



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

A report on

**Ysgol Gynradd Y Talwrn
Talwrn
Llangefni
LL77 7TG**

Date of inspection: October 2018

by

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

About Ysgol Gynradd y Talwrn

Ysgol Gynradd y Talwrn is situated in the village of Talwrn, approximately three miles from Llangefni on the Isle of Anglesey. Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2. There are 38 pupils between 4 and 11 years old on roll. They are divided into three mixed-age classes in the mornings, and two in the afternoons.

The average percentage of pupils who are eligible for free schools meals over the last three years is 21%, which is close to the national percentage. Around half of pupils come from Welsh-speaking homes. Very few are from ethnic minority backgrounds. The school has identified 30% of its pupils as having additional learning needs, which is higher than the national percentage.

The headteacher was appointed to the post in September 2017, and the school was last inspected in June 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Nearly all pupils across the school, including those with additional learning needs, make sound progress and achieve well by Year 6.

Nearly all pupils are well behaved. They are very caring towards each other, and treat adults and visitors with a high level of respect.

Staff establish an exceptional working relationship with pupils, which fosters successful learning. The good quality of care, support and guidance from staff has a very positive effect on pupils' standards and wellbeing.

The headteacher provides the school with robust and effective leadership, which ensures a clear strategic direction and a culture that promotes continuous improvement. All members of staff work together effectively.

Governors have a sound understanding of the school's performance, and this enables them to challenge the school and hold it to account for its performance effectively and successfully.

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

Recommendations

- R1 Provide more opportunities for pupils in key stage 2 to take responsibility for their own learning in order to develop as independent learners
- R2 Provide more opportunities for pupils in key stage 2 to develop their modelling skills in ICT

What happens next

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

Main findings

Standards: Good

On entry to the school, most pupils' basic skills at least correspond to what is expected for their age. As they move through the school, nearly all pupils, including those with additional learning needs, make sound progress and achieve well by Year 6. They recall previous learning well, and use and apply their literacy, numeracy, and information and communication technology (ICT) skills successfully in various situations.

Most pupils' oral skills in the foundation phase are developing well. They listen attentively and communicate clearly in Welsh. By the end of the phase, they talk confidently about their work and experiences, for example when discussing how the moon changes during the month. Most pupils in key stage 2 communicate clearly and confidently in both languages and are keen to give answers or comments when talking about their work. They take pleasure in discussing their ideas about life in a space station. At the top of the school, most pupils attain a good standard of bilingualism and change freely from one language to the other when discussing their work.

Most pupils in the foundation phase make good progress when learning to read. By Year 2, many read fluently and discuss their favourite books and characters confidently. In key stage 2, nearly all pupils read with accuracy and fluency in Welsh and English, and many give good reasons for their favourite characters. They use their skills appropriately when gathering information in their investigative work.

In the foundation phase, most pupils write an increasing range of simple sentences by spelling correctly and using purposeful punctuation. By the end of the phase, most make good progress in their proficiency to use varied vocabulary and language, for example when writing a thank you letter following a visit to a local forest. Nearly all pupils in key stage 2 write intelligently for different purposes in Welsh and English, and show a sound awareness of different forms of writing. By the top of the school, most choose interesting vocabulary and spell, punctuate and paragraph correctly. They write good quality pieces of extended writing for a variety of purposes and audiences. For example, work on the shipwreck of the Royal Charter shows mature imagination in creating a moving illustration of the event. On the whole, most pupils' handwriting and presentation of work are neat.

Most pupils develop their numeracy skills soundly as they move through the school. By the end of the foundation phase, they count, add and subtract correctly by using tens and units, for example when counting how many eyes a number of fictitious aliens have. Many discuss simple graph work intelligently and handle money up to 20 pence confidently. Most use their measuring skills correctly in practical activities, for example when creating a bug hotel. They talk enthusiastically about their work and are willing to use familiar mathematical language and phrases.

In key stage 2, many pupils use their understanding of place value to multiply and divide whole numbers by 10 and 100, and the most able multiply by 1000 confidently. They add and subtract decimals up to two decimal places with consistent accuracy.

They use fractions with sound understanding. They are able to present their findings systematically and clearly, and apply their numeracy skills effectively when solving problems, for example to create a graph to show the jobs of the different rescuers following the 'Royal Charter' tragedy.

The standard of most pupils' ICT skills is good. They show a very good awareness of the need to be careful and keep their personal information secure when using the internet. In the foundation phase, pupils use tablets carefully to record their activities and find specific information. A good example is the work on the history of the Massey sisters and their influence on biological science in the area. They are able to present information neatly when producing simple sentences to create a factual booklet about garden creatures, which includes pictures and suitable writing about them. They are good at setting specific instructions to control the movements of a programmable toy.

By the end of key stage 2, many create and examine data effectively to create a graph that shows the number of medals won by different countries in the Commonwealth Games. They create specific multimedia presentations to show the dangers of communicating with strangers on the internet. Many use QR codes skilfully to discover which tasks to complete while searching for the life of an astronaut on the International Space Station. They use Hwb effectively to gather information about the race to the moon in the sixties. However, modelling skills in information and communication technology have not been developed in full in key stage 2.

Wellbeing and attitudes to learning: Good

Nearly all pupils behave well in the classroom and around the school. They are very caring towards each other and treat adults and visitors with a high level of respect. A particularly good feature is the fact that many older pupils take care of younger pupils kindly and fondly, and take their responsibilities seriously. This contributes to the school's inclusive nature and caring ethos. Nearly all pupils feel safe at school and take full advantage of the opportunity to raise concerns and make suggestions through the 'worry box'.

Most pupils understand how to stay healthy, and express this clearly when discussing their eating and drinking habits. They are willing to take part in a range of activities and after-school clubs, such as football and netball and, as a result, they have a good understanding of the importance of keeping fit. They appreciate the opportunity to eat fruit during break time, and many pupils gain good social skills by running the shop successfully in the mornings.

Most pupils across the school have positive attitudes to learning, and concentrate and persevere well for extended periods. During their lessons, they listen well to each other and wait patiently to contribute. Most discuss their work confidently and show an obvious interest in their activities. Many pupils across the school are beginning to show the ability to improve their work successfully following effective and timely feedback from adults. This develops their social and life skills very effectively.

The pupil's voice is at the heart of school life, and the cross-section of members who have been elected to the school council undertake their work skilfully. Members show pride in the way in which they promote the importance of speaking Welsh.

Teaching and learning experiences: Good

Staff establish an exceptional working relationship with pupils, which fosters successful learning. Teachers have high expectations and all pupils understand this. The system of planning activities, which is based on interesting and imaginative learning experiences, ensures that pupils achieve good standards. A successful feature across the school is the role that parents, alongside their children, play in providing suggestions and ideas at the beginning of each theme about what they would like to study. This engages pupils' interest and curiosity towards learning skilfully and strengthens their commitment to their work.

Schemes of work incorporate the statutory requirements of the National Curriculum, the Literacy and Numeracy Framework and ICT successfully in a variety of curricular areas. However, opportunities to develop pupils' ICT modelling skills in key stage 2 are limited.

The principles of the foundation phase have been embedded firmly. Effective focus tasks and continuous activities are provided, which include beneficial opportunities for pupils to investigate, role-play, build and practice their physical skills. This fosters positive attitudes to learning and encourages them to persevere for extended periods.

The school has a natural Welsh ethos, and all staff create a highly positive atmosphere that promotes this successfully and ignites pupils' enthusiasm towards the language. Provision to develop the Cwricwlwm Cymreig is effective. As a result, all pupils are given regular opportunities to enrich learning in order to develop their understanding of their area and Welsh culture. An example of this is a visit to the Lloyd George museum and Newborough forest.

Lesson presentations are lively and activities flow purposefully. Teachers explain new ideas in a meaningful and relevant way, and extend learning through real-life experiences. Teachers ask probing questions in order to expand pupils' understanding and encourage them to use their thinking skills throughout the lesson. Support staff make an effective contribution to the quality of pupils' learning, and all members of staff model language very well. However, there is a tendency at times for teachers in key stage 2 to over-direct pupils. This limits the opportunities for pupils to take responsibility for their own learning.

Teachers make skilful use of a range of assessment strategies. They provide useful oral feedback during lessons. There are good examples of purposeful marking, and teachers' comments respond to individual targets and refer to improving pupils' skills, where necessary. Teachers assess accurately and analyse outcomes effectively to inform their future plans. There are good procedures in place to provide opportunities for pupils to evaluate their own work.

Care, support and guidance: Good

The good quality of care, support and guidance from staff has a very positive effect on pupils' standards and wellbeing. Pupils' moral, social and cultural skills are developing very successfully. The strong focus of all members of staff on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. Valuable opportunities are arranged for pupils to voice their opinions, and the school takes their views seriously. This has a positive effect on their confidence and nurtures a sense of pride and responsibility for others.

Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are prominent elements of the school's culture. An emphasis on promoting shared values has a positive influence on pupils' behaviour. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Staff know pupils and their families well, and have a sound and effective relationship with them. Staff share information about the school's activities with parents regularly, and this enables them to support their children successfully.

The school has robust procedures to promote eating and drinking healthily. Purposeful outdoor resources for break times and after-school clubs, such as football and netball, add to the opportunities to nurture pupils' positive attitudes and encourage them well to keep fit. Educational visits provide valuable opportunities to enrich pupils' learning experiences and they are given good opportunities to compete in eisteddfodau.

The school has robust arrangements for tracking pupils' progress. Teachers use this information carefully to set challenging and realistic targets for pupils, and to identify those who need further support. Individual development plans for pupils with additional learning needs are clear and respond well to their current requirements. They include sensible targets and comprehensive actions in order to provide support and guidance. Learning assistants contribute effectively to supporting individual pupils and implement intervention programmes successfully. This contributes well to the caring ethos that leads effectively to raising standards and developing enthusiastic attitudes among pupils.

Leadership and management: Good

The headteacher provides the school with robust and effective leadership, which ensures a clear strategic direction and a culture that promotes continuous improvement. She has a clear vision that is based on ensuring that the wellbeing of pupils and staff is a core part of the school's work, and that there is a strong focus on encouraging learners to attain good standards. The whole school community is committed to the school's motto, 'Gorau o bopeth i blant Y Talwrn, mewn byd sy'n newid o hyd'. A particular feature of the school is the way in which all aspects of the school's work have a positive and clear influence on pupils' achievement and wellbeing, and ensures a homely ethos and a well-organised learning community.

Staff understand their roles and responsibilities well and develop them effectively and conscientiously. The enthusiastic teachers show a strong commitment to promoting

continuous and sustainable improvements by coming together to discuss regularly and planning jointly. This helps to ensure continuity and progression in developing pupils' skills, and creates broad, stimulating experiences for all pupils.

The school has robust performance management procedures for teachers. These procedures promote the professional development of staff successfully, which has a positive effect on individuals and class work. The school is developing as a strong learning community by working effectively with other schools on projects such as assessment for learning. This helps pupils to know how to improve their work and move forward to the next step in their learning.

All members of staff have a sound understanding of strengths and areas for improvement. They use information from rigorous and extensive self-evaluation processes, such as scrutiny of books, lesson observations and data analysis, in order to identify priorities for improvement to be included in the school development plan. The school seeks the views of parents and pupils regularly to ensure that all stakeholders are given clear opportunities to make comments and suggestions in terms of improving provision and raising standards. There is a good link between the findings of the self-evaluation process and the school development plan, which ensures that it is a useful and effective tool. Staff monitor progress carefully and present rigorous reviews in relation to the school's priorities. This ensures that the school continues to give worthy attention to improving pupils' standards and wellbeing.

Governors receive effective support, guidance and training. They share responsibility for aspects such as data analysis, lesson observations, finance and safeguarding children. They prepare useful reports following observations, which are discussed with the headteacher and the full body. This has improved their ability to challenge the school and hold it to account for its performance.

Expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully, and ensure that financial resources are used fully to support priorities for improvement. Effective use of the pupil development grant to support the very few pupils who are eligible for free school meals has led to a significant increase in pupils' standards, particularly in improving their reading skills.

Copies of the report

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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