



**A report on**  
**Tyle'r Ynn Welsh-Medium Primary School**

**Llansawel Crescent  
Llansawel  
Neath  
SA11 2UN**

**Date of inspection: November 2010**

**by**

**Dr David Gareth Evans**

**Reporting Inspector, under contract to Estyn**

**for**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Tyle'r Ynn designated Welsh-Medium Primary School was opened in September 1997. At first only nursery and reception classes were established with a total of 16 children, and the school developed until it reached the 203 children currently on the register. Welsh is the medium of teaching in the early years and in key stage 1(KS1). Ninety per cent of children come from homes where Welsh is not spoken.

The school's catchment area includes the communities of Llansawel, Crymlyn, Baglan, Melin and Skewen. The school is located in a Communities First area and 48 per cent of the pupils come from the local area.

The school operates a daily breakfast club and there are after-school clubs for the junior section every day, apart from Friday.

Currently there are 28 pupils on the Special Educational Needs (SEN) register, which is 13.8 per cent, and this figure is lower than the national average. An SEN teacher is employed for one day a week and she offers additional support in small groups for those pupils with SEN.

The percentage of pupils who receive free school meals has increased over the years and currently 24.6 per cent receive free school meals. This figure is above the national average. One pupil is looked after by the Local Education Authority (LEA).

The school was last inspected in 2004. Since then a new head teacher and deputy head teacher have been appointed and over half of the teaching staff are also new.

The school budget for each pupil in 2010-2011 is £3134 and this compares with the maximum of £7911 and a minimum of £2843 for primary schools in Neath / Port Talbot. This budget places the school in the 59<sup>th</sup> position out of the 71 primary schools in the county.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

This is a good school because:

- the majority of pupils are making good progress;
- teaching is good and pupils benefit from an interesting and varied curriculum;
- there is a welcoming ethos which ensures that every pupil is happy, safe and secure;
- there are good links with parents; and
- the school gives good attention to local and national priorities.

### Prospects for improvement

Prospects for improvement are good because:

- the school is led effectively and the head teacher has high expectations ;
- the senior management team has a good understanding of the school's strengths and what needs to improve; and
- there has been an improvement over the last few years in KS2 pupils' achievement in the core subjects.

## Recommendations

To ensure improvement, the school's staff and governors need to:

- R1 continue to raise KS1 pupils' standards and challenge further the more able and talented pupils;
- R2 improve pupils' creative writing skills in Welsh in years 3 and 4;
- R3 continue to develop some aspects of self-evaluation and ensure consistency in the monitoring system; and
- R4 raise pupils' attendance rate.

### **What happens next?**

Tyle'r Ynn Primary School will produce an action plan which shows how it will deal with these recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In KS1 in 2010, teachers' assessment results in Welsh, mathematics and science were lower than the national, local and family of schools' averages. The core subject indicator (CSI), which is the percentage of pupils gaining at least level two in Welsh, mathematics and science in combination, is also lower than the averages. When KS1 results in 2010 are compared with other similar schools, using the free school meals indicator, results in Welsh, mathematics, science and the CSI were in the fourth quartile. Boys' performance was better than girls in mathematics and science in 2010.

The results in Welsh have been good over the last three years and in mathematics and science in 2007 and 2009. However, results in 2010 were affected by the number of pupils with SEN in the Year 2 group. The number of pupils gaining the higher level three in the core subjects is lower than the national, local and family of schools' averages over the last three years.

In KS2 in 2010, results in English, mathematics and science were above national, local and family of schools' averages. The CSI, the percentage of pupils attaining level four in Welsh, English, mathematics and science in combination, was also higher than these averages.

When 2010 results are compared with similar schools, the results in English, mathematics, science and the CSI are good and in the second quartile, but in the third quartile in Welsh. In 2010 girls' performance was better than boys' in the core subjects and in the CSI. The trend in KS2 performance over the last three years has been good, except for Welsh in 2010 and 2009. Pupils' performance on the higher level 5 has been good in the core subjects over the last few years.

In KS1 and KS2, most pupils make good progress in their communication skills. They listen well, speak clearly, read and write confidently in their language lessons. Most pupils' Welsh language skills and bilingual skills develop successfully. Most pupils arrive at the school with no Welsh and make effective progress in learning the language. However, a few pupils' creative writing skills in years 3 and 4 are less effective.

#### Wellbeing: Good

Most pupils enjoy school and feel they are appreciated and supported. On the whole most pupils work hard, contribute successfully in lessons and make a good effort. The attendance rate across the school is 91.8 percent and this is adequate.

Most pupils' behaviour is good in lessons, when moving around the school and on the yard. Most show respect and courtesy towards each other, their teachers and other persons who come to school. In the questionnaire, many pupils are of the opinion that the school is a safe place and very few incidents of bullying or

unacceptable behaviour occur. When such incidents occur pupils are of the opinion that the school solves problems well.

Members of the school council have a strong awareness of their responsibilities and they contribute enthusiastically to decisions relating to what occurs in the school. The council has been involved with the Healthy Schools initiative by campaigning on healthy eating issues and what makes a healthy way of living. Most pupils take part in a very good range of physical exercise activities and most in KS2 develop their sporting skills and their living skills well by taking part in the extra-curricular activities.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a good range of rich learning experiences to satisfy the needs of every pupil. The provision to develop pupils' skills is effective and there are especially good opportunities to develop information and communication technology (ICT) skills across the curriculum. As a result, the school was awarded the ICT Quality Mark in July 2010. Planning for the promotion of numeracy and communication is also good. Opportunities for extended writing in Welsh in years 3 and 4 are limited, but more consistent examples are present at the end of KS2. Wider skills, such as thinking and working together, are incorporated in lesson plans.

The school ensures that pupils' awareness of sustainable development and global citizenship is promoted successfully. By now, the school has completed level 4 of the Healthy Schools' initiative and is working towards gaining level 5. As a result, projects such as re-cycling, energy conservation and healthy eating are promoted effectively.

Plans for developing the Welsh language are good. There are effective opportunities for pupils in years 4, 5 and 6 to communicate and socialise through the medium of Welsh during residential visits every year.

### **Teaching: Good**

The quality of teaching in the Foundation Stage is consistently good with an effective balance between teacher-led activities and those initiated by pupils. Support staff work is planned and arranged thoroughly and creative use is made of the outside teaching area.

Where there are outstanding features to the teaching, teachers' lively and knowledgeable presentation inspires pupils and leads to extremely effective learning.

Relationships between teachers and pupils are consistently good. The effective use of praise motivates pupils and encourages them to give of their best. There are clear lesson aims which are shared well with pupils. Supportive input is provided for pupils and groups and classroom arrangement is good. There is a good pace of learning in most lessons.

In nearly every lesson, effective use is made of varied teaching strategies, including whole-school teaching arrangements, group activities, paired and individual work when necessary.

All lessons are thoroughly planned and the quality of teaching is supplemented significantly by conscientious and skilful classroom assistants.

Equal opportunities for pupils are ensured and appropriate emphasis is given to developing their bilingual skills.

Overall, the quality of assessment is good and enables the school to identify most pupils' strengths and to highlight areas to develop. The school uses standardised test well, in addition to the teachers' own assessments, to set class targets for pupils and to identify those who need additional assistance. The system to standardize pupils' work in the core subjects in order to assist the work of moderating teachers' assessments is developing well. However, there is no similar system for the foundation subjects or physical education. The reports to parents are detailed and give a clear direction for improving their children's work.

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

The quality of care, support and guidance is good and the school promotes pupils' spiritual, moral, social and cultural development effectively. The school is a happy community with a caring and friendly ethos. Pupils say that they feel at home in school because of the special relationship between them and the teachers. Promoting values, such as self-esteem and respect for others, are prominent features and teaching and support staff provide a safe and secure environment. Arrangements for child protection are effective.

There is good provision for the health and wellbeing of pupils. The school encourages pupils to eat fruit during break times and the fitness week, yard games, swimming lessons as well as a wide range of after-school clubs contribute successfully towards improving pupils' health levels and wellbeing. The school has completed the fourth phase of the Healthy Schools' Award and the breakfast club ensures a good start to the school day.

The programme to promote pupils' Personal and Social Education (PSE) has been established well and by means of 'Philosophy for Children' sessions pupils are provided with regular opportunities to discuss a range of personal and social issues.

Provision for pupils with SEN is good and the school has effective procedures for identifying pupils who need additional support with their work. Pupils have appropriate individual learning plans which include realistic targets. However, there are no systematic opportunities for parents to take part in the process of reviewing the plans.

### **Learning environment: Good**

The buildings are of good quality and they are well maintained. Classrooms are adequate for the number of pupils and effective use is made of them. There is an extensive supply of resources of good quality to respond to pupils' learning needs.



Effective use is made of partnerships and resources available within the community to supplement the curriculum.

There are effective procedures for discipline and eliminating any oppressive behaviour and there are opportunities to deal with these issues during circle time. The quality of provision for equal opportunities is good. Race equality is promoted throughout all school activities.

Effective measures are taken to ensure that pupils with disabilities are not treated less favourably and the school has an appropriate accessibility plan which reflects this.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The head teacher's thoughtful leadership succeeds effectively in co-ordinating the efforts of the governing body, staff and parents and gives a strong sense of direction to the work of the school. They are all committed to the school's aims and objectives, they share agreed values and they have high expectations of pupils' development and success.

The head teacher receives good support from the deputy head teacher and senior management team. They work well and are very supportive of each other.

The head teacher undertakes her responsibilities effectively. The teaching and support staff work effectively together as a team and undertake an appropriate proportion of curricular and management responsibilities. Under the guidance of the head teacher, they meet regularly to discuss matters appertaining to the day-to-day running of the school and their opinions are considered before any strategic decisions are made.

The school gives good consideration to national and local priorities and collaborates effectively with a number of partnerships. It has gained the Basic Skills Quality Mark, Active Cymru Quality Mark and undertakes a number of initiatives such as Healthy Schools, Eco- schools, global citizenship and sustainability developments. Positive steps have been taken to implement the requirements of the Foundation Stage.

Performance management requirements are implemented thoroughly. The quality of teaching is regularly monitored by the head teacher and there are effective arrangements for identifying and meeting the professional needs of teachers.

Members of the governing body have a thorough knowledge of school priorities and they work effectively in order to assist the head teacher in giving a strategic direction to the work of the school. They adopt a critical attitude towards their work, searching constantly for ways to operate more effectively.

### **Improving quality: Good**

The head teacher, members of the senior management team, teachers and the governing body work diligently to ensure a healthy, transparent method of

self-evaluation. Members of staff are an active part of the self-evaluation process and parent and pupil opinions are considered by means of questionnaires.

The self-evaluation report is good and offers a useful overview of the school's situation. It identifies strengths as well as areas where there is need for further attention.

The school plans well for improvement, but neither the school development plan nor the priorities identified for the coming years target all the issues raised in the self-evaluation report.

The school has established appropriate arrangements for monitoring pupil performance. Curriculum co-ordinators appraise progress and prepare appropriate reports. However, there is occasionally inconsistency in the quality of the reports.

Members of staff have good opportunities for professional development, according to their specific responsibilities, and their objectives are linked to performance management. Members of staff also learn from others outside school by means of cluster initiatives and participating in initiatives such as 'Professional Learning Communities'

### **Partnership working: Good**

The school has developed a range of useful strategic partnerships. These are especially effective with local communities. There are good partnership arrangements to prepare pupils to go to their secondary school of choice and good links with Ysgol Gyfun Ystalyfera.

Partnership arrangements contribute strongly to expanding the range of choices for pupils and the school takes a leading role in a number of partnerships and also within the community. There is effective collaboration with parents and members of the Parent Committee. There is also effective collaboration with a number of external agencies and every opportunity is taken to develop programmes which improve pupils' outcomes and wellbeing. A good example of this is the Gold Star partnership which increases pupils' knowledge of daily life in the third world.

### **Resource management: Good**

The school has sufficient qualified and experienced teachers and support staff to meet the learning needs of pupils, including those with SEN, and they are used effectively. The arrangements for teachers' planning, preparing and assessing time have been organized and implemented efficiently and they have a positive effect on pupils' learning.

Arrangements for managing the budget are effective and the governors, by means of their finance sub-committee, monitor closely the school's finances, in order to ensure that expenditure matches priorities for improvement.

The head teacher, staff and governors ensure that resources are used wisely and efficiently in order to promote the interests of pupils who attend the school.

Financial management is good. This, in addition to the good progress and achievement of pupils, ensures that the school provides good value for money.

## Appendix 1

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

11 parents completed the questionnaire. All agree or strongly agree that their children settle in well when starting school and everyone strongly agrees or agrees that children are making good progress in the school. One hundred per cent of parents agree that the teaching is good, that their children are safe in school and that the school is well run. Nine per cent disagree that children behave well.

#### **Responses to learner questionnaires**

73 pupils completed the questionnaire and the inspection team also talked to the pupils. One hundred per cent of the pupils believe that the teachers and other adults help them to learn and to make progress. Most feel safe in school and state that there are a number of opportunities to have regular physical education. Most say that they are doing well in school. Sixty-eight per cent of pupils agree that other pupils behave well and 71 per cent judge that nearly all of the pupils behave well during break time and lunch time.

## Appendix 2

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr R Ogwyn Phillips	Team Inspector
Mr Gwilym Davies	Lay Inspector
Mrs Ann Fox	Peer Inspector
Mrs Sian Hart	School Nominee

## Copies of the report

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## 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' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 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	R	Y1	Y2	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:

Key stage 1	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