



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol y Tywyn  
Caergeiliog  
Holyhead  
Anglesey  
LL65 3NP**

**Date of inspection: October 2012**

**by**

**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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**Publication date: 18/12/2012**

## Context

Ysgol Gynradd y Tywyn is situated in Llanfihangel yn Nhywyn, not far from the west coast of Anglesey. The school is maintained by Anglesey local authority. The school serves an area that contains many children from air force families and children from families who live in the many rented houses in the local area. A minority of local families are disadvantaged whilst the air force families tend to be privileged. Attainments vary greatly when children begin their education. There is a considerable turnover in the school's population, and a large proportion of pupils are only at the school for two years or less.

The school provides education for pupils of between four and 11 years old. Children are admitted to the school's nursery class part-time in the September following their third birthday and full-time to the reception class in the September following their fourth birthday. During the inspection, there were 111 pupils on roll. They are taught by four full-time teachers and two part-time teachers.

About 8% of pupils come from homes where Welsh is spoken. Following an agreement with Anglesey local authority, the children of air force personnel are taught through the medium of English and they follow a programme for studying Welsh as a second language. Local children follow the school's Welsh language programme. There are a very few children from an ethnic minority background at the school.

The percentage of pupils (33%) who are entitled to free school meals is higher than the average for Anglesey and Wales. Twenty-eight (25%) pupils are on the school's additional learning needs register. These figures are higher than the percentages for the county and for Wales.

The headteacher has been in post since September 1999.

The individual school budget per pupil for Ysgol y Tywyn in 2012-2013 is £4,238. The maximum per pupil in primary schools on Anglesey is £10,188 and the minimum is £2,842. Ysgol y Tywyn is in 31st place out of the 48 primary schools on Anglesey in terms of its school budget per pupil.

## Summary

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

### Current performance

Ysgol y Tywyn's performance is good because:

- most pupils are making progress and achieving well;
- there are high levels of attendance and behaviour;
- most pupils are enthusiastic and eager to learn;
- the quality of most teaching is good and support staff support learning effectively;
- there are effective induction arrangements that respond well to the needs of the high number of pupils who are new to the school; and
- there is effective provision for promoting wellbeing and an inclusive, homely ethos in which pupils feel happy and safe.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision and high expectations that have been conveyed successfully to staff, pupils and governors;
- all members of staff work as a team and understand their role in implementing the school's plans;
- the school knows about its own performance well and the governing body is aware of the way in which the school is performing in comparison with similar schools;
- there are clear plans for improvement that focus on raising standards; and
- there is a good range of partnerships that have a positive effect on pupils' achievement.

## Recommendations

R1 Raise standards in Welsh.

R2 Ensure consistency in assessment for learning in order to ensure that pupils are more aware of what needs to be done to improve their own work.

R3 Plan learning activities that will extend pupils of all abilities fully.

### What happens next?

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

The results of children's basic assessments on entry to the school show that the majority of them have a good level of ability in basic skills, except in Welsh, which is a new language to most of them.

In lessons and over time, most pupils make good progress in relation to their ability and their previous performance. They recall previous learning well and show a good knowledge and understanding of what they have learnt in a number of subjects. Pupils who have special educational needs make good progress in line with their age and ability. In some aspects of their work, pupils of higher ability are not achieving as well as they could.

Most pupils across the school make good progress in their English literacy skills. They listen attentively to their teachers during lessons. Most pupils in the Foundation Phase are eager to offer answers or comments. They are developing a wide range of appropriate vocabulary and use it clearly and accurately to speak about their work. By the end of key stage 2, most ask relevant questions and respond to the contributions of adults and other pupils sensibly. They express an opinion in a mature manner about various issues that are important to them.

The standard of reading in English of most pupils is good. In the Foundation Phase, most read their own work and their reading books increasingly confidently and accurately, using appropriate strategies to read unfamiliar words. By the end of the Foundation Phase, most use their reading skills effectively for various purposes, including searching for information. In key stage 2, most pupils read accurately and meaningfully in English. Many read aloud with clear expression. Most older pupils use their reading skills effectively in order to glean information for various purposes, and confidently when using dictionaries and a thesaurus to find the meaning of words.

In the Foundation Phase, pupils' ability to write independently in English is developing well. They use an increasing amount of vocabulary and phrases, and begin to vary sentences and punctuate correctly. In key stage 2, most pupils develop their writing skills effectively. By the end of the key stage, their work shows a good awareness of the features of different forms of writing. The work of most older pupils shows good standards in terms of accuracy of language. Many of them plan, draft and, at times, redraft to a good standard. They present their work clearly with neat handwriting and their written work across the curriculum is of the same standard as that which they achieve in their language books.

Considering the range of ability and their linguistic background, most pupils make appropriate progress in building their skills in Welsh during their time at the school. Most pupils in the Foundation Phase respond correctly to questions, using well-known vocabulary and familiar language patterns increasingly correctly. The

reading and writing skills of the majority of pupils are developing appropriately. In key stage 2, most pupils who are new to the school from non-Welsh speaking homes make good progress in their oral development in Welsh. Many respond well to teachers' instructions. Only a few older pupils can hold a conversation and discuss their work in Welsh, using correct vocabulary and syntax. The standard of written work of most of pupils in key stage 2 is developing appropriately and many can explain the meaning of their writing. However, very few write independently with accuracy.

In 2012, the percentage of seven-year old pupils who achieved the expected outcome (Outcome 5) or higher in language skills, mathematical development and personal and social development was higher than the average for the family of similar schools and the average for the whole of Wales. In comparison with schools that have similar levels in terms of entitlement to free school meals, this placed the school among the top 25% in Wales. In general, the percentage of pupils that attained the higher outcome was closer to or higher than the average for schools in the family and the average for Wales in their language skills and their personal and social development, but lower in their mathematical development.

Trends in pupils' achievement at the end of key stage 2 have been uneven over a period of four years. In 2012, the school's performance in the core subject indicator (the percentage of pupils who reach level 4 in a combination of Welsh or English, mathematics and science) was higher than the average for the whole of Wales and the highest in the family of similar schools. In comparison with schools that have similar levels in terms of entitlement to free school meals, the school was among the top 25%. The school's performance placed it among the bottom 25% during two of the three previous years. Over a period of four years, the percentage of pupils who have reached the higher level (level 5) varies but in general it has been lower than the average figures for the family of schools and Wales during this period.

There is no significant pattern in terms of differences between the achievement of boys and girls.

### **Wellbeing: Good**

Pupils' awareness of keeping fit and healthy is good and they understand its importance. They feel happy and safe whilst at school and know to whom to turn for support and advice.

Most pupils are enthusiastic and eager to learn. They work together effectively in their lessons and activities. However, their skills to improve their own learning are only just beginning to develop. Only a minority have the confidence and ability to assess their own work.

Standards of behaviour are high. Pupils of all ages play together happily at break times and lunchtimes. Nearly all are polite and courteous and show respect and care towards their peers.

The attendance percentage during the last year is a little over 95%, which is higher than the average for the family and Wales. Attendance levels are consistently

among the top 25% in comparison with those of schools that have similar levels in terms of entitlement to free school meals. Punctuality is good.

The pupil's voice has a prominent place in the school's activities and decisions. A good example of this is the school council's contribution to updating the bullying policy.

Through a range of activities, inside and outside the school, pupils are developing a good range of social and life skills. They foster a good understanding of global citizenship.

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

The school offers a wide range of interesting experiences to pupils of all ages, which contribute effectively to their learning. Teachers plan jointly and appropriately to ensure curricular progression and to ensure that they meet requirements. The short-term plans do not always ensure that learning activities meet the needs of the ability range, especially some pupils of higher ability.

Suitable experiences are provided for pupils to develop their literacy skills across the curriculum. Pupils have beneficial opportunities to write at length in a variety of forms and to redraft. Pupils' thinking skills are promoted successfully and effective advantage is taken of opportunities to develop number skills and information and communication technology skills in a variety of contexts.

Comprehensive studies of the local area and successful collaboration with artists, musicians and local dance groups promote pupils' awareness of the Welsh dimension. Provision for Welsh is appropriate for most pupils but are less effective in extending those who are learning Welsh as a first language.

Pupils have a variety of appropriate opportunities to learn about the importance of living sustainably and healthily. Pupils of all ages have opportunities to work in their local area whilst also taking advantage of their unique links with the air force to learn about a variety of areas and their place in the wider world.

### **Teaching: Good**

Most teaching across the school is good. Stimulating presentations, practical tasks and effective use of resources capture the interest and enthusiasm of most pupils. Teachers and assistants interact effectively with pupils and each other to support learning.

Staff promote positive behaviour effectively and set high expectations. Across the school, adults model the Welsh language well. Teachers encourage pupils to recall previous learning skilfully. This encourages the practice of reflecting on learning and setting tasks in a familiar and relevant context. In the few lessons where teaching is less effective, activities do not always offer enough of a challenge to pupils of all abilities.

The school has an effective assessment system that identifies the needs of pupils of different ages at an early stage. Effective use is made of standard assessments to measure progress. This leads to the formation of target groups, and to referring pupils to external agencies when appropriate.

Most of the marking is positive and constructive. Teachers increasingly include pupils in the process of setting targets for improvement. However, the practice is not consistent and so it is not always clear to many pupils what they must do to improve their work. Teachers produce reports on pupils that are clear, consistent and informative, and outline areas to be improved.

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

There are effective arrangements to support pupils' health and wellbeing. Pupils are encouraged to eat healthily and, through physical activities within and outside the school, they have a wide range of opportunities to increase their levels of fitness and health. Daily assemblies, supported by local ecclesiastical members of the air force, promote pupils' spiritual and moral development successfully. Arrangements for promoting good behaviour are effective.

There are induction arrangements that have been tailored well in order to meet the needs of the large number of pupils who are new to the school.

The school works together effectively with a variety of agencies to protect children's wellbeing and to provide appropriate intervention for their needs. Learning experiences promote pupils' personal development well. The school also takes effective advantage of the expertise of local services.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

The school's system and policy comply with the code of practice for additional learning needs. Teachers make effective use of standard assessments in order to identify at an early stage any additional needs and effective support is arranged. The school works closely with agencies and includes parents and the children themselves where appropriate.

### **Learning environment: Good**

The school is a happy, welcoming community and there is a friendly atmosphere among staff and pupils. The ethos is inclusive and all pupils have an equal right to all the school's provision. Good emphasis is placed on recognising, respecting and celebrating diversity.

The classrooms and teaching space around the school are attractive and stimulating and create a striking learning environment. The display work that includes pupils' art work is of a high standard.

Extensive outdoor areas are used effectively to enrich the range of learning opportunities for groups in the Foundation Phase and also for formal and informal



sports activities. The standard of maintenance and cleanliness of the building and grounds is high.

There are plenty of appropriate resources for pupils' needs, and effective use is made of them.

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

The headteacher has a clear vision for the school and conveys it effectively to the staff, pupils, parents and governors. The deputy headteacher shoulders an appropriate range of managerial responsibilities effectively. The headteacher, staff and governors work together well as a team to develop activities and experiences that have a positive influence on pupils' achievement.

Staff implement a wide range of managerial and curricular policies that focus effectively on raising standards. The whole staff have clear responsibilities and job descriptions that are fulfilled well.

The governing body has good knowledge of the school's educational provision and performance and it fulfils its statutory responsibilities effectively. Members are very supportive, and by sharing their expertise they make an important contribution to the life and development of the school. They play an increasing role in the self-evaluation process by holding the school to account for the standards and quality that it achieves.

National and local priorities are implemented consistently. The school addresses the School Effectiveness Framework by establishing successful professional learning communities. The principles of the Foundation Phase offer stimulating experiences to the school's pupils.

### **Improving quality: Good**

The senior management team has robust knowledge of the school's performance, its strengths and elements for further development. It makes increasing use of the viewpoints of parents, pupils, governors and the local authority in this context. Managers consider a range of information that includes data on standards and a detailed analysis of trends over time. All of this, along with classroom observations, contributes effectively towards the self-evaluation report, which offers a balanced and accurate picture of the school.

The school uses the information from self-evaluation skilfully in order to set challenging and appropriate priorities and targets for improvement. These priorities focus clearly on raising standards. Priorities have been costed appropriately, the person responsible has been named, and the implementation time has been identified, along with appropriate success criteria.

The school has responded well to the recommendations of the latest inspection report.

The networks of professional practice that are developing within the school, in addition to the links that have been created with other schools, make an important contribution towards developing the provision further. They influence current information and communication technology networks positively, for example to improve pupils' reading skills through the use of electronic readers.

### **Partnership working: Good**

The school works effectively with a range of partners. This has a beneficial effect on pupils' wellbeing and attainment. The headteacher and staff communicate effectively with parents. There is also effective co-operation and communication with other primary schools, the local secondary schools and specialist services of the local authority, as well as a number of other agencies. There is a constructive partnership with the nursery, which shares the same campus. They all contribute extensively to enriching provision and improving outcomes for pupils' benefit.

The arrangements for transferring pupils to the secondary schools prepare older pupils well for the next stage of their education. Teachers work effectively with other primary schools in the area, as well as with secondary schools, in order to moderate and standardise pupils' work.

The school has a valuable partnership with the Air Force in RAF Valley that means access for pupils to unique facilities and expertise.

A variety of visitors from the local community and further afield make a good contribution towards enriching pupils' learning experiences. There are beneficial links with teacher training institutions.

### **Resource management: Good**

The school's staffing and financial resources are managed and used efficiently in order to improve learning. There are a sufficient number of experienced teaching staff and support staff to address every aspect of the school's work.

There are sufficient resources of a good quality for meeting pupils' needs and the school's building and grounds are used to their full potential.

Teachers make effective use of their time for planning, preparation and assessment. Teachers have suitable responsibilities. The school has an appropriate system for performance management that offers suitable opportunities for continuous professional development.

The budget is used effectively to respond to the priorities set within the school development plan. Full use is made of the funding that is available with reasonable sums only in reserve from year to year.

The school provides good value for money.

## Appendix 1

### Commentary on performance data

The percentage of seven-year-old pupils that achieved the Foundation Phase indicator (the percentage of pupils that achieve the expected outcome (Outcome 5) or higher in language, literacy and communication skills in Welsh or English, mathematical development and personal and social development) in combination in 2012 was higher than the average for the family of similar schools and the average for the whole of Wales. The school's performance in comparison with that of schools with similar levels of entitlement to free school meals was among the top 25% in Wales.

The percentage of pupils who attained a level higher than expected (Outcome 6) or higher in their language, literacy and communication skills in Welsh and English was higher than the average for the family but lower than the average for the whole of Wales. The percentage of pupils who achieved higher than expected in their mathematical development was lower than the averages for the family and the whole of Wales. The percentage of pupils who attained Outcome 6 or higher in their Personal and Social Development, Wellbeing and Cultural Diversity was higher than the average for schools in the family and the average for Wales.

In general, boys achieved better than girls, apart from in Personal and Social Development, Wellbeing and Cultural Diversity where fewer boys achieved the higher outcome. The gap is not significant.

As this is the first year for publishing Foundation Phase data, there is no information on trends available.

Trends in pupils' achievement at the end of key stage 2 at the school in the core subject indicator (the percentage of pupils who attain level 4 in a combination of Welsh or English, mathematics and science) have been uneven over a period of four years.

In 2012, the school's performance in the core subject indicator was higher than the average for the whole of Wales and the highest in the family of similar schools. It has been lower than the averages for the schools in the family and Wales in two of the previous three years.

In comparison with schools with similar levels of entitlement to free school meals, the school's performance placed it among the top 25% in 2012. The school's performance placed it among the bottom 25% in two of the previous three years.

The pattern is also uneven over time for the separate subjects. In 2012, the percentage of pupils who achieved the expected level (level 4) in English and mathematics was higher than the average for the family but lower than the average for Wales. The percentage of pupils who achieved the expected level in science was higher than the averages for the family and for the whole of Wales. The percentage of pupils that attained the expected level in Welsh was considerably lower than the

averages for the family and the whole of Wales. In the four subjects, the percentage of pupils who attained the expected level has been lower than the averages for the schools in the family and Wales in two of the previous three years.

The percentage of pupils who attained the expected level in reading, writing and mathematics in combination has improved considerably over a period of four years. The percentage was higher than the averages for the family and Wales in two of those years and was the highest in the family in 2012.

In 2012, the percentage of pupils who achieved level 5 or higher at the end of key stage 2 was higher than the averages for the family and Wales in English and science but lower in Welsh and mathematics. Over a period of four years, the percentage of pupils who attained the higher level has varied, but in general it has been lower than the average figures for the family of schools and Wales during this period.

In general, the achievement of pupils who are entitled to free school meals is lower than the remainder over time. Girls tend to achieve better than boys. The difference is similar to the national trend.

Although the performance of pupils who have free school meals is lower in comparison with the performance of pupils who do not have free school meals, the difference is not significant.

## **Appendix 2**

### **Stakeholder satisfaction report**

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

Seventeen questionnaires were received from parents/carers. Parents' levels of satisfaction are high, and higher than the average for primary schools.

All parents indicated that they are satisfied with the school in general. They all agree that their child likes school. All parents agree that their children are making good progress at school and that appropriate additional support is available as needed. They agree that there is a variety of activities, including trips and visits. Nearly all agree that homework builds well on what is being learnt at school and that they receive regular information about their child's progress.

All parents agree that the school is well run and feel comfortable in raising any issue. Most understand the school's system for complaining.

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

The learners' questionnaire was completed by 42 pupils from key stage 2. The responses are very positive, and are higher than the national average for primary schools.

All pupils feel that they are doing well at school and that teachers help them to become more mature and shoulder responsibility. All pupils feel safe and know to whom to turn if they are anxious or to ask for advice. They all agree that the school teaches them how to stay healthy. Nearly all say that homework helps them to understand and do their work. They are also of the opinion that other children behave well and they are able to do their work.

### **Appendix 3**

#### **The inspection team**

Goronwy Morris	Reporting Inspector
Alun Williams	Team Inspector
Ruth Rhydderch	Lay Inspector
Owain Roberts	Peer Inspector
Jennifer Raffle	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

### 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

## **Glossary of terms – Primary**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.