



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

A report on

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

Date of inspection: June 2018

by

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

About Tynyrheol Primary School

Tynyrheol Primary School is in the village of Llangeinor, in the Garw Valley in Bridgend local authority. There are 77 pupils on roll, aged from three to eleven, including five full-time nursery children and five who attend part-time. There are four mixed-age classes in the school.

The rolling average for the past three years of pupils eligible for free school meals is about 17%. This is slightly below the national average of 19%. All pupils are of white British ethnicity. A very few pupils speak Welsh at home.

The school identifies around 23% of pupils with additional learning needs. This is slightly higher than the national average of 21%. The acting executive headteacher took up her position in January 2018. She is the school's fourth headteacher in the past year.

The school's last inspection was in 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

Nearly all pupils feel safe and happy in school. They behave well in classes and around the school and are very caring towards one another. They are willing to work hard and are eager to succeed. In the foundation phase and in lower key stage 2, shortcomings in the school's provision mean that many pupils make only slow progress and more able pupils do not achieve as well as they should.

The quality of teaching varies too much and around half of teachers underestimate pupils' abilities. The curriculum does not meet the needs and interests of all pupils well enough. The school cares for pupils well and promotes their personal development appropriately. The school lacks an effective permanent leadership structure, although an acting executive headteacher's interventions are beginning to have a positive effect on the quality of the school's provision. In recent years, the effectiveness of the school's governing body has been limited and has allowed low standards to persist and the school to accrue a large budget deficit.

Inspection area	Judgement
Standards	Unsatisfactory and needs urgent improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Unsatisfactory and needs urgent improvement

Recommendations

- R1 Establish a settled and effective leadership structure
- R2 Improve the effectiveness of teaching across the school
- R3 Raise standards in English across the school
- R4 Ensure that the curriculum is broad and balanced, and that it meets the needs of all pupils
- R5 Increase the effectiveness of the governing body in supporting the school and holding it to account
- R6 Ensure that staff plan effectively for the development of pupils' numeracy skills across the wider curriculum

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Standards: Unsatisfactory and needs urgent improvement

Many pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected for their age, although many have poorly-developed speech. Most pupils are eager to learn and work hard in lessons. Although the current Year 6 pupils have made generally suitable progress, many pupils in most year groups do not make good enough progress.

Across the foundation phase, many listen well and follow instructions carefully. Pupils' progress in oracy is inconsistent because they do not benefit from interaction with adults who model accurate speech consistently. Consequently, only a minority of pupils use standard English routinely and develop a rich vocabulary.

Most pupils make sound progress in reading. Most foundation phase pupils understand the relationship between letters and sounds, and this helps them to decode unfamiliar words. Most enjoy reading and describe their favourite book enthusiastically. In key stage 2, most pupils read aloud accurately, but with limited fluency and expression. All read unfamiliar words and suggest ways they might deduce their meaning from pictures or from their context. Many pupils in Year 6 use indexes to locate facts in non-fiction books efficiently.

In most classes, pupils do not make sufficient progress in developing their writing skills. In the foundation phase, only a minority of pupils form their letters carefully, and the overall standard of handwriting is low. They write for different purposes. For example, they retell the story of Santes Dwynwen and explain how to care for a pet. They are beginning to use capital letters and full stops appropriately. Many pupils' spelling is unreliable.

Overall, pupils' literacy skills are not well-developed, because they do not apply basic rules of spelling and punctuation carefully enough. However, towards the end of key stage 2, many make better progress and their work is generally of a suitable standard. In their independent writing, most use basic punctuation correctly. Older pupils attempt ambitious vocabulary and make sensible attempts at spelling new words. They write extended sentences to add variety to their writing and adapt their style to match their purpose and their intended audience. For example, Year 6 pupils analyse the main sections of Welsh legends and research information to support their points of view when planning a debate about plastic waste.

Many pupils make sound progress in developing their mathematical skills in designated lessons. In the foundation phase, they work methodically in adding and subtracting and describe the properties of regular shapes. Pupils in Year 2 tell the time and measure accurately with standard and non-standard units. In key stage 2, many pupils make good progress in developing their skills in a suitable range of mathematical aspects. They recall number facts quickly and perform basic mental calculations accurately. Many work methodically when solving word problems. For example, they calculate the dimensions of a room and work out the costs of redecorating it. However, across the school, few pupils apply their numeracy skills suitably in other areas of the curriculum.

Most pupils have positive attitudes towards learning the Welsh language. In the foundation phase, many write simple sentences about familiar topics. They usually spell familiar Welsh words correctly. Many pupils share basic information about the weather in simple conversations with their teacher. However, pupils in key stage 2 do not make enough progress in developing their Welsh language skills. Most pupils write simple sentences in Welsh, mirroring given examples to describe their clothes or hobbies. They use basic sentence patterns to write for different purposes, such as dialogues or holiday postcards. Most respond appropriately to Welsh instructions and answer simple questions about themselves or the weather. However, very few pupils have sufficiently quick recall of Welsh vocabulary to engage in unstructured conversations.

Most pupils in the foundation phase use tablet computers confidently to record their activities and to practise number games and phonics exercises. Many pupils in key stage 2 use a range of software competently to create interesting presentations about rugby favourites, for example. However, pupils of all ages use information and communication technology (ICT) for too narrow a range of purposes and do not use ICT effectively to handle data or to model situations, for example using spreadsheets.

Wellbeing and attitudes to learning: Adequate and needs improvement

Most pupils speak confidently and proudly about their school and say that they feel safe, secure and well cared for. Most pupils know where to turn if they have any concerns and many speak maturely about their emotional and social development and needs. Most pupils have a practical understanding of how to stay safe online.

Nearly all pupils are polite and respectful to each other and to staff and visitors. For example, many pupils hold doors open for visitors and greet them politely when walking around the school. Nearly all pupils move around the school in a calm and orderly manner and speak confidently to adults in a range of situations. They behave well in lessons and on the playground. Most pupils show confidence and resilience when faced with differing expectations and change.

Most pupils engage positively in their learning and settle well to their tasks. They listen attentively to their teachers and sustain their concentration well, often for inappropriately long periods. Most pupils speak confidently about their work and discuss current and previous work appropriately. They enjoy the topics they study, are willing to work hard and are eager to succeed. For example, pupils in Year 2 recall what needs to be included in an effective invitation and explain how they use this to write an invitation to the "Bug Party". However, many pupils across the school have a limited understanding of how well they are achieving and what they need to do to improve their work.

Across the school, most pupils work effectively in pairs and groups. They listen attentively to the views of others and deal well with opinions that are different from their own. A good example of this is when the older pupils debate the relative strengths of reading a book rather than using a computer. Pupils are beginning to be involved in making decisions about their own learning but, generally, their independent learning skills are limited. The majority rely too much on adults to direct them in their learning.

Many pupils take on responsibilities willingly. Pupil groups, such as the eco committee, school council and peer mediators, are keen to help others and make improvements around the school. For example, the work of the peer mediators contributes successfully to the good standards of behaviour on the school yard during break and lunch times.

Most pupils have a clear understanding of how to keep healthy through eating a balanced diet and taking regular exercise. For example, the school council runs a fruit tuck shop each day. Most pupils know that fruit and vegetables are an essential part of a healthy diet. However, many pupils eat unhealthy snacks as part of their packed lunch each day.

Many pupils understand the importance of regular attendance and respond well to the school initiatives to improve attendance. However, despite the school's efforts, pupils' attendance rates have fallen over the last two years and do not compare well to those of other similar schools.

Teaching and learning experiences: Unsatisfactory and needs urgent improvement

Although there are examples of good practice in a minority of classes, the overall quality of teaching across the school is unsatisfactory. Teaching at the end of key stage 2 is effective because lessons are brisk and engage and challenge pupils successfully. All teachers and support staff have good working relationships with pupils. However, the quality of teaching varies too much from class to class, and often does not challenge pupils well enough. Around half of teachers do not have high enough expectations of what pupils can achieve. As a result, learning tasks do not always meet the needs and abilities of all pupils. In a few cases, teachers' subject knowledge is insecure and this hinders the progress that pupils make.

Most teachers plan activities that interest and motivate pupils. However, in many lessons, learning objectives are not clear and do not focus closely enough on the skills pupils will develop. Activities are often not meaningful enough to engage and challenge pupils.

Planning opportunities to apply pupils' literacy, numeracy and ICT skills across the curriculum are under-developed. There are planned opportunities for pupils to write in range of genres and pupils have opportunities to edit and improve their writing. However, teachers do not ensure that pupils build systematically on their skills in a wide enough range of contexts at an appropriate level of challenge. The same is true for numeracy, with many pupils not having suitable opportunities to apply their numeracy skills at an appropriate level across different contexts. In many cases, teachers use worksheets inappropriately and too frequently, and this limits pupils' independence and creativity.

Pupils do not always understand how to be successful, because success criteria are not always relevant or useful. Most teachers use a range of strategies to engage learners. However, their questioning is often not sufficiently challenging, and teachers do not develop opportunities to further extend pupils' responses.

Although teachers' written feedback to pupils has improved recently, it tends to be congratulatory and does not always focus enough on helping pupils understand how to improve. Written comments rarely provide opportunities to extend more able pupils.

Recent improvements to curriculum planning since the arrival of the acting headteacher have resulted in more suitably engaging and interesting tasks and school visits. For example, pupils in upper key stage 2 visit a river and use their numeracy skills to measure its depth and flow. Recently, Year 4 pupils worked on a creative project with other local schools developing their own ICT app, making music and using binary numbers to solve problems. However, in general, the curriculum does not give all national curriculum subjects sufficient attention.

The school generally makes appropriate use of the outdoor environment to develop pupils' skills. The school provides a well-attended eco club and basketball club after school.

Through visits to St Fagan's, Llancaiach Fawr and Rhondda Heritage Park, for example, the school promotes pupils' understanding and celebration of Welsh history well through topics with a Welsh context.

Care, support and guidance: Adequate and needs improvement

The school has an inclusive and welcoming ethos that permeates its daily life and work. As a result, adults and pupils show respect, care and concern for each other. The school's ethos supports pupils effectively in developing their social and emotional understanding. All teachers provide successful opportunities for pupils to share their emotions and concerns and are sensitive when responding to their needs. The school promotes the importance of good behaviour and courtesy successfully.

Pupils have worthwhile opportunities to develop their understanding of spiritual and moral issues through the school's good focus on values. These values feature regularly in collective worship and in the school's personal and social education curriculum. This ensures that nearly all pupils have a sense of self-worth, and develop appreciation, respect and tolerance of one another.

Teachers plan a beneficial range of activities that develop pupils' awareness and appreciation of Welsh history and traditions. Recent experiences, including visits to Big Pit and the National Museum of Wales, provide effective experiences for pupils to gain an understanding of their local area. However, opportunities for pupils to learn about the culture of Wales and the wider world are limited.

The local police officer and school nurse strengthen the support that the school provides for pupils to develop their understanding of personal health and safety issues, for example by offering advice to pupils on how to keep themselves safe when using the internet. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Recently improved communication strategies, such as the use of social media, are helping parents to understand and support the work that their children are doing. Leaders ensure that parents and pupils know the importance of attending school regularly and being punctual. This has recently had a positive impact on pupils' punctuality at the start of the school day.

The school has recently revised its systems for tracking all pupils' academic progress. However, teachers' assessments of pupils' progress and achievement are not always reliable and are often too generous. Leaders and teachers have recently begun to use this information to identify groups of learners, such as more able pupils and those with additional learning needs, who are not achieving as well as they could. However, the use of these tracking systems by all teachers to inform their classroom teaching is at a very early stage of development and has not yet raised standards of achievement.

The school's provision for pupils with additional learning needs is appropriate. However, because of inconsistencies in pupils' individual education plans and a lack of monitoring of pupils' progress, the school does not know whether the support staff provide is effective or not.

The school makes appropriate arrangements to promote healthy eating and drinking. Teachers and leaders provide worthwhile opportunities for pupils to develop healthy lifestyles. For example, younger pupils in the school grow and cook their own vegetables. The after-school sports clubs enrich pupils' physical development successfully and contribute well to pupils' standard of wellbeing.

Leadership and management: Unsatisfactory and needs urgent improvement

The school has lacked a stable leadership structure in the past year, and has no permanent substantive headteacher. The current acting executive headteacher, who is also headteacher of another local school, has been in post for less than two terms. In this short time, she has introduced measures that are beginning to lead to improvements in teaching and, consequently, in raising pupils' achievements. However, these measures have not had time to make a notable difference to provision and standards. Because of considerable staffing changes in recent years, the school does not have an experienced senior leadership team, which means that members of staff do not share responsibilities appropriately.

The governing body does not provide the school with suitable scrutiny and challenge. Governors have allowed the under-attainment of several cohorts of pupils to go unchallenged. Ill-judged decisions regarding staffing levels have contributed to the school accruing a large budget deficit. However, members of the governing body support the recently-appointed headteacher well. She has started to bring about improvements in the quality of teaching and learning.

The school's procedures for evaluating its own performance have lacked rigour. Until recently, the process has drawn on too narrow a range of evidence and has not involved a wide enough range of contributors. As a result, school improvement plans have not addressed shortcomings effectively. However, the school has benefited from an action plan provided by the regional consortium's advisers. Consequently, the acting headteacher has revised the school's improvement plan to incorporate many aspects of the consortium's action plan. It is detailed and focuses appropriately on improving outcomes for pupils and is likely to be an effective tool in securing improvements. The acting headteacher has high expectations of all members of staff and has identified shortcomings in the quality of teaching, but her interventions have had too little time to be fully effective. She recognises the need to work with staff on a more robust programme of performance management that meets statutory requirements.

The school has not deployed its resources efficiently in recent years. The school has a very large budget deficit. At the time of writing, the school has not agreed a deficit reduction plan with the local authority.

The school is well resourced with enough books, computers and other equipment to meet the needs of all pupils. It makes good use of its pupil development grant to support pupils who are eligible for free school meals.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2018: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 28/08/2018