



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

**Report following monitoring
Level of follow-up: Special Measures**

**Tynyrheol Primary School
Heol Llangeinor
Llangeinor
CF32 8PN**

Date of visit: November 2019

by

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

Outcome of visit

Tynyrheol Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1. Establish a settled and effective leadership structure

At the time of the core inspection in June 2018 and in the academic year that followed, the school had a temporary leadership team.

Since September 2019, the school has seconded a new leadership team. This consists of an acting headteacher and an acting deputy headteacher. They have continued to build successfully on the foundations laid by the school's previous temporary leadership team. They have worked well with the school's pupils, staff, governors and a challenge adviser to ensure continuity in the school's improvement work. For instance, they have continued to implement initiatives that other leaders had introduced. This sensitive approach has provided valuable stability to the school community in a time of continuing change. It also supports a developing culture of teamwork among staff.

In addition to changes of leadership and teaching staff, the school has reduced the number of classes from four to two. There is now one foundation phase class and one class for pupils in key stage 2. Consequently, governors reduced the number of teaching staff. They made this change because of falling pupil numbers and for financial reasons.

The school's leaders have worked strategically to secure notable improvements in the standard of teaching and learning experiences at the school. They are developing a culture of high expectations. This work ensures that, by the end of key stage 2, many pupils make at least good progress from their individual starting points. Leaders have established effective systems for teaching and learning, for example to ensure that pupils receive an engaging curriculum and regular opportunities to develop and apply their skills. They have a strong understanding of the school's developing strengths and of the areas of its work that are less well developed. Leaders show the capacity to introduce improvement initiatives successfully, for example to raise standards in writing. They undertake purposeful monitoring activities to evaluate the difference that initiatives they introduce make to pupils. However, the school's leadership structure remains temporary.

R2. Improve the effectiveness of teaching across the school

Across the school, the standard of teaching shows notable improvement. Overall, teachers plan and deliver engaging learning experiences for pupils that support them to make good progress. This is particularly evident in key stage 2.

In key stage 2, teachers use a range of strategies effectively to support pupils' progress. They have high expectations and match the level of challenge in learning experiences to pupils' needs well. Teachers use questioning thoughtfully and ensure that learning proceeds at a good pace. They plan carefully for the development of pupils' literacy and numeracy skills. This ensures that pupils make good progress in developing and applying their skills across the curriculum. Teachers' feedback is effective and supports pupils to improve on their previous efforts, for instance by helping them to reflect upon and refine a piece of persuasive writing. They give pupils valuable opportunities to influence how and what they learn, for example in topic work about 'the world and beyond'. Teachers promote independent and collaborative learning successfully. They model problem solving strategies and spoken language very well. They share learning intentions and success criteria with pupils effectively and this enables pupils to develop a good understanding of how to be successful in their work and to reflect upon their own progress.

Teachers are beginning to implement the principles of foundation phase education appropriately. They have established effective routines that children are familiar with and follow with increasing independence. Teachers have made good progress in developing the learning environment to support this. For example, they have established writing, mathematics and digital learning areas for the pupils. They provide pupils with an engaging range of tasks within these areas of learning. Most pupils undertake these tasks positively. However, opportunities for pupils to direct their own learning are at an early stage of development and the range of stimuli in areas where pupils engage in more independent learning do not always match pupils' needs or interests well enough. Teachers plan appropriately to develop pupils' literacy and numeracy skills, for example through regular phonics sessions, focused writing activities and challenges within the mathematics area. However, although pupils' standards in the foundation phase show notable improvement since the core inspection, they are still not consistently strong.

Across the school, teaching assistants make a valuable contribution to teaching and learning experiences. Most support pupils well in small group tasks or when working with individuals and a few understand when and how to intervene and support pupils' independent learning well. However, their capacity to lead learning sessions with larger groups of pupils is at an early stage of development.

R3. Raise standards in English across the school

Across the school, planning for developing pupils' skills in English is developing well. While a majority of pupils in nursery and reception enter school with language skills

that are underdeveloped, work to improve their speaking and listening skills is having a positive impact on their progress. For example, many younger foundation phase pupils answer simple questions about their work and talk about what they are doing. They know the days of the week and can name everyday objects in the classroom. Many older foundation phase pupils, and most pupils across key stage 2, listen well and speak confidently. For example, in Year 6 pupils give thoughtful reasons why they think the Apollo 11 mission to the moon might not have actually happened.

Most pupils across the school make good progress in developing their reading skills. Teachers use a suitable range of strategies to help pupils read. For example, in foundation phase, through targeted phonic sessions, pupils are beginning to sound out letters in words. They also use picture cues successfully and develop additional strategies such as breaking words down into syllables. In key stage 2, there are planned opportunities for pupils to develop their reading skills through guided reading groups. This regular provision ensures that teachers focus well on developing their pupils as confident readers. As a result, many pupils use their reading skills appropriately, for example to decode unfamiliar words and to skim and scan a text for pertinent information. Many older pupils in key stage 2 read aloud confidently and fluently. A few have mature comprehension skills and give accurate accounts of what they have read previously.

Most pupils in Year 1 and 2 use their knowledge of letter sounds to help them to write words accurately. A few pupils in Year 2 write appropriately in a range of forms, for example when recounting a story of a journey to the moon. They show a developing awareness of features of writing, such as connectives to extend sentences, words and phrases to indicate the passing of time, and adjectives. Across key stage 2, teachers have improved the quality of pupils' writing considerably. They provide pupils with regular opportunities to write extended pieces of text. Most pupils now have enough opportunities to write freely and for different purposes. Overall, pupils are developing good stamina for writing and a strong understanding of the characteristics of different text types. Teachers have raised expectations for the quality of presentation significantly and this has led to improvements, for example in the standard of handwriting. However, there are still too many occasions when many pupils make avoidable mistakes when spelling simple words and in the use of basic punctuation. Most pupils can identify what they need to do to improve their writing. They respond well to feedback and use valuable response time to correct or refine aspects of their writing to bring about improvements.

Arrangements for monitoring the progress of pupils' writing skills have improved. Leaders regularly look at pupils' books and talk to them about their work. As a result, all staff are aware of emerging successes and further areas for development.

R4. Ensure that the curriculum is broad and balanced, and that it meets the needs of all pupils

The school provides a good range of engaging learning experiences that meet the needs of pupils well. Topics such as ‘the world and beyond’ provide interesting contexts for learning and ensure a variety and breadth of learning experiences. Teachers, especially in key stage 2, provide valuable opportunities for pupils to identify what they would like to learn and take good account of pupils’ suggestions. This promotes positive attitudes to learning effectively.

Arrangements to develop pupils’ literacy, numeracy and information and communication technology (ICT) skills are developing well in the foundation phase and are strong in key stage 2. A whole school approach to planning ensures that there are clear expectations for progression in the development of pupils’ skills. Specific strategies to develop pupils’ reading, writing and numerical skills are increasingly effective. Additional strategies to develop pupils’ independent learning and problem solving skills, for instance through using construction kits to complete challenges, promote an enjoyment of learning successfully. In the foundation phase, provision to develop pupils as independent learners is at an earlier stage of development.

Overall, teachers plan learning experiences well so that pupils build their skills, knowledge and understanding progressively. This ensures that they make steady progress in the foundation phase and achieve well by the end of key stage 2.

R5. Increase the effectiveness of the governing body in supporting the school and holding it to account

The school has a full complement of governors. They hold half-termly meetings and a majority attend additional planned governor afternoons to gain a greater understanding of the work of the school. The chair of governors is experienced, has a clear understanding of his role and responsibilities and supports and directs the work of governing body effectively. The chair, vice chair and headteacher meet regularly. Their meetings are purposeful and governors provide useful support and challenge on the school’s progress against its improvement priorities. Overall, the governing body fulfils its statutory duties appropriately.

All governors understand that they have to develop as critical friends and ensure that the school makes the required progress against improvement targets. They have worked closely with the school’s challenge adviser and received training on how best to support and challenge the school appropriately. A few governors are beginning to gather useful first-hand evidence of the school’s work, for example through learning walks and looking at pupils’ work. These governors share reports with the wider governing body as part of the curriculum and standards committee meetings. They are beginning to gain an improved understanding of the changes in classroom practice and pupils’ standards. This ensures that they contribute to school

improvement strategies effectively and understand their impact well. As a result, they are better equipped to hold the school to account for the progress that pupils make.

Leaders and governors now monitor the budget diligently. They make prudent decisions to ensure that financial planning conforms to regulations and meets the needs of the school. Leaders allocate resources suitably to support current school priorities and strategies, for example to maintain current staffing levels. However, there remains financial uncertainty, as the school still carries a large deficit budget.

R6. Ensure that staff plan effectively for the development of pupils' numeracy skills across the wider curriculum

The school has recently developed suitable planning arrangements to ensure that pupils have regular opportunities to develop and use their numeracy skills in mathematics lessons and in their work across the curriculum. Provision to develop pupils' numeracy skills is effective in key stage 2 and is developing appropriately in the foundation phase.

In key stage 2, teachers plan effectively to develop pupils' number skills through daily practice sessions. They match carefully the level of difficulty in numeracy activities to pupils' needs. They challenge pupils successfully to apply their skills to a good standard in their work across the curriculum, for example to draw and interpret conversion graphs to work out how many Japanese yen they can exchange for a pound or to apply their knowledge of co-ordinates to find grid references on a large scale map of Bridgend. They apply their reasoning skills with increasing confidence to solve problems. For example, pupils work out the possible number of descendants from different species over time. In tasks such as this, they use their estimation skills well and work with large numbers successfully. Teachers' careful planning enables many pupils to make good progress and to understand the value of numeracy and mathematical skills in their everyday lives.

In the foundation phase, teachers provide worthwhile opportunities for pupils to practise and apply their numeracy skills in the recently developed learning areas. For example, tasks challenge pupils to solve addition and subtraction problems to plot an imaginary journey to the moon and back. They also develop pupils' basic number skills, such as doubling numbers successfully during focused teaching tasks. Teachers provide pupils with a few appropriate opportunities to develop their number recognition skills through matching activities, such as using jigsaw puzzles in the mathematics area. Opportunities for pupils to develop or use their numeracy skills in the outdoors are limited. Teachers develop pupils' knowledge of the names of two-dimensional shapes successfully and provide useful opportunities for pupils to gather data when learning about nocturnal animals. However, overall, the level of challenge in numeracy activities does not always match pupils' needs well enough.

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