



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

**A report on**

**Ton-Yr-Ywen Primary School  
Maes-Y-Coed Road  
Heath  
Cardiff  
CF14 4HG**

**Date of inspection: July 2018**

**by**

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

## About Ton-Yr-Ywen Primary School

Ton-Yr-Ywen Primary School is in Cardiff. Currently, there are 516 pupils on roll, aged from 3 to 11, including 80 nursery pupils who attend part-time. There are 16 single-aged classes at the school.

About 7% of pupils are eligible for free school meals, which is well below the national average. The school identifies around 17% of pupils as having additional learning needs. This is below the national average of 21%. A very few pupils have a statement of special educational needs. Around 32% of pupils come from an ethnic minority background and around 20% have English as an additional language. A very few pupils speak Welsh at home.

The headteacher took up his post in September 2014. The school's previous inspection was in February 2010.

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

Many pupils make good progress and have positive attitudes to learning. They are eager to learn and engage well with new ideas and experiences. Most pupils show respect for others and different cultures and beliefs, but a few pupils do not always treat other pupils as well as they should and staff do not always deal with this effectively enough. In a minority of classes, teachers foster pupils' independent learning skills well, but across the school a majority of pupils do not develop these skills well enough. A minority of teaching is strong, but the quality of teaching varies too much from class to class. Teachers are beginning to adapt the curriculum to make it more responsive to the needs of pupils and there are useful opportunities for pupils to have an input into what they would like to learn. The school provides effective support for pupils with additional learning needs and these pupils generally make good progress over time. Leaders have a clear vision for the school, and have led improvements to its work successfully. However, self-evaluation processes do not always identify all areas that require improvement well enough.

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

## **Recommendations**

- R1 Address the issues affecting pupils' wellbeing raised during the inspection
- R2 Improve consistency in the quality of teaching to make sure that it challenges all pupils at a suitable level in every class
- R3 Make self-evaluation processes, particularly monitoring, more rigorous to ensure that the school identifies areas for improvement accurately
- R4 Ensure consistency in managing pupils' behaviour across the school
- R5 Improve the quality of independent learning in the upper foundation phase and key stage 2

## **What happens next**

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

## Main findings

### Standards: Good

Many pupils start school with skills and knowledge at or above the level expected for their age. During their time at the school, many make good progress, particularly in the development of their oracy skills. Pupils with additional learning needs make good progress towards their targets.

Overall, most pupils in the foundation phase make strong progress in developing their literacy skills. They develop effective speaking and listening skills. In the nursery class, many pupils give extended reasons for taking their pets to the vet in the role-play area. For example, one pupil says, "He stepped on a bee and now he can't shake himself, even when he's wet". Most pupils enjoy reading and are keen to read to adults. They use their knowledge of letters and sounds well to decode new words. In Year 2, many pupils predict sensibly what will happen next in a story and correct themselves when they have misread a word. Many pupils write at length with good attempts at spelling new words. They generally use simple punctuation accurately, but their creative writing tends to follow a set format too often and does not always use imaginative or adventurous vocabulary. Too often, worksheets constrain pupils' writing across areas of learning. As a result, the quality of pupils' writing in other subjects in the foundation phase is not always at the same standard as in their English lessons.

In key stage 2, many pupils communicate articulately and confidently. For example, pupils in Year 3 describe clearly the techniques that they need to employ to make their writing more interesting. Most pupils become confident, fluent readers. Many older pupils locate information quickly in books and on the internet. They use inference and deduction to extract the meaning from texts well. As they move through the school, many pupils produce extended writing of good quality in English lessons and in subjects across the curriculum. They use a wide range of interesting vocabulary and their spelling and punctuation are generally accurate. They use different techniques effectively to make their writing more interesting. For example, in Year 6, pupils structure their writing well when persuading others to look after the planet to preserve it for future generations.

In the foundation phase, most pupils make good progress in developing their numeracy skills across the areas of learning. Many explain their mathematical thinking clearly using appropriate vocabulary. For example, pupils in Year 2 explain the different strategies they use to halve numbers to a thousand, including how they partition large numbers. Many pupils in key stage 2 have well-developed numeracy skills. They apply these effectively when solving problems in mathematics lessons and in real-life situations across the curriculum. For example, they work out the most cost-effective options for decorating the school hall and providing refreshments for the end-of-term performance. However, more able pupils do not always use their numeracy skills at a challenging enough level or make all the progress that they can.

Pupils across the school develop a wide range of information and communication technology (ICT) skills that they apply effectively in subjects across the curriculum. In the nursery class, pupils work collaboratively on the interactive whiteboard to

create imaginative artwork. By Year 2, most use basic word processing tools well, for example to create a postcard from the South Pole as part of their 'pole to pole' topic. In key stage 2, most pupils continue to build their skills well. For example, pupils in Year 4 use green screen technology to create backgrounds when videoing their performance of scenes from Macbeth. By Year 5, many pupils make sensible choices about the best technology to use to create their own presentations.

By the end of key stage 2, many pupils communicate confidently and accurately in Welsh using a variety of phrases, commands and questions. They read a wide range of familiar material with fluency, accuracy and appropriate pronunciation. As part of daily routines in the foundation phase classes, most pupils sing simple Welsh songs with enthusiasm; they join in with rhymes and use basic phrases to communicate successfully with one another. A majority of pupils are positive about learning Welsh and understand the advantages of learning another language. Most pupils develop their skills well in Welsh sessions. However, they do not use these naturally outside of Welsh lessons and in the daily life of the school.

### **Wellbeing and attitudes to learning: Adequate and needs improvement**

Most pupils understand the importance of making sensible choices about what they eat and drink to maintain a healthy lifestyle. For example, nearly all pupils bring healthy packed lunches to school. Most pupils appreciate the need to exercise in order to remain healthy. They make the most of physical education lessons during school hours and many attend after-school clubs, such as football and rugby. Many pupils develop an enthusiasm for sport because of these activities. For example, participation in after-school football has inspired a few girls in key stage 2 to establish their own club in the community.

Most pupils feel happy and safe in school. They know where to turn if they have any concerns. Most pupils understand how to keep themselves safe online. In most cases, they show respect and tolerance of individual differences. For example, pupils in Year 1 enjoy using sign language as part of early morning routines to ensure that all pupils are included. Many pupils behave well in classes and around the school. However, on occasion, a few pupils do not demonstrate enough respect for staff and other pupils. In a very few cases, this includes a lack of regard for other pupils' culture and ethnicity.

Pupils contribute appropriately to the work of the school through involvement in pupil groups, such as the school council, digital leaders and the eco-committee. They have a positive impact on the life of the school in a few areas. For example, the school council has overseen the purchase of lockers for pupils in key stage 2 to keep their belongings safe.

Many pupils are eager to learn and they engage well with new ideas and experiences. Nearly all pupils enjoy the topics they study and work successfully in groups and in pairs. In a few cases, pupils persevere well with their tasks. For example, pupils in the nursery persist in their attempts to build a house from real materials, carefully balancing bricks to make sure the structure does not collapse. However, occasionally, a minority of pupils become distracted and lose interest in their work. This is often because of limited opportunities for them to lead their own learning or to work at a suitable pace. A majority of pupils' independent learning skills are underdeveloped.

Many pupils and parents have responded positively to the school's focus on improving attendance and they understand the importance of attending school regularly and on time. However, despite the school's efforts, attendance has not improved enough in comparison with that of similar schools.

### **Teaching and learning experiences: Adequate and needs improvement**

Overall, the quality of teaching is adequate and needs improvement. A minority of teaching across the school is strong but the quality of teaching varies too much from class to class. In the classes where teaching is strong, teachers provide stimulating learning experiences and foster pupils' independent learning skills well. They provide all pupils with a suitable level of challenge and match work well to their ability and stage of development. As a result, pupils make rapid progress, behave well and show enthusiasm for learning.

Most teachers have positive working relationships with pupils, but a few do not employ consistent strategies to manage pupils' behaviour effectively. In a majority of classes, teachers do not always provide pupils with purposeful feedback about their work that helps them to identify what they need to do to improve. In these classes, teachers do not always match work well enough to meet the needs of all pupils, particularly where they group pupils according to ability for specific subjects.

Teachers work across year groups and phases to plan suitable learning experiences, which build systematically upon pupils' skills as they move through the school. They map how they plan to develop pupils' literacy, numeracy and ICT skills effectively and the plans provide a suitable framework to support teachers' planning across the classes. Recent curriculum development has focused well on making learning experiences more purposeful and responsive to pupils' interests. For example, pupils' learning in Year 6 focuses on a show that they are planning and pupils write scripts, compose songs and calculate costs for their performance. The school is at an early stage in considering how to adapt its curriculum in light of curriculum reform in Wales.

Teachers enrich learning experiences appropriately. For example, younger pupils in the foundation phase talk to a local builder to find out about his work when setting up their own 'builder's yard' and younger pupils in key stage 2 visit two nearby lakes to compare and contrast their environment when learning about the effects of pollution. Teachers make appropriate use of the diverse school community to provide opportunities for pupils to learn about different cultures, customs and beliefs. For example, pupils celebrate Eid by inviting members of the community to school for a celebratory party and they greet one another in their home languages during registration in Year 6.

The school has reviewed its teaching of Welsh to ensure that there is progression in pupils' learning and, as a result, pupils' standards have improved across the school. There are suitable opportunities to celebrate the culture and heritage of Wales. For example, older pupils in key stage 2 visit Big Pit to learn about the coal mining history of Wales.

In the nursery and reception classes, there are examples of highly effective, rich and vibrant foundation phase provision and practice, which develop pupils'

communication, numeracy, creative, physical and independent skills very well, both indoors and outdoors. However, this practice is not consistent across the phase and, as a result, pupils do not have enough opportunities to build upon their independent learning and creative skills as they move towards the end of the phase.

### **Care, support and guidance: Adequate and needs improvement**

The school provides good support for pupils with additional learning needs. Teachers and teaching assistants know these pupils well and work closely to ensure that they meet their requirements. Senior leaders put in place effective systems to identify pupils who require additional support. They work well with class teachers and teaching assistants to develop programmes to address gaps in pupils' skills. For example, staff deliver well-planned interventions that develop the literacy skills of pupils with English as an additional language effectively. The school provides a good range of intervention programmes that address shortcomings in pupils' literacy and numeracy skills, and that focus on meeting the emotional, social and behavioural needs of targeted pupils. They monitor pupil progress effectively and work well with parents to review and amend individual education plans. As a result, most pupils with additional learning needs make good progress over time.

The school is developing its use of tracking systems to record the progress that pupils make in their literacy, numeracy and science skills over time. This assists teachers in identifying gaps and in planning lessons and activities to address them. However, senior leaders have not put in place whole-school systems to track the progress pupils make in their wider subject skills. Teachers meet with senior leaders as part of 'pupil progress' meetings. These are beginning to ensure that the school adapts teaching and its wider provision to support the needs of various groups of pupils, including those with English as an additional language and additional learning needs.

The school is a diverse community with pupils from a wide variety of ethnic and cultural backgrounds. It organises beneficial events to mark significant religious dates and develop pupils' appreciation of their own and other cultures, such as an after-school Eid cafe to mark the end of Ramadan. However, overall, it does not recognise and celebrate sufficiently the richness of its community and the diversity of the backgrounds of its pupils. Most pupils treat each other with kindness and compassion, but, in the few instances where there are issues of bullying in key stage 2, including those of a racial nature, the school does not respond consistently with sufficient swiftness and robustness. Generally, staff apply the school's policy for behaviour well, but this is not consistent across the school, and, in a few cases, staff do not have high enough expectations of the behaviour of pupils. These shortcomings detract from the development of pupils' social skills in a minority of classes.

Senior leaders employ a wide range of systems to ensure the safety of pupils. However, they do not always carry out these processes with sufficient rigour. The school's arrangements to safeguard pupils give cause for concern. During the inspection, the inspection team identified a few issues regarding site security and safety, which they brought to the attention of senior leaders.

The school plans well for pupils to develop their understanding of the importance of maintaining a healthy lifestyle. Staff encourage pupils to bring a healthy snack to eat at break time. The school's curriculum supports pupils' knowledge of the benefits of regular exercise well. For example, pupils in Year 6 investigate the effect of exercise on pulse rate and the function of the heart.

The school plans appropriately for the development of pupils' moral, spiritual and ethical understanding through its religious education curriculum and its personal and social education programme. There are good opportunities for pupils to develop their creative and performance skills through Christmas concerts and other events. The school develops positive relationships with the local community and uses these links well to enhance pupils' learning and their understanding of their role within it. For example, a local magistrate visits Year 6 pupils to carry out a mock trial, which develops their understanding of right and wrong and the justice system successfully.

The school provides a wide range of extra-curricular clubs after school and at lunchtime that provide pupils with good opportunities to develop their wider skills. For example, the school's coding club develops pupils' ICT skills to a high level, including the use of code to create basic web pages.

### **Leadership and management: Adequate and needs improvement**

The headteacher has a clear vision for the school, which focuses effectively on developing pupils as confident and successful learners. The deputy headteacher carries out her responsibilities conscientiously and supports the headteacher effectively. Together they share the school's vision appropriately with pupils, staff, governors and parents. However, the vision does not embrace the school's cultural diversity as much as it could.

The school has enough suitably qualified staff, and all members of staff are clear about their roles and carry out their responsibilities appropriately. Leaders make effective use of performance management procedures to identify areas for improvement. They facilitate the professional development of teachers and support staff well. For example, specific training and close co-operation with nearby schools are beginning to have a positive impact on improving pupils' standards in mathematics.

The school has suitable processes to evaluate its performance and to plan for improvement. Leaders analyse information on pupil performance and the quality of provision from a wide range of sources systematically, including from questionnaires completed by parents and pupils. They meet with pupils regularly to discuss their work and to monitor the standards in their books. However, their evaluations are generally too positive and, as a result, they do not always identify important areas of the school's provision that require improvement, for example the inconsistencies in the quality of teaching from class to class.

Where leaders identify areas for improvement, they plan effectively to address them and have brought about improvements in many areas, for example in the standard of pupils' reading. Senior leaders hold regular meetings with staff to discuss and evaluate aspects of the school's work. Meetings focus effectively on the progress the school is making towards meeting its priorities. This ensures that staff work towards common goals and share responsibilities for actions purposefully.

The governing body is supportive of the school and carries out its statutory responsibilities efficiently. Through regular reports from the headteacher and analysing a range of performance information, governors have a sound understanding of pupils' attainment and progress. They challenge senior leaders appropriately about how they use the school's budget to improve teaching and learning. However, their contribution to the school's self-evaluation and improvement planning processes is limited.

The school has an extensive outdoor learning space. The area for younger foundation phase pupils is well resourced and staff use it very successfully to develop pupils' skills, knowledge and understanding across all areas of learning. For example, reception class pupils develop their early adding skills by creating and throwing water bombs at target numbers. However, the use of the outdoor learning space by older foundation phase and key stage 2 pupils is underdeveloped.

Leaders target finances well to meet pupils' needs and to support priorities in the school's development plan. For example, purchasing additional ICT resources has improved pupils' ICT skills. Leaders allocate the majority of the school's pupil development grant appropriately to provide support and intervention for vulnerable pupils. However, they do not use the entire grant for its intended purposes.

## 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.

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