



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 Gynradd Talwrn
Talwrn
Llangefni
Ynys Môn
LL77 7TG**

Date of inspection: June 2011

by

Dr Prydwen Elfed-Owens

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:

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

Ysgol Talwrn is a naturally bilingual, community school maintained by Anglesey Local Authority (LA). It is located in the small village of Talwrn a few miles outside the county town of Llangefni in the middle of the Isle of Anglesey. The school serves the local village and rural community. The school describes the area as being relatively prosperous.

There are 39 pupils and children aged 4 to 11 years old on the school roll. There is a class for the Foundation Phase/Key Stage 1 and a class for Key Stage 2. Pupils are admitted to the school on a full time basis following their fourth birthday.

Ten per cent (10%) of the pupils are entitled to receive free school meals, which is much lower than the county and national averages. Six (15%) of the pupils have additional learning needs (ALN); no pupils have a statement of special educational needs (SEN). A hundred per cent (100%) of the pupils are from a white ethnic background. No pupil is learning English as an additional language. No pupil is looked after by the Unitary Authority.

Approximately 51% of the pupils come from homes where Welsh is spoken. Thirty six per cent (36%) of the pupils do not speak Welsh at home but they do speak Welsh although not fluently. Thirteen per cent (13%) come from non-Welsh speaking homes and are not able to speak Welsh. Welsh is used as the medium of teaching until Year 2 and both Welsh and English are used as teaching media thereafter.

The school was inspected in June 2005. The present head teacher has been in post since September 2006.

In 2010-2011, the school's per capita budget is £4,159, which compares with a maximum of £15,158 and a minimum of £2,685 for primary schools in Anglesey. Of the 52 primary schools in Anglesey, the school has the 21st highest budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- standards of attainment are good and end of key stage assessments are consistently higher than those in similar schools;
- the standard and development of spoken Welsh is excellent in the Foundation Phase and in Key Stage 1;
- the standard of literacy and communication in Welsh and English is good in both key stages;
- the majority of pupils make appropriate progress during their time at school;
- partners of the school help to provide experiences that promote standards significantly;
- attendance is very good;
- pupils enjoy a good range of interesting activities
- there is equal opportunity for every pupil.

Prospects for improvement

The school's prospects for improvement are good because of:

- a history of sustaining good standards over time;
- committed staff;
- parents and governors who are very supportive of the work of the school;
- the support of the local community for the school's initiatives and activities, and
- the school's current ethos which supports positive attitudes towards learning.

Recommendations

In order to improve, the school needs to:

- R1 sustain and further improve the standards of pupils of all ages and abilities;
- R2 continue to aim for excellence in every area;
- R3 make consistent and improve the quality of teaching across the school including implementing the principles of assessment for learning across the school and ensuring more purposeful play activities in the foundation phase;
- R4 ensure that all staff are fully involved in the management of the school;
- R5 ensure non-contact time so that the head teacher can formalise the school's organisation;
- R6 develop a monitoring and challenging role for the governors, and
- R7 give attention at once to securing the access to the school.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The standard of attainment of pupils in Key Stage 1 and Key Stage 2 has remained high over the last three years and apart from a few children who had ALN, the school's results consistently show that they do better than schools in the same family, and better than the county and national average.

At KS1, results have been in the highest quartiles in 2008 and 2010. In 2009, the school was in the bottom quartile due to the impact of ALN pupils on the percentages in a small cohort. Results compare better than the figures for the family, the county and Wales.

In oral Welsh, a third of the pupils often achieve level 3. In 2010, 100% gained level 3 in oral Welsh. Every year, all pupils attain at least level 2 in mathematics and science and a third level 3 in oral Welsh.

At KS2, results have been in the highest quartiles in 2008, 2009 and 2010. In 2008, the school was in the second quartile due to the impact of one ALN pupil on the percentages in a small cohort.

Every year, at least a third of pupils attain level 5 in Welsh, English and mathematics. This was also true of science in 2008 and 2009. In 2010, in science, a 100% of the pupils attained level 4.

The quality of the results between 2008, and 2010 means that the percentage of pupils who attain the core subject indicator (CSI) has stayed consistently at the same level and has been higher than the percentage of the family and the Wales average.

There is no consistent pattern to the difference in standards between boys and girls. There is no evident difference in the achievement of boys and girls in class.

Almost all pupils with ALN make good progress in language, communication and number, and often this progress is enough to raise the percentage of pupils who attain the expected standard.

Latecomers make good progress especially in language.

The percentage of pupils who attain one level higher than the expected level by the end of both key stages in Welsh, English and mathematics is slightly higher than in corresponding schools.

The majority of pupils across the school make good progress in Welsh, English and mathematics. According to the results of reading tests, almost all make good progress. Almost all pupils in the Foundation Phase and Y2 make excellent progress in Welsh, especially in oral Welsh.

Standards of reading in Welsh and English are consistently good. Almost all pupils read aloud well according to their ability. Standards of writing in both languages are good and oral standards in Welsh are particularly good.

Standards in numeracy are good across the school.

Wellbeing: Good

The school is a courteous family community where almost all pupils show enthusiasm towards the various aspects of their work. The behaviour of almost all pupils is good during lessons and during break time. Support staff provide effective and subtle support for those individuals who need it and collaborate effectively with the teachers. Almost all pupils feel safe at the school. The care of the school community for them is good and the social skills of almost all pupils in the school are very good. They are proud of their school. Almost all pupils are of the opinion that the school responds effectively when a child is unhappy.

The school is working towards ensuring that all pupils are fully involved in their own learning.

Many are becoming more independent learners and are beginning to make decisions for themselves and to share in the planning of some of their activities. Most pupils have positive attitudes towards health education and healthy eating. They are happy to come to school as they receive care, support and challenge. The school's attendance figures are very good.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The curriculum complies with the statutory requirements of the 2008 Curriculum, Religious Education and the Foundation Phase. The school provides a wide range of rich learning experiences for pupils of all ages and abilities. The school provides specific tasks that are well planned. The school's planning systems ensure that there are opportunities for all pupils to experience a good range of various activities. Literacy and communication, numeracy and information and communication technology (ICT) are prominent at the planning stage and in activities.

In many of the lessons, teachers prepare differentiated activities for the pupils. Almost all children in the Foundation Phase and Key Stage 1 make very good progress in their Welsh oral skills. KS2 teachers provide opportunities for pupils to write extendedly in Welsh and English. The provision for Welsh and the Welsh dimension enables pupils to make good progress.

Education for sustainability demonstrates elements of excellence due to the close working relationship with the local community through environmental projects. The school provides various opportunities for pupils to develop their knowledge of citizenship by studying life in Lesotho and Kenya.

Teaching: Good

Overall, teachers have good subject knowledge and plan a range of activities which motivate pupils. Teachers and classroom assistants collaborate effectively with each other. The relationship between teachers' knowledge of children's various needs and their understanding of the expectations of the Foundation Phase is effective. However, the play activities are not always focused enough.

In the best lessons, the pace of learning is suitable, tasks are interesting and questioning is incisive. Without exception, the relationship between teachers and pupils encourages respect and courtesy. Overall, teachers' and pupils' expectations are clear and they usually build on previous experiences.

There is a supportive ethos and a working atmosphere is established in class, where all individuals are respected. Some examples are seen of marking which responds constructively to pupils' work and helps them to develop their written work. However, this practice is not consistent. Some teachers enable pupils to identify and record targets for improvement. This procedure is not consistent across the school. There is no consistency either in assessment for learning strategies across the school.

The school has effective assessment strategies which summarise pupils' progress. Teachers make appropriate use of the information gathered from this procedure. A tracking system is used effectively to monitor pupils' progress throughout the school, and to establish target groups.

Learning aims and success criteria are shared with pupils in the majority of lessons. Teachers' understanding of the principles is beginning to take root.

Care, support and guidance: Good

The arrangements to support the health and wellbeing of pupils are good. Teachers encourage pupils to express opinions and to contribute effectively to developments within the school and the local community. The provision for pupils' spiritual development in collective worship sessions is adequate. The school promotes the moral and social development of all its pupils well by fostering values such as fairness and respect in every activity. The learning experiences promote pupils' personal development well. The opportunities arranged to develop the pupils' appreciation of other cultures are good.

The school makes good use of a range of specialist services in order to extend the provision for pupils. An example of this is the invitation for the Police to visit the school to teach children about safety.

The school has an appropriate policy and procedures for safeguarding children. These are known to all staff and pupils know who to turn to in an emergency.

The support for children with additional learning needs is good.

Learning environment: Adequate

The school has a welcoming ethos which provides a supportive environment for all pupils. All pupils are encouraged to participate fully in all aspects of the life of the school. Parents appreciate this. The school offers a wide range of activities that foster pupils' understanding of the wider world. The school deals well with instances of challenging behaviour.

Overall, teaching and learning resources are of a high standard and meet the requirements of the curriculum. Efficient and purposeful use is made of them. The classrooms and corridors are colourful and stimulating and celebrate pupils' efforts successfully.

The school does not have playing fields therefore the village playing field is used. Although this is an excellent resource, its usefulness is limited due to its distance and the need to travel there. The school hall is small but is fully used. The outside area, including the garden and the small forest, are valuable resources to enhance the curriculum. However, the state of the playground and outside play area for the foundation phase is untidy.

The school is located in a seemingly quiet and safe area. However, it is very open in terms of numerous gates and doors that are not always locked. This is unacceptable.

Key Question 3: How good are leadership and management?
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Good

Leadership: Adequate

The head teacher's leadership in terms of ensuring standards is good. She has a clear vision in terms of the values and objectives of the school. However, at present, she only has half a day per week of non-contact time away from the class to undertake leadership work. This is not enough to give justice to all the demands on her as a head teacher.

The staff create a positive ethos and ensure a good reputation for the school.

Teachers share responsibilities for subjects and areas. The school pays good attention to Performance Management. Although there are various opportunities for everyone to acquire new skills and to familiarise with new requirements, inadequate attention is given to applying and using the information acquired in full. Attention is paid, within time restraints, to the majority of local and national priorities.

The governors know the school very well and work closely with the head teacher to set an appropriate strategic direction for the school's development. However, their ability to directly monitor what is happening at the school is still developing. Governors act well as critical friends and, on occasions, challenge decisions.

Pupils' voice is beginning to impact on aspects of the life and work of the school.

Improving quality: Good

The school's straightforward and flexible self-evaluation system provides a firm foundation for further improvement. All staff use a good range of evidence as part of this process. However, the role and involvement of all staff in the process is unclear. Adequate consideration is given to the opinions of staff and pupils. Listening to the opinions of parents is a recent development. The views of stakeholders help to determine strengths and areas for improvement which are beginning to have a positive impact on pupils' learning.

The school has a three year overview of the areas it has identified for improvement. This is reviewed annually. The School Development Plan notes, concisely, the main priorities for improvement, and the cost, timetable and responsibilities of staff in responding to every priority have been clearly noted. The school has sustained the good quality end of key stage assessments over a number of years.

The head teacher's heavy teaching load means that it is difficult for her to oversee the implementation of every priority in order to ensure excellence.

The school is beginning to take advantage of links with two local primary schools to share experiences and exchange practice. These arrangements are beginning to contribute to strengthening the culture of collaboration between the schools on professional matters.

Partnership working: Excellent

The school has fostered a range of extremely useful strategic partnerships. A very strong relationship has been built with parents. Parents and friends of the school contribute to sports and reading activities. A very close relationship has also been established with the local community which has a positive impact on the quality of education provided. In addition, excellent partnerships have been established with industry which make a significant contribution to aspects of the curriculum and to standards in some skills and subjects. The school is well supported by the LA's education service. Links with charities and various agencies effectively promote pupils' wellbeing. Pupils' understanding of other cultures is promoted well through active international links, by studying other countries and through other links within the United Kingdom.

The school collaborates well with primary schools and the secondary school in the area to standardise assessments. Activities to moderate the work of KS2 and KS3 pupils' work have also started off well. The school collaborates effectively with the local secondary school to prepare older pupils appropriately for the next stage of their education.

Resource management: Good

The school has adequate resources. Staff are enthusiastic and qualified to teach all aspects of the curriculum. Teachers use their planning, preparation and assessment time effectively. The role of support staff is effective across the school.

Expenditure is monitored carefully. It is not expected that there will be any money in reserves or any debt at the end of the financial year.

Within the finance provided, the school provides good value for money due to the good outcomes in external assessments.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty one KS2 pupils completed the questionnaire. Almost all say that they feel safe in school. Most said that the school deals well with any bullying. Almost all know who to talk to if they are worried or concerned. Most say that the school teaches them how to stay healthy and almost all say that there are enough opportunities for them to take regular exercise. Nearly all say that they are doing well at school.

Almost all say that teachers and other adults help them to learn and to make progress. All also say that they know what to do and who to talk to if they find their work difficult. Most say that they have enough books and computers to do their work. The majority also say that homework helps them to understand and improve their work. Many say that other children behave well and that they can do their work.

Responses to parent questionnaires

Twelve parents/carers completed the questionnaire. All parents/carers are satisfied with the school in general and say their children like being there and that they are safe at school. All also say that pupils behave well. All say that the school treats every child with respect and that they are kept regularly informed about their children's progress. They also say that their children receive appropriate extra support, and that the school encourages them to be healthy and to take regular physical exercise. They all believe that the school has a good range of activities including trips or visits. Almost all also said that the homework set builds well on what is taught at school. Almost all parents say that they feel comfortable about approaching the school with questions, suggestions or a problem and that they understand the school's complaints procedure.

Almost all say that the school prepares their child well for moving on to the next school. Almost all parents also say that the school is well run.

Appendix 2

The inspection team

Dr Prydwen Elfed-Owens	Reporting Inspector
Gareth Wyn Roberts	Team Inspector
Richard Parry Hughes	Lay Inspector
Kevin Davies	Peer Inspector
Gwyneth Môn Hughes	School Nominee

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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