



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

**A report on**

**Tondu Primary School  
Meadow Street  
Aberkenfig  
CF32 9BE**

**Date of inspection: November 2019**

**by**

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

## About Tondy Primary School

Tondy Primary School serves the village of Aberkenfig and the surrounding area north of Bridgend. It is located on two sites, which means that the nursery and reception classes are accommodated about a quarter of a mile away from the rest of the school. There are 227 pupils on roll aged from 3 to 11 years taught across eight classes, including four mixed age classes.

The three year rolling average of pupils eligible for free school meals is around 25%, which is above the Wales average of 18%. The school identifies around 28% of pupils as having additional learning needs, which is above the Wales average of 21%. Just under 4% of pupils come from an ethnic minority background and around 4% speak English as an additional language. A very few pupils speak Welsh at home.

The school's previous inspection was in January 2013 and the headteacher took up her post in January 2018.

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 at Tondy Primary School make strong progress from their starting points as they move through the school. They develop effective literacy and numeracy skills that they apply well across the curriculum. Most behave well and show high levels of tolerance and consideration for other pupils and adults.

Staff know their pupils well. Many teachers deliver lessons and plan learning experiences that engage and motivate pupils successfully. The school's systems for tracking and monitoring pupil progress are successful in ensuring that pupils make good progress over time. The school's provision for wellbeing is effective and provides sensitive support for vulnerable pupils, which helps these pupils to improve their confidence and willingness to learn.

Leadership at the school is good. Senior leaders have a clear vision for continued school improvement and their work has had a positive impact on all areas of the school in recent years.

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

## **Recommendations**

- R1 Analyse information from monitoring more carefully to identify the underlying causes of shortcomings in provision and standards
- R2 Secure consistent planning across the foundation phase to enable pupils to develop and apply their skills independently
- R3 Provide more able pupils with regular, high quality opportunities to extend their learning

## **What happens next**

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

## Main findings

### Standards: Good

Most pupils enter the school with language and numeracy skills that are below those expected for pupils of their age. As they move through the school, most pupils make good progress in improving their literacy, numeracy, Welsh and information and communication technology (ICT) skills from their starting points. Most pupils with additional learning needs make at least good progress from their starting points.

In the foundation phase, most pupils listen carefully and follow instructions well. Many younger pupils talk confidently about what they are doing during independent activities, for example, they identify numbers hidden in sand and describe the features of characters from favourite stories in detail. By the end of key stage 2, many older pupils use an extended vocabulary and discuss their ideas clearly.

Most pupils in the foundation phase develop a good awareness of phonics and apply this well when reading. In reception, many read their own names and begin to recognise sound blends. By Year 2, more able pupils read with good expression, pausing to denote punctuation and altering their tone of voice when a character is speaking.

Many pupils across key stage 2 read fluently and with good understanding. Pupils in Year 3 and 4 consider the morality of a witch using her magic to keep a dragon small. By the end of Year 6, many pupils read with enthusiasm and describe texts written by their favourite authors. The majority make thoughtful inferences and deductions. For example, they find and interpret clues with skill to explain how characters might be feeling.

Across the school, most pupils develop their writing skills well. For example, pupils in Year 1 write a letter of thanks to residents of a local care home. By Year 2, many are beginning to organise their writing effectively and write confidently for a wide range of purposes, such as writing a non-chronological report on the life cycle of a frog. In Years 3 and 4, many pupils use imaginative vocabulary, such as tranquil and inviting, when describing landscapes. By the end of key stage 2, most pupils depict themes, events and characters well, for example when writing Greek Myths. A few more able pupils write with increasing sophistication across a range of genres. Many pupils use a good range of punctuation for their age and most take great pride in their work, demonstrating a good standard of handwriting. Most pupils apply their literacy skills to a similar standard when working across the curriculum.

Most pupils make good progress and apply their numeracy skills well for a range of purposes. For example, reception pupils create tally charts and pictograms successfully to show the different eye colours in the class and a few more able pupils describe and create symmetrical patterns on butterfly wings. In Year 2, many calculate the number of grams of sugar and fat in different foods accurately.

In Years 3 and 4, most pupils measure their height and compare this with the length of their arm span when investigating human body facts, noting their results in clear tables. By the end of key stage 2, many pupils apply their numeracy skills effectively

to solve a problem. For example, as part of the forensic investigation of a crime scene, pupils identify the height of a criminal from the length of a footprint successfully. A few more able pupils begin to make choices about how they will apply their numeracy skills when reasoning, for example choosing to calculate an average where tests have been repeated.

Nearly all pupils display a positive attitude toward speaking Welsh. At the end of the foundation phase, many pupils understand basic Welsh instructions and use simple words and phrases to respond suitably. In designated Welsh lessons, key stage 2 pupils ask and answer questions related to their topics well and many are beginning to extend their sentences to provide further information. Many pupils read Welsh stories and poems with expression, understanding and enthusiasm.

Most pupils develop and apply their skills in ICT well across the school. Most Year 1 pupils use a simple word processor effectively and they handle data effectively using appropriate software. For example, pupils create a pictogram based on their favourite fruit. In Year 2, many pupils use ICT skills confidently and enthusiastically. They create images of beanstalks and fireworks using a simple paint program and add text to pictures effectively.

Many pupils continue to make good progress in key stage 2, using ICT meaningfully across the breadth of the curriculum. They combine pictures and sound to produce effective stop motion films, such as a film showing the passage of food through the body. By the time they reach Year 6, many pupils use modelling programs successfully. For example, they set up conditions in a virtual world to avoid a natural disaster.

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

Nearly all pupils feel safe and secure in school. Most know how to stay safe online and they contribute to effective displays that outline clear safety messages for pupils that support their understanding of e-safety. Many pupils make sensible choices about what to eat and drink in order to stay healthy. They understand the importance of exercise. In addition to regular physical education lessons, many pupils take part in a broad range of physical activities enthusiastically during the school day and as part of after school clubs, for example the daily mile, football and netball club. Most pupils hold a strong sense of identity within the community in which they live.

Most children have a growing awareness of their responsibilities to others and demonstrate a comprehensive understanding of the rights of the child and how they relate to them. For example, pupils explore how best to ensure that the rights of the child are upheld in assemblies and this is applied throughout the school. Nearly all pupils recognise right and wrong and show consideration for others. Members of the school's 'Heddlu Bach' make beneficial links between school and the local community through activities that raise awareness of keeping safe and reducing anti-social behaviour.

Most pupils collaborate well in small groups and with partners during lessons. Many share their ideas purposefully and with due consideration for the views of others. Most pupils are actively engaged in their learning and demonstrate a good level of resilience when facing unfamiliar situations or challenging learning opportunities. For example, pupils in Years 3 and 4 work together effectively to write and perform play scripts that depict a chosen character.

Pupils engage well with a wide range of trips, visits and visitors to school. For example, pupils in the foundation phase made memory boxes with a range of artefacts from home representing their special memories. This strengthened inter-generational links when they visited a local residential home to share their special box with the residents.

Nearly all pupils are respectful to their peers, school staff and visitors. Most behave well in lessons and as they move around the school. Most pupils contribute effectively to bring about improvements to the school's provision as part of their role in pupil voice groups. For example, the school council and pupil governors have made successful bids to have a "Gold Table" every Friday lunchtime as a reward for pupils' good behaviour and to mix pupils from across key stage 2 at playtimes instead of being restricted to separate yards.

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

Staff provide a highly engaging curriculum that excites pupils and encourages them to learn and investigate in the indoor and outdoor learning environments. Teachers and support staff foster positive attitudes to learning and engage pupils well. They maintain strong working relationships with pupils and have consistently high expectations of pupil behaviour. Staff address any instances of poor behaviour with empathy and in most instances, and this is effective in defusing situations and bringing pupils back on task.

Foundation phase teachers plan focused tasks well to support the development of pupils' skills. The purposeful learning environment in the nursery and reception classrooms allows pupils to practise and apply new skills with growing independence, for example when taking part in roleplay around a camp fire in the reception class. However, teachers do not provide opportunities for pupils to develop and apply their skills independently, consistently well across the whole phase.

In key stage 2, most staff use effective questioning to challenge pupils and spark discussion, making regular checks to ensure that pupils understand their work. Teachers provide pupils with effective oral and written feedback and gives all pupils regular opportunities to evaluate their own work and that of others against clear success criteria.

Nearly all staff plan well to develop and provide opportunities to apply pupils' literacy, numeracy and ICT skills. Most teachers review and build successfully on previous learning to support pupils to apply their knowledge and skills in different contexts. Most teachers take very good account of pupils' interests and suggestions to generate future learning opportunities.

The school has comprehensive plans in place to deliver a broad and balanced curriculum. For example, the school's literacy scheme successfully develops many pupils' understanding of how to write in a range of extended forms and mathematics planning builds systematically on pupils' skills. There are many useful opportunities for pupils to apply these skills across a range of curriculum topics, for example the science topic, 'burps, bottoms and bile' in Years 3 and 4. In the foundation phase, teachers plan a range of effective practical activities to develop pupils' understanding of mathematical language effectively, while in key stage 2, teachers provide meaningful activities such as reducing the population of the world to 100 to engage the pupils well.

Nearly all teachers use marking and feedback well to assess and move pupils forwards and design activities that challenge them to achieve at a level that is appropriate to their ability. As a result, most pupils make good progress during lessons across the curriculum. However not all more able pupils receive sufficient, high quality opportunities to extend their learning.

A programme of valuable visits to local businesses and a local care home, combined with regular visitors to the school, supports the curriculum well. Pupils benefit considerably from these first-hand experiences and interesting follow-up activities. For example, they create and sell junk models to raise money for a school in Uganda and sell Fair Trade bananas to parents following a visit from a cocoa farmer.

The school offers pupils a wide range of opportunities to engage with global learning. For example, as part of the Connecting Classrooms project, pupils experienced life as a refugee and a visit by a Syrian musician had a significant impact on the wellbeing of a pupil who joined the school as a refugee from Syria. Pupils benefit from a strong link with a school in Uganda through video conferencing and letters to pen pals.

There are generally appropriate opportunities for pupils to develop their Welsh language skills in specific Welsh lessons. Many adults model the Welsh language with pupils regularly during the school day, which ensures that most pupils have a good understanding and a positive attitude towards the language.

Home learning activities build upon the work completed in class and promote pupils' creative, collaboration, research, design and making skills effectively.

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

The school provides a safe environment for all pupils and nurtures personal and social skills very well. A powerful example is the school's work in respecting children's rights in line with the United Nations Convention on the Rights of the Child. As a result pupils understand their rights and can identify their responsibilities to improve outcomes for their peers effectively. This is a strength of the school and contributes positively to pupil wellbeing.

The school has thorough processes for recording and monitoring the progress of individual pupils. Senior leaders use this information effectively to ensure that teachers and support staff meet the needs of pupils with learning, emotional or behavioural needs, and those of more able and talented pupils, well. The school operates a cycle of regular reviews which provide valuable opportunities to ensure that identified pupils make good progress.

The additional needs co-ordinator and the wellbeing lead share high expectations for the attainment of all pupils and have a clear, strategic approach to ensure that identified pupils receive the appropriate support promptly. Trained staff deliver purposeful intervention programmes that improve pupils' basic skills and meet their emotional needs successfully. The school tracks the progress of pupils who require additional support meticulously and this ensures a robust, graduated response to individual need. Senior leaders utilise strong links with a wide range of partners. For example, they create effective bespoke transition plans for Year 6 pupils prior to their move to secondary school.



The school fosters close links with parents to enable them to support their children's wellbeing and learning at home well. Staff offer a wide range of beneficial events for parents to develop their understanding of the curriculum. For example, parents attend a weekly workshop that informs them about effective phonic teaching. The annual progress report informs parents clearly about the next steps in their children's learning and pupils contribute purposefully to these reports. Staff are visible and accessible each day, giving parents the confidence that they can raise issues and receive a prompt resolution at any time

The school promotes pupils' cultural development well. For example, the school has a strong link with a school in Uganda that stimulates creative work and projects across the school.

The school uses clear and effective approaches to address the very few incidents of unacceptable behaviour. As a result, most pupils know the school's expectations of behaviour clearly. The school provides valuable opportunities for many pupils to take responsibility and influence the decision-making in a wide range of effective pupil-led forums, such as the school council, pupil governors, eco club and the 'Criw Cymraeg'. For example, pupils have been involved in the appointment of new staff members and surveyed their peers to design a new school logo.

The school has suitable arrangements to promote healthy eating and drinking. Staff encourage pupils to bring healthy snacks for break times. The school places strong emphasis on the value of attending school regularly. For example, pupils receive termly rewards. Most pupils are well motivated to attend school as a result.

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

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

The headteacher, supported by senior leaders, creates a highly inclusive ethos where every individual matters and pupils and staff feel valued. The headteacher drives an agenda that is powerful in promoting the rights of everyone in the school. Staff work well as a team and communicate a genuine sense of enjoyment in their work.

The headteacher shares leadership responsibilities effectively throughout the school and leaders at all levels make a worthwhile contribution to school improvement. For example, the additional needs co-ordinator ensures that the school meets the needs of individual pupils well.

Members of the senior leadership team work well together and their skills complement each other. They are good role models, show commitment and enthusiasm and drive important improvements in the school. For example, the foundation phase leader has led the creation of a vibrant and effective learning environment for nursery and reception pupils.

The governing body committee structure works well. A termly newsletter from the chair keeps governors well informed about the work of the sub committees. Governors make purposeful visits to the school, for example when attending a

reintegration meeting for a pupil. They act as reflective and questioning friends, holding leaders to account in a supportive manner. The governing body fulfils its statutory obligations well and takes full account of relevant legislation and guidance.

Leaders and managers use effective systems for self-evaluation that includes book scrutiny, learning walks and lesson observation. They use the information gathered from these activities purposefully to target individual pupils for improvement. They also identify the broad areas for development accurately. However, they do not always analyse information from self-evaluation processes carefully enough to identify the underlying causes of the shortcomings. As a result, while improvement plans are comprehensive and prioritise important areas for development, actions do not always focus on the specific areas that will have the biggest impact on pupil performance.

The school has a strong track record in making improvement. Leaders have improved pupils' wellbeing and embedded this improvement over a number of years so that it is now a strength of the school and contributes well to the pupils' positive attitudes to learning. Leaders have also recently driven rapid improvement in the teaching of reading and writing.

The headteacher and Deputy Headteacher create a strong learning culture for all staff. Her robust and honest approach to areas that need development feeds into this culture so that staff learn new skills and try new approaches with a positive attitude. As a result, staff increase their professional knowledge and skills at pace. For example, teachers quickly adopted a better methodology for teaching writing by focusing on the specific characteristics of different genres.

Leaders ensure that learning support staff benefit from purposeful professional development. For example, they have received training in how to deliver a reading and writing programme for pupils. They take part in beneficial performance management that links well to the school development plan.

Leaders and managers keep a close eye on the costs of existing programmes and activities and consider regularly whether they are cost-effective. For example, a videoing programme was discontinued because it did not develop coaching skills sufficiently well.

There is an appropriate level of staffing and sufficient appropriate resources to deliver the planned curriculum effectively. The school uses the environment for the nursery and reception pupils very effectively. However, it does not make best use of the outdoor environment for pupils in all areas of the foundation phase. All teachers use the very good resource of the Forest School area effectively to promote pupils' learning.

The school uses the pupil development grant purposefully to provide extra support for pupils. Pupils targeted for support from this grant make good progress. The school also uses grants given to the local cluster of schools effectively to improve provision for pupils. For example, the grant has been used to provide valuable emotional coaching for vulnerable pupils.

## 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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