressing national and local priorities, in particular in the Foundation Phase.

Improving quality: Adequate

Leaders and managers use a range of appropriate first-hand processes for self-evaluation. Staff, governors and parents contribute well to these procedures. Staff review data efficiently and generally have a clear idea of the school's strengths and areas for development. They have recently implemented a range of appropriate initiatives to improve standards. In a short time, these have had a positive impact on pupil achievements, particularly in reading.

The school development plan does not clearly identify areas for development that will have the maximum impact on raising pupils' standards. It contains success criteria, costs and responsibilities but does not clearly set out what the school expects to achieve in terms of pupil outcomes.

Staff share their expertise well. The school has recently become involved in a range of professional learning communities, but it is too early to evaluate the impact of these.

Partnership working: Good

Partnerships contribute effectively to supporting pupils' wellbeing and towards pupils developing an ethos of lifelong learning within the community.

The partnership with the parents is good. Their support in art and personal and social education lessons help pupils to perform well in these areas. Effective arrangements have been established with the pre-school nursery for welcoming new pupils to the school. There are good arrangements in place to ensure that older pupils transfer smoothly to the secondary school.

The parent teacher association holds regular fund raising activities to help the school to improve its resources. Improvements to the maintenance of the building have resulted from a good partnership with a local business. The school is a valuable focus for community activity.

The school participates appropriately in moderating end of key stage 2 assessments. Partnerships with other local primary schools contribute effectively towards supporting staff development.

Resource management: Adequate

The school is suitably staffed to teach all aspects of the national curriculum. Leaders make good use of the specialism and interests of teachers to enhance pupils' knowledge and skills. Teaching assistants are generally deployed well to support pupils. The school manages its budget appropriately.

Arrangements for planning, preparation and assessment time are suitable. The school's performance management processes are appropriate.

Due to the shortcomings identified in standards, provision and leadership, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Most pupils enter the school with skills around the average for pupils of a similar age. Over the last four years, they have attained better in end of key stage 1 assessments than the average for pupils in other schools in the local authority and Wales as a whole. At the end of key stage 2, pupils' performance in science and the core subject indicator (the percentage of pupils who achieve the expected level in English, mathematics and science in combination) has been above the average for schools in the local authority and in Wales, but below in mathematics and English.

In relation to performance at the end of key stage 1 in 2011, when compared to schools with a similar percentage of free school meals, Tonnau Primary School was in the upper 50% for mathematics and the core subject indicator. It was in the highest 25% of schools for English and science. The school generally performed better in 2011 than in previous years.

Teacher assessment results for the expected level in key stage 1 are above the average for the school's family (schools which face similar challenges) for the core subject indicator, English and science. They are just below the family average for mathematics.

For pupils who achieve a higher level 3 at the end of key stage 1, the school performs below the family average in English, mathematics and science, but trends are improving.

In 2011, end of key stage 2 assessments in English and mathematics placed Tonnau Primary School in the lowest 25% of schools with a similar percentage of free school meals. It was in the lower 50% of schools for the core subject indicator but in the higher 50% of schools for science. Results in 2011 fell in English, science and mathematics.

Teacher assessment results for the expected level in key stage 2 are below average for the school's family for the core subject indicator, English and mathematics. They are above the family average in science. Trends show a fall in mathematics and science but a rise in English.

For pupils who achieve a higher level 5 at the end of key stage 2, the school performs below the average of the family in English but better in mathematics and science. Trends are improving in all subjects.

In the Foundation Phase, pupils in receipt of free school meals do better than other pupils. This situation is reversed in key stage 2. There is no significant difference between the performance of boys and girls. Pupils who need extra help with their learning do well in school and many make good progress. Pupils who have support for English as an additional language also perform well.

Appendix 2

Stakeholder satisfaction report

Response to parents' questionnaires

Overall, parents express satisfaction with the school. Most parents report that their children feel safe in school and that staff are approachable if parents have concerns or questions. They feel well informed about their children's achievements through meetings with teachers and end of year reports. Most parents believe that children behave well. A few think that their children's homework fails to build well on what pupils learn in school

These views are generally in line with those of parents in other schools across Wales.

Response to pupils' questionnaires

Thirty-six pupils in key stage 2 completed the questionnaire. Nearly all pupils say that they are happy, enjoy school and know whom they can talk to if they are worried or upset. They feel safe in school and think they are doing well with their work. Almost all pupils think that the school provides enough opportunities to develop healthy lifestyles and that they have sufficient equipment, including computers, to do their work.

Just below a quarter of boys who completed the questionnaires believed that some pupils did not behave well in class and around the school.

These views are generally in line with those of pupils in other school across Wales. However, more pupils in Tonnau feel that pupils behave well at break time and lunchtime.

Appendix 3

The inspection team

Rick Hawkley	Reporting Inspector
William Griffiths	Team Inspector
Edward Tipper	Lay Inspector
Paul Morgan	Peer Inspector
Lloyd Jones	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.

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. FYear 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.